



A proud partner of the American  network
South Central Workforce Area

PY24 – PY27 Local Plan
July 1, 2024 – June 30, 2028

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Background

Section 108 of WIOA and [20 CFR 679.500-560](#) requires that each Local Workforce Development Board (LWDB) develop and submit to the State, in partnership with the Chief Elected Official(s), a comprehensive plan on the current and projected needs of the local area's one-stop delivery system. The law emphasizes the importance of collaboration and transparency in the development and submission of the plan.

The Local Plan is an action plan to develop, align, and integrate service delivery strategies and resources across the one-stop delivery system in a Local Workforce Development Area (LWDA). The Local Plan must support achievement of Iowa's vision, goals, and strategies as outlined in the State Plan and is implemented as a business-led, results-oriented, and integrated system.

This document provides a working outline of the local planning requirements included in the Workforce Innovation and Opportunity Act (WIOA), final regulations, and jointly-issued state policy. Further, this guidance will provide clarification on the submission process and timeline. This guidance should be used in conjunction with all state policies, including the [Local Planning](#) policy, to develop a comprehensive local plan that meets all requirements. WIOA Administration and Governance and Title I-B state policies can be located in the Iowa [ePolicy](#) website.

Outlined below is the State of Iowa's vision for workforce and WIOA implementation as approved by the Iowa State Workforce Development Board. Please review the state vision and strategies as it is intended to inform the local planning process.

State of Iowa workforce vision and strategies

Guided by Governor Reynolds's vision to build an aligned and integrated workforce system, Iowa's WIOA Unified State Plan establishes two goals and corresponding strategies for the state workforce system.

Iowa's Vision

An aligned, flexible, and streamlined workforce delivery system that meets the needs of employers and all Iowans for a skilled and diverse workforce.

Goals and Strategies

Goal I: Increase the engagement and awareness of Iowa's current, potential, and future workforce to the continuum of high-quality education, training, and career opportunities in Iowa.

State Strategy 1.1: Align and implement an accessible, integrated service delivery model incorporating all workforce system partners.

State Strategy 1.2: Ensure all Iowa students have opportunities for meaningful work-based learning experiences.

State Strategy 1.3: Target services to underserved populations, including individuals with disabilities, minorities, returning citizens, women, rural Iowans, new citizens, veterans, etc.

Goal II: Increase employer engagement and awareness of the Iowa *WORKS* system as the premier provider of business services for a skilled and diverse workforce.

State Strategy 2.1: Support local workforce boards in the development and enhancement of sector partnerships.

State Strategy 2.2: Create and implement a unified and collaborative business engagement model.

State Strategy 2.3: Increase the awareness and engagement by employers in work-based learning opportunities.

Local Plan Timeline and Submission

Timeline

WIOA requires each LWDB to submit a comprehensive 4-year plan, with a required review at the end of the first 2-year period of the plan.

Deadlines chart

DEADLINE	KEY TASK
October 5, 2023	Local Planning Guidance published
Early February 2024	Suggested deadline to post local plan for required 20-business day public comment period
Early March 2024	Suggested deadline for end of public comment period
April 1, 2024	Deadline to submit Local Plans to State for review
July 1, 2024	Effective date of Local Plans for PY24 – PY27

Local Plans will be reviewed in the order received by the Iowa State Core Partner Working Group.

Submission

Each local plan is required to be submitted on or before the deadline of 11:59pm April 1, 2024. To submit your local plan, email a PDF, including any attachments, to WIOAgovernance@iwd.iowa.gov. The subject line of the email should clearly indicate the contents of the email, for example: "Central Iowa PY24 Local Plan Submission."

Section 1 – Infrastructure

A description of the local workforce development system in the local area. Describe the local workforce delivery system in the local workforce development area (LWDA).

Local Workforce Development Area

The South Central Iowa Local Workforce Development Area serves 14 counties including: Appanoose, Davis, Hardin, Jefferson, Keokuk, Lucas, Mahaska, Marshall, Monroe, Poweshiek, Tama, Van Buren, Wapello, and Wayne.

South Central Iowa Local Workforce Development Board Members

Name	Organization	Title	City
Kent Anderson	Metal Wholesale LLC	Chief Operations Officer	Bloomfield
Randy Westman	Johnson Machine Works	Human Resources Manager	Chariton
Natalie McGee - Chair	Lucas County Health Center	Trustee & Human Resources Governance & Oversight	Chariton
Kari Flaherty	Ajinomoto	Senior Human Resources Manager	Eddyville
Zenna Boyd	Ottumwa JBS	Human Resources Director	Ottumwa
John Hall - Vice Chair	Marshalltown Area Chamber of Commerce	President & CEO	Marshalltown
Warren Schaefer	Agri-Industrial Plastics Company	Director of Information Technology	Fairfield
Dillon Smith	Farm Bureau Financial Services	Farm Bureau Financial Services	Farmington
Trena Beske	Benchwarmers	Owner	Ottumwa
Lori Wildman	Alliant Energy	Training Specialist	Marshalltown
Jason Cople	IUOE Local 234	Business Manager	Marshalltown
Riley Waters	International Brotherhood of Electrical Workers Local 13	Membership Development Coordinator	Ottumwa
Lindsay Cale	Ottumwa Job Corps Center	Center Director	Ottumwa
Jon Klaus	Indian Hills Community College	Director of Adult Literacy	Ottumwa
Jennifer Wilson	Indian Hills Community College	Vice President, Business Solutions	Ottumwa
Shea Greiner	Greater Ottumwa Partners in Progress	Director of Investor Relations	Ottumwa
Micheal Cockrum	IowaWORKS	Operations Manager	Ottumwa
Melissa Keen	IowaWORKS	Vocational Rehabilitation Supervisor	Marshalltown

Subcommittees

Executive Committee – Natalie McGee, Chair

Finance Committee – Randy Westman, Chair

Operations Committee – Zenna Boyd, Chair

Youth Committee – Shea Greiner, Chair

Disability Access Committee – Melissa Keen, Chair

Fiscal Agent/Subrecipient

Pathfinders RC&D

Ashley Utt, Executive Director

304 S Maple St #101

Fairfield, Iowa 52556

Board Staff

Teri Bockting, Executive Director

The Executive Director provides leadership and executive management for the Local Workforce Development Board (LWDB) and the workforce development system. They work with the Board to establish a strategic vision and acts as an advocate for the organization throughout the Local Workforce Development Area (LWDA). They have a broad authority to carry out the day-to-day operations of the Board in compliance with local, state, and federal policies, laws, regulations, and by-laws adopted by the Local Workforce Development Board.

Krista Tedrow, Director of Development

The Director of Development plays a significant role in designing the infrastructure and engineering systems for the future of work and the continued success of South Central Iowa. They poise South Central Iowa to launch creative thinking and bold actions that transcend traditional education, economic, and workforce development spaces to build thriving communities. Working closely with South Central Iowa LWDB, Pathfinders RC&D, and other stakeholders, the Director of Development advances the region's workforce and economic development mission and vision by helping to define and execute regional growth strategies.

Nicole Krause, Executive Assistant

The Executive Assistant supports the LWDB and board staff by performing a variety of complex and confidential administrative tasks that require a thorough knowledge of organizational procedures. They exercise the use of independent judgment and discretion in the completion of tasks and formulating responses on behalf of board staff. The Executive Assistant requires excellent communication and interpersonal skills and the ability to provide service to a diverse group of internal and external customers. They are detail-oriented, work well under pressure, and have excellent time management skills.

Service Provider

Indian Hills Community College

Title I - Adult, Dislocated Worker, and Youth

Jennifer Erdmann, Operations Manager

15260 Truman St

Ottumwa, Iowa 52501

One-Stop Operator

The One-Stop Operator has not been procured.

Office Locations

Ottumwa IowaWORKS

15260 Truman St

Ottumwa, Iowa 52501

Marshalltown IowaWORKS

101 Iowa Ave W Suite 200

Marshalltown, Iowa 50158

There are no affiliated sites or specialized centers.

Local Plan Draft Process

Board staff collaborated with Core Partners through meetings and email communication to gather information for corresponding sections of the Local Plan. Build on the experiences and information gathered from the local area such as: previous Local Plan, labor market information, and surveys.

Section 2 – Strategic Planning Elements

Questions in this section are designed to address the aspects of the local area’s labor force, such as its composition and the determination of skills gaps between the talent needed by employers in the local area and the knowledge and skills held by workers and job seekers. It is recommended that these plans include data samples and streamlined graphics and tables that support the narrative provided. The local board must cite the source(s) used to collect all or part of the local area labor market.

Economic Analysis

Include a local area analysis of the:

a. Economic conditions including existing and emerging in-demand industry sectors and occupations.

South Central LWDA contains the smallest percentage of employment compared to all other LWDAs; however, Manufacturing remains vital with 22.6 percent of all covered jobs. This sector experienced substantial losses in 2021 due to the pandemic, yet recovered quickly and are expanding upon all-time highs in 2023. Weekly wages are up 22.5 percent since 2021 and employment has gained 11.9 percent. Like other LWDAs, Health Care and Social Assistance is the second largest industry sector in South Central Iowa, with 14.2 percent of all covered employment, however, employment has decreased slightly in this sector, shrinking from a high of 13,350 in 2014 to 11,812 in 2022. South Central LWDA is expected to add 10,375 nonfarm jobs from 2020-2030. Industry employment is expected to increase to 107,355 from the current 96,980, a 10.7 percent increase. The 2020-2030 projections growth is faster growth than the past projections, this reflects recovery from the virus-induced recession of 2020: low base-year employment for 2020 due to the COVID-19. The educational services sector is expected to add 1,745. The educational services sector is expected to benefit from a growing need for workers upskilling and reskilling, and from a greater digital economy. The Healthcare and Social Assistance sector is projected to add 1,665 jobs in the next ten years driven by an increase in the number of ageing populations. The charts below summarize the – in-demand industry sectors and occupations for South Central Iowa.

Year
2023

Appanoose, Davis, Hardin and 11 more County, 2023 Quarter 1

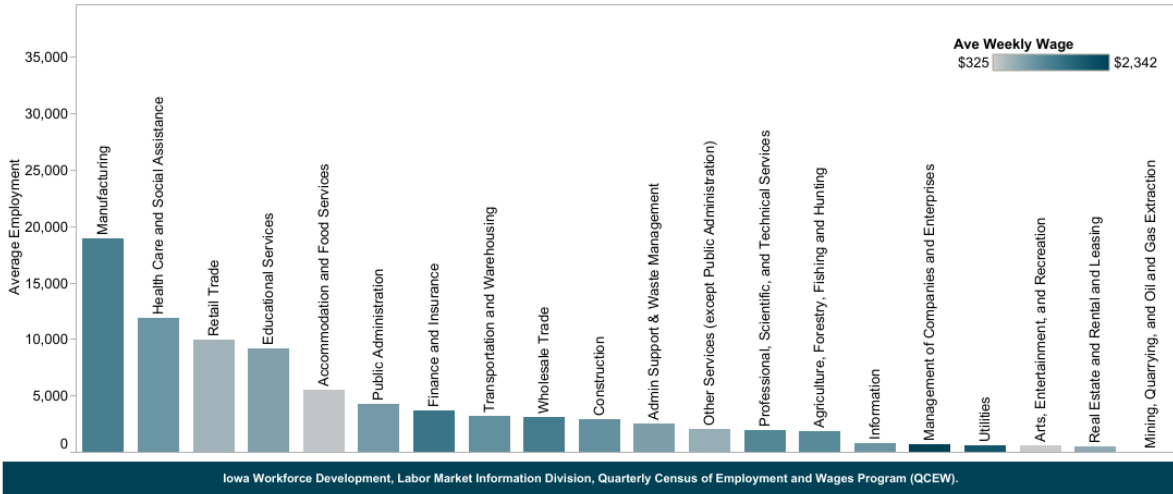
Quarter	Sector/Subsector	Total Locations	Employment Month 1	Employment Month 2	Employment Month 3	Average Emp	Ave Weekly Wage
1	Grand Total	6,947	83,617	83,652	83,739	83,676	\$1,022
	Manufacturing	343	18,980	18,879	18,816	18,893	\$1,341
Detail Sector	Health Care and Social Assistance	803	11,881	11,912	11,883	11,890	\$1,016
	Retail Trade	759	10,037	9,918	9,911	9,956	\$597
	Educational Services	199	9,104	9,213	9,112	9,143	\$850
Sector Level All	Accommodation and Food Services	442	5,378	5,466	5,635	5,494	\$390
	Public Administration	343	4,280	4,232	4,316	4,277	\$941
	Finance and Insurance	431	3,646	3,637	3,623	3,636	\$1,487
County Multiple values	Transportation and Warehousing	400	3,195	3,170	3,158	3,174	\$1,082
	Wholesale Trade	446	3,044	3,046	3,091	3,060	\$1,361
	Construction	608	2,817	2,824	2,933	2,856	\$1,088
	Admin Support & Waste Management	317	2,480	2,489	2,420	2,463	\$887
	Other Services (except Public Administr..	446	1,964	1,986	1,983	1,980	\$679
	Professional, Scientific, and Technical S..	629	1,923	1,960	1,950	1,944	\$1,217
	Agriculture, Forestry, Fishing and Hunti..	237	1,775	1,776	1,802	1,786	\$1,175
	Information	173	825	819	811	820	\$1,014
	Management of Companies and Enterpr..	60	656	660	656	658	\$2,342
	Utilities	38	605	620	600	608	\$1,977
Arts, Entertainment, and Recreation	88	561	589	584	579	\$325	
Real Estate and Rental and Leasing	185	466	456	455	459	\$731	
Mining, Quarrying, and Oil and Gas Extr..							

Please note: sectors without data are non-disclosable.

Polk County Selected by Default.

Grand totals for all sectors and counties will not necessarily equal the state total due to data suppression for certain areas and sectors that don't pass confidentiality restrictions.

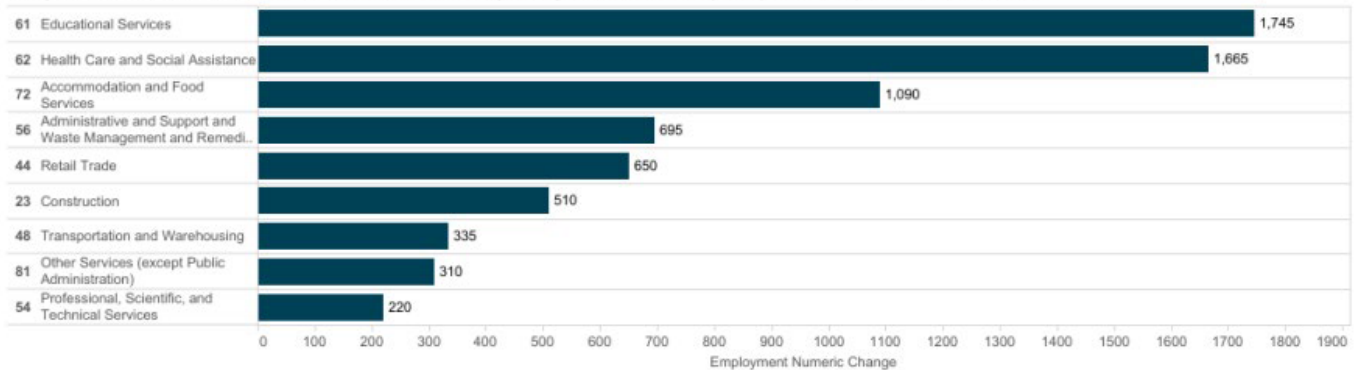
Appanoose, Davis, Hardin and 11 more County Employment, 2023 Quarter 1 (Shade is Determined by the Average Quarterly Wage)



b. Employment needs of employers in existing and emerging in-demand industry sectors and occupations. Based on Labor Market Information from Iowa Workforce Development, industry projections in South Central show the top three industries projecting the most growth are Education Services, Health Care and Social Service Assistance, and Accommodation and Food Services. Due to the pandemic, an aging population, retirement, and declining population these sectors were significantly impacted. Educational services will benefit from a growing need for workers upskilling and reskilling, and from an increase in digital skills needed in the workforce. Accommodation and Food Services is growing however, this growth projection is somewhat of a false projection showing higher rates due to the massive layoffs during COVID-19 recession; the need for employment is for businesses to fill roles that were vacated, the number of jobs did not increase. While there is a need for assistance replenishing their workforce, large growth from pre-pandemic levels is not anticipated.

South Central Iowa LWDA Industry Projections

Long-Term 2020-2030 South Central Iowa LWDA Top 2-digit NAICS Industry Projections by Numeric Growth.



2020-2030 Employment Numeric Change

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
611 Educational Services	9,210	10,955	1,745	18.9%
722 Food Services and Drinking Places	4,035	4,895	860	21.3%
671 Self Employed and Unpaid Family Workers	11,020	11,785	765	6.9%
561 Administrative and Support Services	2,695	3,370	675	25.0%
930 Local Government, Excluding Education a..	4,765	5,365	600	12.6%
621 Ambulatory Health Care Services	2,555	3,120	565	22.1%
623 Nursing and Residential Care Facilities	3,685	4,130	445	12.1%
624 Social Assistance	1,815	2,200	385	21.2%
447 Gasoline Stations	1,835	2,185	350	19.1%
311 Food Manufacturing	7,280	7,610	330	4.5%
238 Specialty Trade Contractors	2,010	2,330	320	15.9%
484 Truck Transportation	1,700	2,005	305	17.9%
622 Hospitals	3,440	3,710	270	7.8%
493 Warehousing and Storage	1,730	1,975	245	14.2%
721 Accommodation	550	780	230	41.8%
541 Professional, Scientific, and Technical Ser..	1,790	2,010	220	12.3%
522 Credit Intermediation and Related Activities	1,400	1,565	165	11.8%
333 Machinery Manufacturing	2,625	2,780	155	5.9%
523 Securities, Commodity Contracts, and Oth..	970	1,110	140	14.4%
453 General Merchandise Stores	2,225	2,375	150	6.7%
000 Total All Industries (Nonag)	96,980	107,355	10,375	10.7%

2020-2030 Employment Percent Change

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
711 Performing Arts, Spectator Sports, and Re..	85	135	50	58.8%
512 Motion Picture and Sound Recording	80	125	45	56.3%
721 Accommodation	550	780	230	41.8%
331 Primary Metal Manufacturing	190	260	70	36.8%
519 Other Information Services	15	20	5	33.3%
814 Private Households	35	45	10	28.6%
812 Personal and Laundry Services	400	505	105	26.3%
561 Administrative and Support Services	2,695	3,370	675	25.0%
621 Ambulatory Health Care Services	2,555	3,120	565	22.1%
722 Food Services and Drinking Places	4,035	4,895	860	21.3%
624 Social Assistance	1,815	2,200	385	21.2%
485 Transit and Ground Passenger Transport	50	60	10	20.0%
339 Miscellaneous Manufacturing	275	330	55	20.0%
115 Support Activities for Agriculture	450	540	90	20.0%
447 Gasoline Stations	1,835	2,185	350	19.1%
611 Educational Services	9,210	10,955	1,745	18.9%
484 Truck Transportation	1,700	2,005	305	17.9%
236 Construction of Buildings	615	725	110	17.9%
713 Amusement, Gambling, and Recreation In..	555	650	95	17.1%
238 Specialty Trade Contractors	2,010	2,330	320	15.9%
000 Total All Industries (Nonag)	96,980	107,355	10,375	10.7%

The charts above reflect two different views of projected industry growth. The first is total growth by number of positions, whereas the second chart shows percentage change and demonstrates newly emerging industries. For example, Performing Arts, Spectator Sports, and Recreation shows the highest percent of growth at 56.8% but is only expected to add 50 positions. Additionally, Motion Picture and Sound recording show a high percentage growth, but this data is reflective of pandemic business practices, when gig economy workers were in high-demand. While these industries are growing, they do not reflect a high total employment industry making them less in-demand industries than other sectors.

