IOWA
REGION 12
CUSTOMER SERVICE PLAN

JULY 1, 2013 through JUNE 30, 2017
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I. REGION 12 CUSTOMER SERVICE PLAN

A. Purpose & Geography of Workforce Development Service Plan

This regional Customer Service Plan is a public document that reflects the specific policies and procedures for the Workforce Development System in Region 12. The overall purpose and role of the Workforce Development System is to deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs that will enable the employers of our region to remain competitive in a global environment. The One Stop system within Region 12 is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers we serve and incorporates the products and services of our partners in order to assure that customer needs are met without duplicating services and are delivered efficiently and cost effectively. This plan sets out the strategic workforce direction for Region 12, also known as IowaWORKS Greater Siouxland. It outlines how workforce partners will align partner services to achieve accessible, seamless, integrated and comprehensive service, and how programs and activities described in the plan will support the state’s and region’s economic development needs and the employment and training needs of all working-age youth and adults in the region.

The Region 12 Workforce Center System responds to the employment needs of business customers throughout the region, through the business leadership of the Region 12 RWIB and through connections with district and state business support initiatives. For a comprehensive list of business and employer services, please consult the description of services available through Iowa Workforce Development in the attached Memorandum of Understanding.

Region 12 covers Cherokee, Ida, Monona, Plymouth, and Woodbury counties in Iowa. This plan has been adopted by the local Regional Workforce Investment Board (RWIB) and Chief Elected Officials (CEO) of each county in the region. A listing of workforce partner organizations and the services each provides to the system may be found in Attachment A of the Memorandum of Understanding.

Region 12 has one center that utilizes an integrated service model at 2508 4th Street, Sioux City. WIA is located full time at the One-Stop. Other partners are either full time or on an itinerant basis at this site. Office hours are 8:30 a.m. to 4:30 p.m. on Monday, Tuesday, Thursday, and Friday and from 9:00 a.m. to 4:30 p.m. on Wednesday at the One-Stop Center.

Additional access for WIA through Job Training Partners is also available on the campus of Western Iowa Tech Community College at 4647 Stone Avenue, Sioux City, Iowa. Office hours at Western Iowa Tech Community College are 8:00 a.m. to 4:30 p.m. Monday through Friday.

Access to services is also available through Virtual Access Points in all the counties served by IowaWORKS Greater Siouxland. These may be accessed through http://www.iowaworkforce.org/accesspoints/ . These access points are available across the state. Dedicated workforce professionals are ready to assist from 8:00 a.m. to 8:00 p.m. Monday through Friday and 10:00 a.m. to 2:00 p.m. on Saturdays via live chat at an access point or by calling 866-239-0843.
Access Point services include:
1. Job search and resume development assistance;
2. Access to thousands of employment opportunities;
3. Skill assessment and testing tools;
4. Information for veterans;
5. Workforce data and trends;
6. Job posting assistance for employers.

Information may also be accessed at the following websites:

Region 12 Website: http://www.iowaworkforce.org/region12/siouxcity.htm
Unemployment Insurance Claims: https://uiclaims.iwd.iowa.gov/weeklyclaims/
Job Training Partners: http://www.jobtrainingpartners.org

This plan is to cover a four year time period of July 1, 2013 through June 30, 2017. If allowed by law, rule, or state decree this plan may be extended by joint agreement between the CEO and RWIB.
B. Plan Signature Page

Approved by the Regional Workforce Investment Board on: ______________________

Printed Name of RWIB Chair: ________________________________________________

Signature of RWIB Chair: ___________________________________________________

Date: _____________________________________________________________________

Approved by the Chief Elected Official Board on: ______________________________

Printed Name of CEO Chair: ________________________________________________

Signature of CEO Chair: ___________________________________________________

Date: _____________________________________________________________________
II. WORKFORCE NEEDS OF REGION 12

A. Siouxland Region Workforce Strategic Plan

VISION: We will develop and sustain the talent required in the Tri-State Siouxland Region to support and attract companies requiring advanced skills that will foster economic growth and opportunity.

This strategic plan identifies strategies for addressing the 11-county Siouxland Region’s key workforce challenges. These challenges were identified through a series of interviews and focus groups with numerous stakeholders. During these interviews and focus groups, the consulting team solicited input from leaders in education (K-12 and Postsecondary) economic and workforce development. In addition, many representatives from the region’s major employers—especially those in a targeted group of critical industries—provided analytical insights.

The primary research was also guided in part by secondary data analysis undertaken by members of the consulting team, including the Center for Regional Economic Competitiveness, Iowa Workforce Development, and Iowa State University Department of Economics Regional Capacity Analysis Program in partnership with Iowa State Extension Services, Center for Industrial Research and Services, and College of Engineering. These research studies examined the regional supply of labor, industry’s current and future demand for labor, and the capacity of the region’s educational institutions to help bridge the gap between supply and demand. The analysis also specifically focused on the workforce needs of those industries most critical to the region’s current and future economic growth—meat processing, food manufacturing, heavy equipment manufacturing, distribution and logistics, business support services and healthcare.

After reviewing and summarizing the key research findings, the consulting team identified thirteen broad issues for the Siouxland Region to address in order to develop a competitive workforce that will foster the region’s future prosperity. The 5 issues selected by the Region 12 Workforce Investment Board as the primary business objectives are in bold print below. These issues include:

1. Promote career opportunities available in Siouxland.
2. Foster efforts to increase productivity and investment in the region’s targeted industries.
3. Develop and encourage greater entrepreneurial activity among workers and businesses to generate more regional economic opportunity.
4. Enhance and expand school district curricula to better prepare students for workplace success.
5. Leverage existing programs, providers, and facilities in the region to expand the delivery of higher education offerings.
6. Adapt to a shrinking, yet more diverse workforce.
7. Transform the region’s economy from one dominated by traditionally large, low-wage industries.
8. Demand higher, more customized skills among workers.
9. Provide greater entrepreneurial skills.
10. Maximize K-12 educational resources to support industry demand.
11. Leverage post-secondary education.
13. **Make the workforce system more effective in meeting the needs of businesses and individuals.**

The Tri-State Regional Innovation project’s steering committee (The Sioux Crew) reviewed these issues and developed strategies intended to respond to these regional challenges. The committee recognized that all of the strategies are important but some are more critical than others. Consequently, the steering committee selected several priority strategies. Regional stakeholders were also surveyed in order to validate the strategies selected by the steering committee. For each of these priority strategies, the action items and key tasks chosen to address these strategies are identified. The metrics used to measure the success of these projects and the organization(s) to coordinate the strategies are also listed. The entire document can be found at [www.jobtrainingpartners.org](http://www.jobtrainingpartners.org) under “Siouxland Region Workforce Strategic Plan”.

While this strategic plan was completed in 2009, the Region 12 Workforce Investment Board reviewed the final report of that effort in light of more current labor market information (included in the text of this section), along with several available economic and strategic workforce reports generated by the state of Iowa, to recommend specific activities to support the region’s ability to address the Board’s business objectives over the next four years.

**B. Labor Market Overview of the Region’s Economy**

The Updated Workforce Needs of Region 12 take into consideration information about the five counties that comprise Region 12 and also look at the trends in the Siouxland Metropolitan Statistical Area (MSA). This MSA includes Dakota and Dixon Counties in Nebraska, Union County in South Dakota, and Woodbury County in Iowa.

This report was based upon information provided by IWD’s Labor Market Information (LMI) Bureau for Region 12 and an analysis of the Siouxland Region. From the Labor Market Information, we know the following. The population of Region 12 in 2009 was 153,890 with a total labor force of **85,060**. Of these **4,580** were unemployed making the unemployment rate for the region an average of 5.4% in 2009. Two years later an analysis of data from the Bureau showed that the population of Region 12 was 155,562 with a total labor force of **84,390**. Of these **4,780** were unemployed making the unemployment rate for the region an average of 5.7% in 2011.

**Employment and Unemployment Statistics - Annual 2009/2011**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cherokee</td>
<td>6,570</td>
<td>290</td>
<td>4.4</td>
<td>6,280</td>
</tr>
<tr>
<td>Ida</td>
<td>3,960</td>
<td>210</td>
<td>5.3</td>
<td>3,750</td>
</tr>
<tr>
<td>Monona</td>
<td>4,530</td>
<td>330</td>
<td>7.3</td>
<td>4,200</td>
</tr>
<tr>
<td>Plymouth</td>
<td>14,400</td>
<td>650</td>
<td>4.5</td>
<td>13,750</td>
</tr>
<tr>
<td>Woodbury</td>
<td>55,600</td>
<td>3,100</td>
<td>5.5</td>
<td>52,500</td>
</tr>
<tr>
<td>Total</td>
<td><strong>85,060</strong></td>
<td><strong>4,580</strong></td>
<td><strong>5.4</strong></td>
<td><strong>80,480</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee</td>
<td>6,800</td>
<td>350</td>
<td>5.2</td>
<td>6,450</td>
</tr>
<tr>
<td>Ida</td>
<td>3,920</td>
<td>200</td>
<td>5.0</td>
<td>3,720</td>
</tr>
<tr>
<td>Monona</td>
<td>4,630</td>
<td>360</td>
<td>7.7</td>
<td>4,270</td>
</tr>
<tr>
<td>Plymouth</td>
<td>14,540</td>
<td>670</td>
<td>4.6</td>
<td>13,870</td>
</tr>
<tr>
<td>Woodbury</td>
<td>54,500</td>
<td>3,200</td>
<td>5.9</td>
<td>51,300</td>
</tr>
<tr>
<td>Total</td>
<td><strong>84,390</strong></td>
<td><strong>4,780</strong></td>
<td><strong>5.7</strong></td>
<td><strong>79,610</strong></td>
</tr>
</tbody>
</table>
Note: The unemployment rate is widely recognized as an important economic indicator that is used to gauge the vitality of the labor market. The release of the monthly unemployment rate causes markets to react and analysts to speculate on the health of the economy. A low jobless rate indicates a strong economy where job seekers can find employment quickly, whereas a high rate may indicate a weaker economy. On the other hand, businesses can find employees more easily when the unemployment rate is high.
Source: Local Area Unemployment Statistics (LAUS), [www.iowaworkforce.org/lmi/pressrelease/index.html](http://www.iowaworkforce.org/lmi/pressrelease/index.html)

From 2009 through 2011, the three rural counties of Cherokee, Monona, and Plymouth have experienced an increase in the number of individuals in the Labor Force; however, all counties have also seen an increase in the number of individuals unemployed except for Ida County. The urban county of Woodbury has not only experienced a decrease in labor force but also an increase number of individuals unemployed.

The following chart looks at total percentage increase in number of unemployed.

**Change in Unemployed Workers 2009 - 2011 (Annual Averages)**

During the past two years, the percent of unemployed workers within Region 12 has increased (4%), while statewide rates have decreased (6%).

<table>
<thead>
<tr>
<th>County Name</th>
<th>2009</th>
<th>2011</th>
<th>Number Increase</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee County</td>
<td>290</td>
<td>350</td>
<td>60</td>
<td>21%</td>
</tr>
<tr>
<td>Ida County</td>
<td>210</td>
<td>200</td>
<td>-10</td>
<td>-5%</td>
</tr>
<tr>
<td>Monona County</td>
<td>330</td>
<td>360</td>
<td>30</td>
<td>9%</td>
</tr>
<tr>
<td>Plymouth County</td>
<td>650</td>
<td>670</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Woodbury County</td>
<td>3,100</td>
<td>3,200</td>
<td>100</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Region Totals</strong></td>
<td><strong>4,580</strong></td>
<td><strong>4,780</strong></td>
<td><strong>200</strong></td>
<td><strong>4%</strong></td>
</tr>
<tr>
<td>City of Sioux City</td>
<td>2,400</td>
<td>2,600</td>
<td>200</td>
<td>8%</td>
</tr>
<tr>
<td>Sioux City MSA</td>
<td>4,400</td>
<td>4,500</td>
<td>100</td>
<td>2%</td>
</tr>
<tr>
<td><strong>State of Iowa</strong></td>
<td><strong>103,800</strong></td>
<td><strong>98,000</strong></td>
<td><strong>-5,800</strong></td>
<td><strong>-6%</strong></td>
</tr>
</tbody>
</table>

According to the following table of additional demographic data, the population of Region 12 is older (43.1 years median age) than the state average age (36.6 years). A larger proportion (19.06%) of the population is 65 years old or over and a smaller portion (6.4%) is under 5 years of age when compared to the state portion (14.9% and 6.5% respectively). Region 12 per capita income is below the state average in every county but Plymouth. Median household income in 2010 (5-yr American Community Survey Estimates) for Region 12 was $46,225 compared to $48,872 in the state. Per capita income in 2010 for Region 12 was $24,250 compared to $25,335 in the state. However, there are slightly fewer families and individuals living below the poverty level (6.0%) than the state average (7.4%) in all but the two counties of Ida (7.5%) and Woodbury (10.2%). The region as a whole is close to the state average percentage of those who are high school graduates, with Monona and Woodbury counties below the region average. The entire region (18.6%) is below the state average percentage (24.5%) of persons with a bachelor’s degree.