South Central Iowa LWDA 2020-2030 Employment Annual Openings

Long-Term (2020-2030) South Central Iowa LWDA Occupational Projections						
SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
11-9013 Farmers, Ranchers, & Other Agricultural Mgrs	7,800	8,155	0.5%	805		
41-2011 Cashiers	2,845	3,025	0.6%	550	\$9.10	\$11.02
35-3023 Fast Food & Counter Wkrs	2,040	2,300	1.3%	465	\$8.94	\$10.80
53-3032 Heavy & Tractor-Trailer Truck Drivers	3,180	3,530	1.1%	400	\$16.62	\$22.49
37-2011 Janitors & Cleaners, Ex Maids & Housekeeping Cleaners	2,420	2,665	1.0%	380	\$11.30	\$14.41
41-2031 Retail Salespersons	2,310	2,455	0.6%	345	\$10.05	\$11.53
53-7065 Stockers & Order Fillers	1,830	2,080	1.4%	325	\$11.81	\$17.23
53-7062 Laborers & Freight, Stock, & Material Movers, Hand	2,085	2,230	0.8%	300	\$13.44	\$17.69
43-9061 Office Clerks, General	1,810	1,840	0.2%	210	\$12.12	\$17.21
35-3031 Waiters & Waitresses	910	1,085	2.0%	210	\$8.44	\$8.94
31-1131 Nursing Assistants	1,575	1,695	0.8%	210	\$13.44	\$14.17
43-3031 Bookkeeping, Accounting, & Auditing Clerks	1,805	1,780	-0.1%	195	\$12.91	\$17.02
00-0000 Total, All Occupations	109,400	119,945	1.0%	13,005	\$12.04	\$18.03

*Wage Data Source: 2022 Iowa Wage Report

South Central Iowa LWDA 2020-2030 Employment Annual Growth

Long-Term (2020-2030) South Central Iowa LWDA Occupational Projections						
SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
39-3011 Gaming Dealers	55	85	5.5%	15		
35-2014 Cooks, Restaurant	710	1,045	4.7%	160	\$10.17	\$13.74
31-2021 Physical Therapist Assistants	100	150	4.5%	20	\$21.86	\$23.22
29-1171 Nurse Practitioners	115	165	4.3%	10	\$41.92	\$58.21
21-1018 Substance Abuse, Behavioral Disorder, & Mental Health Counselors	190	265	3.9%	30	\$14.75	\$18.67
25-1071 Health Specialties Teachers, Postsecondary	80	110	3.8%	10	\$19.04	\$37.52
25-1072 Nursing Instructors & Teachers, Postsecondary	55	70	3.6%	10	\$25.50	\$29.63
39-9031 Fitness Trainers & Aerobics Instructors	145	195	3.4%	30	\$9.28	\$13.87
27-2022 Coaches & Scouts	160	215	3.4%	30	\$10.00	\$18.05
11-9111 Medical & Health Services Mgrs	385	515	3.4%	45	\$29.70	\$37.29
53-3058 Passenger Vehicle Drivers, Ex Bus Drivers, Transit & Intercity	475	620	3.1%	80		
27-4021 Photographers	115	150	3.0%	15	\$9.79	\$16.74
00-0000 Total, All Occupations	109,400	119,945	1.0%	13,005	\$12.04	\$18.03

*Wage Data Source: 2022 Iowa Wage Report

The local area's occupational employment projections are reflective of the impact of the COVID-19 pandemic and its impact on the economy. For example, Cooks, Restaurant related occupations are expected to have 160 total annual openings; Substance Abuse, Behavioral Disorder, & Mental Health Counselors occupations are expected to have 75 total annual openings. These respective figures reflect the expected rebounds from COVID-19 pandemic. Meanwhile, recovering from the pandemic increased demand for some occupation groups like Passenger Vehicle Drivers, Ex Bus Drivers, Inner-city Transit related occupations that are projected to have 80 total annual openings.

As the local area’s population continues to age, the healthcare support occupational group, which includes home health and personal care aids, nursing assistants, and other health related support are expected to grow. Due to the increase in telework and hybrid work arrangements and the wider adaptation of e-commerce, there is expected growth for transportation related occupations. For example, an increase in online shopping, and the use of delivery services is expected to benefit heavy truck drivers, light truck drivers, package delivery services, stockers, and order fillers. In contrast, occupational groups in business management, healthcare related occupations and social service occupational groups are expected to grow at a healthy rate due to fundamental structural changes in the economy. Strong employment growth is expected for healthcare related occupations due to a long-term population decline, aging population, and high rates of retirement. To summarize, some occupational major groups are expected to experience faster growth than others because the base data from 2020 is lower due to COVID-19 pandemic related impact, and some major occupational groups are expected to grow due to underlying changes in the broader economy. Regardless of the impact of the pandemic over the projections period, many of the occupational groups are expected to require post-secondary education, as well as experience in a related occupation.

South Central Iowa 2020-2030 Annual Openings Requiring Post-secondary Experience

Long-Term (2020-2030) South Central Iowa LWDA Occupational Projections

SOC + Occupational Title	2020	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
53-3032 Heavy & Tractor-Trailer Truck Drivers	3,180	3,500	1.1%	400	\$16.82	\$22.49	
31-1131 Nursing Assistants	1,978	1,998	0.8%	210	\$13.44	\$14.17	
43-3031 Bookkeeping, Accounting, & Auditing Clerks	1,805	1,780	-0.1%	195	\$12.91	\$17.82	
25-2021 Elementary School Teachers, Ex Special Education	1,755	2,090	1.9%	170	\$16.71	\$20.39	
25-9045 Teaching Assistants, Ex Postsecondary	1,285	1,510	1.8%	150	\$9.04	\$11.08	
20-1141 Registered Nurses	1,855	2,040	1.0%	120	\$24.15	\$28.11	
11-1021 General & Operations Mgrs	1,080	1,105	1.1%	105	\$10.82	\$30.07	
25-2031 Secondary School Teachers, Ex Special & Career/Technical Education	830	1,110	1.9%	85	\$16.89	\$20.29	
11-0108 Personal Service/Entertainment/Rac Mgrs, Ex Gambling & Mgrs, All Other	655	1,020	0.7%	80	\$21.78	\$47.84	
39-2012 Hairdressers, Hairstylists, & Cosmetologists	455	615	2.4%	75	\$9.83	\$14.55	
13-2011 Accountants & Auditors	605	665	1.0%	60	\$20.97	\$26.31	
25-2022 Middle School Teachers, Ex Special & Career/Technical Education	590	705	1.9%	55	\$19.80	\$23.35	
00-0000 Total, All Occupations	106,400	119,645	1.0%	13,665	\$12.04	\$18.03	

*Wage Data Source: 2022 Iowa Wage Report

Workforce Analysis

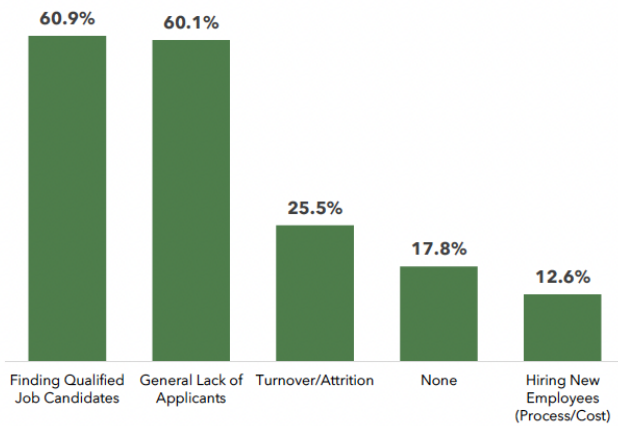
Include a current analysis of:

- a. **The knowledge and skills needed to meet the employment needs of employers in the local area, including employment needs in in-demand industry sectors and occupations.**

Iowa Workforce Development (IWD) conducted the seventh Workforce Needs Assessment Survey during the fall of 2022 through the spring of 2023. This survey collects information from employers across the state regarding their vacancies, workforce challenges, difficulties in hiring, perceptions of applicants, advertising outlets for job openings, and upcoming retirements—among other questions. In October of 2022, 25,160 employers operating 39,254 locations in the State of Iowa were contacted and asked to participate in the survey. In the South Central Iowa LWDA, 2,536 locations were contacted. By the end of the survey period (March 2023), IWD received 749 responses from employers in the South Central Iowa LWDA, for a response rate of 29.5% (by locations contacted).

WORKFORCE CHALLENGES

Top five most significant workforce challenges, reported by surveyed employers concerning employees in the past 12 months.

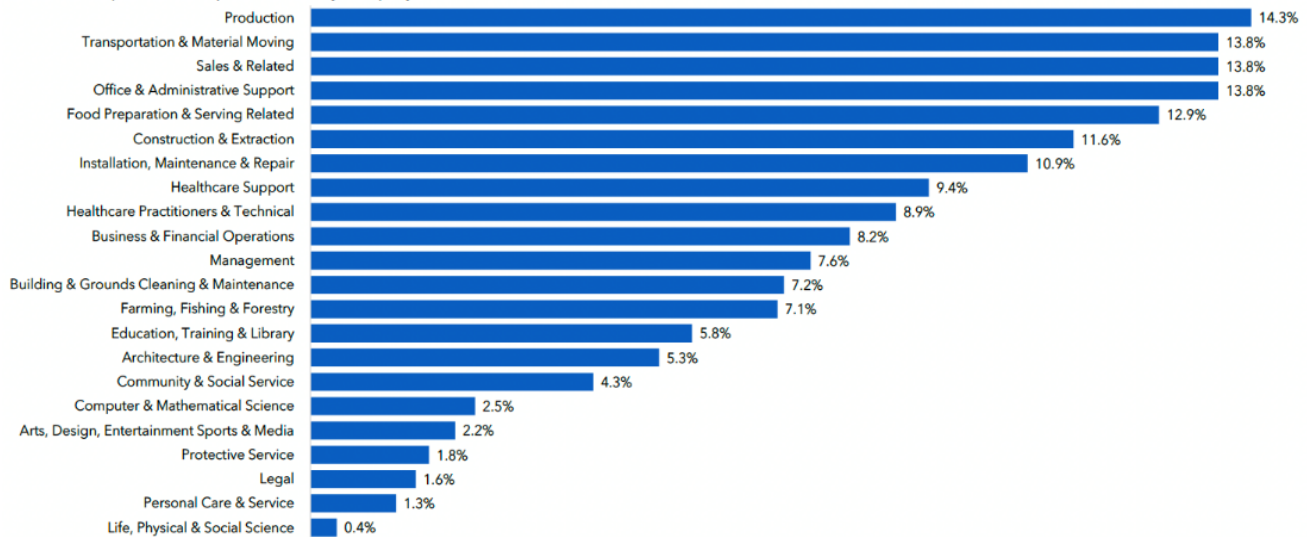


Top 10 responses to workforce challenges, reported by surveyed employers.

EMPLOYER RESPONSE	% USED
Revised Pay Scale	48.0%
Expanded Current Employees Responsibilities/Job Duties	41.7%
Hired a Less Qualified Applicant	38.3%
Increased Recruiting Efforts	32.2%
Increased Overtime for Current Employees	27.6%
Chose Not to Fill a Job Opening	27.4%
Provided Flexible Scheduling	24.7%
Increased Training	14.1%
Revised Benefits	13.6%
Outsourced Work or Used Contract Services	13.5%

Occupational categories that are the most challenging to find qualified candidates for job openings.

Results for permanent positions only, displayed below



Large employers with 100 or more employees were more likely to report “finding qualified job candidates” as a top workforce challenge than mid-size employers with 11-99 employees or small employers with 10 or fewer employees. Over half, 57.3%, of all surveyed employers stated that their experience filling job openings in 2022 (in terms of difficulty) was the same as it had been in 2021. However, 21.2% reported that it had been more difficult in 2022 when compared to their experience in 2021. Over two-thirds, 73%, of surveyed employers either “agree” or “strongly agree” that a “lack of qualified applicants” is a problem when filling job openings. Proceeded by “a general lack of applicants” (73.2%).

When employers were asked, “what are the most difficult occupational categories to fill?” the top 5 answers were:

- Production – 14.3%
- Transportation & Material Moving – 13.8%
- Sales & Related – 13.8%
- Office & Administrative Support – 13.8%
- Food Preparation & Serving Related – 12.9%

41.7% agree that applicants, in general, fulfill the necessary requirements of their job openings. While less than 1/3 (32.3%) agree that applicants fulfill the hard/occupational requirements of their job openings. And just over 1/3 (34.5%) agree that applicants fulfill the soft/interpersonal skill requirements of their job openings. Overall, 94.6% of surveyed employers find that applicants lack soft/interpersonal skills and 63.8% find that they lack hard/occupational skills.

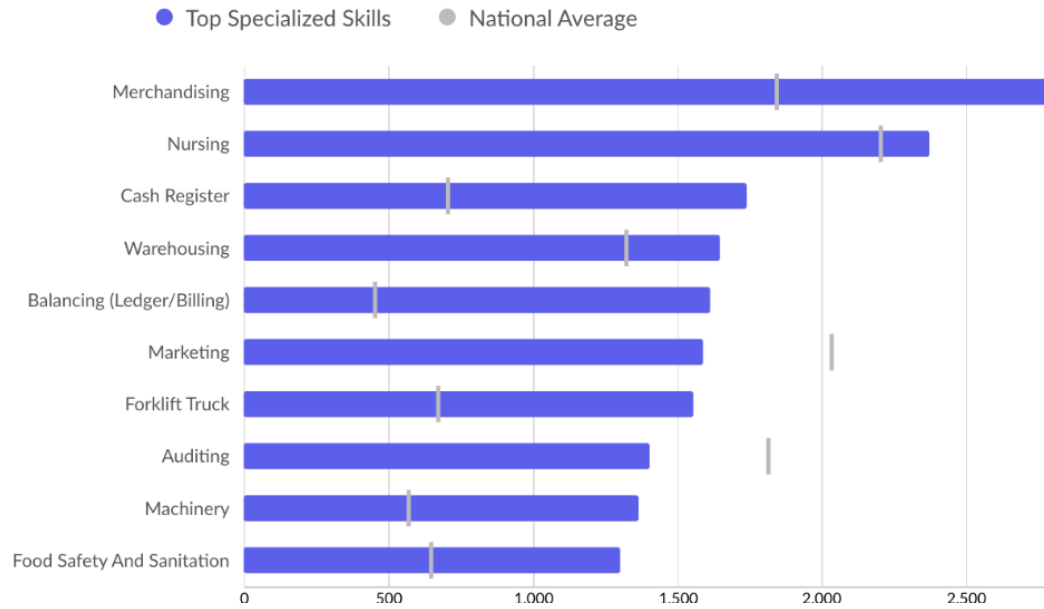
The top skills reported by employers to be lacking in applicants include:

- 45.3% - strong work ethic
- 43.2% - dependability
- 41.6% - self-motivated
- 41% - attention to detail
- 32% - responsibility

The top reasons reported by employers to reject an applicant:

- 50.7% - does not show up to interview
- 40.3% - lack of experience
- 40.1% - attitude
- 32.3% - does not meet education/training requirements

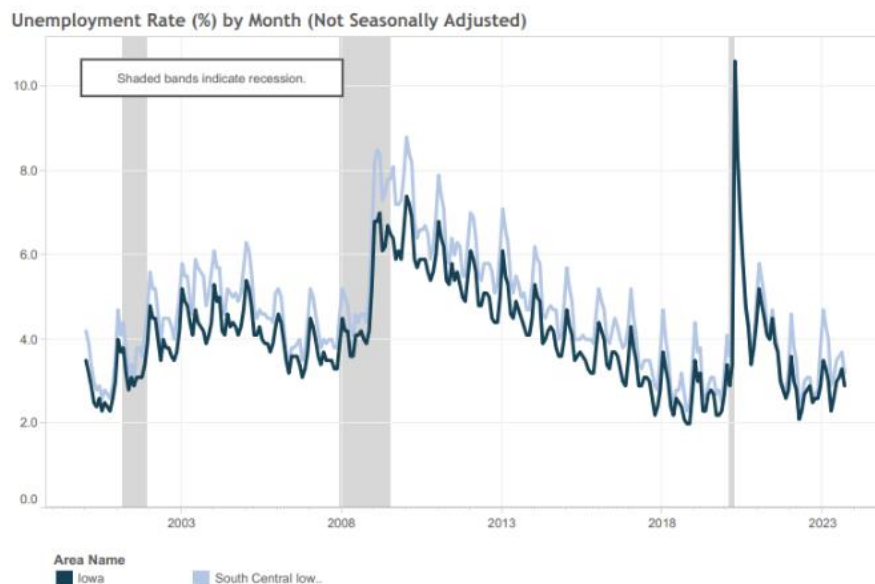
Looking at South Central’s existing in-demand sectors and occupations, in addition to the skills reported by employers outlined above from the Workforce Needs Assessment, additional skills are required throughout each in demand-sector. The next chart shows the top advertised detailed job skills for the related occupations across the local area from Lightcast.