Demographic Statistics

<table>
<thead>
<tr>
<th>People QuickFacts</th>
<th>Monona County</th>
<th>Ida County</th>
<th>Cherokee County</th>
<th>Woodbury County</th>
<th>Plymouth County</th>
<th>Region 12</th>
<th>Iowa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population, 2010 Census</td>
<td>9,243</td>
<td>9,089</td>
<td>12,072</td>
<td>102,172</td>
<td>24,986</td>
<td>155,562</td>
<td>3,046,355</td>
</tr>
<tr>
<td>Population, percent change, April 1, 2000 to April 1, 2010</td>
<td>-7.80%</td>
<td>-9.50%</td>
<td>-7.4%</td>
<td>-1.6%</td>
<td>0.60%</td>
<td>-2.61%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Median Age (2010)</td>
<td>47.5</td>
<td>44.8</td>
<td>47</td>
<td>35.1</td>
<td>41.2</td>
<td>43.1</td>
<td>36.6</td>
</tr>
<tr>
<td>Persons under 5 years old, percent, 2010</td>
<td>5.2%</td>
<td>7.2%</td>
<td>5.6%</td>
<td>7.7%</td>
<td>6.4%</td>
<td>6.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Persons 65 years old and over, percent, 2010</td>
<td>23.6%</td>
<td>20.3%</td>
<td>21.7%</td>
<td>12.9%</td>
<td>16.8%</td>
<td>19.06%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female persons, percent, 2010</td>
<td>50.8%</td>
<td>50.1%</td>
<td>50.4%</td>
<td>50.6%</td>
<td>50.5%</td>
<td>50.4%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Education:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language other than English spoken at home, pct age 5+, 2010 5-yr Est.</td>
<td>2.9%</td>
<td>3.1%</td>
<td>2.2%</td>
<td>13.7%</td>
<td>3.1%</td>
<td>5.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>High school graduates, percent of persons age 25+, 2010 5-yr Est.</td>
<td>87.6%</td>
<td>90.1%</td>
<td>92.6%</td>
<td>85.4%</td>
<td>91.2%</td>
<td>89.4%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Associate's degree 25+ 2010 5-yr Est.</td>
<td>8.5%</td>
<td>7.1%</td>
<td>9.5%</td>
<td>7.7%</td>
<td>9.4%</td>
<td>8.4%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Bachelor's degree or higher, pct of persons age 25+, 2010 5-yr Est.</td>
<td>14.7%</td>
<td>18.3%</td>
<td>19.2%</td>
<td>20.8%</td>
<td>19.8%</td>
<td>18.6%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Income:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median household income, 2010 5-yr Est.</td>
<td>$41,398</td>
<td>$44,521</td>
<td>$44,635</td>
<td>$44,343</td>
<td>$56,379</td>
<td>$46,255</td>
<td>$48,872</td>
</tr>
<tr>
<td>Per capita money income, 2010 5-yr Est.</td>
<td>$22,774</td>
<td>$23,841</td>
<td>$24,507</td>
<td>$22,069</td>
<td>$28,060</td>
<td>$24,250</td>
<td>$25,335</td>
</tr>
<tr>
<td>Families below poverty level percent 2010 5-yr Est.</td>
<td>6.8%</td>
<td>7.5%</td>
<td>2.8%</td>
<td>10.2%</td>
<td>2.8%</td>
<td>6.0%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Persons below poverty, percent, 2010 5-yr Est.</td>
<td>11.5%</td>
<td>10.5%</td>
<td>5.1%</td>
<td>14.0%</td>
<td>4.8%</td>
<td>9.2%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

The chart above shows the largest private employment sectors in Region 12 based on the number of persons employed in each sector. The three largest sectors in 2011 are:

1. Health Care and Social Services with 9,991 employees
2. Manufacturing with 9,658 employees
3. Retail Trade with 9,447 employees

These three large employment sectors are followed by two more similarly sized sectors:

4. Accommodations/Food Services with 5,784 employees
5. Administrative Support/Waste Services with 4,170 employees

Other sizeable sectors include:

6. Wholesale Trade with 3,352 employees
7. Transportation/Warehousing with 3,154 employees
8. Construction with 2,932 employees
9. Other Services with 2,079 employees
10. Finance/Insurance with 2,065 employees

These figures represent persons who are employed, but do not include self-employed farmers. Farm ownership is still a significant sector in the local economy.
7-1-13 to 6-30-17 Region 12 Service Plan

- Average Weekly Wage in 2010 was $664 in Region 12, $734 Statewide and $899 Nationally
- Region 12 Average Annual Earnings were $34,536, $38,153 Statewide and $44,410 Nationally
- Region 12 Weekly Wage was 78% of the National Average
- The top three sectors in wage in Region 12 were:
  - Manufacturing $944 weekly wages $49,104 annual wages
  - Wholesale Trade $895 weekly wages $46,522 annual wages
  - Utilities $874 weekly wages $45,431 annual wages

Other sectors with both sizeable employment and high wages in Region 12 included the following:

- Construction $787 weekly wages $40,910 annual wages
- Finance/Insurance $732 weekly wages $38,042 annual wages
- Information $691 weekly wages $35,931 annual wages
- Ed. & Health Services $680 weekly wages $35,374 annual wages
- Professional & Business Services $624 weekly wages $32,426 annual wages
- Natural Resources $597 weekly wages $31,024 annual wages

### Region 12 Average Weekly and Annual Wage by Industry

<table>
<thead>
<tr>
<th>Average Annual Wage</th>
<th>% Change</th>
<th>Average Weekly Wage</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>$33,600</td>
<td>$34,536</td>
<td>$646</td>
<td>$646</td>
</tr>
<tr>
<td>$32,661</td>
<td>$33,706</td>
<td>$628</td>
<td>$648</td>
</tr>
<tr>
<td>$29,641</td>
<td>$31,024</td>
<td>$570</td>
<td>$597</td>
</tr>
<tr>
<td>$40,110</td>
<td>$40,910</td>
<td>$771</td>
<td>$787</td>
</tr>
<tr>
<td>$43,728</td>
<td>$49,104</td>
<td>$841</td>
<td>$944</td>
</tr>
<tr>
<td>$27,292</td>
<td>$27,789</td>
<td>$525</td>
<td>$534</td>
</tr>
<tr>
<td>$43,685</td>
<td>$46,522</td>
<td>$840</td>
<td>$895</td>
</tr>
<tr>
<td>$21,878</td>
<td>$21,439</td>
<td>$421</td>
<td>$412</td>
</tr>
<tr>
<td>$44,058</td>
<td>$45,431</td>
<td>$847</td>
<td>$874</td>
</tr>
<tr>
<td>$35,025</td>
<td>$35,931</td>
<td>$674</td>
<td>$691</td>
</tr>
<tr>
<td>$38,720</td>
<td>$38,042</td>
<td>$745</td>
<td>$732</td>
</tr>
<tr>
<td>$33,685</td>
<td>$32,426</td>
<td>$648</td>
<td>$624</td>
</tr>
<tr>
<td>$34,961</td>
<td>$35,374</td>
<td>$672</td>
<td>$680</td>
</tr>
<tr>
<td>$12,357</td>
<td>$12,529</td>
<td>$238</td>
<td>$241</td>
</tr>
<tr>
<td>$25,274</td>
<td>$26,361</td>
<td>$486</td>
<td>$507</td>
</tr>
<tr>
<td>$39,138</td>
<td>$39,438</td>
<td>$753</td>
<td>$758</td>
</tr>
<tr>
<td>$50,665</td>
<td>$49,106</td>
<td>$974</td>
<td>$944</td>
</tr>
<tr>
<td>$35,635</td>
<td>$36,161</td>
<td>$685</td>
<td>$695</td>
</tr>
<tr>
<td>$57,505</td>
<td>$57,817</td>
<td>$1,106</td>
<td>$1,112</td>
</tr>
</tbody>
</table>

### Declining Occupations:

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2008 Estimated Employment</th>
<th>2018 Projected Employment</th>
<th>Annual Growth Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slaughterers and Meat Packers</td>
<td>1,325</td>
<td>1,165</td>
<td>-1.2</td>
</tr>
<tr>
<td>Telemarketers</td>
<td>445</td>
<td>415</td>
<td>-0.7</td>
</tr>
<tr>
<td>Helpers--Production Workers</td>
<td>565</td>
<td>535</td>
<td>-0.5</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>435</td>
<td>410</td>
<td>-0.5</td>
</tr>
<tr>
<td>Maids and Housekeeping Cleaners</td>
<td>595</td>
<td>570</td>
<td>-0.4</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers</td>
<td>1,255</td>
<td>1,200</td>
<td>-0.4</td>
</tr>
<tr>
<td>Farmers and Ranchers</td>
<td>4,915</td>
<td>4,760</td>
<td>-0.3</td>
</tr>
<tr>
<td>Cleaners of Vehicles and Equipment</td>
<td>370</td>
<td>360</td>
<td>-0.3</td>
</tr>
<tr>
<td>Production Occupations</td>
<td>9,145</td>
<td>8,935</td>
<td>-0.2</td>
</tr>
<tr>
<td>Farming, Fishing, and Forestry Occupations</td>
<td>605</td>
<td>605</td>
<td>-0.1</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>8,180</td>
<td>8,130</td>
<td>-0.1</td>
</tr>
</tbody>
</table>

This list of declining occupations was compiled by the Iowa Workforce Development Bureau of Labor Market Information. These are occupations that are expected to decline in employment numbers within the next years.

Although none of these occupations show significant (over 5%) annual projected employment decreases, the numbers may be taken as indicative of declining occupations. The RWIB will make every effort to train individuals for the jobs that are presently available in the region while also approving training programs that prepare individuals for the occupations and jobs that will be in demand in the future.
## Top 20 Growing Industries by Employment for Region 12

<table>
<thead>
<tr>
<th>Industry Description</th>
<th>2010 Estimated Employment</th>
<th>2020 Projected Employment</th>
<th>Total Growth</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory Health Care Services</td>
<td>2,920</td>
<td>3,815</td>
<td>895</td>
<td>30.65%</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>4,145</td>
<td>5,020</td>
<td>875</td>
<td>21.11%</td>
</tr>
<tr>
<td>Social Assistance</td>
<td>3,240</td>
<td>3,915</td>
<td>675</td>
<td>20.83%</td>
</tr>
<tr>
<td>Hospitals</td>
<td>1,365</td>
<td>1,970</td>
<td>605</td>
<td>44.32%</td>
</tr>
<tr>
<td>Self Employed and Unpaid Family Workers</td>
<td>7,640</td>
<td>8,235</td>
<td>595</td>
<td>7.79%</td>
</tr>
<tr>
<td>Food Services and Drinking Places</td>
<td>5,505</td>
<td>6,090</td>
<td>585</td>
<td>10.63%</td>
</tr>
<tr>
<td>Specialty Trade Contractors</td>
<td>1,805</td>
<td>2,355</td>
<td>550</td>
<td>30.47%</td>
</tr>
<tr>
<td>Food Manufacturing</td>
<td>5,745</td>
<td>6,270</td>
<td>525</td>
<td>9.14%</td>
</tr>
<tr>
<td>Warehousing and Storage</td>
<td>970</td>
<td>1,410</td>
<td>440</td>
<td>45.36%</td>
</tr>
<tr>
<td>Truck Transportation</td>
<td>1,705</td>
<td>2,125</td>
<td>420</td>
<td>24.63%</td>
</tr>
<tr>
<td>General Merchandise Stores</td>
<td>2,400</td>
<td>2,770</td>
<td>370</td>
<td>15.42%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>6,700</td>
<td>7,040</td>
<td>340</td>
<td>5.07%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>745</td>
<td>1,060</td>
<td>315</td>
<td>42.28%</td>
</tr>
<tr>
<td>Nursing and Residential Care Facilities</td>
<td>3,310</td>
<td>3,615</td>
<td>305</td>
<td>9.21%</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>1,325</td>
<td>1,555</td>
<td>230</td>
<td>17.36%</td>
</tr>
<tr>
<td>Religious, Grantmaking, Civic, Professional Organizations</td>
<td>1,340</td>
<td>1,570</td>
<td>230</td>
<td>17.16%</td>
</tr>
<tr>
<td>Construction of Buildings</td>
<td>710</td>
<td>910</td>
<td>200</td>
<td>28.17%</td>
</tr>
<tr>
<td>Heavy and Civil Engineering Construction</td>
<td>640</td>
<td>830</td>
<td>190</td>
<td>29.69%</td>
</tr>
<tr>
<td>Repair and Maintenance</td>
<td>990</td>
<td>1,180</td>
<td>190</td>
<td>19.19%</td>
</tr>
<tr>
<td>Merchant Wholesalers, Durable Goods</td>
<td>1,755</td>
<td>1,940</td>
<td>185</td>
<td>10.54%</td>
</tr>
</tbody>
</table>

*Source: Long-Term Industry Projections-IWD/LMI*

Among the fastest growing industries by employment for Region 12 which also produce higher wages are:
- Ambulatory Health Care Services (30.65%)
- Hospitals (44.32%)
- Nursing & Residential Care Facilities (9.21%)
- Food Manufacturing (9.14%)
- Trucking (24.63%) and Warehousing/Storage (45.36%)
- Professional, Scientific & Technical Services (17.16%)

*With the recent announcements of Sabre Industries to create a new 19,000-square-foot manufacturing plant in the Siouxland MSA, the growth in Manufacturing could be larger than projected.*
### “Hot Jobs” in Region 12

#### 2008 - 2018

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>2008 Estimated Employment</th>
<th>2018 Projected Employment</th>
<th>Region 12 2011 Mean Annual Wage ($)</th>
<th>Annual Growth Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation Counselors</td>
<td>235</td>
<td>280</td>
<td>34,135</td>
<td>1.9</td>
</tr>
<tr>
<td>Mental Health and Substance Abuse Social Workers</td>
<td>200</td>
<td>245</td>
<td>31,385</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Bachelor’s Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>625</td>
<td>760</td>
<td>62,089</td>
<td>2.2</td>
</tr>
<tr>
<td>Middle School Teachers, Except Special Education</td>
<td>390</td>
<td>430</td>
<td>46,754</td>
<td>1.0</td>
</tr>
<tr>
<td>Child, Family, and School Social Workers</td>
<td>250</td>
<td>280</td>
<td>42,445</td>
<td>1.2</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>745</td>
<td>825</td>
<td>41,921</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Postsecondary Education (Long-term on-the-job training or work experience in a related occupation)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>1,730</td>
<td>2,075</td>
<td>46,243</td>
<td>2.0</td>
</tr>
<tr>
<td>Electricians</td>
<td>245</td>
<td>275</td>
<td>46,200</td>
<td>1.2</td>
</tr>
<tr>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>685</td>
<td>770</td>
<td>44,185</td>
<td>1.2</td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Office and Admin Support</td>
<td>390</td>
<td>430</td>
<td>40,080</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretaries and Administrative Assistants</td>
<td>450</td>
<td>490</td>
<td>38,100</td>
<td>0.9</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>555</td>
<td>665</td>
<td>37,095</td>
<td>2.0</td>
</tr>
<tr>
<td>Automotive Service Technicians and Mechanics</td>
<td>525</td>
<td>565</td>
<td>34,672</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>High School Diploma or Equivalent (Moderate-term on-the-job training)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truck Drivers, Heavy and Tractor-Trailer</td>
<td>2,665</td>
<td>2,955</td>
<td>38,291</td>
<td>1.1</td>
</tr>
<tr>
<td>Billing and Posting Clerks and Machine Operators</td>
<td>275</td>
<td>310</td>
<td>30,763</td>
<td>1.1</td>
</tr>
<tr>
<td>Industrial Truck and Tractor Operators</td>
<td>705</td>
<td>795</td>
<td>30,583</td>
<td>1.3</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>580</td>
<td>665</td>
<td>28,377</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Siouxland Metropolitan Statistical Area**

Woodbury County is also part of the Siouxland Metropolitan Statistical Area (MSA). The MSA covers Woodbury County in Iowa, Dakota and Dixon Counties in Nebraska, and Union County in South Dakota.