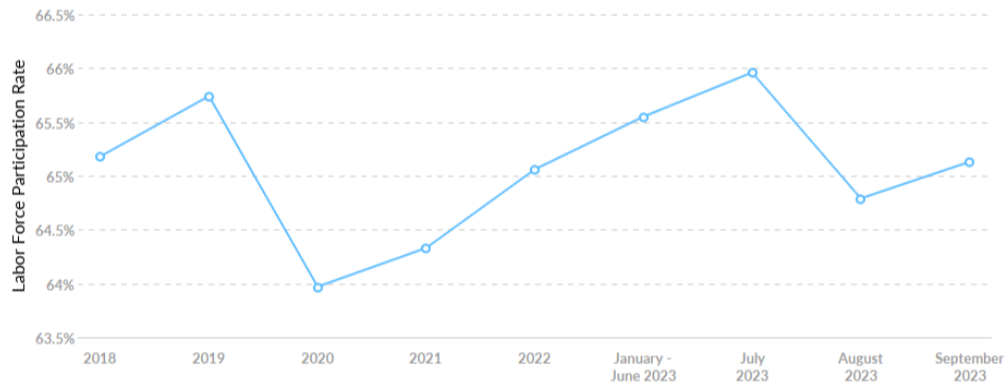
b. An analysis of the local workforce, including current labor force employment and unemployment data, information on labor market trends, and education and skill levels of the workforce, including individuals with barriers to employment.

Employment and Unemployment

Information in this section is limited due to smaller population sizes and the lack of data at a county level. However, available information shows South Central’s labor force has seen rises and falls since 2000, but our labor force participation rate has been declining. One reason for this is that our population is not growing fast enough to make up for the older lowans who are leaving the labor force. South Central’s unemployment rates are higher than other local areas in the state. The charts below provide visuals and for unemployment and labor force rates in the local area.



Labor Force Participation Rate Trends

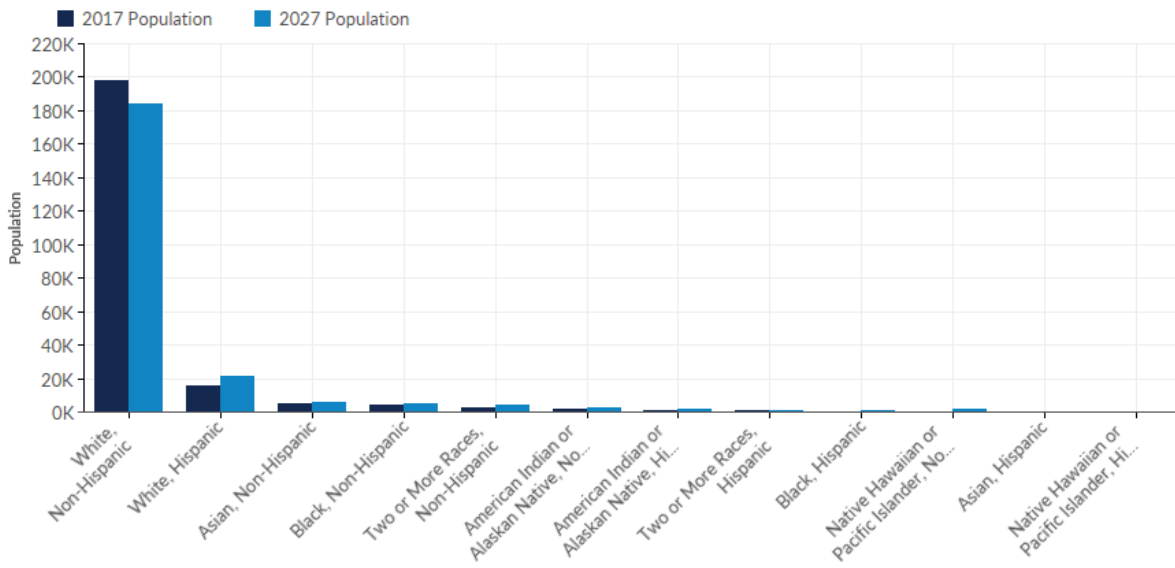


County	Population 16+	Labor Force Participation Rate	Unemployment Rate	Labor Force Level	Unemployed
Appanoose	9,792	52.6%	6.2%	5,151	319
Davis	6,654	64.4%	3.1%	4,285	133
Hardin	14,129	61.7%	2.9%	8,718	253
Jefferson	12,972	59.8%	5.0%	7,757	388
Keokuk	8,028	60.1%	4.5%	4,825	217
Lucas	6,950	60.6%	3.9%	4,212	164
Mahaska	17,494	65.8%	3.5%	11,511	403
Marshall	30,896	65.8%	5.5%	20,330	1,118
Monroe	5,994	63.2%	3.2%	3,788	121
Poweshiek	15,410	63.2%	5.5%	9,739	536
Tama	13,443	64.3%	4.6%	8,644	398
Van Buren	5,713	56.8%	5.5%	3,245	178
Wapello	28,069	61.2%	5.0%	17,178	859
Wayne	5,033	58.1%	2.2%	2,924	64
SCIA LWDA Total	180,577	62.2%	4.6%	112,306	5,151

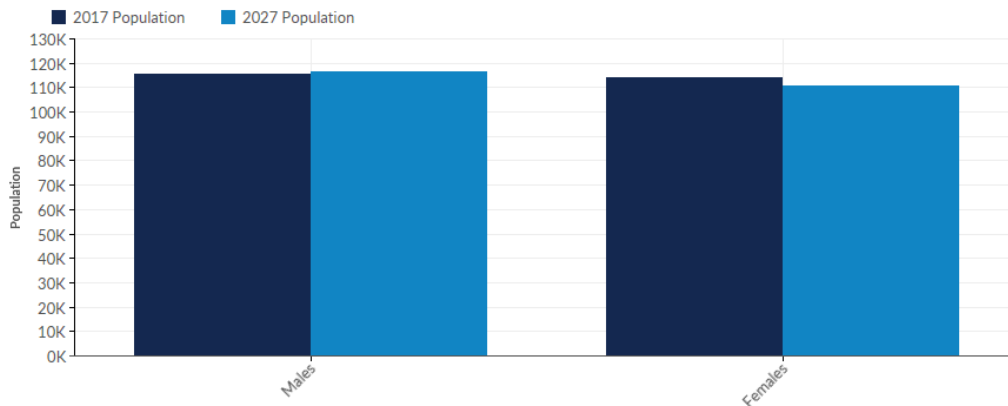
Labor Market Trends

Population change growth is not distributed evenly for all geographic areas of Iowa, rural communities and regions like South Central continue to struggle due to the population decline. As of 2022 the region's population declined by 1.7% since 2017, falling by 3,948. Population is expected to increase by 0.6% between 2022 and 2027, adding 1,423. South Central's White population is also its oldest population. When comparing the median age of individuals by race, White Iowan's have a median age of 40.4. Iowa's minorities have a much younger median age ranging from 30.5 (American Indian) to 19.6 (Two or More Races). Hispanics or Latinos have the second lowest median age at 23.4. Women across all categories, except for Hispanic or Black/African American, have slightly higher median ages than their male counterparts. Looking at the age groupings in Iowa, it can be expected that more Baby Boomer Iowans will age out of the labor force with fewer Iowans to replace them in the 40- to 54-year-old categories. Without an influx of individuals to the local area, this could cause a shock to the labor market in the coming years.

Population By Race

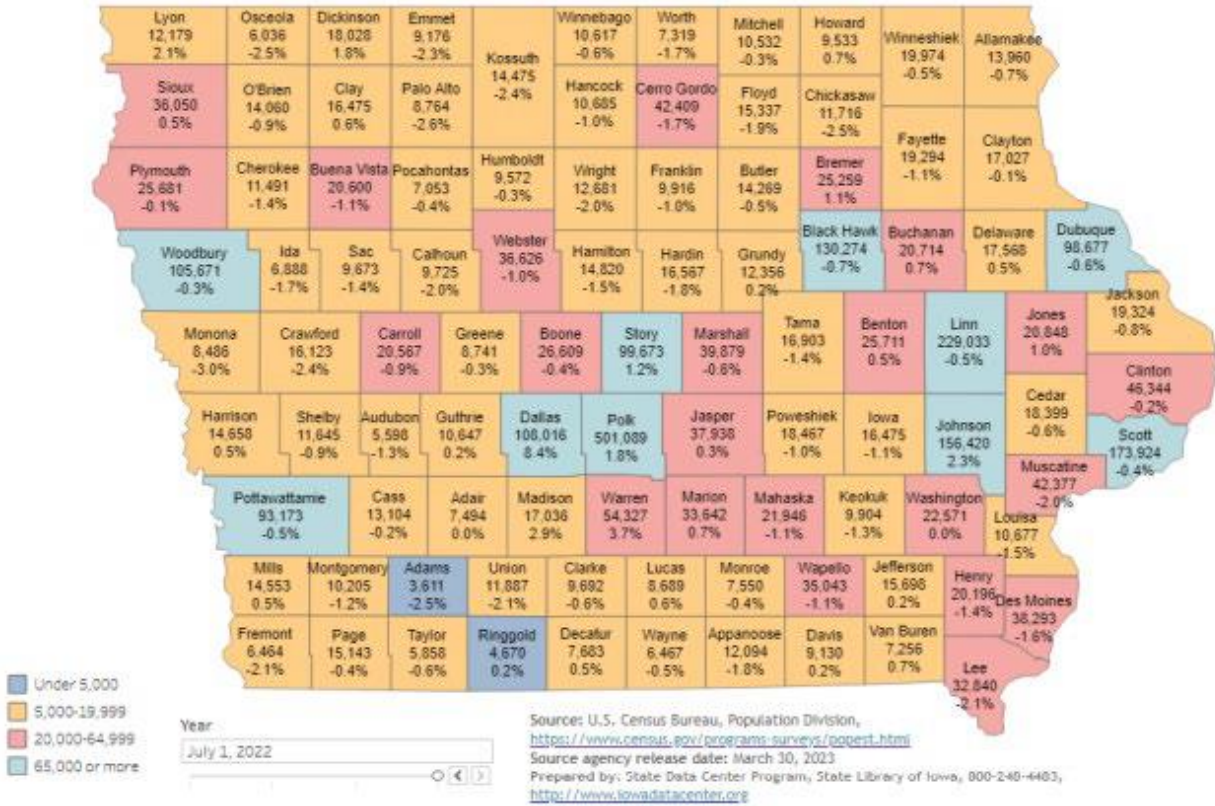


Population By Gender



Iowa County Population and Percent Change

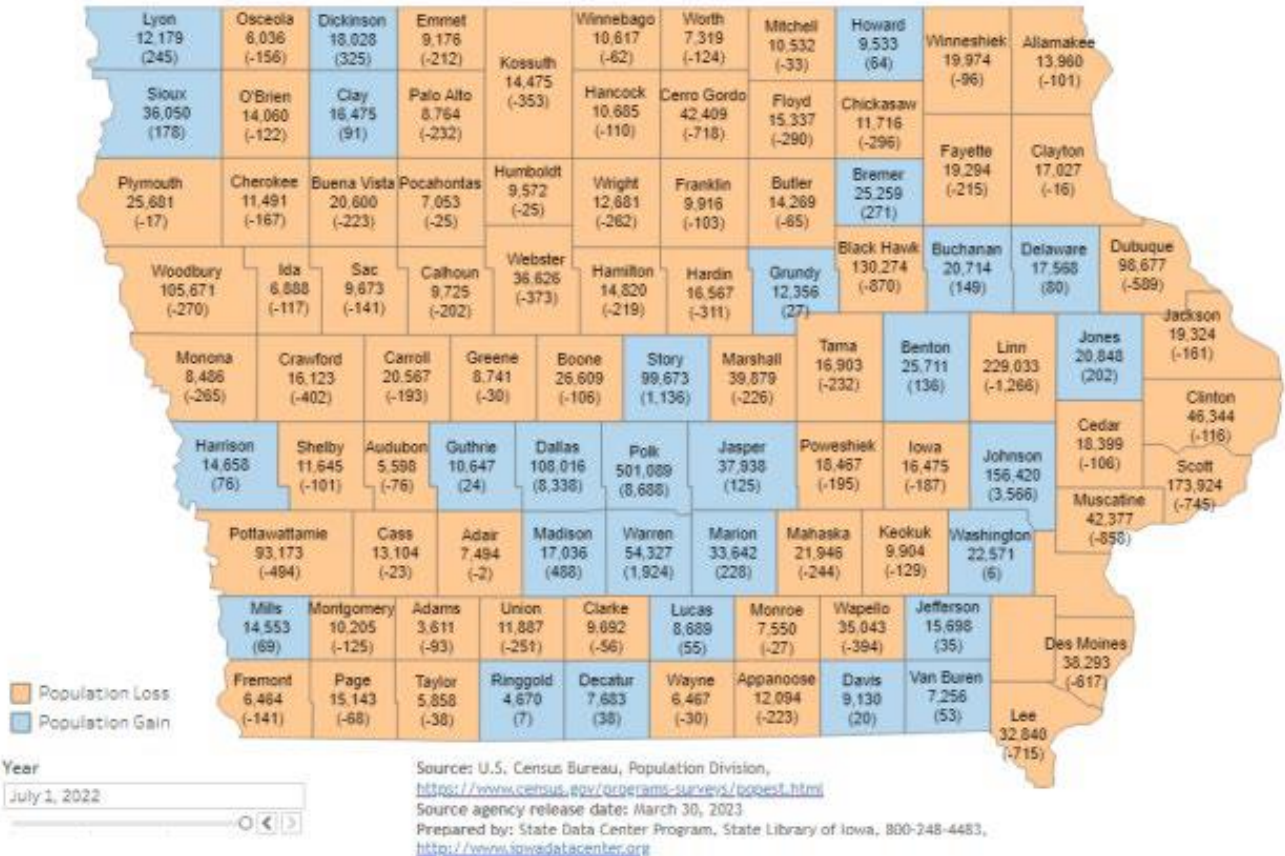
(from April 1, 2020 to July 1, 2022)



Population decline continues across the local area. The largest decline happening in Appanoose and Hardin (-1.8%) followed by Tama (-1.4%), Keokuk (-1.3%), Mahaska and Wapello (-1.1%), Marshall (-0.6%), Wayne (-0.5%), and Monroe (-0.4%). This often happens as families/workers want to live in larger cities for access to amenities and will commute to work. There are a few rural county exceptions that show very small county population growth over the last two years: Van Buren (0.7%), Lucas (0.6%), Davis and Jefferson (0.2%),

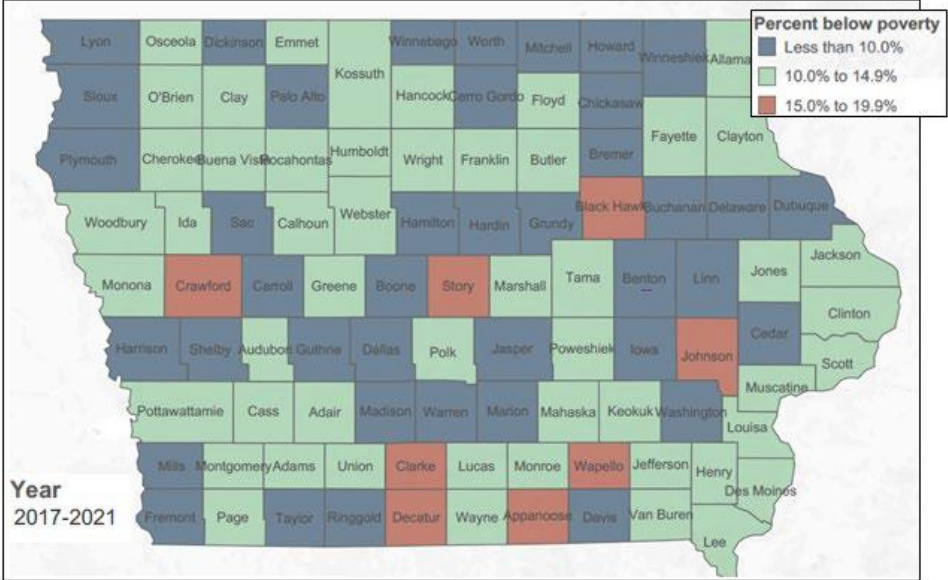
Iowa County Population and Numeric Change

(from April 1, 2020 to July 1, 2022)



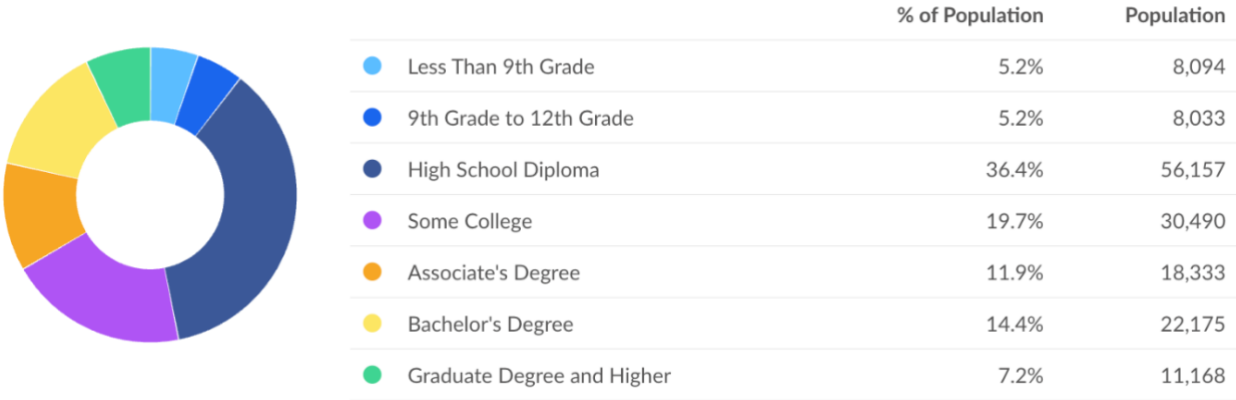
Iowa is experiencing population challenges throughout the state, however rural counties are seeing decreases in population at higher rates. 66% of Iowa counties have lost population, conversely, there has been a 75% growth rate in metro areas per the state demographer. Since population leads to overall labor force, Iowa will continue to experience challenges related to its labor force moving forward. Two-thirds of Iowa's counties are losing population and of the growth that is happening, 75% of is occurring in Iowa's metro areas and contiguous counties. The few rural counties listed with an estimated positive population growth are the exception. When comparing the changes from the 2010 to 2020 Census many of the counties with the decreases in their population are in the local workforce area.