According to a Statewide Study of Workforce Characteristics for 2010, total potential labor force in the MSA was 234,056 in the entire Laborshed Area. Of these 44,179 would be likely or somewhat likely to change or accept employment. These observations were made about these employed, unemployed, homemakers, or retired likely to change employment:

- 15.5% of the labor force were working multiple jobs;
- Currently working an average of 40 hours/week;
- Average age was 43 years old;
- 28.9% currently worked in production, construction, or material handling occupations followed by 20.3% within the clerical occupational category.
Region 12 Service Plan

Industrial Classification of the Employed in MSA for 2010

<table>
<thead>
<tr>
<th>Industry</th>
<th>% of Laborshed</th>
<th># of employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>17.6%</td>
<td>31,101</td>
</tr>
<tr>
<td>Wholesale &amp; Retail Trade</td>
<td>16.3%</td>
<td>28,804</td>
</tr>
<tr>
<td>Health Care &amp; Social Services</td>
<td>16.3%</td>
<td>28,804</td>
</tr>
<tr>
<td>Education</td>
<td>11.7%</td>
<td>20,675</td>
</tr>
<tr>
<td>Transportation, Communication, &amp; Utilities</td>
<td>9.9%</td>
<td>17,494</td>
</tr>
<tr>
<td>Finance, Insurance, &amp; Real Estate</td>
<td>6.1%</td>
<td>10,779</td>
</tr>
<tr>
<td>Construction</td>
<td>4.8%</td>
<td>8,482</td>
</tr>
<tr>
<td>Personal Services</td>
<td>4.5%</td>
<td>7,952</td>
</tr>
<tr>
<td>Public Administration &amp; Government</td>
<td>3.7%</td>
<td>6,538</td>
</tr>
<tr>
<td>Professional Services</td>
<td>3.7%</td>
<td>6,538</td>
</tr>
<tr>
<td>Agriculture, Forestry, &amp; Mining</td>
<td>3.7%</td>
<td>6,538</td>
</tr>
<tr>
<td>Entertainment &amp; Recreation</td>
<td>1.1%</td>
<td>1,944</td>
</tr>
<tr>
<td>Active Military Duty</td>
<td>0.6%</td>
<td>1,060</td>
</tr>
</tbody>
</table>

The largest concentration of workers (17.6%) was employed in the Manufacturing industry as shown in the above table. This industry was followed by Wholesale & Retail Trade (16.3%), Health Care & Social Services (16.3%), Education (11.7%), Transportation, Communication & Public Utilities (9.9%) when classified according to numbers employed.

All of the industry categories listed below, with the exception of Wholesale & Retail Trade and Entertainment & Recreation, have a high percentage of workers with more than a high school diploma. These industries require training beyond high school. In manufacturing, 51.1% of the workforce has training beyond the high school level. Of the 51.1%, 12.2% have attained a two-year Associate’s degree and 13.3% have attained a Bachelor’s degree or higher. In Health Care & Social Services, 78.1% of the workforce has training beyond the high school level. Of the 78.1%, 15.1% have attained a two-year Associate’s degree and 32.9% have attained a Bachelor’s degree or higher.

**Education and Current Median Wage Characteristics by Industry in MSA**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Some Level Beyond High School</th>
<th>Associate Degree</th>
<th>Undergrad Degree or higher</th>
<th>Annual Salary Wages</th>
<th>Non-Salary Wages per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>60.0%</td>
<td>*</td>
<td>20.0%</td>
<td>*</td>
<td>$12.50</td>
</tr>
<tr>
<td>Construction</td>
<td>55.6%</td>
<td>14.8%</td>
<td>18.5%</td>
<td>$41,000</td>
<td>$14.00</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>51.1%</td>
<td>12.2%</td>
<td>13.3%</td>
<td>$46,750</td>
<td>$13.00</td>
</tr>
<tr>
<td>Transportation, Communication, Utilities</td>
<td>75.0%</td>
<td>6.8%</td>
<td>31.8%</td>
<td>$53,000</td>
<td>$14.89</td>
</tr>
<tr>
<td>Wholesale &amp; Retail Trade</td>
<td>45.1%</td>
<td>9.9%</td>
<td>16.5%</td>
<td>$35,000</td>
<td>$8.88</td>
</tr>
<tr>
<td>Finance, Insurance, &amp; Real Estate</td>
<td>96.6%</td>
<td>6.9%</td>
<td>48.3%</td>
<td>$48,500</td>
<td>$10.68</td>
</tr>
<tr>
<td>Health Care &amp; Social Services</td>
<td>78.1%</td>
<td>15.1%</td>
<td>32.9%</td>
<td>$50,000</td>
<td>$14.30</td>
</tr>
<tr>
<td>Personal Services</td>
<td>78.9%</td>
<td>*</td>
<td>26.4%</td>
<td>$28,500</td>
<td>$9.00</td>
</tr>
<tr>
<td>Entertainment/Recreation</td>
<td>37.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>*</td>
<td>$9.75</td>
</tr>
<tr>
<td>Professional Services</td>
<td>62.5%</td>
<td>8.3%</td>
<td>33.3%</td>
<td>$50,000</td>
<td>$10.00</td>
</tr>
<tr>
<td>Public Admin. &amp; Gov’t</td>
<td>84.2%</td>
<td>*</td>
<td>63.2%</td>
<td>*</td>
<td>$16.25</td>
</tr>
<tr>
<td>Education</td>
<td>87.2%</td>
<td>*</td>
<td>72.3%</td>
<td>$44,000</td>
<td>$10.28</td>
</tr>
</tbody>
</table>

*This table includes all respondents without consideration of employment status or willingness to change/enter employment.*

*Insufficient survey data/refused
C. **Workforce Needs Analysis and Recommendations**

The Region 12 Workforce Investment Board and Chief Elected Officials approved the following additional Workforce Recommendations through a process that included a review of the existing Siouxland Region Workforce Strategic Plan and updated Labor Market Information. The activities of the Region 12 leadership timeline include:

May 17, 2012:

Findings of the Regional Innovation Grant effort along with updated labor market information were available to the RWIB at the May joint meeting. The RWIB reviewed the Customer Service Plan timeline and set its course to update the strategic plan in light of current information and determine activities that the board would take to meet its business objectives. In addition, each of the RWIB members determined that they would poll community leaders in each of their home counties and on other boards and economic development organizations with regard to activities needed.

September 13, 2012:

The board members met again and shared community feedback that they had gathered. Response from one economic development official (who is also a member of this board) was that the objectives of the RIG effort were so wide-ranging in terms of the many agencies involved, that the workforce board might benefit by narrowing the focus a bit to those things immediately achievable by the Region 12 Workforce System. With the Board’s agreement to this input, the Board established a core committee to review the current LMI in regard to these objectives and develop recommendations for activities to address key issues of focus.

The core committee was composed of the following members:
Neal Adler (RWIB Member) Plymouth County
Rick Moon (RWIB Member) Woodbury County
Marcia Rosacker (RWIB Member and Chair) Plymouth County
Jeff Simonsen (RWIB Member and CEO Chair) Cherokee County
John Hamm (RWIB Member) Woodbury County

Resources reviewed and used by the core committee included but were not limited to the following:

2. *The Role of Middle-Skill Jobs in Iowa*, Labor Force and Occupational Analysis Bureau and Labor Market and Workforce Information Division, February 2012
3. *Iowa Workforce Development Region 12 Middle-skill Occupations, 2008-2018 Employment*
5. *Iowa Integrated Workforce Plan for Workforce Investment Act Title I/Wagner-Peyser Act and Department of Labor Workforce Programs*, July 1, 2012 through June 30, 2017
6. The proceeding updated Labor Market Information Summary-*Workforce Needs of Region 12-Section A of the Customer Service Plan*
Additional workforce recommendations for specific workforce needs of employers, jobseekers, low-income, dislocated workers and youth were then made by the committee based on their analysis of the updated information at their first meeting on October 9, 2012. This analysis was reviewed by the Youth Advisory Committee (YAC) at their October 18, 2012 meeting. At that time the YAC made recommendations for several additional youth items. These were passed on to the committee for their consideration. A second meeting of the committee was held on October 30, 2012. At the completion of this meeting, it was moved to take their recommendations forward for discussion and approval on November 15, 2012 at the regular meeting of the RWIB.

Challenges this committee found to still be very relevant to planning include:

1. The low skilled workers valued in the past by the area’s industry do not have the skills for future industry demands.
2. Increased skills in technology are needed to support the region in competing in the global economy. More focus on STEM is needed in the secondary education system to prepare future workers.
3. There is a lack of awareness of the skill sets needed for future jobs by those who will be competing for those jobs.
4. The workforce system needs to be more effective in meeting the needs of businesses and individuals.

The following recommendations were approved at the November 15, 2012 regular meeting of the Region 12 Workforce Investment Board:

**Workforce Development Needs of Employers**

A concern among employers has been the readiness of the available labor force to enter employment. The labor force of Region 12 continues to decrease while the numbers of unemployed continues to rise. A larger proportion of the population is 65 years and older and the per capita income is below the state average. Basic skills which include literacy, numeracy (the ability to do arithmetic and reason with numbers), basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, were described as lacking. Also noted by employers was a lack of availability of occupational skills including analytical skills, managerial ability, physical ability, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, office/administrative support, construction/extraction, installation/maintenance/repair, manufacturing process control/instrumentation, industrial maintenance, transportation/logistics and skilled trades.

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

1. Work in partnership with economic developers from the counties and cities in Region 12 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Enhance the relationship between training providers and business employers in the region.
3. Expand the interface between Iowa approved training providers, specifically Iowa Community Colleges, to bring unique training programs from diverse areas of the state to businesses statewide.

4. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.

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

6. Increase the availability of workers trained and certified in technical areas, including healthcare, education, protective services, office/administrative support, construction, automotive maintenance/repair, manufacturing process control/instrumentation, industrial maintenance, refrigeration, welding, and transportation/material moving occupations.

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

**Workforce Development Needs of Jobseekers**

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

Local/regional newspapers and media, regional IowaWORKS offices, Internet and College/University Career Centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 12 shows the typical jobseeker in the region is older than the state average with a larger proportion 65 and older. The per capita income is lower than the statewide average and the entire region is below the state average in persons with an Associate’s and Bachelor’s degrees. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

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

1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.

2. Make a variety of workforce development partner services information available throughout the region in all partner locations.

3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.

4. Make GED/English Language Learner training information more readily available.

5. Make information on citizenship training and the Skilled Iowa Initiative more readily available to the jobseeker.

6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.

8. Promote the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.

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

In today’s increasingly competitive, fast paced world economy, economic growth and prosperity depend on the education and skills of the American workforce. The number of people who receive training through the Workforce Investment Act (WIA) adult, dislocated and youth programs, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA) and other Department of Labor program initiatives is reported along with the number of program participants who receive credentials. The goal of these programs shows continued emphasis on job training and attainment of industry-recognized credentials as a strategy for both enhancing earnings and employment for participants in the public workforce system to meet the economy’s need for more skilled workers.

**Recommendations to address the workforce needs of area low-income and dislocated workers:**

1. Increase the number of participants in training programs that result in a credential.
2. Increase credential attainment of these participants.
3. Promote educational opportunities, skill enhancement, and skill upgrading for existing workers to prevent layoffs.
4. Develop and refer older workers to more “retraining” opportunities in an effort that will allow them to reenter the workforce or “recareer”.
5. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.
6. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.
7. Leverage the full array of supportive services allowed through WIA to encourage completion of training.
8. Foster stronger linkages among WIA, TAA, Apprenticeships, TANF, Vocational Rehabilitation, Ticket to Work, and Technical Education to enable access to a wider array of resources to facilitate access to and persistence in Credential-granting training and educational programs.

**Workforce Development Needs of Youth**

There is a strong need to continue to partner with other youth providers in the region to connect at-risk youth with caring, knowledgeable adults and to leverage resources. The demand for skilled labor is projected to grow significantly over the next decade. According to the Bureau of Labor Statistics (BLS) between 2008 and 2018, 21 of the 30 fastest growing occupations will require a postsecondary certificate or degree. A recent study from the Brookings Institution uses BLS data to project that nearly half of all openings over the next decade will be for “middle-skill” jobs, those requiring more than high school but less than a college degree. By 2018, 30 million new and replacement jobs will require some
postsecondary education. It is more important than ever for youth just entering the workforce to possess a high school degree or its equivalent, as well as some training to prepare them for the jobs that exist in the region and will position them for continued employment.

**Recommendations to address the workforce development needs of youth**

1. Build partnerships and collaboration between youth providers to increase the capacity of existing youth services in the region.
2. Increase the access to caring, knowledgeable individuals for youth.
3. Evaluate and address barriers specific to minority groups for service participation (e.g. Hispanic, Native American, SE Asian, and African American).
4. Collaborate with youth providers to promote opportunities to increase basic skills and life skills of Youth in reading, math, computer literacy, financial literacy and budgeting.
5. Support and enhance services to impact teen pregnancy and chemical abuse.
6. Enhance life-long learning as a value for youth.
7. Further develop new and existing partnerships in an effort to “wrap” services around youth in different programs.
8. Use Work Readiness Workshops like Seven Steps to Success to increase the career skills of older youth to help prepare them for the expectations of employers.
9. Leverage the full array of supportive services allowed through WIA to encourage completion of training.
10. Increase the number of participants in training programs that result in credentials.
11. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.