Most counties with a higher poverty percentage are rural, while larger populated counties (MSA) areas had lower poverty rates. South Central has two of Iowa’s eight counties with a poverty rate of 15% to 19.9%. Appanoose county had the second highest poverty rate in the state at 17.0%. The chart below provides a visual showing the poverty rates across the state.



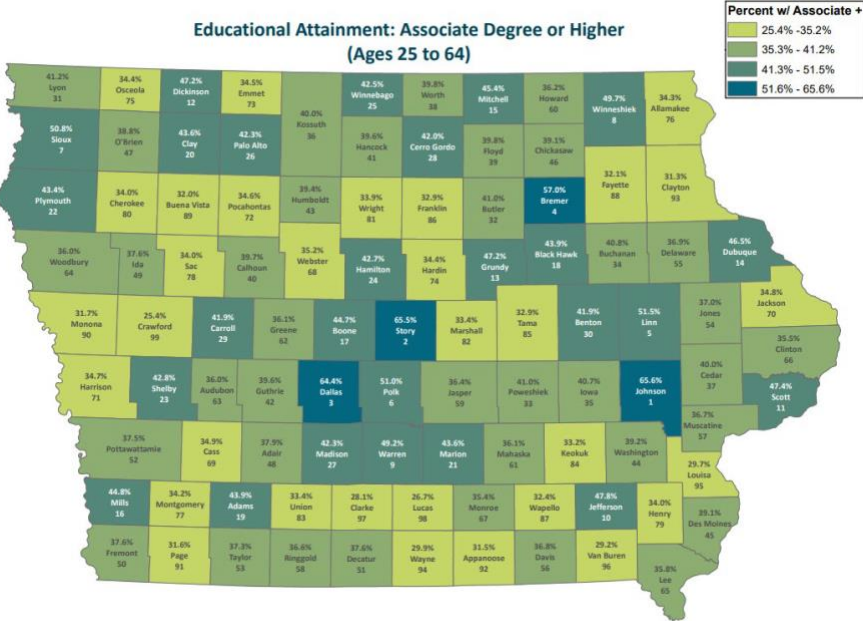
Education and Skill Levels of the Workforce

South Central, like many local areas, has experienced a “skills gap” for a number of years. Skills gaps exist when there is a disparity between the skills required for a job and the skills workers actually possess. Although progress has been made through initiatives such as Future Ready Iowa, creating new opportunities and continuing to identify and remove barriers to education and training for Iowans will continue to help progress the state’s economic infrastructure. Concerning educational attainment, 14.4% of the selected regions' residents possess a Bachelor's Degree (6.5% below the national average), and 11.9% hold an Associate's Degree (3.0% above the national average).



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A significant number of counties with the higher percentage of associate degrees or higher are located in Central Iowa such as Story County (65.5%), Dallas County (64.4%), Polk County (51.0%), Grundy County (47.2%), and Boone County (44.7%). Moreover, several counties with the lower percentage of associate degrees or higher are located in South Central including Lucas County (26.7%), Van Buren County (29.2%), and Wayne County (29.9%). Labels in the map below include the percentage and the statewide ranking.



Source: American Community Survey, 2021 5-Year Estimates (Table B15001)

Workforce Development, Education and Training Analysis

Include an analysis of:

a. The strengths and weaknesses of workforce development activities.

The purpose of the Workforce Innovation and Opportunity Act (WIOA) legislation is to ensure businesses in local LWDBs can hire and retain skilled workers and for individuals have access to resources to train for high-quality jobs and careers. South Central LWDB has substantially lower levels of funding compared to other local areas to cover the fixed costs, infrastructure funding and required administrative activities to comply and operate the local workforce system. Continuing to develop resources and capacity is a high priority. Due to the limited funding, the LWDB has made intentional and concerted efforts to collaborate with stakeholders to leverage resources and launch innovative system and program design.

Identified Areas of Strength:

- Established relationships local, regional and national workforce providers, including local workforce development boards and members
- Strong and broad relationships with stakeholders in South Central Iowa, including government, businesses, educators and education institutions, training providers, labor organizations, associations, etc.
- Innovative and collaborative approach with local, state, and federal partners to improve operational work by participating in programs focused on incorporating data and evidence-based best practices.
- Staff Cross-Training among the core partners, community, employers, and partners.
- Core partners respond quickly to Business Closings and layoffs to provide Rapid Response and Worker Information Meetings.

Identified Opportunities for Improvement (weakness):

- Increase diversification of funding streams to leverage resources that increase programmatic flexibility and increase customization.
- Improve coordination, communication, and alignment, data sharing, and integration toward a seamless “One Workforce” development system.
- Increase the amount of local training providers and programs on the Eligible Training Provider List (ETPL) and certificate attainment outcomes of local training providers.
- Development of policies that increase the capacity of the local workforce system.
- Improve the internal operations and customer flow of IowaWORKS centers.
- Improve outreach and community engagement, including online and social media postings and followers.
- Increase registered apprenticeship integration into the local workforce system.
- Increasing resources and capacity to establish Sector-based partnerships that meet the needs of both businesses and job seekers.

b. Capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment.

The state workforce agency’s recent efforts to align state-wide agencies and programs will significantly impact local-level integration and delivery of workforce activities. South Central Iowa LWDB is the local convener dedicated to meeting the demands of both workforce and employers. The LWDB has continued to enhance the capacity of workforce partners, programs, and activities in the local area.

There are two comprehensive One-Stop centers in South Central that have partner staff physically present to provide services to businesses and job seekers. The Ottumwa IowaWORKS center partners with a physical presence in the center includes: Title I Adult, Dislocated Worker and Youth programs, Title II Adult Education, Title III Wagner Peyser, Title IV Vocational Rehabilitation, Trade Assistance, Temporary Assistance for Needy Families (TANF), Senior Community Services Employment Program, Unemployment Compensation, Jobs for Veterans State Grant (JVSG), Reemployment Services and Eligibility Assessment Grants (RESEA), and Ticket to Work. The Marshalltown IowaWORKS center has all the above programs excluding Title II, Adult Education. The Title II Service Provider in Marshalltown provides services at the center based on customer need. There is no physical presence representing Reentry Employment Opportunities (REO).

The LWDB is looking forward to the opportunities to maximize the capacity of workforce systems as local level partners identify how to share resources and reduce duplication of services. The local area has continued partnering at the local, state, and federal level to increase interagency collaboration. The board will continue to align workforce activities, services, and training for adults, dislocated workers and youth, and adult education to equitably serve participants with barriers to employment.

As state and local funding decreased across programs, strategic and coordinated budget planning has been critical to ensure funds are maximized across partners to deliver comprehensive services. Programs and partners in South Central Iowa will develop a streamlined customer experience by drafting an updated customer flow and collaborating on a referral process to show results of referrals both to and from core and required program partners. The referral process will coordinate workforce activities and ensure specialized services are delivered without duplication.

The one-stop system is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers, including those with barriers to employment. The IowaWORKS centers incorporate the products and services of our workforce system partners to ensure customer needs are met through efficient and effective service delivery. Partners will maximize services and funding from each program to benefit employers and job seekers in South Central Iowa by providing a more complete, comprehensive service plan for individuals to reach self-sufficiency. Education, workforce, and economic development partners will collaborate and share resources to build a pipeline of skilled workers prepared to meet the workforce needs of Iowa's current and emerging industries by aligning and maximizing services.

Workforce System Activities

- Individuals are provided with assistance to register in IowaWORKS to complete job search, resume preparation, and access other features that will assist them in their career path.
- Individuals are provided with an orientation and complete an intake and assessment providing individuals information about their skills, options to explore career choices and center staff help determine if any skills training, education, or certification is needed to meet identified goals.
- Individuals are offered workshops in a range of subjects, i.e., resume preparation, job search, networking, interviewing and occupational exploration to assist with effective job search and application procedure.
- Individuals interested and eligible for work-based learning opportunities are provided with classes, workshops, and other skills activities to increase work proficiency.
- Individuals are provided with counseling about and connection to paid and unpaid work experiences such as Registered Apprenticeship, Pre-Apprenticeships, Internships, On-The-Job Training and Work Experience.
- Individuals are provided with the eligible training provider list and educational opportunities available through Career and Technical Education (CTE) programs.
- Individuals are given then opportunity to complete the National Career Readiness Certification (NCRC) using the ACT skills certification system.
- Businesses are provided with opportunities to learn about how to establish and expand Registered Apprenticeship, Pre- Apprenticeship, On-The-Job Training, Training, and Work Experience.
- Businesses are invited to join Employer Council of Iowa trainings in the local area.

c. The employment needs of employers.

A concern of employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. Basic skills which include literacy, numeracy, basic computer skills and organization skills, as well as many of the “soft skills” necessary to be successful, are described by employers as lacking. Included in these soft skills needs, employers identified social skills such as basic work ethic, dependability, and retention as necessary skills.

Soft Skills: Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with those who do not practice positive work ethic. IowaWORKS has long term experience in accessing and presenting work readiness curriculum which assists to address this issue. Workshops are offered each month to increase soft skills needed by employers. PROMISE JOBS and RESEA programs require workshop participation as part of their programs. GAP/PACE and HSED provide Journey's curriculum. Each AJC will publish a scheduled list of workshops each month.

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 work experiences. Additional service providers, including area schools, expand the ability to provide needed training for youth through the referral process and providing Pre-employment Training (PET). Those referrals will be made individually, meeting each person's needs.

Hard Skills: We offer Basic Computer Training to individuals lacking digital literacy skills. IVRS also provides Customer Service Certificate Training. Services available to address Hard Skills include Occupational Skills Training, Skills Upgrade, Internships, On-the-Job Training, Registered Apprenticeship, Quality Pre-Apprenticeship, Customized Training, and Incumbent Worker Training.

The National Career Readiness Certificate is a portable credential and a tool employers can utilize to assess the Hard Skills of individuals in Applied Math, Workplace Documents, and Graphic Literacy. This testing is also available in Spanish.

Due to Advanced Manufacturing needs, the Production Specialist Course has been created. Upon completion the individual is a Certified Production Technician. We are currently adding this course to the Eligible Training Provider List.

Language Barriers: English Language Learners will be referred to Adult Education and Literacy. We offer English Language Learners (ELL) classes for beginners, intermediate, and advanced students. The lessons cover speaking, reading, listening, and writing. In addition, we offer Citizenship classes and tutoring services. All classes, tutoring services, and instructional materials are free of charge. Also, we offer ELL classes in Fairfield, Oskaloosa, Grinnell, Iowa Falls, Marshalltown, Tama, and at JBS for employees. A few of the workshops are provided in Spanish to include "A" Game and AJC Orientation. Each One-Stop Center is equipped with the use of a Language Line to provide interpretation services.

Employment Gaps: This mostly affects Displaced Homemakers, Long Term Unemployed, and Ex-Offenders. Objective Basic Assessments and Career Planning services help the individuals address this issue. Also, Transitional Jobs is a service we will provide to give them some work experience.

Basic Skills Deficiency: We do a variety of assessments to determine basic skills deficiency. We assess utilizing TABE 9/10 and CASAS testing. Title II will work closely with core and required partners under WIOA to re-examine the use of IET programs for those individuals who lack basic skills as a way of connecting with Title I and Title III for training opportunities, and with Title IV and Integrated Resource Teams (IRTs) will ensure participants have access to needed supportive services, while preventing duplication of services. Joint staffing, cross-training and consultations ensure the participants get the services they need. IVRS only looks at skill deficiencies in relation to the vocational goal requirements, aligning supports as applicable to the individual when the vocational goal is determined as attainable.

Each individual assessment of skills would be different. If they are in high school or recent graduates, we can utilize information from that old IEP to get a picture of areas of weakness in say reading comprehension or math, yet we would also look at areas of strength to build off of for vocational planning. If they are in a college program, we will review their transcripts with the Job Candidate to see again areas of struggle and resources that might not be utilized. If not in any training institution, we would work with the Job Candidate to identify and explore areas of struggle in knowledge, skills, and abilities.

We discuss the value of obtaining a HiSED with Job candidates that lack this qualification. We provide linkages for how to move forward with HiSED if they so choose, however IVRS wouldn't fund this if the vocational goal of record does not require the acquisition of a HiSED. IVRS has had job candidates with a supported goal of CNA. Some have really struggled in passing the exam. In those cases, we have supported them through exploration of supports provided by the local community college, such as tutors and study materials that align with learning needs. In cases where this has been unsuccessful, we step back to reanalyze their vocational goal and look at building experience as a Nursing Assistant.

Individuals with disabilities: We work with the individual and the employer to provide accommodations. Title I, III, and IV provide Ticket to Work services to those receiving SSI or SSDI to ease them back into the workforce.

Vision

Include a description of:

- a. The LWDB's strategic vision to support the economic growth and economic self-sufficiency of the local area, including:**
 - i. Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.**
 - ii. Goals relating to performance accountability measures based on the performance indicators.**
- b. The LWDB's strategic vision to align local resources, required partners, and entities that carry out core programs to achieve the strategic vision and goals.**

The South Central Area envisions an Iowa where every business has access to a qualified, job-ready workforce and every Iowan has the skills needed to connect with meaningful employment to advance in a career. We will do this by designing a workforce system that serves local businesses and jobseekers by delivering innovative, integrated, data-driven products and services that drive economic growth. Our focus will be the development of innovative resources to develop talent and prepare an educated and skilled workforce, regardless of barriers, while recognizing the need for continued growth and success reflected in performance indicators. The LWDB will continue to convene partners, entities and resources to achieve desired outcomes.

Strategies

Taking into account the analyses described in the sections above:

- a. Describe the strategy to work with the entities that carry out the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.**

The South Central LWDB will use these strategies to achieve the vision and goals outlined above:

- Sector partnerships – Develop sector partnerships as the vehicle for aligning public partners with industries' needs in an effective, results-driven manner.
- Career Pathways – Provide the “home” for career pathway systems-building, engaging industry leaders and public partners to ensure that education and training systems respond to industry needs.
- System Alignment – Develop a service/resource tool to identify duplication and gaps in services.
- Professional Development – Equip workforce service professionals with the necessary resources to respond to job seeker and business needs. Identify, develop and provide training opportunities for practitioners based on local learning and development needs.

Section 3 – IowaWORKS System Coordination

Questions in this section are designed to address collaboration and coordination across workforce system partners to ensure the LWDB is administering an effective and efficient local workforce system.

Programs Included in the System

Partner	Program	Partner Type	Center Location
Indian Hills CC	Title I Adult	Core	Ottumwa & Marshalltown
Indian Hills CC	Title I Dislocated Worker	Core	
Indian Hills CC	Title I Youth	Core	
IWD	Title II AEL – Indian Hills Community College	Core	Ottumwa & Marshalltown
IWD	Title II AEL - Iowa Valley Community College	Core	
IWD	Title III Wager-Peyser	Core	
IDB	Title IV Rehabilitation Act 1973	Core	Ottumwa & Marshalltown
IVRS	Title IV Rehabilitation Act 1973	Core	Ottumwa & Marshalltown
Iowa DOE CTE	Career and Technical Education – Indian Hills Community College	Required	Ottumwa & Marshalltown
Iowa DOE CTE	Career and Technical Education - Iowa Valley Community College	Required	
IWD	Trade Adjustment Assistance	Required	
AARP Foundation	Senior Community Services Employment Program (SCSEP)	Required	Ottumwa & Marshalltown
National Able	Senior Community Services Employment Program (SCSEP)	Required	Ottumwa & Marshalltown
Career Systems Development	Job Corps	Other	Ottumwa
American Indian Council	Native American Programs	Required	Marshalltown
Proteus	National Farmworker Jobs Program (NFJG)	Required	Ottumwa & Marshalltown
IWD	Temporary Assistance for needy Families (TANF) - PROMISE Jobs	Required	Ottumwa & Marshalltown
IWD	Unemployment Compensation	Required	Ottumwa & Marshalltown
IWD	Jobs for Veterans State Grant (JVSG)	Required	Ottumwa & Marshalltown
IWD	Reentry Employment Opportunities (REO)	Required	
IWD	Ticket to Work	Other	

Local Implementation of State Strategies

Describe the steps the LWDB will take to locally implement and support the state strategies identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, to support service alignment.

State Goal 1: Increase the engagement and awareness of Iowa’s current, potential, and future workforce to the continuum of high-quality education, training and career opportunities in Iowa.

State Strategy 1.1: Align and implement an accessible, integrated service delivery model incorporating all workforce system partners.

The Workforce Development system can be accessed through any core partner program within the Region. Multiple points of access, both physical and virtual options. The Region developed referral and verification forms to help document access to all available services. Workshop, AJC 101, provides an orientation session that describes the workforce development system and is available virtually and at any partner location within the LWDB. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. Supportive services are available to all eligible individuals to assist them in removing barriers and help them participate in Career and Training Services. Depending on the customer's needs, between the Core and Required Partners, we can address all customer needs to become employable.

In combination of all our resources and knowledge, customers remain engaged and participate fully in all the services and opportunities available through WIOA. Our integrated service delivery system gives our customers assistance with employment applications, resume assistance, assessments, skills development and employment services programs. Career Planners provide information to participants on community resources, Labor Market Information, HiSET (high school equivalency program), occupational training, on-the-job training and support services. We work with Eligible Training Providers List (ETPL) to increase the availability and access to training and education programs that align with our in-demand occupations. Additionally, Career Planners share the ETPL with participants to make an informed decision on training providers. They also provide information on GAP/PACE, Title I programs, Future Ready Iowa Last-Dollar Scholarship, and other grants/scholarships based on eligibility. Career Planners identify participants’ needs, assist with unemployment insurance, employment and reemployment assistance, trade services, workshops and training. Career Planners will identify when a customer may benefit from a referral, and facilitate a “Warm handoff,” to our core partners.

Weekly business integration meetings bring Core and Required Partners together at both the Ottumwa and Marshalltown One Stop Centers to share business contact updates, upcoming events and employment needs in the LWDB Region.

State Strategy 1.2: Ensure all Iowa students have opportunities for meaningful work-based learning experiences.

IVRS Ottumwa provides services to youth based on individual need. IVRS Ottumwa works with WIOA in school and out of school youth where appropriate and applicable. Services are provided directly to students, often in the secondary setting. Additional service opportunities are aligned for summer break to include summer camps with vocationally driven activities to include college tours, partner service presentations, business tours, and additional training opportunities such as driver education prep classes. Services are provided within several communities throughout the service area to expand inclusivity and reduce travel barriers for participants.

Core and required partners hold weekly integrated business service meetings to identify opportunities to promote services, employment opportunities, and potential work-based learning partners.

Career Planners coordinate with area employers and community agencies to provide short term work experience to participants. These experiences may include job shadowing, quality pre-apprenticeship programs, internships, work experiences, and On-the-Job Training.

The LWDB partners, supports and refers students to the Work Based Learning Intermediary in the region to provide resources and guidance on registered apprenticeships, internships, job shadows, guest speakers and facility tours.

The LWDB engaged in a collaborative partnership with iJAG and the Ottumwa Community School District to fund an Authentic Youth Engagement Coordinator. Performance indicators of this position include youth connected to work-based learning, internship, apprenticeship and registered apprenticeship, as well as many others.

The LWDB will encourage, promote, and increase the use of work-based learning opportunities provided by WIOA throughout the South Central Area. Members of the LWDB and Core Partners will volunteer to participate in the Regional Planning Partnerships representing the following areas: Regional Economic and Workforce Development, Business and Industry, or Representatives of Special Populations.

State Strategy 1.3: Target services to underserved populations, including individuals with disabilities, minorities, returning citizens, women, rural lowans, new citizens, veterans, etc.

Develop guide to increase awareness of and the use of Incumbent Worker Training and Customized Training. IVRS has prioritized business engagement to expand access to the trades industry and apprenticeships. The IowaWORKS Center is a leader in the country with their emphasis on quality apprenticeship programs and IVRS collaborated with IowaWORKS during the past two years in training and outreach to apprenticeship programs attempting to identify opportunities to improve access for individuals with disabilities.

Align and develop integrated education and training (IET) programs for low-literacy and low-skilled adults to concurrently address foundational skills with workforce training. IET programs prepare adults with limited academic or limited English skills to enter and succeed in post-secondary education and training leading to career path employment in demand occupations.

Ticket to Work participants will be 100% co-enrolled with Title III Wagner-Peyser and co-enrolled with Title I when it is beneficial to the customer.

MSFW program participants will have 100% enrollment with Title III Wagner-Peyser when providing services in the field and/or entering an IowaWORKS Center. Co-Enrolled with Title I when it is beneficial to the customer.

Returning Citizens will have 100% enrollment with Title III Wagner-Peyser. A case manager will be assigned.

Promise Jobs (PJ) participants will be 100% co-enrolled with Title III Wagner-Peyser for Veterans participating in PJ (DVOP case manager must be assigned). They will also have 100% co-enrollment with Title III Wagner-Peyser when PJ participant is job ready. Co-enrolled with Title I (A/DW/Y) should be completed when it is beneficial to the customer (i.e. if supportive services are needed that cannot be provided by PJ).

Target Small Business Program that is designed to help small businesses owned by women, individuals with minority status, service-connected disabled veterans and/or individuals with disabilities.

Each local office will have a disability access committee (DAC) with a chair and co-chair from IVRS/IDB. The DACs are composed of various core partners and outside partner members who work together under the direction of the Statewide DAC. They have conducted physical accessibility and ADA accessibility surveys and continue to work on program accessibility. Both groups have conducted disability focus groups to gather information about the various needs of customers with disabilities in accessing Center programs. In addition to this, the groups have completed local assessments of the assistive technology options that would be available to the community, the level of comfort of Center staff in offering those accommodations, and as well, the appropriate process for working with requests for accommodations from customers. The DACs also drive the Integration Continuum process.

Adult Basic Education (ABE) provides all programs and classes in ADA accessible facilities and distance learning option is available. The ABE program also has a process for requesting and providing appropriate accommodations.

ABE will continue to develop Integrated Education and Training programs where adult education and literacy activities such as English language acquisition and workforce preparation activities and workforce training for a specific occupational cluster is provided simultaneously and contextually.

The Ottumwa Adult Literacy Program:

- Offers English Language Learners and U.S. Citizenship classes on campus at the IowaWORKS location and local employers, Job Corps and the returning citizens.
- Partners with the local community college to provide IET certification programs such as the EMT and welding classes.
- Provides accommodation for individuals taking final exams and partners with VocRehab to ensure that student needs are met while on site.

Individuals coming into IowaWORKS are asked if they or their spouse served in the US Military and if they answer affirmatively are thanked for their service and notified of their eligibility for priority of service. If they indicate that they are interested in job searching, they are placed with a career planner who can promote individualized services with either a Title III career planner or if eligible the Veteran Career Planner. Assessment can be completed during the initial visit or if more convenient for the Veteran at a later scheduled appointment. Centers have signage available which encourages Veterans to self-identify and that they are eligible for priority of service. If their point of entry is online at www.iowaworks.gov, the registration will include questions specific to their veteran status. Veteran Career Planner regularly run reports to identify veterans that have been recently active in the system and will contact veterans by phone or email to ensure they are aware of available assistance and priority of service.

Iowa Vocational Rehabilitation Services (IVRS) support the state strategies for qualifying participants with disabilities by:

- Creating individualized employment plans with participants, which can include college and/or certificate options
- Self-employment and a microenterprise option for participants who would like to start their own businesses
- Flexible with work hours and options for participants to meet. They will go to the participant in their community and ask what environment works best for them to meet, considering disability and needs for accommodations. IVRS offers several platforms for meeting i.e. in person, phone and virtual.
- Review comparable services and if needed, offer the support of transportation to help the person meet their goal. Able to assist with cab rides and bus tickets/passes.
- Veteran Committee within IVRS staff. The committee meets to discuss and share resources with all IVRS staff. Staff who are trained in Schedule A letters, and we can prioritize Veterans for the Schedule A process.

Goal II: Increase employer engagement and awareness of the IowaWORKS system as the premier provider of business services for a skilled and diverse workforce.

State Strategy 2.1: Support local workforce boards in the development and enhancement of sector partnerships.

The LWDB will utilize our employers and employment sectors to develop opportunities for micro-credentials. The core partners will focus on expanding access and success in sector-based education and training programs that provide opportunities for low-skilled and low-literate youth and adults. The Core partners will work to develop new initiatives that promote sector-based pre-IET, and IET models that expand access and success of low-skilled youth and adults in career pathways.

Over the next four years, The LWDB will encourage sector partnerships to focus on their role in informing career pathway development for youth, adults, and individuals facing barriers to education and employment by promoting a recently developed framework and offering tools, resources, and technical assistance. Co-enrollment is completed for all eligible and appropriate individuals across core programs and required partners. Sector partnership strategies will also assist education providers and the workforce system in providing quality training services to participants. Sector strategies will enable The LWDB to receive feedback from employers on their needs. These needs will be shared across integrated partners to develop programs to meet business needs effectively and efficiently. The local board received funds to support healthcare sector registered apprenticeship programs through a collaborative grant with Grand View University. The local board will continue to seek funds to ensure the local area has the resources and capacity to launch and sustain sector partnerships.

State Strategy 2.2: Create and implement a unified and collaborative business engagement model.

The LWDB partners with the Integrated Business Services Team Members on the Integrated Employer Outreach toolkit and communication. We expect this partnership to increase access to employer services, which will increase access to employment services such as job development. The LWDB will work to improve opportunities for individuals with a disability to obtain Competitive Integrated Employment.

Through the Ottumwa and Marshalltown One-Stop Centers, one-stop partners will develop, offer, and deliver quality business services that assist businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the local area economy.

LWDB will support the creation of an Ottumwa Spanish Speaking Small Business Support and Networking Group in partnership with the local Business Support Staff. The LWDB will partner with Business Support Staff by inviting and accompanying tandem employer visits to continue the vision of, "One Workforce," and reduce duplication of efforts.

State Strategy 2.3: Increase the awareness and engagement by employers in work-based learning opportunities.

The South Central LWDB increases employer awareness and engagement of work-based learning by supporting and referring employers to the Worked Based Learning Intermediary staff at Indian Hills and Iowa Valley Community Colleges. The Worked Based Learning Intermediary staff convenes the employers and local K-12 education institutions to provide registered apprenticeships, internships, job shadows, career/employer guest speakers, career exploration and resume writing.

The LWDB also refers employers to the local Career Services and Business Solutions Divisions at the community colleges that serve the area to connect post-secondary education students with employers and provide similar services as noted earlier.

The LWDB will be partnering in the future with the Business Engagement Specialists and Indian Hills Community College to support the Southern Iowa Job Fair. The LWDB plans to highlight registered apprenticeships as a work-based learning tool at the fair to highlight benefits for both employers and job seekers.

The LWDB will research and convene with Iowa Valley Community College ideas for stipend for teach externships in the region.

Core Programs

Describe how the LWDB will work with the entities carrying out the core programs to:

a. Expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

The LWDB will partner with Eligible Training Providers to increase the availability and access to training and education programs that align with our in-demand occupations. We will also work to increase the availability of stackable and portable credentials throughout the 14-county area.

Through partnerships between the core and required partners, career pathways will support local programs that empower students and participants of all ages to explore their academic and career interests. We will leverage the work of statewide and local, public-private partnerships to better coordinate investments, resources and planning for those career pathways to expand access along with interactive delivery with the goal of providing more opportunities for targeted individuals.

Aligning and developing integrated education and training (IET) programs for low-literacy and low-skilled adults to concurrently address foundational skills with workforce training. IET programs prepare adults with limited academic or limited English skills to enter and succeed in post-secondary education and training leading to career path employment in demand occupations. The core partners will focus on expanding access and success in sector-based education and training programs that provide opportunities for low-skilled and low-literate youth and adults. The Core partners will work to develop new initiatives that promote sector-based pre-IET, and IET models that expand access and success of low-skilled youth and adults in career pathways.

Supportive services are available to all eligible individuals to assist them in removing barriers and help them participate in Career and Training Services. We will expand access by working with the Core and Required partners to facilitate the expansion of access and funding of Support Services, while avoiding duplication.

b. Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.

Core and required partners will be engaged in the career pathway development process by utilizing innovative approaches in the delivery of career services and offering a variety of career pathway navigation supports to enhance transition into the workforce. Activities to support career pathways strategies will be the development of an interagency definition of “self-sustaining employment.” Workforce delivery systems will work in concert to provide workers with the skills, work-based learning opportunities, resources, accommodations, and support needed through the systematic development of career pathways for in-demand industries. South Central Iowans will have access to the occupational and training resources and skills needed to work to their fullest potential and to secure and maintain self-sustaining employment. Over the next four years, we will encourage sector partnerships to focus on their role in informing career pathway development for youth, adults, and individuals facing barriers to education and employment by promoting a recently developed framework and offering tools, resources, and technical assistance. Co-enrollment is completed for all eligible and appropriate individuals across core programs and required partners. Co-enrollment is completed as follows:

- Title I: 100% Co-Enrollment with Trade for Dislocated Workers who are Trade Certified. Co-enrolling with other programs when it is beneficial to the customer.
- Title III: Co-Enrollment with Title I (Adult/Dislocated Worker/Youth) should be completed when it is beneficial to the customer.
- Ticket to Work: 100% Co-Enrollment with Title III Wagner-Peyser. Co-Enrollment with Title I when it is beneficial to the customer.
- MSFW: 100% enrollment with Title III Wagner-Peyser when providing services in the field and/or entering an IowaWORKS Center. Co-Enrollment with Title I when it is beneficial to the customer.
- Returning Citizens: 100% enrollment with Title III Wagner-Peyser. A case manager should be assigned.
- Trade: 100% co-enrollment with Title I Dislocated Worker. 100% Co-enrollment with Title III Wagner-Peyser if individualized Unemployment Insurance or TRA benefit assistance is necessary.
- PROMISE JOBS: 100% co-enrollment with Title III Wagner-Peyser for Veterans participating in PJ (DVOP case manager must be assigned). 100% co-enrollment with Title III Wagner-Peyser when PJ participant is job ready. Co-enrollment with Title I (A/DW/Y) should be completed when it is beneficial to the customer (i.e. if supportive services are needed that cannot be provided by PJ).
- Registered Apprenticeship: 100% enrollment with Title III Wagner-Peyser. Co-enrollment with Title I (A/DW/Y) should be completed when it is beneficial to the customer. Co-enrollment must occur prior to a participant being hired into an RA program. Co-enrollment with Trade (TAA) should be completed when it is beneficial to the customer. Co-enrollment must occur prior to a participant being hired into an RA program.

Staff will ensure meaningful referrals are made to partners with a follow-through process. This verifies that participants' needs are being met and reduces the duplication of services. Collaboration of services will occur when co-enrollment is appropriate. The use of Integrated Resource Teams is encouraged to maximize the benefits of co-enrollment without burdening the customer and to ensure all programs have met their individual program policy requirements.

c. Improve access to activities leading to a recognized postsecondary credential, including a credential that is an industry-recognized certificate or certification, portable, and stackable.

In an effort to create clarity, the LWDB and staff will outline with all Core and Required partners the definition of an Industry Recognized Credential as a documented award by a responsible and authorized body that attests that an individual has achieved specific learning outcomes or attained a defined level of knowledge or skill relative to a given standard needed for an occupation. Credential, in this context, is an umbrella term that includes degrees, diplomas, licenses, certificates, badges, and professional/industry certifications. Core and Required partners will be responsible for all ETPL and staff are made aware of this definition when serving participants and eligible credentialing.

The LWDB will create an inventory list of stackable and portable credentials needed by businesses in our area and add to the ETPL. Additionally, The LWDB will expand our Registered Apprenticeship sponsors throughout the 14-county area. Registered Apprenticeship programs are automatically approved on the Eligible Training Provider List.

The Career Welding Course was created due to the demand for manufacturing workers. The mentioned strategies will ensure that training programs meet the needs of employers and job seekers and that we are providing quality assistance to ensure the creation of Future Ready Iowans. By collaborating with all our partner agencies, we can better streamline the process for the client resulting in effective and efficient resources.

One-stop Center Business Services Teams are consistently involved in operations with all Core Partners to enhance service delivery and avoid duplication. One-stop business services participate in Career Fairs at postsecondary educational institutions throughout the Area to create an awareness of services provided by the WIOA System. They are involved in serving all public and private schools in The LWDB to students about career pathways and training opportunities available. Each One-stop Center has also partnered with all schools to allow them to be National Career Readiness Certificate proctors and have the service available at each school location. These partners, along with staff from IowaWORKS, proctor the National Career Readiness Certificate testing in the high schools. A partnership with the GAP/PACE programs out of Iowa Valley Community College District and Indian Hills Community College have played a key role in enrolling more individuals into training services. These programs provide financial assistance for short-term training and career pathways. Partnership within The LWDB will be key to leading to recognized post-secondary credentials and Registered Apprenticeships.

Strategies and Services

Describe the strategies and services that will be used in the local area to:

a. Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

Through the Ottumwa and Marshalltown One-Stop Centers, one-stop partners will develop, offer, and deliver quality business services that assist businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the local area economy. We will achieve this by utilizing the following strategies:

- Ensure all staff have a clear understanding of industry skill needs
- Collaboration, coordination and communication of Business contacts and services provided/offered.
- Establishment and development of relationships with business networks both large and small.
- Development, convening, and implementation of Industry and Sector Partnerships.
- Development of a list of customized business services available beyond the required career services available to employers.
- Development of an event for Small Business Week, which is the first full week in May.
- Assistance with the development of a Talent Attraction Strategy and promotion of Iowa South

b. Support a local workforce system that meets the needs of employers in the area.

The LWDB will meet the needs of the employers and provide exceptional customer service to business and industry. It will grow and develop relationships with local employers to understand business needs throughout the 14-county South Central LWDB region and will provide employers with qualified job applicants, workshops and professional development to improve incumbent worker skill sets. The LWDB will assist employers market job vacancies far and wide and provide hands-on technical assistance by setting up Registered Apprenticeship Programs. Other services offered to employers will include organizing job fairs, reverse job fairs, virtual job fairs and hiring sessions that allow employers to meet candidates for job openings.

c. Better coordinate workforce development programs and economic development.

The Integrated Business Services teams help promote Economic Development programs to current Businesses and new start-up businesses. The teams will receive cross training on Economic Development programs. The following programs will be promoted:

- High Quality Jobs: The High-Quality Jobs (HQJ) program provides qualifying businesses assistance to offset some of the costs incurred to locate, expand or modernize an Iowa facility. This flexible program includes loans, forgivable loans, tax credits, exemptions and/or refunds. The Iowa Economic Development Authority (IEDA) offers this program to promote growth in businesses, which employ Iowans in jobs defined as high-quality by state statute.

- Economic Development Set Aside (EDSA): The Economic Development Set Aside (EDSA) program provides financial assistance to businesses and industries requiring assistance to create or retain job opportunities in Iowa. EDSA develops viable communities that provide economic opportunities for people, especially those with low- and moderate incomes. Priority is given to projects that create manufacturing jobs, add value to Iowa resources and/or increase exports. Preference is given to businesses that create or retain the greatest number of jobs with the least amount of program dollars. Projects must demonstrate a need for assistance. The only three valid criteria to determine need are: a financing gap, insufficient return on investment or location disadvantage.
- Workforce training and meaningful work-based learning experiences:
 - Apprenticeships & Internships
 - Registered Apprenticeship Program - There are more than 1,000 occupations eligible for apprenticeship training grants.
 - Student Internship Program - Grants to small and medium-sized companies in targeted industries to support internship programs.
 - STEM Internship Program - Grants to Iowa companies for internship programs in STEM fields.
- Target the Small Business Program designed to help small businesses owned by women, individuals with minority status, service-connected disabled veterans and/or individuals with disabilities.

d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.

Unemployment Insurance services are incorporated in the Ottumwa and Marshalltown One-Stop Centers (OSC). Iowa's Unemployment Insurance (UI) Division regularly provides UI training at basic and advanced levels. The training is conducted in person with occasional virtual sessions. Team members from the Ottumwa and Marshalltown One-Stop Center attend these classes as determined necessary and in-service training is provided to IowaWORKS Center staff when needed.

Additionally, online policy and procedure documents are available for any team member or partner staff to access if needed. The library of documents is in a keyword searchable format. This process has been very beneficial to ensure the most recent version of a procedure is available when handling UI issues. Each of the IowaWORKS Centers have staff trained in recognizing and referring UI eligibility issues for adjudication. Local staff are encouraged to proactively identify, and aid identified individuals on a case-by-case basis. If a local office team member has a question about a claimants' situation, IWD (Iowa Workforce Development) has a direct messaging system. The team members can contact a UI expert in the main IWD office in Des Moines for assistance.

In addition, Iowa participates in the RESEA (Reemployment Services and Eligibility Assessment) program which provides additional opportunities for addressing UI concerns while connecting customers with employment services as well as the Re-employment Case Management (RCM) System and First Contact.