**RWIB/CEO Oversight Responsibilities for the Region**

The RWIB/CEO groups use oversight responsibilities to promote services for special needs populations in the workforce. The RWIB/CEO groups continue to support the sharing of a Disability Navigator in Region 12 to assist the disability community to enter the workforce. RWIB/CEO groups will use its oversight to continue to promote programs like Promise Jobs which serve TANF recipients in becoming employed. The New Iowans Services is an example of services to new immigrants in the region. This is a population well served through English Language Learner classes, promotion of the GED and access to Rosetta Stone software. Whenever special needs populations are identified the RWIB/CEO will seek to use its oversight to help build partnerships to address the needs of these special communities.

Training opportunities that meet the demands of business for a middle-skilled workforce should be promoted. These training demands include but are not limited to:

- Health Care Practitioners/Technicians/Support Occupations
- Protective Service Occupations
- Office/Administrative Support Occupations
- Manufacturing/Production/Industrial Technology Occupations
- Construction/Installation/Maintenance/Repair Occupations
- Transportation/Material Moving Occupations
The RWIB/CEO will use its oversight to encourage certification and educational training in occupations that are in demand for skilled workers in the region.

The RWIB/CEO will continue to encourage the promotion of partnerships among agencies so that financial resources may be leveraged in a manner that helps stretch limited dollars which are available for skill training, job placement and supportive services. The RWIB/CEO recognizes the value and quality of training provided by the national Registered Apprenticeship Program.

**Leverage of Workforce Dollars**

The RWIB/CEO recognizes that funding of services that meet the needs identified in Region 12 is limited. Toward that end the RWIB/CEO encourages the leveraging of funds to provide basic core services by partnering with agencies that are signatories to the Memorandum of Understanding. Funds may also be leveraged by the development of training plans in conjunction with other agencies which share costs. The RWIB/CEO encourages the use of state funds for Emergency Intervention Grants and State Emergency Grants where appropriate. The National Emergency Grant should also be pursued when local conditions meet the eligibility criteria for application.
III. LOCAL GOVERNANCE: ADMINISTRATION & OVERSIGHT OF WORKFORCE PROGRAMS

A. RWIB Structure
The composition of the Iowa Regional Workforce Investment Board was grandfathered in when WIA legislation was implemented. The board has fourteen members. One member represents a local education agency, one member represents the local Community College, one member represents local city government and one represents the Chief Elected Officials (County Board of Supervisors). Additionally the board has five representatives from the business community and five representatives from organized labor. The members are selected by the Chief Elected Officials and appointed by the Governor of Iowa. The board represents, according to Iowa law, a gender and political party balance. No party or gender may hold a majority on the board.

The RWIB/CEO meeting schedule for the year is approved in May. Generally, there are five meetings a year: September; November; January; March; and May. The September, January and May meetings are joint RWIB meetings with the CEO’s. New officers for the CEO and RWIB groups are elected in May. The RWIB has a chair, vice-chair and secretary elected each year in May. The RWIB has an executive committee of 4 members which includes the current chair and vice-chair. Notices of public meetings are posted one week prior to the selected meeting. Notices are also provided to the Coordinating Service Providers and the signatories of the Memorandum of Understanding. Periodically, press releases announce any major activities or special grant awards.

B. Ex-Officio Membership
In March of 2005 the RWIB approved a change to its by-laws to end the use of Ex-Officio members. As an alternative to Ex-Officio membership, the Regional Workforce Investment Board may choose to seek additional input from the workers/job seekers with disabilities, older workers, Economic Development, and Regional Workforce Partners by extending special invitation to attend all official RWIB meetings to signatories to the Memorandum of Understanding (MOU) and other groups as determined. The CEO for this region has established a priority to include regional leaders in economic development among the business appointments to the WIB. The board continues to receive input from key regional agencies serving people with disabilities, older workers, those dependent on public support, and new Iowans.

C. RWIB/CEO Functions & Responsibilities
On an annual basis the RWIB and CEO boards will complete a review and evaluation of the Coordinating Service Providers and the WIA Adult/Dislocated Workers and Youth Service Providers. The RWIB approves the Region’s performance measures, enrollments and expenditures. RWIB and CEO’s meet jointly to review and approve an annual local budget for WIA services. The planning process includes a review of new and carry-in funds, cost of staff, and participant costs. State fiscal monitors review WIA programs twice a year and look at specific expenditures. Those findings are shared by the State with the chairs of the RWIB and CEO’s who in turn share them with all board members. State program monitors review the region annually. Those findings are shared by the State with RWIB and CEO chairs who in turn share them with all board members. The RWIB is updated at each
meeting on WIA and Workforce Partner activities within the region. The Board may express any concerns for activities, enrollments, and programs as it sees proper.

D. **Youth Advisory Council Functions & Responsibilities**

The Youth Advisory Council (YAC) provides expertise and recommendations regarding youth employment and training policy to the RWIB. It helps develop portions of the service plan relating to eligible youth, as determined by the RWIB; recommends and oversees eligible youth service providers; and coordinates youth activities funded under WIA. The Youth Advisory Council members promote the Youth program to their own service provider networks and to the youth enrolled in their programs. Membership on the Youth Advisory Council includes representatives from agencies who serve youth involved with the juvenile court service, youth in and aging out of foster care, and youth with disabilities. Youth Advisory Council efforts are on-going to promote positive youth development services in the region.

E. **One Stop Service Provider Responsibilities**

Following final approval of the Regional Customer Service Plan (RCSP) the Coordinating Service Providers (CSP) and the partner agencies will work to develop an operational plan from which the Workforce Needs Analysis and Recommendations of the RCSP are addressed. The operational plan will serve as a guide to ensure the services of the region are coordinated and provided in a manner that is as efficient and productive as possible for use by all customers in the region. The RWIB has determined there are four areas of concern in which workforce development needs must be considered: employers, jobseekers, low-income and dislocated workers, and youth.

The CSP, which currently meet on a quarterly basis, will do an analysis of the RWIB recommendations to determine what specific strategies and initiatives each partner is able to assist with and provide services for customers in the region. Input from the Youth Advisory Council (YAC), community college, workforce development, and social service agencies will be vital in determining how best to move forward with assisting the evolving needs of the workforce community.

Following the analysis, specific goals will be established to implement the recommendations of the RWIB in order to meet the needs of customers in the region. The goals will be set for first and second year attainment with a midpoint review of the RCSP at the end of year two to determine if the recommendations are still appropriate and viable. Following the midterm review, changes to the RCSP will be developed and brought to the RWIB for their consideration, input, and approval. An annual report will be given to the RWIB to demonstrate progress and service development and provide updates to any necessary changes, based funding and programmatic revisions.

The services provided by each member will be based on strengths and mission goals which are individually determined by their respective boards and funding sources. The CSP will also continue to serve as a clearinghouse of information for all resources that are able to address each individual needs and to coordinate services which will work to eliminate duplication of efforts.
As the Coordinating Service Provider facilitates the Region 12 Workforce Investment Board in the implementation of its strategic plan, it will include the recommended activities of the Board and the YAC noted above. At outset, the Coordinating Service Provider has the responsibility for the initial activity, but the activity itself will establish wider responsibilities. At the November, 2013 RWIB meeting, the Coordinating Service Provider will present a timeline to address the business objectives activities noted below, and receive guidance by the board on additional expertise needed from the community leadership to be responsible for each activity.

1. **Promote career opportunities available in Siouxland:**
   - Develop target date for activities and responsibilities.
   - Work in partnership with economic developers from the counties and cities in Region 12 to expand the knowledge of training opportunities available to new and expanding businesses.
   - Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.

2. **Foster efforts to increase productivity and investment in the region’s targeted industries:**
   - Develop target date for activities and responsibilities.
   - Enhance the relationship between training providers and business employers in the region.
   - Increase the availability of workers trained and certified in technical areas, including healthcare, education, protective services, office/administrative support, construction, automotive maintenance/repair, manufacturing process control/instrumentation, industrial maintenance, refrigeration, welding, and transportation/material moving occupations.
   - Develop and refer older workers to more “retraining” opportunities in an effort that will allow them to reenter the workforce or “recareer”.
   - Use Work Readiness Workshops like Seven Steps to Success to increase the career skills of older youth to help prepare them for the expectations of employers.
   - Strengthen the region’s “Skilled Iowa” response to targeted businesses

3. **Leverage existing programs, providers, and facilities in the region to expand the delivery of higher education offerings:**
   - Develop target date for activities and responsibilities.
   - Expand the interface between Iowa approved training providers, specifically Iowa Community Colleges, to bring unique training programs from diverse areas of the state to businesses statewide.
   - Foster stronger linkages among WIA, TAA, Apprenticeships, TANF, Vocational Rehabilitation, Ticket to Work, and Technical Education to enable access to a wider array of resources to facilitate access to and persistence in Credential-granting training and educational programs.
• Collaborate with youth providers to promote opportunities to increase basic skills and life skills of Youth in reading, math, computer literacy, financial literacy and budgeting.

4. **Demand higher, more customized skills among workers:**
   - Develop target date for activities and responsibilities.
   - Promote educational opportunities, skill enhancement, and skill upgrading for existing workers to prevent layoffs.
   - Support the development STEM activities with regional education and business leaders.

5. **Make the workforce system more effective in meeting the needs of businesses and individuals:**
   - Develop target date for activities and responsibilities.
   - Establish regular reporting of the Skilled Iowa metrics to the RWIB.
   - Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.
   - Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
   - Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.
   - Make GED/English Language Learner training information more readily available.
   - Make information on citizenship training and the Skilled Iowa Initiative more readily available to the jobseeker.
   - Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
   - Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.
   - Promote the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.
   - Build partnerships and collaboration between youth providers to increase the capacity of existing youth services in the region.
IV. IDENTIFICATION OF FISCAL AGENT & SERVICE PROVIDER

A. Fiscal Agent Responsible for WIA Grant Funds
Western Iowa Tech Community College was selected by the Chief Elected Officials to be the fiscal agent responsible for the receipt and disbursement of WIA Adult, Dislocated Worker and Youth Program funds.

B. Coordinating Service Providers
The Coordinating Service Providers are the consortium of agencies which coordinate the services offered through the regional Workforce Development System at the integrated One-Stop center. The Coordinating Service Providers were selected by an agreement between the RWIB and CEO in consortium with three or more required partners. The designated partners selected as the Coordinating Service Providers with the RWIB and CEO’s through June 30, 2017 are:

1. Iowa Workforce Development
2. Job Training Partners
3. Western Iowa Tech Community College
4. Goodwill Industries
5. Community Action Agency of Siouxland

C. Contracted Service Provider for WIA Title 1 Adult, Dislocated Worker & Youth Services
The current contracted service provider for WIA Title 1 Adult, Dislocated Worker, and Youth Services in Region 12 is Western Iowa Tech Community College (WITCC). Job Training Partners, a department of Western Iowa Tech Community College, is the provider for outreach, intake, eligibility determination, and services and activities in the Region for Adults, Dislocated Workers and Youth.

The selection process of the WIA Service Provider is documented in the WIA Handbook, Section 8.

Adult/Dislocated Worker Service Provider
WITCC was selected through a competitive RFP process in 2000 to be the WIA Title 1 Adult/Dislocated Worker service provider in Region 12. This selection was originally for three years. WITCC was again selected as the Adult/Dislocated Worker service provider for a three year term effective July 1, 2003 through June 30, 2006.

On November 17, 2005 the RWIB selected Western Iowa Tech Community College from among the Service Providers to be the designated Adult/Dislocated Worker WIA service provider from July 1, 2006 through June 30, 2011. On December 15, 2005 the CEOs also voted to select WITCC as the service provider for WIA Adult/Dislocated Worker services from July 1, 2006 through June 30, 2011.

The Region 12 RWIB/CEO voted on September 29, 2011 to extend this designation through June 30, 2012. They also voted at this time to have the option to extend this designation for an additional period of time by a vote of the RWIB and CEO.
On May 17, 2012 the RWIB/CEO extended the Customer Service Plan through June 30, 2013 and selected Western Iowa Tech Community College to be the designated service provider of WIA Adult and Dislocated Worker Programs in Region 12 as part of this extension.

On March 20, 2013 the RWIB/CEO selected Western Iowa Tech Community College to be the designated service provider of WIA Adult and Dislocated Worker Programs in Region 12 through June 30, 2017.

Youth Service Provider
Western Iowa Tech Community College was selected to be the sole provider of WIA Youth Services in Region 12 through a competitive RFP process which covered the time period of July 1, 2003 through June 30, 2006. At the time of the competitive RFP the RWIB and CEO reserved the right to extend the Youth provider designation for an additional two years if they were satisfied with the efforts of the selected provider. On November 17, 2005 the RWIB voted to exercise this option of extending the WITCC designation as WIA Youth Service Provider for two more years from July 1, 2006 through June 30, 2008. This designation was again extended to run through June 30, 2009 by joint agreement of the RWIB/CEO. WITCC was again selected to be the sole provider of WIA Youth Services in the Region through a competitive RFP process which covered the time period of July 1, 2009 to June 30, 2010. At the time of the competitive RFP the RWIB and CEO reserved the right to extend the current Youth provider designation for four additional years to June 30, 2014 if they were satisfied with efforts of the selected provider. This right was exercised in 2010 and the Youth provider designation was extended to Western Iowa Tech Community College through June 30, 2014.

D. Cost Sharing Agreement of WIA Services
Currently, WITCC does not have a cost sharing agreement for WIA services or activities in effect. However, the RWIB reserves the right to approve a cost sharing agreement with other agencies or partners in the Tri-State region of Iowa, Nebraska, and South Dakota, if the need should arise.

E. WIA Budgets for Corresponding Program Years
1. WIA PY13 Budget
2. WIA PY14 Budget
3. WIA PY15 Budget
4. WIA PY16 Budget
7-1-13 to 6-30-17 Region 12 Service Plan

**WIA PY13 Budget**
7-1-13 to 6-30-17 Region 12 Service Plan

WIA PY14 Budget
7-1-13 to 6-30-17 Region 12 Service Plan

WIA PY15 Budget
WIA PY16 Budget
V. WIA TITLE I ALLOWABLE PARTICIPANT SERVICES

A. Flowcharts of the WIA Delivery System

*Adult and Dislocated Workers Program Flowchart Narrative*

In the Integrated Center in Region 12 the customer flow will be as listed below:

1. Greet/Identify Purpose of Visit
2. Determine Membership Status and/or Conduct Service Triage
3. Recommend Services
4. Membership Application
5. Self-Attestation
6. Co-Enrollment Evaluation
7. Introduce to Skills Development Team and/or Provide Appropriate Partner Referrals and/or Determine WIA Eligibility for Intensive/Training Services

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

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

Within this flow, customers will be recommended to one of two general service cohorts: Career Development for new workers or workers in transition; and Employment Express to quickly return skilled workers to the workforce. Services will continue to be customized to meet individual customer needs.

Skill Development comprises a hub of employment and training service delivery. Process steps and procedures are designed to meet one of the core missions of the workforce development system: that all individuals have the opportunity to “know their skills, grow their skills and get the best job possible with their skills.” To that end, an assessment of skills is a universal service delivered to each member of Skills Development. The outcome of service delivery in the Skills Development area is a relevant pool of talent – with skills in demand and job-search know-how. When members have completed Skills Development, have the tools and knowledge for an effective job search, and meet specific criteria, they are introduced to the Recruitment and Placement Team/staff.

If additional services are identified as needed, the skills development team will make the appropriate referrals or gather all eligibility verifications necessary to participate in WIA funded intensive and/or training services. Region 12 One-Stop does not include “fee-based services”.

Youth Program Flowchart Narrative
Youth can access services through a variety of methods. They can walk in the office at Western Iowa Tech Community College or call on the telephone and request an application for services. Applications for youth services are available at IowaWORKS Greater Siouxland and inter-office referrals can be made. Applications can also be downloaded from the jobtrainingpartners.org website. Many youth are referred for services by current or previous participants in employment and training programs. Most often, however, youth are referred to the Job Training Partners Youth Program by another agency or provider of services for youth. The staff has developed working relationships with secondary level school personnel, including alternative schools, as well as with staff from agencies that provide services to youth and/or their families in an effort to attract participants and establish partnerships. While housed at Western Iowa Tech Community College in Sioux City, the youth staff travels to the outlying areas to provide and promote WIA youth services.

Through careful planning and with the collaboration of other youth services providers, each youth enrolled in the WIA youth program will receive tailored, individualized services which will address the individual needs of the youth and also contribute to the development of comprehensive youth services.
Region 12 One-Stop System for Service Delivery
Integrated Service Flow through the Region 12 One-Stop

Membership
- All customers are offered “Membership” which co-enrolls them in all programs for which they are eligible
- The Member enters their own data into common-intake database
- The Member is assessed and put into a cohort to get them started on designed services
- Referrals to other partner services made as needed

Skill Development
- Member is introduced to Skills Development staff
- Skills Development staff start Member in services based on the cohort assignment
- Skills Development staff assess Member to design an employment plan that is a set of services that are needed to get the Member into employment
- Services are delivered to ensure Member is work-ready
- Referrals to other partner services made as needed
- Skills Development Staff makes job referrals
- Member may be recommended to R&P team when skills are appropriate fit

Recruitment and Placement
- R&P team is an extension of businesses, within the One-Stop, by understanding their workforce needs
- R&P Team works to fill job vacancies by knowing needs of business, which is communicated to Skills Development Team so appropriate preparation of job seeker can be completed
- R&P Team develops relationships with new businesses

NOTE: When services beyond those available inside the One-Stop are needed, referrals to other agencies and partners will be offered to ensure adequate services are available to the member so they can reach their employment goal. This may happen at any point in the above flowchart as needs are identified. One-Stop center staff will use the Common Intake referral process when appropriate, or use other materials provided by Partners to refer to Partner services in the region.
FLOW CHART FOR WIA TITLE I YOUTH PROGRAM

OUTREACH

APPLICATION

Eligible

No

Refer to other resources if appropriate

14-21

Yes

18 to 21 seeking job only

14-21

18 to 21

Serve as adult if appropriate

ENROLLMENT

if appropriate

ORIENTATION

Younger Youth 14-18

Older Youth 19-21

DEVELOPMENT OF INDIVIDUAL SERVICE STRATEGY (ISS)

OBJECTIVE ASSESSMENT

- Family Situation
- Work History
- Education
- Basic Literacy Skills
- Occupational Skills
- Work Readiness Skills
- Interests/aptitudes
- Attitude/Motivation
- Financial Resources
- Basic Subsistence Needs

A. GOALS
1. Annual Skill Attainment (1 min., 3 max.)
   - Basic Literacy
   - Occupational Skills
   - Work Readiness
   - Literacy/Numeracy

2. Additional Goals
   - HS Diploma/GED During Enrollment
   - By end of First Quarter After Exit:
     ● Enter Post-Secondary Education
     ● Enter Advanced Training
     ● Enter Military
     ● Enter Apprenticeship
     ● Enter Unsubsidized Employment

B. TRAINING AND SUPPORT SERVICE NEEDS

C. SCHEDULE OF SERVICES
   (in response to needs and goals)
   - Remedial and Basic Skills
   - Secondary Education Certification
   - Summer Employment Opportunities
   - Work Experience
   - Occupational Skill Training
   - Leadership Development
   - Support Services
   - Adult Mentoring
   - Comprehensive Guidance and Counseling
   - Incentive and Bonus Payments
   - Entrepreneurial Training
   - Job Club
   - Pre-employment Training
   - Skill Upgrading
   - Post-program Services
   - Partner Services

D. ACHIEVEMENT OBJECTIVES

SUPPORT SERVICES

- Clothing
- Dependent Care
- Financial Assistance
- Health Care
- Residential/Meals
- Services for Individuals w/ Disabilities
- Stipends
- Supported Employment and Training
- Transportation
- Miscellaneous Services

EXIT

(Last day of participation in WIA or partner activity)
- Post-program services
  ● 30 days
  ● 90 days
  ● 2nd quarter
  ● 3rd quarter
  ● 4th quarter
- Follow-up
  ● 1st quarter after exit
  ● 2nd quarter after exit
  ● 3rd quarter after exit
B. WIA TITLE I Adult & Dislocated Worker Services

**Self-Service and Informational Core Services**
Self-service and informational core services are available to any individual desiring to use the services without need to demonstrate eligibility. The majority of the services can be accessed without making an appointment with the exception of the workshops.

Workshops are available in the region to assist in career planning, job search, resume writing, interviewing skills, budgeting, and Six Steps to Success curriculum.

**Staff-Assisted Core Services**
Individuals who are not able to obtain employment after using self-service and informational core services may wish to access staff-assisted core services. Eligibility must be determined and the person must become a member of the Workforce Center and must be enrolled in WIA before the applicant can access staff assisted core services. Following is a list of staff assisted core services:

1. Staff-assisted job search and placement assistance, including career counseling (JSP), (G&C);
2. Screened job referrals (such as background checks) (SJR);
3. Staff-assisted job development (working with an employer and job seeker) (SJD);
4. Staff-assisted workshops, and job clubs (PET), (JBC).

**Intensive Services**
Intensive services may be provided only after the completion of an initial assessment and it is determined the participant is not able to obtain employment that leads to self-sufficiency. The participant must have utilized one self-service or informational core service and one staff-assisted core service before they can access intensive services. The participant must complete the WIA application to be determined eligible by the selection process to receive intensive services.

The following intensive services are available to adult and dislocated workers who have met the selection criteria in Region 12:

1. Objective Assessment (OBA) – a comprehensive and specialized assessments of skill levels and service needs, including diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
2. Individual Employment Plan (IEP) – to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;
3. Case management for participants seeking training services;
4. Skill Upgrading (SUG) – a short-term prevocational service; including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training;
5. Out-of-area job search expenses;
6. Relocation expenses;
7. Internships (INT);
8. On-the-Job Training (OJT).
Training Services
Training services may be made available to employed and unemployed adults and dislocated workers.

The following types of services are considered to be training services:

1. Occupational skills training, including training for non-traditional employment
2. Programs that combine workplace training with related instruction, which may include cooperative education programs
3. Training programs operated by the private sector
4. Retraining
5. Entrepreneurial training
6. Customized Training
7. Adult education and literacy activities provided in combination with other allowable training services
8. Training related testing, licensure and certification fees indicated in the IST activity

Following is the list of training services:

1. Customized Training (CUS)
2. Entrepreneurial Training (ENT)
3. Institutional Skill Training (IST)
4. On-the-Job Training (OJT)
5. Remedial and Basic Skill Training (RBS)

Individual Training Account
The Individual Training Account (ITA) is the mechanism through which funds are used to make payment for adult and dislocated workers for purchasing training services from eligible training providers. Payment for supportive services and related needs are not allowable under the Individual Training Accounts. Adult and Dislocated Worker service providers must provide participants the opportunity to select an eligible training provider; maximizing participant choice yet also allowing consultation from the participant’s case manager. Unless the program has exhausted or has insufficient funds to cover the estimated cost of the program, the adult or dislocated worker service provider must refer the individual to the training provider selected by the participant. Training providers determined to be eligible by Regional Workforce Investment Boards in partnership with Iowa Workforce Development initially will remain eligible, unless determined to be ineligible by IWD or a Regional Workforce Investment Board. Since funds allocated to Region 12 for training activities are limited, priority must be given to recipients of public assistance and other low-income individuals. The Financial Needs Determination Form (FND) is used to determine the amount of financial need.

1. The exact amount of funding for training will be determined by completing the State Financial Needs Determination Form;
2. The annual ITA should be prorated among planned term(s) of attendance in a year to meet anticipated costs;
3. An ITA may be used for tuition, books, fees, tools, uniforms, shoes, watches, stethoscopes, physical exams, immunizations, and other required expenses directly related to training;
4. Persons who are currently enrolled will have their plan reviewed to make sure they are in compliance with the local plan as amended;
5. ITA’s are developed using the Region 12 ITA Form. A notation is made in the PELL section on the front of the form stating, “PELL always pays first.” Once the ITA is completed, the original form is sent to the provider chosen by the participant and a copy is placed in the participant’s file. The training institution then submits an itemized statement to the Adult/Dislocated Worker Program for payment.

**Veterans Priority of Service**

In the Jobs for Veteran’s Act, a veteran is an individual who served in the active military, naval or air service and was discharged or released from such service under conditions other than dishonorable. This includes National Guard or Reserve personnel called to active duty.

A military spouse is defined in the Act as an individual who is married to an active duty service member, including National Guard or Reserve personnel on active duty. The surviving spouse of an active duty service member that lost his or her life while on active duty service in Afghanistan, Iraq or other combat-related areas, is considered to be a military spouse.

Eligibility for the WIA Adult and Dislocated Worker program is not affected by the veterans’ priority. The Jobs for Veterans Act provides priority service only to veterans or military spouses who meet the program’s eligibility requirements.

Region 12 will give priority for enrollment into WIA for all levels of services to veterans and military spouses who seek assistance in WIA Adult and Dislocated Worker program. Veterans will be informed through verbal and written notice of this priority of service. If a person meets the eligibility and selection criteria for services and there are insufficient resources to cover all requests for assistance, Region 12 will give priority for services to eligible veterans and military spouses. If there is insufficient money for training or other services eligible veterans and military spouses will be given preference for the remaining funds. When there are no funds for services an interest list will be maintained. The eligible veterans and military spouses will be placed at the top of the interest list in order of their application date.

One Stop Center Partners will serve as a gateway to workforce services, such as cross-referral, outreach, capacity building and cross training of staff.

In order to qualify for veteran’s preference a person must provide a copy of his/her DD214, which shows a discharge of “Honorable” and meets the eligibility criteria for the respective program.
C. WIA TITLE I Youth Services

Youth Services
Unlike the Adult and Dislocated worker programs, there are no specified levels of service through which a youth must progress to access services. All youth must be eligible and enrolled before they can receive services. Given the resources that are available to serve Youth in Region 12, coordination with multiple youth service providers and initiatives is imperative.

The Workforce Investment Act (WIA) identifies a list of 10 services that must be made available to youth in each region. These 10 services are made available throughout the region by a collaboration of multiple service providers who coordinate with each other to avoid duplication and leverage existing resources to ensure services are available to all youth. Listed below are the 10 required WIA Youth services. Included under each of the services are the service providers who help coordinate delivery to all youth in Region 12.