Integrated Service Delivery South Central Iowa will provide reemployment services to UI claimants and other unemployed individuals using an integrated service delivery. Integrated data systems – RCM, RESEA, Rapid Response, TAA and WIOA Title I Dislocated Workers program use a common data system. This data system displays services, case notes, workshop attendance and the overall progression of the UI claimant/unemployed individual.

Streamlining case management and assessments: Each program can see case notes and services provided to the UI claimant/unemployed individual. eliminates duplication of services and assessments.

Job Search and Training Services - The One-Stop Center provides a variety of job search activities including but not limited to job search workshops (resume building, interviewing, career planning, mock interviews, application assistance and a variety of other workshops), hosting job fairs, employer meet and greets and assistance in filling out online/paper employment applications. The One-Stop Center has a direct referral process to training programs to provide short term training for high demand occupations through a variety of partner programs including but not limited to Adult Basic Education, Vocational Rehabilitation and WIOA Title I. These services are available to all UI claimants/unemployed individuals.

Assisting UI claimants access the full range of on-line and in-person services delivered through the One-Stop Center. All UI claimants that come in person to the One-Stop Center are provided information on the range of services offered by the One-Stop Center. Ensuring claimants meet eligibility requirements, all customers that are selected to participate in an initial or sub–Reemployment Services and Eligibility Assessments (RESEA) program will complete a UI Eligibility Review to ensure the claimant is conducting appropriate work search contacts and is registered for work in the database system.

The program connects participants within person assessments and reemployment services through local American Job Centers (AJC). The RESEA program staff have been fully trained in UI and can issue immediate decisions if an eligibility issue arises. There is an immediate feedback loop between UI program staff and the One-Stop Center for potential eligibility issues. The issue is reported via technology and then the UI program can establish a fact finding if necessary. Ensuring all claimants are notified of all deadlines and eligibility requirements associated with the TAA program/seamless communication with case managers.

Veterans that file for Unemployment Compensation for Ex-servicemembers program (UCX) will be profiled for the RESEA program to ensure services are offered early in the Veteran UI claim and are connected to the menu of services in the One-Stop Center. If these Veterans are identified as having a significant barrier, a referral to a local DVOP will be made to provide additional services. The (RESEA) program is a program to assist individuals receiving Unemployment Insurance (UI) benefits. Activities include developing an individual re-employment plan, providing labor market information, identifying job skills and prospects, and reviewing claimant’s continued UI benefit eligibility.

- e. **Implement initiatives such as transitional jobs, incumbent worker training programs, on-the-job training programs, customized training programs, other work-based learning opportunities, registered apprenticeships, industry and sector strategies, career pathway initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of local employers. These initiatives must support the strategies described in a.-c. above.**

The LWDB will coordinate with partners to support the development of industry based; employer driven sector initiatives. Sector partnerships are industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. These partnerships develop and continuously evaluate goals, policies, and service-delivery strategies to meet the needs of employers in each sector. In doing so, they operate within labor market LWDBs and are not confined to municipal, county, educational, or state boundaries. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies which address their identified needs.

Career pathways are one strategy utilized by sector partnerships to address industry-identified labor market needs. Career pathways organize education and training into a coherent, stackable sequence aligned within specific occupations within a given industry. In that way, career pathways support an individual in developing the personal, technical, and employability skills required for advancement within an industry and transitioning from training and education into the workforce. Colleges, primary and secondary schools, economic development agencies, workforce service providers, employers, labor groups, and social service providers all play a vital role in the successful development of career pathways.

As a partner to employers involved in Sector Partnerships, we can assist with strategies for workforce issues, including Incumbent Worker Training and Customized Training. Some individuals with multiple barriers to employment may need to begin with a less intensive activity such as transitional jobs, where they learn or become accustomed to the basic expectations of a workplace. Whereas other individuals may present as job ready and can be placed in a more intensive OJT arrangement.

Conversely, it is important to place individuals with the right fit and ensure business partners are aware of their obligations as well. Business service teams are integral in engaging participating businesses and ensuring they are educated about the benefits and responsibilities of a business partner. Like job seekers, businesses must be screened to identify what type of placement they are equipped to manage, and the business service teams serve an important role in ensuring a suitable placement exists for both customers.

OJT (On-The-Job Training) is beneficial to participants who are prepared to enter the workforce long-term. OJTs are used to teach a participant specialized skills and competencies needed to perform a specific job at a worksite where there may be a chance for advancement. The participating business has a major investment in the OJT process as they assist in completing a training plan and are the employer of record. Incumbent worker training is designed to help employers upgrade their current workforce's skills. These efforts have been shown to increase the competitiveness of employers in their designated markets while creating an internal workforce whose skills are assisting the employer to remain competitive with a skilled workforce and increased worker tenure. Employees benefit by receiving training to upgrade their skills, wages, and increased experiences within an organization.

Incumbent worker training is designed to help employers upgrade their current workforce's skills. These efforts have been shown to increase the competitiveness of employers in their designated markets while creating an internal workforce whose skills are assisting the employer to remain competitive with a skilled workforce and increased worker tenure. Employees benefit by receiving training to upgrade their skills, wages, and increased experiences within an organization.

Transitional jobs are a time-limited work experience combined with comprehensive employment and supportive services. This work-based learning activity is for individuals with barriers to employment, who are chronically unemployed, or have an inconsistent work history. The purpose is to support individuals to establish a work history, demonstrate success in a work environment and develop skills to obtain and retain unsubsidized employment.

Customized training provides training that is specific to an employer (or group of employers) specific requirements so that individuals will be hired by the employer after successful completion of the training. Customized training is designed to provide local areas with flexibility to ensure that training meets the unique needs of the job seekers and employers or groups of employers. These types of activities are very effective training models for both youth and adult populations. Gaining hands-on training in a work environment allows individuals to gain not only the transferable skills needed in employment, but the soft skills employers require.

Registered Apprenticeship provides an earning and learning opportunity for both job seekers and employers. It brings together On-the-job training with Related Training Instruction to receive a Nationally recognized credential. IowaWORKS works with employers to become registered sponsors with the Department of Labor Office of Apprenticeship. They also work with job seekers to match them to Registered Apprenticeship opportunities. The LWDB will utilize the Training Contract Policy regarding these services.

Entrepreneurial Training

Describe how the LWDB will coordinate local workforce investment activities with economic development activities that are carried out in the local area and how the LWDB will promote entrepreneurial skills training and microenterprise services.

In partnership with the Continuing Education and Workforce Solutions (CEWS) Division at Indian Hills Community College and the Iowa Valley Continuing Education Division, whose mission is to improve the economic conditions of The LWDB through continuous learning, innovation, creativity, entrepreneurship, collaboration, and visionary leadership. CEWS and Iowa Valley meet regularly with Economic Developers to identify and address the needs of employers. The LWDB will refer businesses to the local community colleges for qualifying New Jobs Training Program (260E) and the Iowa Job Training Program (260F) which assists businesses in remaining economically competitive. These funds are administered through Iowa Workforce Development (IWD).

The Business Services Team partners with Economic Developers to address employer needs in their area. IowaWORKS also provides assistance to employers through the Iowa Apprenticeship Training Program (15B) which provides training grants to businesses for eligible apprenticeship programs. Each of these programs increases economic development within our fourteen-county area.

Poweshiek county economic development is leading its own sector partnership in coordination with local core partners. Economic development representatives serve on the LWDB and Executive Committee of the LWDB for the Ottumwa and Marshalltown areas. The LWDB will seek guidance and partner with local economic development contacts during times of layoffs and will host local events such as career fairs or employee training. Indian Hills Community College has an Entrepreneurial Center next door to the Ottumwa One-Stop Center to provide training and incubation to new businesses. The small business development center provides ongoing entrepreneurial training and assistance throughout the area.

Additionally, Iowa Department for the Blind has an Iowa Self-Employment Program. A program for self-employment has been developed under an agreement between Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB). It is available to active candidates of IVRS or IDB who can become self-sufficient, establish, expand or acquire a small business. Self-Employment is a vocational option that must be agreed upon by the individual and IVRS/IDB and is available only to for-profit businesses intended for operation within the State of Iowa. The intent of self-employment services is to support an employment outcome that will significantly contribute to a candidate's financial self-sufficiency. The program is one that is designed to encourage and assist individuals to become entrepreneurs where the team works to enhance the entrepreneurial skills and knowledge of the candidate. The One-Stop Center promotes and explores opportunities for center customers to establish self-employment and refers individuals to the Small Business Development Center.

One Stop Delivery System

Describe the one-stop delivery system in the local area, including:

a. How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers.

The LWDB will conduct ongoing analysis of the 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 LWDB's regularly scheduled meetings with needs assessments being completed as necessary. Local 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 LWDB
- An assessment of the current economic situation and projected trends of the local area economy, industries and occupations, including major economic areas and industrial and occupational sectors as determined through LMI data
- An assessment of the required workforce skills and knowledge individuals need to find employment
- An analysis of the skill and education gaps for individuals within the local area.

All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To ensure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of The LWDB's 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 LWDB's workforce and business community and refine the services of the One-Stop Center 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 LWDB's One-Stop Center to integrate services, reduce duplication, and improve overall service delivery.

b. How the LWDB will facilitate access to the services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

- Multiple points of access are available through partner sites within the LWDB
- IowaWORKS staff provides outreach and enrollment in all outlying counties within the area on an itinerant basis
- Partners provide services through the One-Stop Center on an as needed basis
- Partners provide One-Stop Center services ongoing through various partner locations
- Partners participate in ongoing referral, co--enrollment and performance management
- Utilizing Zoom, Teams and/or Facetime video conferencing for appointments, orientations, and workshops
- Use of the translator app, Purple VRI, and Language Line provide access to translation services for customers
- Basic Career Services can be accessed online utilizing the iowaworks.gov website or mobile app

- ELL Instruction is provided remotely using Burlington English, ESL Library, and Rosetta Stone
- HSED Instruction is provided remotely using HiSET Academy by Essential Education or Essential Education and Learning Upgrade
- The One-Stop Center will utilize social media to engage with job seekers in the local area in accordance with State Communications policy to highlight services that are being provided by the IowaWORKS One-Stop Center, including but not limited to workshops, hiring events, career fairs, job postings, and programs available. Teams will also share relevant posts from media sources or community partners when it is informative to job seekers of the local area.

c. How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, including providing staff training and support for addressing the needs of individuals with disabilities.

i. Include how the LWDB will utilize Disability Access Committees (DACs) as a strategy.

Each local office has a Disability Access Committee (DAC) with a chair and co-chair from IVRS/IDB. The DAC will ensure each One-Stop Center has physical and programmatic accessibility by annual inspection and check off list, documenting required and requested improvements/changes. The DAC are composed of various core partners and outside partner members who work together under the direction of the Statewide DAC. They have conducted physical accessibility and ADA accessibility surveys and continue to work on program accessibility. Both groups have conducted disability focus groups to gather information about the various needs of customers with disabilities in accessing Center programs. In addition to this, the groups have completed local assessments of the assistive technology options that would be available to the community, the level of comfort of One-Stop Center staff in offering those accommodations, as well as the appropriate process for working with requests for accommodations from customers. The DAC also drives the Integration Continuum process.

ii. Describe the process that an individual would use to request an accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.

The LWDB is committed to providing programs and services in a readily accessible format and delivery method to anyone seeking services from the workforce system. Accessibility as referenced throughout this plan refers to the direct and indirect ideas, actions, philosophies, and physical and emotional supports used by an individual or employer to support employment for all Iowans. Core partners have legal obligations under federal and state antidiscrimination laws when providing workforce services. Federal and state antidiscrimination laws prohibit discrimination in the provision of services based on an individual's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, or disability.

Meeting the partners' legal obligations under federal and state anti-discrimination laws must be a focus when they develop and implement policies, procedures, guidance, and proven and promising practices with respect to increasing and maximizing access to workforce services, and when assessing the physical and programmatic access of One-Stop Center system partners, physical office spaces, websites, etc. Individuals with disabilities constitute a population that has traditionally been underserved or unserved by the workforce development system. Partners recognize that state and federal anti-discrimination laws impose legal obligations with respect to workforce services delivery to individuals with disabilities.

Further, WIOA singles out individuals with disabilities as a group with a barrier to employment that the partners must target for increased and maximized access to workforce services. As such, the partners will develop policies, procedures, guidance, and proven and promising practices to create maximized physical and programmatic access and opportunity for individuals with disabilities. Implementation of policies, procedures, guidance, and proven and promising practices to increase and maximize physical and programmatic access for individuals with disabilities must be an element of One-Stop Certification that is strictly applied.

The LWDB has worked very closely with and has relied upon the expertise provided by the Iowa Vocational Rehabilitation Services (IVRS) and the Iowa Department for the Blind (IDB). As core partners, IVRS and IDB provide ongoing technical assistance and support regarding development of policies, procedures, and system design and evaluation protocols to ensure that all Iowans have full and welcoming access. The Iowa Department for the Blind will also be utilized to consider all forms of accessibility impacting the field of vision. Their Assistive Technology services will ensure accommodation is in place to support access for needed services and support for all Iowans.

The Disability Access Committee (DAC) will address program accessibility through identifying existing assistive technology resources at the One-Stop Center and how it relates to reasonable accommodations for job seekers who need assistance. Auxiliary aids and services are available upon request for individuals with disabilities. The individual or his/her representative must let the associated agency know that s/he needs accommodation. Requests for reasonable accommodation do not have to be in writing and can be requested in a face-to-face conversation or using any other method of communication. A list of accommodations/Assistive Technology equipment will be posted at the main entrance of each One-Stop Center.

iii. Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered throughout the center.

All One-Stop Center buildings follow the ADA requirements. The OCS is evaluated for physical accessibility using the following criteria:

- Approach and Entrance: Parking, passenger, loading zones, public sidewalks, and public transportation stops.
- Access to Goods and Services: The building's layout should allow people with disabilities to obtain goods and services and participate in activities without assistance.
- Toilet Rooms
- Additional Access: Amenities such as drinking fountains and public telephones should be accessible to people with disabilities.

d. The roles and resource contributions of the one-stop partners.

The management of the one-stop system is the shared responsibility of the LWDB, CLEO, WIOA core program Partners, required one-stop Partners, one-stop operators, service providers, and any nonmandatory Partners added to the local system by the LWDB and CLEO. In other words, the system is a total collaborative for the planning, operations, and management of local workforce services. All Partners should be aware of their responsibility under the law. All Partners must:

- Provide access to their programs through the IowaWORKS system
- Use their program’s funds to:
 - Provide career services
 - Maintain the one-stop system and jointly fund it
- Sign the Memorandum of Understanding (MOU) with the LWDB
- Participate in the operation of the system
- Provide representation on the LWDB, as required, and participate on committees of the LWDB, as needed

Required Partner Services

The Parties to the Memorandum of Understanding will collaborate to ensure all required and needed services are available to Iowans and Iowa businesses and will work to ensure each IowaWORKS location offers integrated services and have staff who work to ensure quality service delivery. Acceptable methods and options for providing access to each of the required services:

1. Having a program staff member physically present at the American Job Center.
2. Having a staff member from a different partner program physically present at the American Job Center and appropriately trained to provide information to customers about the programs, services, and activities available through all partner programs. Making available a direct linkage through technology to a program staff member who can provide meaningful information or services.

Services delivered within the system are outlined in the Partners Services section in the Memorandum of Understanding, the current MOU is hosted on the LWDB’s website:

<https://southcentraliowaworkforceboard.org/policies-procedures>

Adult and Dislocated Worker Employment and Training

A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

Title I Adult and Dislocated Worker: Basic Career Services are offered in the fourteen counties (Appanoose, Davis, Hardin, Jefferson, Keokuk, Lucas, Mahaska, Marshall, Monroe, Poweshiek, Tama, Van Buren, Wapello, and Wayne) and include:

1. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
2. Outreach, intake (including identification through the state’s Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the one-stop delivery system;

3. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;
4. Labor exchange services, including— Job search and placement assistance, and, when needed by an individual, career counseling, including
 - a. Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and,
 - b. Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA);
5. Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;
6. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, local area, and national labor market areas, including— Job vacancy listings in labor market areas; Information on job skills necessary to obtain the vacant jobs listed; and Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
7. Provision of performance information and program cost information on eligible providers of training services by program and type of providers;
8. Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;
9. Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development (HUD) ; and assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program;
10. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
11. Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim—
 - a. Meaningful assistance means providing assistance:
 - ii. On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim, or by phone or via other technology, if the assistance is provided by trained and available staff and within a reasonable time.
12. Provide these services also on the Exploratory Floor.

Provide Individualized Career Services

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
 - a. Diagnostic testing and use of other assessment tools; and b. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
2. Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;
3. Group and/or individual counseling and mentoring;
4. Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services;
5. Internships and work experiences that are linked to careers;
6. Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;
7. Financial literacy services;
8. Out-of-area job search assistance and relocation assistance; and
9. English language acquisition and integrated education and training programs.
10. Provide opportunities for Work Based Learning that led to careers.
11. Provide the 14 Required Youth Services.
12. Conduct Integrated Resource Team meetings with participants and partners when meeting with dual-enrolled clients to coordinate services.

Provide Training Services

1. Occupational skills training, including training for nontraditional employment;
2. On-the-job training (OJT);
3. Incumbent worker training;
4. Programs that combine workplace training with related instruction, which may include cooperative education programs;
5. Training programs operated by the private sector;
6. Skills upgrading and retraining;
7. Entrepreneurial training;
8. Transitional jobs;
9. Job readiness training provided in combination with services listed in (1) through (8) of this section;

10. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in (1) through (7) of this section; and
11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Provide Follow-up Services

1. Follow-up services must be provided as appropriate for participants placed in unsubsidized employment, for up to 12 months after the first day of employment. Counseling about the workplace is an appropriate type of follow-up service.

WIOA Title I providers have partnered with libraries in our rural areas providing resources for job seekers to refer participants to IowaWORKS website or call the local office in Ottumwa or Marshalltown.

Rapid Response

How the LWDB will coordinate workforce investment activities in the local area with statewide rapid response activities.

The following individual will be the Local Rapid Response Team Lead who will work with the State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in the South Central Iowa Workforce Area.

Jennifer Erdmann

South Central Iowa Rapid Response Team Lead

Title I Operations Manager

641-684-5401 Ext 40042

Jennifer.erdmann@iwd.iowa.gov

Rapid Response is a proactive, business--focused, and flexible strategy designed for two major purposes: to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive, and to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers. Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. South Central Iowa Workforce Area has a Rapid Response Team consisting of staff from various partners within the Area. 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 expected from each partner group. During these sessions, the emphasis is on 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 resource 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.

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

Required Youth Program Elements

The type and availability of youth workforce investment activities in the local area, including activities for youth, who are individuals with disabilities, which must include an identification of successful models of such activities.

Youth-related programs and services partner with youth-serving organizations throughout the workforce area to ensure youth have the resources to reach their career goals. Youth serving programs and staff in the One-Stop Center, including Title I Career Planners provide guidance and counseling to assist youth with the next steps toward successful, self-- sustaining employment. WIOA Title I Youth program is focused on ensuring services are delivered and available to all eligible youth, including those with barriers to education and employment. Programs are designed with the 14 Youth Required Elements to support participants in reaching their educational and employment goals.

Required Youth Program Elements and Successful Program Model Examples

Element	Demonstrated Program Activity
<p>1 <u>Adult Mentoring</u>: Mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.</p>	<p>Career Planners act as adult mentors for every youth participant they serve. For youth in need of more intensive Adult Mentoring Services, those services are contracted out to agencies able to provide background checks. Mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.</p>
<p>2 <u>Alternative Secondary School Offerings</u>: are services that assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school. Both types of services help youth to re-engage in education that leads to the completion of a recognized high school equivalent.</p>	<p>Career Planners provide participants with information on alternative solutions to complete a secondary school diploma. These solutions include alternative schools, career academies, and High School Equivalency Diploma (HSED) programs, basic education skills training, individualized academic instruction, English as a Second Language training, credit recovery, counseling and educational plan development.</p>
<p>3 <u>Comprehensive Guidance and Counseling</u>: provides individualized counseling to participants. This program element also includes substance and alcohol abuse counseling, mental health counseling, and referral to partner programs.</p>	<p>Career Planners provide participants with connections to a wide array of counseling services provided by health agencies. Participants struggling with drug and alcohol use are referred to agencies that provide treatment, counseling, and support. Career Planners complete mental and behavioral health referrals to counseling programs offered and assist the participant with the enrollment process to the respective agency's services.</p>
<p>4 <u>Education Offered Concurrently with Workforce Preparation and Training</u>: activities that reflect an integrated education and training model to train participants for a specific occupation.</p>	<p>Career Planners connect participants with concurrent workforce preparation activities, basic academic skills, and hands-on occupational skills training within the same time frame and connected to the participant's training program for specific occupation, occupational cluster, or career pathway.</p>
<p>5 <u>Entrepreneurial Skills Training</u>: provides the basics of starting and operating a small business.</p>	<p>Participants are exposed to entrepreneurial skills training through various programs through the Small Business Development Center educational programs that introduces the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.</p>
<p>6 <u>Financial Literacy Education</u>: activities that provide youth with the knowledge and skills that they need to achieve long-term financial stability.</p>	<p>Career Planners provide financial literacy education to youth participants via classroom instruction and referrals to partner agencies and online financial literacy resources that support youth with creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.</p>

7	<p><u>Follow-up Services</u>: critical services provided following a youth’s exit from the program. The goal of follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training.</p>	<p>Career Planners provide follow-up services to youth participants for no less than 12 months after program exit. Follow-up services include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.</p>
8	<p><u>Leadership Development Opportunities</u>: opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors.</p>	<p>Career Planners provide community service and peer centered activities that encourage responsibility, employability, and other positive social and civic behaviors to participants and other in-school youth. The youth standing committee provides support for activities that include:</p> <ul style="list-style-type: none"> • Exposure to postsecondary educational possibilities • Community and service learning projects • Peer-centered activities, including peer mentoring and tutoring • Organizational and team work training, including team leadership training • Training in decision-making, including determining priorities and problem solving • Citizenship training, including life skills training such as parenting and work behavior training • Civic engagement activities which promote the quality of life in a community • Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees
9	<p><u>Occupational Skills Training</u>: organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.</p>	<p>Participants may be eligible to take part in training that teaches them the technical skills and information needed for a specific occupation. Training is related to the participant’s career pathway goal and often leads to postsecondary or industry recognized credential.</p> <p>Occupational skills training:</p> <ul style="list-style-type: none"> • is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth; • is of sufficient duration to impart the skills needed to meet the occupational goal; and • leads to the attainment of a recognized postsecondary credential.

10	<p><u>Paid and Unpaid Work Experience:</u> planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector.</p>	<p>Career Planners coordinate with area employers and community agencies to provide short term work experience to participants. These experiences may include job shadowing, quality pre-apprenticeship programs, summer employment and other employment opportunities throughout the school year, internships, work experiences, and On-the-Job Training.</p>
11	<p><u>Postsecondary Preparation and Transition Activities:</u> activities that help youth prepare for and transition to postsecondary education and training.</p>	<p>To help prepare participants for the transition to postsecondary education or training, Career Planners take youth to explore postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship programs. Career planners also assist youth with activities including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> preparing for SAT/ACT testing <input type="checkbox"/> college admission applications <input type="checkbox"/> searching and applying for scholarships and grants <input type="checkbox"/> filling out the proper Financial Aid applications and adhering to changing guidelines
12	<p><u>Supportive Services:</u> services that enable an individual to participate in WIOA activities such as, but not limited to, assistance with transportation, child care, housing, health care, educational testing, and work-related tools.</p>	<p>Career Planners support youth by finding solutions to eliminate barriers youth may experience when participating in WIOA activities including finding assistance for transportation, childcare, counseling, appropriate clothing, access to healthcare, etc.</p>
13	<p><u>Tutoring, Study Skills Training, Instruction, and Dropout Prevention:</u> strategies that lead to completion of a high school diploma or a recognized equivalent.</p>	<p>Career Planners refer participants to partner agencies and programs to receive tutoring services that will assist them with completing secondary or postsecondary credentials. These services are provided one-on-one, in a group setting, or through developed resources and workshops.</p>
14	<p><u>Services that Provide Labor Market Information (LMI):</u> services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services.</p>	<p>As youth participants develop their career pathway goals during the ISS development process, Career Planners provide participants with LMI about what jobs are in-demand locally, are anticipated to have a growth in available positions, and offer self-sufficiency wages.</p>
<p>The board understands partnership is integral to the success of WIOA Youth programming. Partners are necessary to the workforce system and provide additional opportunities and resources for youth in WIOA programs. The board partners with many organizations and provides the workforce system with resources to reference when partnering to <u>serve specific youth-populations.</u></p>		

e. Include how the LWDB will utilize the Youth Standing Committee as a strategy.

Aligned with [ETA priorities for youth workforce development](#), South Central Iowa’s Youth Committee is actively creating a no-wrong-door youth workforce system that offers seamless access to resources, programs, and wrap around services; offering youth guaranteed paid work experiences; and coordinating with critical partners—including but not limited to employers, sector-based industry coalitions, workforce intermediaries, labor unions, and philanthropy—committed to high quality career pathways for young workers.

The South Central Iowa Workforce Area Youth Standing Committee meets minimally on a quarterly basis and performs the following duties and other functions as necessary and proper to carry out its responsibilities including but not limited to:

1. Coordinating with the State Workforce Development Board Youth Standing Committee on statewide initiatives;
2. Leading the planning, operational, and other issues relating to the provision of services to youth;
3. Aligning programs, services, and activities related to employment, training, or education needs of eligible youth, including out-of-school youth, in SCIWA;
4. Identifying gaps in services and develop a strategy to use competitive selections or community partnerships to address the unmet needs of youth;
5. Ensuring compliance with WIOA requirements including 75% of resources allocated to out-of-school youth and a minimum of 20% of resources allocated to work experience;
6. Oversight of youth programs and of eligible youth service providers including Title I youth service provider procurement processes;
7. Directing and developing policy recommendations for the LWDB for equity-centered design, development, and implementation of programs that authentically engage and benefit all youth;
8. Recommending options for schools, public programs, and community-based organizations serving youth to leverage resources and coordinate services and;
9. Providing leadership and support for continuous quality improvement for local youth programs

Secondary and Postsecondary Education Coordination

How the LWDB will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

a. Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.

The LWDB encourages, promotes, and increases the use of work-based learning opportunities provided by WIOA throughout the Region. The board has established collaborative working relationships with workforce system stakeholders and is viewed as a trusted partner to convene and lead workforce efforts in the local area. Through regular board and committee meetings and the One-Stop Center certification process, the board has developed strategies for workforce system partners to coordinate services and avoid duplication. Participants are screened and co-enrolled when necessary.

Workforce System Partner Meetings ensure that all partners receive information on services being rendered within the local area and reduce duplication of services. To enhance services, increase the number of individuals served and avoid duplication of services, the board facilitates professional development training for IowaWORKS center staff bi-annually. IowaWORKS center staff also present work readiness and career choices information in workshop settings in schools, at the community college, within the Adult Literacy program sites and within the community.

The LWDB Operations committee meets quarterly to focus on continuous improvement and system alignment. The board has a referral process partners use to co-enroll participants and avoid duplication of services. Additional access points in Iowa Falls, Grinnell, Tama, Fairfield, Centerville, and Oskaloosa allow for co-enrolled participants to receive services in multiple locations if travel to the Marshalltown or Ottumwa IowaWORKS centers is not possible. The multiple access points have resulted in increased accessibility and recruitment opportunities for career pathway programs.

The local area Adult Basic Education programs have advisory boards made up of community, professional, postsecondary, and K-12 representatives. IVRS has a counselor assigned to every high school and college in the local area providing services to students with disabilities. IVRS works with disability service units on each college campus to make sure students are receiving the accommodation needed to progress through programs. Events are strategically organized and aligned to convene and collaborate with stakeholders throughout the LWDB.

Members of the LWDB and Core Partners volunteer to participate in the Regional Planning Partnerships representing the following areas: Regional Economic and Workforce Development, Business and Industry, or Representatives of Special Populations. The Youth Standing Committee is partnering with Area Education Agencies to complete the comprehensive local needs assessments with LWDB 6 and 15 Planning Partnership boards in 2024. The following needs were identified by the Regional Planning Partnership Boards based on the current Comprehensive Local Needs Assessments:

LWDB 6 Regional Planning Partnership

1. Increase work-based learning experiences.
2. Develop or expand middle school/early high school career exploration to help students begin to identify a program of study/pathway for concentration.
3. Provide professional development on Labor Market data, performance indicators, special populations, and improved student learning.

LWDB 15 Regional Planning Partnership

1. Recruit, improve, or increase student and employer participation in full continuum of work-based learning (career exploration to work-based learning)
2. Curriculum and equipment in CTE programming that emphasizes alignment to industry skills, commercial grade tools, and use of software.
3. Career exploration: All students, not later than seventh grade, have exposure to the world of work and districts crafted their own Pre-K through work plan.

Support Services Coordination

How the LWDB will coordinate WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.

Title I program serves job seekers who face a wide variety of challenges and barriers as they work to meet their career goals. To engage these individuals, Title I career planner and business liaisons will develop meaningful relationships with their clients. Through assessments, interviews, IEP development and the provision of case management services, Title I staff will get to know the individuals they serve and understand what obstacles they may face in progressing down their chosen career pathway.

Ongoing, regular contact between Title I staff and participants will help ensure that barriers, both old and new, are tackled with additional resources and support. Title I staff will work closely with partners and other agencies and programs to link participants to supportive services that help them overcome barriers to employment. Once a participant's barriers have been identified, Title I staff will complete a Financial Needs Determination to determine what the participant's unmet need is. If the needs outweigh the support Title I can provide, Title I staff will look for other possible funding avenues.

Supportive service providers we have worked with in the past for the Title I program include: Pathways for Academic Career and Employment (PACE) and the GAP Tuition Assistance Program, IVRS, PROMISE JOBS, County General Relief assistance, Veterans' Administration, Jobs Corps Scholars and other community resources. The local area has developed a community resource guide for the fourteen-county area that identifies possible resources available in the community. Expenses that may be covered through Title I supportive service payments include clothing, counseling, dependent care, emergency financial assistance (auto repair, housing assistance, etc.), healthcare when it affects employment and transportation, among others. Local transportation options include Cabs and Private Transit (10-15 Transit) if available.

The most successful transport support is mileage reimbursement to participants for eligible expenses after submitting an approved worksheet. The need for supportive service payments and the amount will be determined for each client during the Objective Assessment process, utilizing the financial needs determination form, and documented in the client's IEP. Payments will only be made while the participant is enrolled in and receiving WIOA individualized career, training or follow-up services, and back-up documentation from the participant will be required.

Wagner-Peyser Act Coordination

Plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system.

The One-Stop Center focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, reemployment services to unemployment insurance claimants, job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops, referrals to training and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.

Training will be provided to American Job Center staff on a continuous basis to improve the skills and knowledge of the team to provide superior customer service. This will include cross-training between programs to increase the staff's understanding of their roles and the role of the other core partners to increase the effectiveness of referrals and minimize duplication between programs. The One-Stop Center will offer co-location of partner programs when possible so that there are program staff members physically present in the American Job Center. If that is not possible will have appropriately trained team members from different partner programs that can provide information about services available and how to access those services or the ability to link the customer through technology to that partner.

When beneficial, Wagner-Peyser Career Planners will promote Integrated Resource Teams to work with participants that utilize services from multiple partner programs. These team meetings will identify the needs of the customer and develop a plan for which program can best help the participant with the necessary steps of that plan. IowaWORKS is the common data-collection process for the following programs:

- Title I, Adult, Dislocated Worker and Youth
- Title III, Wagner-Peyser
- Veterans Employment Training programs
- Migrant and Seasonal Farm Workers
- TANF
- Food Assistance Employment & Training
- Iowa's State Performance Accountability System

Adult Education and Literacy

How the LWDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II, including how the LWDB will carry out the review of local applications submitted under Title II.

AEFLA programs in the South Central Iowa LWDA are currently based at the Community Education Center on the IHCC North Campus and at the Iowa Valley Education & Training Center in downtown Marshalltown. Services delivered by the AEFLA providers include Adult Basic Education classes, High School Equivalency Diploma instruction, English Language Learning (ELL) Centers for non-native English speakers and computer workshops. Title I participants are referred to AEFLA when participants need to increase their basic reading, math or computer skills, attain a high school equivalency diploma or improve proficiency of the English language.

Coordination of Title I Activities with Title II Activities:

- AEFLA staff attend Title I staff meetings to discuss service coordination.
- Title I staff present at AEFLA student orientations and education sessions.
- Staff contact information from Title I and AEFLA is shared amongst partners and clients (including mutual business card distribution).
- A joint in-service training course for the core partners, including AEFLA staff. The training will focus on staff cross training, the referral process and developing a system that promotes collaboration and ongoing communication.
- AEFLA staff attend ongoing WIOA training opportunities at the state and regional level.

- AEFLA staff take part in WIOA Integration and Alignment and Career Pathway training.
- AEFLA staff attend ongoing meetings of the core partner group within the local area.
- AEFLA staff are represented on the WIOA Compliant Workforce Board.
- AEFLA staff participate in reporting state-developed common performance measures.
- AEFLA provides student progress reports and completion information to Title I.
- AEFLA and Title I partner to provide CASAS testing

AEFLA Application Review Process

The LWDB will appoint members to conduct an alignment review of applications related to adult basic education and English language acquisition services to ensure applications from providers align with one-stop center activities and services as described in the Local Plan. The board may provide training to appointed members to ensure the reviewers are knowledgeable and understand the requirements to effectively review applications. To eliminate conflict of interest, members appointed to review will be required to sign a conflict-of-interest form and cannot be employed by any organization applying to be the service provider.

Cooperative Agreements

Provide copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA Sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA Sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C.

721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to Sec. 121(f)) in accordance with Sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will 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 of cooperation, collaboration, and coordination.

IVRS has agreements with Easter Seals Iowa Assistive Technology Program, the Iowa Program for Assistive Technology (I-PAT), the Center for Disabilities and Development (CDD) and the University of Iowa Health Care for providing assistive technology and assistive technology services, or administrating staff training to such services found here. Services include referrals, exchange of information, services provided in collaboration, staff development, and strategies for coordination and collaboration.

South Central has an agreement with Ottumwa Community School District and Iowa Jobs for American Graduates for an Authentic Youth Engagement Coordinator for the school district that can be found here. The expectations of the position include developing and maintaining an authentic youth engagement program using an evidence-based Positive Youth Development (PYD) model. Using a strengths-based vision for youth pathways to opportunity; prioritizing authentic youth engagement, positive youth development, and safe, healthy, and stable places to live, learn, and work. The position will serve as a liaison between OCSD, iJAG and the LWDB to facilitate connections for youth to community, workforce, and education opportunities.

Competitive Procurement Process

The competitive process that will be used to award sub-grants and contracts for WIOA Title I activities.

Awards for contracts are made to service providers who can provide services that are the most advantageous to the South Central Iowa Local Workforce Development Area (LWDA) regarding service, price and other specific factors. All services procured are the best available to meet the employment and training needs of eligible individuals in the LWDA.

The South Central Iowa Workforce Area Local Workforce Development Board (LWDB) will adhere to the principles outlined in 29 CFR Part 97 and the procurement procedures required by the State of Iowa. All steps of the procurement process will be documented in accordance with 29 CFR Part 97, including solicitations, selection process, contract negotiations, and award. In addition, all documents developed during the procurement process will be maintained as required by Iowa Workforce Development.

General Provisions:

The competitive procurement process for the selection of service providers will occur every 4 years. All potential providers, who have expressed interest in being considered for awards, will be sent Requests for Proposals for the areas of service for which they wish to be considered when such awards are due to be made.

Awards will be given only to service providers that demonstrate the ability to meet the objectives of the proposed procurement. Examples of how the ability to meet the procurement objectives can be demonstrated include, but are not limited to:

- financial resources, technical qualifications, experience, organization and facilities adequate to carry out the project
- resources to meet the completion schedule contained in the contract
- a satisfactory performance record for completion of contracts
- cost analysis of proposed budget -accounting and auditing procedures adequate to control property, funds and assets
- The LWDB will also ensure that no entity is debarred, suspended, or otherwise excluded from or ineligible to participate in Federal assistance programs or activities.
- Information about the selection of the service provider will be made available to the public on a regular basis through electronic means and open meetings, in accordance with the Sunshine Provision.

Equitable Procedures

Procurement procedures will not restrict or eliminate competition. Activities that may be considered to be restrictive of competition include, but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business.
- Requiring unnecessary experience and excessive bonding.
- Non-competitive pricing practices between firms or between affiliated companies.
- Non-competitive contracts to consultants that are on retainer contracts.
- Organizational conflicts of interest.
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
- Any arbitrary action in the procurement process.