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
   a. GED programs available through Western Iowa Tech Community College in each of the five counties in Region 12
   b. Alternative classroom settings which focus on potential dropouts
   c. YouthBuild
   d. Bridging and Overcoming Obstacles through Service and Training (BOOST)
   e. Juvenile Court Services Education Specialist
   f. Job Corps
2. Alternative secondary school offerings;
   a. Alternative schools in Sergeant Bluff, Le Mars, Cherokee, Marcus, Battle Creek, Onawa, YouthBuild, BOOST, and the School Within a School at the three public high schools in Sioux City
3. Paid and unpaid work experiences, including internships and job shadowing;
   a. All high schools in the region offer job shadowing
   b. Siouxland Historical Railroad Association (Urban Youth Corps grant)
   c. BOOST
   d. PROMISE Jobs
   e. Community service through Juvenile Court Services or Adult Corrections
4. Occupational skill training;
   a. Western Iowa Tech Community College
   b. Tri-State Nursing
   c. St Luke’s College
   d. Northeast Community College
   e. YouthBuild
   f. Job Corps
   g. Career Academies in most districts
5. Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision making, team work and other activities;
   a. BOOST
   b. Teen Court
c. AMP (Achieving Maximum Potential) (Leadership Group for Foster and Former Foster Children)
d. Talent Search and other TRIO programs
e. Iowa State Extension – 4-H programs
6. Adult mentoring for duration of at least twelve (12) months that may occur both during and after program participation;
   a. GoodGuides
   b. Big Brothers/Big Sisters
   c. Project Life
d. HOPES (Healthy Opportunities for Parents to be Successful)
e. FaDSS (Family Development and Self-Sufficiency)
f. Child Connect/Children’s Square
7. Summer Employment opportunities directly linked to both academic and occupational learning;
   a. Siouxland Historical Railroad Association (Urban Youth Corps)
8. Support Services;
   a. PROMISE Jobs
   b. Department of Human Services
c. Iowa Vocational Rehabilitation Services
d. YouthBuild
e. BOOST
f. Goodwill Industries
g. West Central Community Action Agency
 h. Community Action Agency of Siouxland
i. Mid-Sioux Opportunity
j. Project Life
k. Siouxland Regional Housing
l. Sioux City Housing
9. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling;
   a. Jackson Recovery Centers
   b. Synergy Center
c. Plains Area Mental Health
d. Siouxland Mental Health
e. Siouxland Community Health Center
f. Iowa Vocational Rehabilitation Services
g. Council on Sexual Assault and Domestic Violence
10. Post-program services;
    a. Department of Human Services
    b. Women Aware
c. Sioux City Housing
d. Siouxland Regional Housing
e. Child Connect/Children’s Square
f. AMP (Achieving Maximum Potential)
g. Mid-Sioux Opportunity
h. West Central Community Action Agency
i. Community Action Agency of Siouxland
The following services may also be used to support the ten required youth services:

1. Entrepreneurial Training
2. Job Club
3. Job Search & Placement Activities
4. Skill Upgrading, including computer literacy
5. Pre-Employment Training – The purpose of Pre-Employment Training is to help participants acquire skills necessary to obtain unsubsidized employment and to maintain employment. Activities may include but are not limited to:
   a. Instruction on how to keep jobs, including employer’s expectations relating to punctuality, job attendance, dependability, professional conduct and interaction with other employees utilizing The A Game curriculum, Beginning to Work It Out, Insights or other curricula available through other service providers in the Region, e.g. YouthBuild, TRIO, Vocational Rehabilitation;
   b. Assistance in personal growth and development which may include motivation, self-esteem building, communication skills, basic living, personal maintenance skills, social planning, citizenship and life survival skills utilizing Insights or other curricula offered in the Region by other youth service providers such as Project Life, HOPES, AMP, FaDSS, 4-H, and YouthBuild;
   c. Instructions in how to obtain jobs, including completing applications and resumes and learning interviewing skills utilizing The 7 Steps to a Great Job curriculum, I Have a Plan Iowa, and Interview Stream and/or other resources available in the Region.

The Youth staff, along with the Youth Advisory Council who meets regularly and who provided recommendations to the Regional Workforce Investment Board concerning the needs of youth, will continue to build new partnerships and enhance existing partnerships and collaborations between youth service providers to meet the Region’s priorities as identified in the youth service needs assessment. JTP staff will continue partnering with community planning groups such as Comprehensive Strategy through the Siouxland Human Investment Partnership to promote new positive youth development initiatives and strategies with the goal of reducing risky behaviors, i.e., drug abuse, violence, delinquency, teen pregnancy.
VI. ELIGIBILITY DETERMINATION, SELECTION, AND ENROLLMENT INTO ADULT, DISLOCATED WORKER AND YOUTH SERVICES

A. Adult & Dislocated Worker Program

Eligibility for Core/Staff Assisted Core services for the Adult and Dislocated Worker WIA program will be established through the membership process. The Membership process is designed to ensure that each customer who comes into a Center for employment and training services receives the necessary staff assisted core services. Included in core services is an assessment of a participant’s career objectives, education or skills in order to assist participants in deciding on appropriate next steps in the search for employment, training and related services, including job referral; and assistance to participants in accessing other related services necessary to enhance their employability and individual employment related needs.

Delivery of this staff-assisted core service meets the TEGL 17-05 definition of “significant” staff assistance (regardless of length of staff time involved), and as such is one of the triggers for program enrollment.

Based on eligibility determinations and receipt of a service with significant staff assistance, co-enrollment into multiple programs occurs simultaneously into each program that in whole or in part contributes funds. According to TEGL 17-05, “the determination as to whether or not to include a participant in WIA, Wagner Peyser (WP) or other partner programs’ performance calculations is based on whether the services, staff, facility or activity was funded in whole or in part by WIA, Wagner Peyser or partner programs.”

In Integrated Centers, at a minimum, it is determined that all core services are funded by multiple programs, i.e., at a minimum, both WP and WIA funds. In terms of the membership policy in Iowa, items needing significant staff assistance and co-funding have a predetermined application for all members. Therefore, eligibility determinations are the only unique, individualized activity affecting co-enrollment decisions. For co-enrollment between WIA Adult and Dislocated Worker Program, Regional Leadership Teams will create local policy. Otherwise, when eligibility permits, every member must be co-enrolled into all qualifying programs.

1. The full Membership process applies only to customers seeking employment and training services, and does not apply to customers visiting the Center for other services.
2. Having met the determinants for co-enrollment, each member is in each of the relevant programs’ performance pool. The only exclusion described in TEGL 17-05 is for those customers that have only received self-service or informational activities and does not apply to members, as all will go through the Membership process.
3. In addition to co-enrollment procedures, the Membership function includes provision of the required staff-assisted core service: initial basic assessment. Based on a standardized list of customer questions, this initial assessment will triage customers into one of two recommended service cohorts: employment express or career development.
If additional services are identified as needed, the skills development team will make the appropriate referrals or gather all eligibility verifications necessary to participate in WIA funded intensive and/or training services. The Skills Development Team will verify all required documentation for 100% of those individuals needing WIA intensive or training services from the date the need is established. The Skills Team will follow the eligibility guidelines established in Section 11 of the WIA Handbook as well as any applicable Field memo’s.

**Adult Eligibility**
To be eligible to participate in the WIA Adult Program, an applicant must meet all three of the following criteria:

1. Eighteen (18) years of age or older; **AND**
2. Registered with the selective service, if applicable; **AND**
3. A citizen or national of the United States, a lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States.

**Selection for Adult Enrollment into WIA Intensive and Training Services**
The first criterion to be considered by the WIA Adult staff when making selection decisions for intensive or training services will be the criteria of most in need and most likely to succeed. A second criterion will be the enrollment selection of only Region 12 residents into WIA funded intensive or training services. It is not our intent to provide WIA funded intensive or training services to adult program participants from geographic regions outside of Region 12 when there are not enough resources to serve the eligible adult population of Region 12.

A third criterion for selection into the adult intensive and training services is income level. 55% of those selected must be welfare recipients or members of families meeting the low-income levels. An additional 40% must have family income not exceeding 150% of Lower Living Standard Income Level (LLSIL). Self-declaration may be used to determine if income meets criteria for selection into Intensive and Training Services. 5% may be served without regard to income if they have a barrier.

Those barriers are:
1. Single parent
2. Disabled Individual
3. Veteran
4. Dislocated worker
5. Dislocated farmer

**Services for Adults Who are Currently Employed**
An applicant who is employed but not earning a self-sufficiency wage can be enrolled in intensive or training services. For the Adult WIA program in Region 12, a self-sufficiency wage is defined as current gross earnings, when annualized, at or above 150% of the Lower Living Standard Income Level for the applicable family size.
For applicants who are determined eligible, the decision must be made regarding who is most in need and who can benefit from WIA Adult assistance. These decisions will be consistent and based on the results of an informal assessment that will be available to all eligible applicants. Other agency’s assessment results (provided the information was gathered within 12 months of WIA application) may be considered in lieu of parts of the formal assessment in order to avoid duplicating activities.

Applicants who are members of the 5% window barrier group and who demonstrate a need for assistance in overcoming their barrier(s) to employment and self-sufficiency will be considered most in need. For those individuals who do not meet these criteria, the enrollment selection decision will take into account the income needs and financial resources of the individual as well as his/her educational qualifications or skills. Individuals who possess educational qualifications above those generally present among the structurally unemployed shall have a lower priority for enrollment unless they are also faced with a significant barrier to employment. Selection decisions will also take into consideration the provision of equitable services among applicants of diverse demographic characteristics.

The determination of which applicants can benefit from WIA participation requires the selection of most in need. The use of information gained during the application process, attendance and punctuality during the informal assessment, may be considered by staff making the determination as to who can benefit. Other staff considerations to determine who can benefit will include consideration of the availability of appropriate services and employment opportunities, and the applicant’s abilities, interests, and motivation. There are those among the most in need population whose barriers to successful participation in, or benefit from WIA, would have no value. In making these determinations, the staff members must keep in mind that the legislative mandates direct WIA services to help people become productively employed. Therefore the factors to be used to determine “who can benefit” are as follows:

1. Applicant’s commitment to personal and professional growth
2. Attendance and punctuality at interviews or appointments
3. Interests, aptitudes and academic abilities
4. Barriers and Assessment results
5. Work history
6. Family or other agency support
7. Realistic and attainable employment goals
8. Training in a demand occupation

Persons who have been determined to be in need and can benefit will be provided with employment and training opportunities, given the availability of resources and appropriate services. Those individuals judged as not in need or as one whom cannot benefit will be referred to other appropriate programs that have the capacity to offer assistance.

The WIA staff will conduct the evaluation and make the selection decision, which will be documented in the participant file. Periodically, the applications of those individuals who were not enrolled will be reviewed by the program supervisor to ensure no one was inappropriately excluded from the program.
Dislocated Worker Eligibility
To be eligible to participate in the WIA Formula Dislocated Worker Program, an applicant must meet the first two criteria and one of the following six criteria:

1. Registered for the selective service, if applicable; AND
2. A citizen or national of the United States, lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States; AND meet at least one of the following criteria:
3. Terminated or laid off, AND eligible for or have exhausted entitlement to unemployment compensation, AND unlikely to return to a previous industry or occupation OR
4. In receipt of a notice of termination or lay-off from employment, AND will be entitled to unemployment compensation at the time of lay-off or termination, AND unlikely to return to the individual’s previous industry or occupation; OR
5. Terminated or laid off, or have received a termination notice and have been employed for a duration of time to sufficiently demonstrate attachment to the workforce (means that the individual has been employed at least 26 of the last 52 weeks), AND not eligible for unemployment compensation due to insufficient earnings, or having performed services for an employer that was not covered under the unemployment compensation law, and unlikely to return to a previous industry or occupation; OR
6. Terminated or laid off, or have received notice of termination or layoff as a result of a permanent closure of or any substantial layoff at a plant, facility or enterprise. Workers who have not received an individual notice of termination but who are employed at a facility for which the employer has made an official public announcement of planned closure are considered dislocated workers eligible to receive core services. After a date which is within 180 days of the announced scheduled closure date, the workers become eligible to receive all allowable WIA Dislocated Worker activities and services; OR
7. Formerly self-employed and unemployed from his or her business as a result of a permanent business dissolution due to general economic conditions in the community in which the individual resides or as a result of a natural disaster (i.e. tornado, storm, flood, earthquake, landslide, mud slide, snow storm, drought, fire, or explosion) which results in permanent business dissolution. Full-time secondary students are not considered dislocated workers if the family business becomes insolvent. Post-secondary students and out-of-school youth must demonstrate that their primary occupation was in the family business prior to their application for program services; OR
8. A Displaced Homemaker who has been providing unpaid services to family members in the home, AND has been dependent on the income of another family member, and is no longer supported by that income, AND is unemployed or underemployed, AND is experiencing difficulty in obtaining or upgrading employment.

Services for Dislocated Workers Who are Currently Employed or Become Employed
In determining the initial eligibility for dislocated workers, an individual may continue to be considered to be dislocated from a previous employer until the individual works in a permanent full-time job (30 hours per week) for four weeks.
Since employment is often taken to meet basic family needs while participants continue training, dislocated worker policy has been revised to reflect the following situations: If a dislocated worker is enrolled in intensive or training services and works in a permanent, full-time job that leads to self-sufficiency for four weeks, the WIA worker must determine if WIA can continue to fund the intensive or training services based on the following criteria:

1. If the individual has taken the full-time permanent employment to meet basic needs of the individual or family so he or she can achieve the employment goal in the IEP, WIA intensive or training services can continue.
2. If the job that the individual has taken requires the training he or she is currently receiving, WIA intensive or training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
3. If a dislocated worker is enrolled in intensive or training services and is called back to the employer of dislocation, but does not return, the individual may still receive intensive or training services under WIA. Nothing in the regulations requires an individual to return to the employer of dislocation. The criteria that are used to determine whether "employment leads to self-sufficiency" shall be determined as a negotiation between the participant and staff and thoroughly documented in case notes.

If the participant has obtained full-time permanent employment and is no longer pursuing the employment goal in the IEP but simply wants to complete the intensive or training services, the WIA intensive or training services should be ended.

If a dislocated worker is enrolled in intensive or training services and returns to the employer of dislocation, the individual can no longer receive intensive or training services from WIA. Training cannot be skills upgrading for the job of dislocation.

Selection for enrollment into Intensive and Training Services for dislocated workers will be based on the following criteria:

1. Applicant’s commitment to personal and professional growth
2. Attendance and punctuality at interviews or appointments
3. Interests, aptitudes and academic abilities
4. Barriers and Assessment results
5. Work history
6. Family or other agency support
7. Realistic and attainable employment goals
8. Training in a demand occupation
B. Youth Program

Youth Eligibility
All youth must be determined eligible before they can receive any WIA funded services. Eligibility determination is the sole responsibility of the Job Training Partners’ youth staff. The documentation sources identified in the WIA handbook will be used to verify eligibility. An eligible applicant must be enrolled within 30 days of eligibility determination or the application must be updated and a new eligibility determination made. The age of a youth is determined at enrollment if different from age at application.

To be eligible to participate in the WIA Youth Program, an applicant must meet all five criteria:
1. Not less than 14 years of age, or no more than 21; AND
2. A low-income individual; AND
3. A citizen or national of the United States, a lawfully admitted permanent resident alien; a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States, and who resides in Region 12; AND
4. Registered with the Selective Service, if applicable; AND
5. An individual who is one or more of the following:
   a. Deficient in basic literacy skills;
   b. A school dropout;
   c. Homeless, a runaway, or a foster child;
   d. Pregnant or a parent;
   e. An offender;
   f. An individual who requires additional assistance to complete an education program, or to secure and hold employment.