- Cover Sheet
- Executive Summary
- Organization Overview
- Program Narrative
- Budget & Budget Narrative
- Attachments

Required Content for RFP

Solicitations for goods and services (requests for proposals or RFPs) should provide for all of the following:

- Requirements which the bidder/offer must fulfill and all other factors to be used in evaluating bids or proposals.
- funding level range or an up to amount must be provided in the RFP that ensures the responsibilities in the Statement of Work can be performed.
- Technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards. *(45 CFR Part 75.328(c)(1))*
- The specific features of "brand name or equal" descriptions that bidders are required to meet when appropriate. *(45 CFR Part 75.328(c)(1))*
- A description of the format, if any, in which proposals must be submitted, including the name of the person to whom proposals should be sent.
- The date by which proposals are due.
- Required delivery or performance dates/schedules.
- The release of an RFP for services does not oblige the LWDB to accept any or all proposals. The LWDB shall be held harmless from any action resulting from any decision not to accept any or all proposals.

Proposal Process and Evaluation Review

1. The LWDB will meet and select a committee of at least three Board members to oversee the RFP process.
2. RFP will be open for a minimum of 20 business days and posted on the board website, other outlets, and distributed to bidder's list when applicable.
3. A pre-set time period will be available for written questions, and answers will be posted to the board website.
4. LWDB staff will perform a technical review of each proposal prior to it being distributed to the review team.
5. The technical review will determine if the proposal is complete and meets all the submission guidelines stated in the RFP.
6. Proposals that are incomplete or fail to meet all submission guidelines stated in the RFP will be rejected.
7. Bidders will be notified regarding the status of their proposal after the technical review.
8. Proposals will be evaluated by the RFP committee and a recommendation will be made to the LWDB for selection.
9. The LWDB will vote on the RFP committee recommendation at a regularly scheduled board meeting, and reserves the right to either accept, reject or make changes to the committee's recommendation.
10. Bidders may request, in writing, feedback on the proposal submitted after the funding awards are determined.

Sole Source

Sole source must only be pursued after a minimum of two attempts to competitively procure, including one attempt that combines the procurement of the Adult and Dislocated Worker service provider with the selection of the one-stop operator.

Sole source selection of a service provider can only be completed under the criteria outlined in the Workforce Investment and Opportunity Act (WIOA). When the sole source selection process is used the board must prepare and maintain written documentation describing the entire process of making such a selection.

Sole source procurement can only be utilized when:

- The item or service is available only from a single source.
- The public exigency or emergency for the item or service will not permit a delay resulting from competitive solicitation.
- The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity.
- After solicitation of a number of sources, competition is determined to be inadequate, whether for reasons of number or quality of proposals/bids.

Should the LWDBs request to use sole source procurement for service providers it will submit a formal request to Iowa Workforce Development electronically. The request will include justification that all other options were exhausted and identify the reason for sole source. Also, identify the timeline and the activities performed prior to the sole source request, and certify that all appropriate measures consistent with the WIOA and this policy have been taken.

The following documentation should also be included with the request for sole source:

- Copy of the RFP or IFB
- Proof of the announcement medium used (newspaper, social media)
- Documentation showing how long the announcement was posted
- The name of the entity to which the sole source is to be awarded
- Documentation showing that the entity has the capacity and ability to perform the functions required to provide career services and/or youth workforce investment activities

Right to File a Grievance

Any organization making an application under this RFP has the right to file a grievance related to the RFP process within five (5) working days of the award announcement. All grievances must be made in writing and must fully identify any contested issues and/or policy or procedural violations. Subjective interpretations by evaluators are not subject to protest or grievance. A bidder may file a grievance in writing with the LWDB Executive Director, who will then have ten (10) days in which to reach an informal written resolution of the grievance.

Should the grievance not be resolved within ten (10) days, the bidder may submit in writing a protest to the LWDB Executive Committee. The Executive Committee will then have twenty (20) days to reach a formal written decision. A hearing is not a right under this LWDB grievance policy. No further appeals will be allowed. This does not prohibit the bidder from seeking other resolutions in addition to those allowed by the LWDA. Any further resolutions taken by the bidder outside of this policy will be handled by the CEOs of the LWDA.

Standards of Conduct

Any officer, employee or agent of the LWDB who is either:

- engaged in negotiations with a potential contractor;
- has arrangements concerning prospective employment with a potential contractor; or,

- has a financial interest in a potential contractor may not participate in the review, award of administration of a contract for a potential contractor. Such relationships constitute a Conflict of Interest. This prohibition also extends to:
 - an immediate family member of any officer, employer or agent of the grantee/subgrantee;
 - a partner or organization who employs any officer, employee or agent of the grantee/subgrantee.

Additionally:

- No LWDB member shall participate in the selection or in the awarding of a contract if a conflict of interest is involved. This provision does not prohibit a community-based organization, educational agency, employer, or other service provider represented by a LWDB member from receiving a contract for the provision of training and/or services to participants. However, when such a conflict of interest arises, LWDB members must abstain from voting on the award and disclose all financial/non-financial information of the contractor.
- No employee, officer or agent of the LWDB shall participate in the selection, in the awarding, or administration of a contract if a conflict of interest exists.
- No contract will be awarded to any LWDB member or entity with which he/she is affiliated which results in direct personal gain to that LWDB member.
- LWDB officers, employees or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from service providers, potential service providers (i.e., persons who perform services of type contracted for), or parties to grants.

Confidentiality and Non-Disclosure

Information will not be disclosed to anyone who is not directly involved in the procurement process relating to the intent to implement a procurement, the amount of funds available, or any related data, until that information is made known to all bidders through a notification of the intent to solicit or dissemination of a Request for Proposal (RFP) or Request for Quote (RFQ). Technical and cost/price information from any proposal must not be disclosed to anyone not officially involved in the procurement process while the procurement is still in progress. Certain technical or proposal information that a bidder has designated as proprietary or trade secret, and with which LWDB concurs, must not be disclosed to other bidders, even after the award is made and publicized. The number or names of bidders will not be disclosed to anyone not officially involved in the procurement process until the contract is awarded and the decision is made public.

Negotiated Local Performance Levels

Each local area must submit an expected level of performance for each of the primary indicators of performance for the first two years covered by the plan. The Local Area is required to reach agreement with the State on local-negotiated levels of performance for the indicators for each of the first two years of the plan.

Local areas may identify additional indicators in the plan. Please identify any such local indicators in the Additional Indicators of Performance section.

Title I Adult Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	73.5%		74%	
Employment (Fourth Quarter After Exit)	67%		67.5%	
Median Earnings (Second Quarter After Exit)	\$6,200		\$6,300	
Credential Attainment Rate	66.5%		67%	
Measurable Skill Gains	54%		54.5%	

Title I Dislocated Worker Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	79%		79.5%	
Employment (Fourth Quarter After Exit)	76%		76.5%	
Median Earnings (Second Quarter After Exit)	\$9,100		\$9,200	
Credential Attainment Rate	70%		70.5%	
Measurable Skill Gains	54%		54.5%	

Title I Youth Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	75%		75.5%	
Employment (Fourth Quarter After Exit)	75%		75.5%	
Median Earnings (Second Quarter After Exit)	\$3,900		\$4,000	
Credential Attainment Rate	60%		60.5%	
Measurable Skill Gains	46%		46.5%	

Actions Towards Becoming a High-Performing WDB

The actions the LWDB will take toward becoming or remaining a high-performing WDB, consistent with the factors developed by the State WDB.

NOTE: This section is not required for the PY2024 local plan submission as the SWDB must first establish criteria to define a high-performing local board.

Training Services Through Individual Training Accounts

How training services will be provided through the use of individual training accounts (ITAs):

ITAs are the primary method to be used for procuring training services for adults, dislocated workers, and out-of-school youth participants. Participants purchase training services from eligible training providers they select in consultation with career planners. This includes discussion of program quality and performance information regarding the available eligible training providers. ITAs allow participants the opportunity to choose the training provider that best meets their needs.

To receive funds from an ITA, the training provider must be on the Eligible Training Provider List (ETPL). To enhance consumer choice in education and training plans, as well as to provide flexibility to service providers, youth program-funded ITAs may be used for out-of-school youth (OSY) ages 16-24, when appropriate. In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the adult program and receive training services through an adult program-funded ITA. Payments from Individual Training Accounts Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods.

Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course. The Title I operations manager will be responsible for ensuring ITAs comply with all applicable federal, state and local regulations and policies. To stay abreast of updates in this arena, the Title I operations manager will actively take part in professional groups with other Iowa Title I directors and will take part in compliance-related professional development on an ongoing basis. The Title I operations manager will also monitor the state e-policy website for additional changes.

a. If contracts for training services will be used.

1. On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship program, customized training, incumbent worker training, or transitional jobs/Work Experience. For OJT, Customized Training, and Incumbent Worker Training, contracts may only be written to employers identified as an in-demand industry.
2. If the Local WDB determines that there are an insufficient number of Eligible Training Providers in the local area to accomplish the purpose of a system of ITAs. This determination process must include a public comment period of at least 30 days for interested providers and must be described in the local plan.
3. To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment. The Local WDB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to individuals with barriers to employment to be served. The criteria may include:
 - a. Financial stability of the organization.
 - b. Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment.
 - c. How the specific program relates to the workforce investment needs identified in the local plan.
4. If the Local WDB determines that the most appropriate training could be provided by an institution of higher education or other provider of training services to facilitate the training of multiple individuals in in-demand industry sectors or occupations. This is true provided that the contract does not limit consumer choice.
5. If the Local WDB determines a pay-for-performance contract is suitable. No more than 10 percent of the local funds may be spent on pay-for performance contract strategies.

b. How the use of contracts will be coordinated with the use of ITAs.

South Central Iowa Workforce Area will utilize one or the other for its respective service. Contracts and ITA's may be used together for Registered Apprenticeship but the Contract would be used for the on-the-job training and the ITA would be used for Occupational Skills Training or related support services.

c. How the Local WDB will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided.

The South Central Iowa Workforce Area will utilize the Eligible Training Provider List (ETPL). The list includes a description of the programs through which the providers may offer the training services, and the performance and cost information about those providers. This list is available on the IowaWORKS website at www.iowaworks.gov. An individual who has been determined eligible for training services, will review the Eligible Training Provider List and complete the Consumer Choice Worksheet, reviewing at least three Eligible Training Providers with the program that they are interested in. An individual will select a provider after consultation with a career planner based on the outcome of their research into the ETPL and which program meets their needs.

Public Comment Period

The process used by the LWDB to provide a 20 business days' public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly representatives of businesses, education, and labor organizations.

South Central Iowa will solicit public comments on the Local Service Plan in its entirety for a 20-day period. Other targeted stakeholders will be notified of the posting and including all core, required, and optional partners as well as community stakeholders. The plan will also be posted (or linked) on all core partner websites with instructions on how to submit public comments. The draft will be publicly available on www.iowawdb.gov website under South Central Iowa and included instructions on how to comment.

Comments submitted during the public comment period must be submitted with the plan, along with any actions taken to resolve or respond to those comment.

Integrated Intake and Case Management Information System

How one-stop centers are implementing and transitioning into an integrated, technology- enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.

The IowaWORKS data management system encompasses case management, data collection, reporting, labor exchange, LMI, etc., and is used in all the AJCs among several partners to track customers and activities in one common database. IowaWORKS is an intuitive, customer centered, WIOA compliant system that allows customers, both job seekers, and employers, as well as AJC staff, enhanced access to workforce services and delivery.

The system provides a coordinated method to manage multiple programs while streamlining services to customers. The communication center allows AJC staff to communicate with job seekers and employers. Appointments and notifications can be easily shared within the system ensuring continuous accessibility for individuals when accessing programs and services. Title I, Title III, PROMISE JOBS, DVOP/JVSG, Trade, and Ticket to Work are currently utilizing the IowaWORKS Case Management System. Additionally, all core programs are currently working on using IowaWORKS as a single reporting system for the Employer Services tracking functionality. This allows all partners to report all Effectiveness in Serving Employer measures jointly.

As Iowa continues to develop and refine our data management systems, the exchange of information and common data elements will improve and continue to expand. Knowing that each individual agency will need the flexibility to conduct analysis, evaluate data, engage service providers and prepare data for internal and state uses, as well as meet their unique reporting requirements of their corresponding federal agencies, core partners are maintaining existing legacy data systems or have been involved in the launch of IowaWORKS.

Each system has its respective capability to mark and track co-enrolled participants and is able to produce all the WIOA required reports. While a common intake through a single data management system isn't being utilized across the core partners, all Titles are collecting and reporting based on the WIOA required PIRL data elements through their respective system. This process lends itself toward co-enrollment and referrals to core partner programs and/or outside community agencies. Increased collaboration among core partners within local areas with cross training has shown an increase in co-enrolled participants who could benefit from the services provided by core partner programs and community agencies.

The improvement to the process allows for direct connection by and between key agency staff and holds agencies accountable for assisting workers in achieving success and making it easier for jobseekers to navigate the system. While current field practices have included secure tracking sheets and frequent core partner meetings to track service delivery among shared co-enrolled participants, best practices are still being reviewed. South Central Iowa will continue to pursue the development of a technological solution to integrate data when applicable. This technology could allow core programs to share common data elements at intake and "sit-on-top" of existing technology to maximize the efficient exchange of common data elements and improve service delivery tracking across core programs. Iowa will continue to work to streamline intake across all core programs.

Priority of Service

A description of how the LWDB will ensure priority of service for the WIOA Title I-B Adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient (20 CFR 680.600).

WIOA Adult funds, priority must be provided in the following order:

1. Veterans and eligible spouses who are also included in the groups are given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive priority for services with WIOA Title I Adult formula funds for individualized career services and training services.
2. Non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
3. Veterans and eligible spouses who are not included in WIOA's priority groups.
4. Priority populations established by the Governor and/or Local Workforce Development Board (Local WDB).
5. Non-covered persons outside the groups are given priority under WIOA.

Priority of Service for Adult Program Funds

1. Recipients of public assistance
2. Temporary Assistance to Needy Families (TANF)
3. General Assistance (GA)
4. Refugee Cash Assistance (RCA)
5. Supplemental Security Income (SSI)
6. Supplemental Nutrition Assistance Program (SNAP)
7. Other income based public assistance

Low-Income Individuals

1. Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
2. Receives an income or is a member of a family receiving an income that in relation to family size, is not more than the current U.S. DOL 70 percent Lower Living Standard Income Level Guidelines and U.S. Department of Health and Human Services Poverty Guidelines, or
3. Is a homeless individual, or
4. Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement.

Individuals Who Are Basic-Skills Deficient must meet at least one of the following:

1. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
2. Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
3. The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
4. Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
5. Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).

Individuals with Barriers to Employment. Individuals with barriers to employment may include:

1. Displaced homemakers
2. Indians, Alaska Natives, and Native Hawaiians
3. Individuals with disabilities, including youth who are individuals with disabilities
4. Older individuals (age 55 and older)
5. Ex-offenders
6. Youth who are in or have aged out of the foster care system

7. Individuals who are:
 - a. English language learners
 - b. Individuals who have low levels of literacy (an individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
 - c. Individuals facing substantial cultural barriers
 - d. Eligible migrant and seasonal farmworkers
 - e. Individuals within two years of exhausting lifetime TANF eligibility
 - f. Single parents (including single pregnant women)
 - g. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)
 - h. Underemployed individuals. Underemployed individuals may include:
 - i. Individuals employed less than full-time who are seeking full-time employment
 - ii. Individuals who are employed in a position that is inadequate with respect to their skills and training
 - iii. Individuals who are employed who meet the definition of a low-income individual
 - iv. Individuals who are employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per state and/or local policy

The above list is used only for applying for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test scores to measure skills gain for the specific activity; in this case the determination is made by administering an acceptable skills assessment or by using scores from any partner's previous assessment. When there are multiple applications, a waiting list will be established based on priority categories listed above and based on the date their application was received.

Based on current intake levels, all adult services are able to be served at the time of registration. If participant flow increases, a waiting list queue will be created with first come, first served for services based on priority listed earlier.

Veteran Priority of Service

A description of how the LWDB will provide Veterans priority of service.

South Central Iowa prides itself on providing outstanding services to our veterans. All WIOA team members are trained in veteran services and resources and have a solid understanding of Priority of Service. State policies across Department of Labor funded programs contain requirements for Veterans Priority of Service, which ensures veterans, and their eligible spouses receive access to services before or instead of a non-covered person.

The IowaWORKS SOP is designed to identify veterans and eligible spouses at their first point of contact. As part of Iowa's Standard Operating Procedures, each new customer who visits an American Job Center (AJC) is asked by non-JVSG (Jobs for Veterans State Grant) Career Planners, "Have you, or your spouse, ever served in the U.S. Military?" If the customer states that they are a veteran, they are thanked for their service. If the customer is a spouse, the customer is thanked for their support. During an initial "triage" conversation to determine the reason for their visit, the veteran is provided a folder with veteran-related resource information, including information regarding Priority of Service.

If it is determined that the veteran or eligible spouse needs assistance beyond self-service, priority of service is applied to ensure the veteran or eligible spouse is given precedence in services compared to other job seekers. All AJCs have Priority of Service posters in several locations throughout the center. Iowa has a 24-hour hold on all job orders so that veterans receive priority over non-veterans. Additionally, when AJCs hosts large job fairs, veterans, service members, and spouses are invited to attend earlier than the public. Each AJC has at least one designated computer for veteran customers in the Exploratory (resource) area. This area has a plethora of information displayed regarding veteran programs, Priority of Service, and Home Base Iowa. To monitor and ensure Veterans are aware of all services, AJC operations managers run a monthly report that displays all registered individuals which allows them to identify Veterans that may have registered outside of the center. Non-JVSG Career Planners then contact those veterans, share information regarding programs and services, and invite them into the Center. Core partner programs refer customers to JVSG and DVOP services, and DVOP's often refer customers to core partner programs, ensuring Veterans receive the services they need.

Assurances

By submitting this local plan, the Local Workforce Development Board assures it has established all local policies and procedures required by State WIOA policy and federal legislation and that all local policies are made available on the local area website.

Public Comment Period

The Draft PY24-PY27 South Central Iowa Local Plan was posted for public comment on February 2, 2024, for 20 business days, ending on March 1, 2024. It was posted on the South Central Iowa Workforce Board website and sent to all stakeholders.

A Virtual Local Plan Listening Session was held on February 6, 2024, at 5:00 p.m. There were no attendees at the Listening Session.

No public comment was received during the 20-day period.

The final PY24-PY27 South Central Iowa Local Plan was approved at the South Central Iowa Workforce Development Board Full Board Meeting on March 12, 2024.