Up to 5% of youth enrolled in the youth program do not have to meet the minimum income criterion if they meet one or more of the following criterion:
1. School dropout;
2. Basic skills deficient;
3. One or more grade levels below the grade level appropriate to the individual’s age;
4. Pregnant or parenting;
5. Disabled, including learning disabled;
6. Homeless or runaway;
7. Offender;
8. Face “serious barriers to employment”. In Region 12, the definition of “serious barrier to employment” for the 5% window can be expanded to include a youth who has needs for services but does not fit the criteria for eligibility. In these cases, the case manager can request an expansion of the categories and state the characteristics or situations that justify the enrollment of the youth. Approval for enrollment will be made by the JTP Director.

Selection and Enrollment of Youth
Every attempt will be made to provide equitable distribution of resources to eligible youth throughout Region 12. The willingness of the youth to participate in the objectives of the youth program and the ability of the youth to access services and benefit from participation
will be taken into consideration. In certain cases, a youth may be better served through the adult program and/or another provider of youth services. The youth staff will work closely with the Youth Advisory Council and other providers of youth services to evaluate and address barriers to participation that often affect specific minority groups e.g. Hispanic, Native American, Southeast Asian, and African American.

At a minimum, at least 30% of the youth program services expenditures will be for out-of-school youth. Because of this requirement and the staff available to provide services, priority for services to secondary level in-school youth will be given to alternative school students and to high school juniors and seniors.

All applicants who are either not eligible or not enrolled will be referred to other partner agencies and/or programs. It is the intent of all partners in the system to provide applicants with services that will meet their needs.

There are currently no plans to share the costs of delivery of WIA youth services with any other region.

C. Eligibility Verification for Adult/Dislocated Worker and Youth

Adults/Dislocated Worker Verification
Western Iowa Tech Community College, as the sub-recipient of Workforce Investment Act Adult resources, will be responsible for conducting eligibility determinations for the Adult/Dislocated Worker Program population in Region 12. No other entities will be responsible for making Adult/Dislocated Worker eligibility determinations in Region 12. Western Iowa Tech Community College will require 100% documentation of eligibility criteria (age, citizenship or legal residence, selective service if applicable) prior to providing staff-assisted core services funded with Adult/Dislocated Worker Program dollars. For core services, no eligibility determination is required. By making WITCC responsible for eligibility determination, and requiring 100% documentation from all WIA Adult/Dislocated Worker Program applicants, these safeguards will ensure accurate eligibility determinations and greatly reduce the need for reimbursement of costs incurred because of erroneous eligibility determinations. This policy will also ensure that only eligible participants receive WIA Adult/Dislocated Worker Program services when resources are limited.

Self-declaration
Income level is a selection criterion for an Adult into Intensive and Training Services. As a result, Region 12 will accept self-declaration about family income. All forms of income as indicated on the application form must be provided.

Eligibility determinations may be based upon self-declaration of information provided by applicants. The applicant must certify that information provided is correct to the best of the applicant’s knowledge. If the information provided is inconsistent or if there is reason to suspect that the applicant is either mistaken or dishonest, an obligation exists to verify the accuracy of the information.
Youth Verification
The Job Training Partners staff at Western Iowa Tech Community College, as the sub-
recipient of Workforce Investment Act Youth resources, will be responsible for conducting
eligibility determinations for the Youth population in Region 12. No other entities will be
responsible for making Youth eligibility determinations in Region 12. Western Iowa Tech
Community College will require 100% documentation of eligibility criteria prior to
enrollment.

D. Local Review and Monitoring of WIA Adult, Dislocated Worker and Youth Service
Provider

Every quarter a random sample of 10 percent, or a minimum of one file, of all participant
files enrolled or transferred into each of the adult, dislocated worker and youth programs
during the quarter will be monitored to ensure all guidelines are being followed and the
enrollment was appropriate. These random samples must be drawn quarterly and the
monitoring activity for the quarter must be completed by the end of the subsequent quarter.

In addition, all On-the-Job training contracts must be monitored during the second 30 day
period of activity under the contract and at least every 90 days thereafter.

Sampling Procedures
The monitoring system will utilize a computer generated or online randomizer to determine
which participant files will be reviewed. All new files will be printed out by program type in
alphabetical order. Each name will then be numbered in order starting at 1. The computer
generated list or online randomizer will then be used to select 10% or a minimum of 1
number from the available numbers. The selected number and corresponding file will then
be reviewed and monitored.

Participant Files
1. The monitoring sample must be drawn after the end of the quarter being sampled and
monitored but no later than the last day of the quarter being sampled;
2. A participant co-enrolled in more than one program must be included in the universe
for each program in which the participant is enrolled;
3. A participant must be included in the sample only in the quarter the participant is
enrolled; and
4. A participant who has been transferred must be included in the sample for the quarter
during which the transfer occurred.

Contracts
1. The 10 percent monitoring sample of all non-OJT contracts below $25,000 must be
drawn after the end of the quarter being sampled and monitored but no later than the
last day of the quarter being sampled; and
2. A contract must be included in the sample for the quarter within which its effective
date falls.

Participant File Monitoring
1. The participant record including a review of the eligibility determination;
2. A sample of direct payments to the participant;
3. A sample of time and attendance records; and

**Contract Monitoring including OJT contracts**
1. The service provider record;
2. A sample of fiscal transactions;
3. Payroll and time and attendance records, as appropriate;
4. Compliance with the Federal and State regulations and the Regional Customer Service Plan;
5. Compliance with equal opportunity regulations;
6. Compliance with Service Plan; and
7. Compliance with the Work Statement, Training Outline and all other contract provisions contained in the Contract.

**Monitoring Reports**
A separate tracking form will be completed for each participant file. Following completion of the review any findings with corrective action or notes of concern will be documented with a date by when the corrective action will be completed.

All internal monitoring file reviews and supporting documentation will be maintained for three years.
VII. REGION 12 POLICIES & PROCEDURES FOR WIA TITLE I ADULT & DISLOCATED WORKER SERVICES AND SUPPORT

A. Adult & Dislocated Worker Procedures

Staff-Assisted Core Services Procedure
Individuals who were not able to obtain employment after using self-service and informational core services may wish to access staff assisted core services. Eligibility must be determined and the person must become a member of the Workforce Center and must be enrolled in WIA before the applicant can access staff assisted core services. Following is a list of staff assisted core services:

1. Staff-assisted job search and placement assistance, including career counseling (JSP), (G&C);
2. Screened job referrals (such as background checks) (SJR);
3. Staff-assisted job development (working with an employer and job seeker) (SJD);
4. Staff-assisted workshops, and job clubs (PET), (JBC).

Orientation Procedure
When a participant begins to receive intensive services, the participant must receive an orientation to WIA. The orientation is designed to apprise the participant of policies and procedures that apply to WIA enrollments including Attendance, Payment, and Exit or Withdrawal Policies; Complaint Procedures; Monitoring, Verification, and Follow-up Requirements; Information Release Statement. The orientation may be provided in a group format with participants signing in to document their presence at the orientation session.

Participants are asked to sign the Acknowledgement Form agreeing to the conditions stated in the Handbook and acknowledging they received a copy of the Handbook, and the Authority for the Release of Information Form. The signed forms are placed in the participant’s file. Participants are given a copy of the Participant Handbook.

Intensive Services Procedure
Intensive service may be provided only after the completion of an initial assessment and it is determined the participant is not able to obtain employment that leads to self-sufficiency. The participant must have utilized one self-service or informational core service and one staff-assisted core service before they can access intensive services. The participant must complete the WIA application to be determined eligible by the selection process to receive intensive services.

The following intensive services are available to adult and dislocated workers who have met the selection criteria in Region 12:

1. Objective Assessment (OBA) – a comprehensive and specialized assessments of skill levels and service needs, including diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
2. Developing an Individual Employment Plan (IEP) to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;
3. Case management for participants seeking training services;
4. Skill Upgrading (SUG) as a short-term prevocational service; including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training;
5. Out-of-area job search expenses;
6. Relocation expenses;
7. Internships (INT);
8. On-the-Job Training (OJT)

Objective Assessment Procedure
The Objective Assessment (OBA) process collects information necessary to complete the Individual Employment Plan (IEP).

Portions of assessments conducted by other Workforce Development Center Partners or other human resource programs may be used to collect information on the factors required for the Objective Assessment if the assessments were completed within one year prior to WIA registration (any tests of reading, writing, or computation skills must have been completed within 6 months prior to WIA registration).

Individuals with a disability, which precludes testing, and are obviously below the ninth grade level, may be reported that way. Individuals who have a college degree or a two-year associate degree from a community college do not need to be tested. They may be reported as having a 12th grade reading and math level. Some training programs such as Truck Driver Training and Certified Nursing Assistant (CNA) do not have reading and math requirements. Formal Testing using the CASAS may be waived for such programs at the discretion of the counselor.

Objective Assessment is a participant-centered, objective evaluation of the capabilities, needs, vocational potential and employment barriers of a participant. The assessment process must collect and document information on each of the following factors for each participant:

1. Family Situation
2. Work History
3. Education
4. Basic Education Skills
5. Occupational Skills
6. Interests and Aptitudes
7. Attitude and Motivation
8. Financial Resources
9. Basic Subsistence Needs
A portion of the Objective Assessment can be completed during group sessions. Some information required for the assessment is personal in nature and is best obtained in an individual session. If group assessment is not the desired method of conducting the OBA, the specialist may conduct an individual assessment with the participant.

The assessment process can be completed using a variety of tools including: the CASAS, Communicate Being You, Challenges To Employment, Computerized Placement Test and I Have A Plan Iowa. Additional or different assessment tools may be used when deemed necessary. The specialist should determine which tools are most appropriate to gather the required information.

Once the information needed to complete the OBA is obtained, the specialist meets with the participant to review the findings and write the summary of the outcomes and recommendations in a case note titled “Objective Assessment.” The policies and procedures required by the State IWORKS system will be followed including completion of the Appropriateness tab for Adult and Dislocated Workers.

As additional relevant information about a participant becomes available, the Objective Assessment should be reviewed and re-evaluated. The participant should be re-assessed as necessary to determine further service strategies.

When a participant is determined through the Objective Assessment to be better served by a program other than WIA, referral to the appropriate program must be made and documented. If there will be a continuing relationship with that participant through additional WIA services, the referral becomes part of the participant's employment plan and must be documented in the IEP. If there will not be a continuing relationship with the individual as the result of a referral to another program, that referral must be documented in the participant’s case file.

**Individual Employment Plan Procedure**

An Individual Employment Plan (IEP) must be prepared for each WIA participant who will be receiving training services. An IEP may also be developed for participants receiving intensive services. Additionally, the IEP is required for the SUG. The IEP is a comprehensive employment plan that describes the employment, skill training (if applicable) and supportive service needs of participants, as well as the service strategy that has been developed to meet those needs and achieve the employment goal. As determined by the Objective Assessment, needs in the areas of pre-employment/work maturity skills, occupational skills, basic education skills, and support services must be identified in the IEP. The activities and services designed to meet these needs and achieve the employment goal, whether provided by WIA or through other sources (partner agencies) must also be described.

The IEP is the basic instrument to document the appropriateness of enrollment and training decisions and contains supporting documentation for services.

1. No training program may be more than two years in length and must result in a credential that enhances employability;
2. A person may be allowed, upon the approval by the director, up to three years to complete a two-year course of study. Some issues that may require additional time include: course sequence, health issues, and employment conditions;
3. A person may complete a four-year degree with an ITA if they are at the junior level at the time they are requesting WIA training services;

The IEP must be developed in accordance with the following process and must include basic elements as well as additional requirements for certain activities or participants.

**Developing the Individual Employment Plan**

The IEP must be developed in partnership with the participant and appropriate partner agencies. The IEP must reflect the employment, training and support service needs indicated by the Objective Assessment, as well as the expressed interests and desires of the participant. The specialist must ensure that decisions are participant-centered; that is, intended to enhance the employability of the participant.

The combination of services to the participant described in the IEP must be supported by the results of the Objective Assessment process. The IEP must describe all activities and services that will enable the participant to achieve employment goals, whether such services are provided through WIA or other non-WIA sources. If the participant's basic skills, pre-employment/work maturity skills, occupational training skills, and supportive service needs cannot be completely provided by WIA, every reasonable effort must be made to arrange for these needs through other partner and community resources.

When determining the appropriate mix of services for a participant, occupationally specific training may only be conducted for occupations for which there is a demand in the area served, or in another area to which the participant is willing to relocate.

The participant is to be informed of the requirements for self-sufficiency and the occupational demands within the labor market. Strategies must be designed to ensure equal opportunity, in that a participant may not be excluded from training or career options based on age, gender, race, or disability status.

Since the IEP is an on-going process, it must be reviewed and updated, at least annually. The review must include an evaluation of the participant's progress in meeting the objectives of the IEP and the attainment of pre-employment/work maturity, basic education, and occupational skills training, as well as the adequacy of the supportive services provided.

The participant must sign the IEP and any subsequent revisions. A copy of the initial IEP and any subsequent revisions must be given to the participant and another copy must be maintained in the participant case file.

The IEP that is placed in the participant’s file must be created using the IWORKS IEP Form and will be printed out for the participant’s signature and the participant must be given a copy of the signed IEP.
Required Elements of the IEP
Certain elements are required in the individual employment plan of each participant. While other elements are necessary in situations where the participant has specific needs or is entering training activities with additional requirements.

Each IEP must address the following:
1. Employment Goal
   An employment goal must be established for each participant. This goal should identify a specific occupation or occupational cluster.

2. Training and Support Service Needs
   This portion of the IEP must describe the participant's training needs and support service needs. Training needs are to be identified in the areas of pre-employment/work maturity skills, basic education skills, and occupational skills. These needs are identified by comparing the information obtained in the Objective Assessment process to the skills required by the participant's employment goal. Support service needs of each participant, again as determined through the objective assessment, must also be identified. The needs of the participant, whether in skill training or support services, must include all skill deficiencies and barriers which may prevent the participant from attaining the employment goal, regardless of whether those needs will be met through WIA or non-WIA resources.

3. Schedule of Services
   All services planned for the participant in response to needs identified must be described. This schedule must include the training and support services provided through WIA resources and all non-WIA sources. A timeline, which identifies the planned beginning and ending date of each activity and service as well as the planned program completion date, must also be included. To the extent practicable, available federal, state, and regional resources must be coordinated to meet training, education-related and support service costs, so that the participant can successfully complete the training program. Individuals enrolled in occupational skill training must use any grant assistance from other sources, such as state-funded training funds and Federal Pell Grants, to pay for training costs so that WIA funds supplement other sources of training grants. WIA funds may only be used to pay for support services that are not available through other programs providing such services.

4. Achievement Objectives
   Achievement objectives or benchmarks to measure progress toward the ultimate attainment of the employment goal must also be included in the IEP. Such objectives should establish interim standards of success throughout the period of program participation. Examples of achievement objectives include completion of training activities, attainment of specified grade levels, completion of GED, elimination of employment barriers or other goals that are specific to the individual needs or barriers of a participant.
5. On-the-Job Training
   The duration of the work experience activity must be documented in the IEP, based on the need of the participant.

6. Re-Enrollment
   If the participant has previously been a WIA participant, the IEP must document the justification for re-enrollment.

7. Post-Program Services
   If a participant is to receive Post-Program Services, the IEP must indicate that those services would be appropriate.

**Employed Participants**
For individuals who are employed but not earning a self-sufficiency wage and must be retrained or need to have their skills upgraded, the IEP must indicate that the training will clearly qualify the participant to work at a specific occupation with a commensurate wage increase. The occupation must also require a different or greater skill level than the participant possessed prior to training. The training must relate to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes.

**OJT Participants**
For each On-the-Job Training (OJT) participant, the IEP must document why that activity is appropriate for that individual. Such documentation may include a description of how OJT can overcome a participant's substantial barrier to employment or that a participant already has work maturity and basic education skills and simply needs additional occupational training through an OJT to achieve unsubsidized employment. The selection of OJT as a service for a participant must not be based solely on the availability of a training site. An OJT may not be developed based on a reverse referral from an employer.

The IEP must describe how the training length of the OJT was determined. This description must include a justification in each case where the length of training varies from the region-established base level for a specific occupation. Such variation may be based on individual participant circumstances (e.g., disability, related knowledge or experience).

**Training Services Procedure**
Training services may be made available to employed and unemployed adults and dislocated workers who meet all of the following criteria:

1. Have met the eligibility requirements for intensive services and have received at least two intensive services (Objective Assessment and an Individual Employment Plan); **AND**
2. Have been determined by the specialist to be unable to obtain or retain employment that leads to self-sufficiency through intensive services; **AND**
3. After an objective assessment, have been determined to be in need of training services and to have the skills and qualifications to successfully complete the selected training; AND
4. Select a program of training services that is directly linked to the employment opportunities either in the area or in another area to which the individual is willing to relocate; AND
5. Are unable to obtain grant assistance from other sources to pay the costs of such training (including Pell Grants), OR require WIA assistance in addition to other sources of grant assistance; AND
6. Financial need has been determined after completing the FND.

A participant who is employed must not be earning a self-sufficiency wage to be enrolled in a training service. In Region 12, a self-sufficiency wage is determined as a negotiation between the participant and staff and thoroughly documented in case notes.

Participants engaged in training services are required to turn in progress report forms, and in addition, time and attendance if they are receiving support services.

**Capitation of Funds for Adults and Dislocated Workers**
For Adult and Dislocated Workers, the combined ITA and supportive services funding for any one participant is capped at $6,000 for a one year training program up to a maximum of $12,000 for a two year training program. An additional $2,000 may be expended for either a one year or two year training program if remedial classes are needed, thereby raising the caps to $8,000 for a one year training program or $14,000 for a two year program when remedial classes are needed. The amount of funding used for either ITA costs or supportive services will be determined based on the particular financial needs of each participant. The employment specialist makes the final decision about the amount of funding applied to ITA and supportive services after consulting with the Program Supervisor. The capitation for Skill Upgrade (SUG) is $3,000 per enrollment. When supportive services are being used in relation to activities other than training services, the capitation for supportive services is $3,000 per enrollment. Under special circumstances, the capitations may be exceeded with written approval from the Iowa Region 12 WIA Director.

**B. Support Services**

**Supportive Services Procedure**
Supportive Services may be provided to adults and dislocated workers who are participating in core, intensive and training services.

In order to receive Supportive Services, the person must complete a Financial Needs Determination (FND) and demonstrate a need for the amount of assistance provided. A person with multiple needs that exceed the annual cap may choose where they would like the supportive services to be applied. Under special circumstances, the limit to supportive services may be exceeded with written approval from the Iowa Region 12 WIA director. The following types of services are considered to be Supportive Services:
1. Dependent Care (DPC): For those individuals not eligible for dependent care services from other entities, a maximum of $2.50/hr. per person or the rate of the provider, whichever is less. DPC will not be paid to any relative living in the same house with the dependent;
2. Health Care (HLC): Up to $1000/participant;
3. Transportation (TRN): Paid at a rate of $.30/mile
4. Counseling (CLG): Up to $500/participant;
5. Clothing (CHG): Up to $500/participant for the cost of items such as clothes and shoes, which are necessary for participation in WIA activities;
6. Miscellaneous Services (MSS): Bonding is an allowable cost, if it is not available under federally or locally sponsored programs. If bonding is an occupational requirement, it should be verified that the participant is bondable before the participant is placed in training for that occupation. The costs of licenses, certifications, testing or application fees are allowable if occupationally required. Maximum of $1,000/program year;
7. Financial Assistance (FAS): Maximum of $600/participant;
8. Needs-Related Payments (NRP): Needs Related Payments will not be provided;
9. Relocation (RLT): A maximum of $500 may be offered to WIA participants who accept training related employment that will require the relocation because the position is located beyond a reasonable commute (a letter of employment from the new employer is required for documentation of employment);
10. Services for Individuals with Disabilities (SID): These support services will be provided by WIA only if other entities are unable to address these needs. Reasonable costs up to $300/individual per program year will be provided;
11. Supported Employment and Training (SET): These services will be provided only after all resources from collaborating agencies are exhausted--up to a maximum of $1000/program year will be expended.

Recognizing that an individual’s needs may change over time, redetermination of support services will be allowed. Under special circumstances payment may exceed the cost limitation of the support categories and criteria or restrictions related to making payments may be waived with the written approval of the Region 12 WIA Director. Also under special circumstances the criteria or restrictions stated above may be waived with the written approval of the Region 12 WIA Director.

Dependent Care and Transportation will be based upon completion of a time and attendance form for IST, SUG, and RBS.

C. Contracts for Training Services
Contracts for training services in Region 12 may be used instead of individual training accounts only when three exceptions apply:
1. When the services provided are On-the-Job Training (OJT) or customized training;
2. When the Region 12 Regional Workforce Investment Board (RWIB) determines that there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITAs. The Region 12 Regional Customer Service Plan
must describe the process to be used in selecting the providers under a contract for services. This process must include a public comment period for interested providers of at least 30 days;

3. When the RWIB determines that there is a training program of demonstrated effectiveness offered in the area by a community-based organization (CBO) or another private organization to serve special participant populations that face multiple barriers to employment. The RWIB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to the special participant population to be served. The criteria may include:
   a. Financial stability of the organization
   b. Demonstrated performance in the delivery of services to hard-to-serve participant populations 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; and
   c. How the specific program relates to the workforce investment needs identified in the local plan.

Special participant populations that face multiple barriers to employment are populations of low-income individuals that are included in one or more of the following categories:
   a. Individual with substantial language or cultural barriers;
   b. Offenders
   c. Homeless individuals; and
   d. Other hard-to-serve populations as defined by the Governor.

(Federal Register, 8-11-00:20 CFR Part 652 et al., Workforce Investment Act; Final Rules. Section 663.430 (page 49405)

D. Program Exit and Follow-Up Services

Program Exit
Adult/dislocated workers must be exited from intensive or training services when they no longer meet eligibility criteria or they self-select discharge from services through actions of their own.

The date of exit is always the last date on which a WIA Title I or partner service was actually received by an individual, excluding post-program services. A participant must be exited:

1. Upon the 90th day after the last WIA service is received, if no further WIA or partner services are scheduled (any gap in services must be necessary and documented in the participant’s file with detailed case notes);
2. Upon final determination of ineligibility;
3. Upon determination of fraud committed by the participant;
4. Upon failure to furnish verification documentation within a reasonable amount of time;
5. For failure to comply with Section 3 of the Military Selective Service Act.
A participant may also be exited for the following reasons:

1. After a job offer or offer of referral to a “suitable self-sufficiency job” is made to and rejected by the participant (suitable is defined based on the needs and resources of the individual);
2. Upon recommendation of instructor, supervisor, or WIA representative, for disciplinary reasons or unsatisfactory progress;
3. For health, family, or transportation problems which prevent the continuation of scheduled activity;
4. If working for an employer, for any and all reasons that other regular (non-WIA) employees may be dismissed. In such cases, exiting from WIA services is not mandatory or automatic. It is the responsibility of the WIA service provider to determine whether the participant should be exited or continue to be served in another WIA activity;
5. Persons receiving intensive or training services through the Adult/Dislocated Worker Program who work in permanent employment that leads to “self-sufficiency” as previously defined in the Region 12 RCSP for four weeks may no longer receive intensive or training services. Exceptions would be if the job the individual has taken requires the training they are currently receiving in order for the person to retain the job or the participant has need for the continued employment in order to pay their bills. Exceptions to this must be thoroughly documented in case notes;
6. If a dislocated worker is enrolled in intensive or training services and returns to the employer of dislocation, the individual can no longer receive intensive or training services from WIA.

Post-Program Services

The purpose of Post-Program Services (PPS) is to identify and address any problems or needs that might preclude a participant from remaining employed or continuing to progress towards unsubsidized employment.

The provision of Post-Program Services and contacts or attempted contacts must be documented in a case note in the participant’s file.

Post-Program Services must be made available to all participants who enter employment, for not less than 12 months after the first day of the employment. The first Post-Program Service must occur within the first 30 days of employment, with a second service provided approximately 90 days after the date of employment. Post-Program Services must be provided at least quarterly and thereafter for the next three-quarters. If an individual insists that he or she does not want to receive further Post-Program Services, the services may be discontinued, and the reason documented in case notes for the participant.

The goal of Post-Program Services is to ensure job retention, wage gains and career progress for participants who have been referred to unsubsidized employment.

The types of Post-Program Services provided must be based on the needs of the adult or dislocated worker. Post-Program Services may include such things as:

1. Counseling regarding the workplace
2. Assistance to obtain better employment
3. Determination of the need for additional assistance
4. Skills upgrading necessary to attain employment or to remain employed
5. Support services
6. Referral to services of partner agencies or other community resources

**Follow-Up Services**

Follow-up is the collection of information on a participant's employment situation at a specified period after an individual has been exited from WIA services.

Follow-up is tracked from the exit date, and begins the first quarter after the exit quarter and continues through the third quarter after exit. Follow-up information is primarily obtained from UI wage records. However, supplemental sources may be used if individuals are not found in UI wage records, provided that the information is documented/verified.

The following is the information that must be obtained for adults and dislocated workers exited from WIA services:

1. Employment in first quarter after exit quarter
2. Employment at any time during the quarter
3. Type of documentation.

An individual is considered to be employed if, in the first full calendar quarter after exit, he/she did any work at all as a paid employee (received at least some earnings), worked in their own business, profession, or worked on their own farm. All supplemental data should be documented and is subject to audit. A telephone or personal response from the participant should be accompanied by a written document such as a W2 form, pay stub, 1099 form, or other written documentation. Telephone verification of employment with the employer is acceptable but should also be accompanied by written documentation such as a letter from the employer whenever possible.

For self-employed individuals, telephone verification with major clients or contracting entities is acceptable but should also be documented. A copy of the documentation should be maintained in the participant's file whenever possible.

**If not reported at the time of exit, the following additional information is required:**

1. Name of business
2. Occupation title and occupational code
3. Date employment began
4. Hourly wage of job
5. Training-related employment
6. Non-traditional employment

Employment in second and third quarters after exit:

1. Same as the first quarter after exit for employment information
2. Attained a recognized educational or occupational certificate, credential, diploma or degree by the end of the third quarter after exit:
a. Type of credential
b. Date credential received
c. Type of documentation – a telephone or personal response from the participant must be accompanied by a document such as a certificate, degree, school transcript, or other written documentation. A telephone response from the certification institution or entity that an individual has attained a credential must also be accompanied by written documentation such as a letter from the training institution. A copy of the documentation must be maintained in the participant's file.
VIII. REGION 12 POLICIES & PROCEDURES FOR WIA TITLE I YOUTH SERVICES AND SUPPORT

A. Youth Procedures

Orientation
All eligible youth, if they choose to participate in the Youth Program, receive an Orientation to Job Training Partners/WIA at which time they are apprised of the Job Training Partners policies and procedures. The following topics are reviewed verbally and are provided to the participant in written form (Participant Handbook): Attendance; Payments; Exit or Withdrawal Policies; Complaint Procedures; Monitoring; Verification; Follow-up Requirements; Information Release. Participants are also provided information on the broad range of youth services that are available. The participant’s signature on the Handbook Acknowledgement form documents receipt and review of the information and is maintained in the participant’s file.

Objective Assessment
All youth participants must receive an Objective Assessment. This assessment process collects information upon which a participant’s Individual Service Strategy will be based. The assessment may be completed either formally or informally using a combination of structured interviews, behavioral observations, interest inventories, career guidance instruments, and basic skills tests.

Portions of assessments conducted by other partners, such as Promise Jobs, Department of Vocational Rehabilitation Service, the Community School Districts, may be used to collect information provided they have been completed within one year prior to JTP enrollment.

The Reading and Math Skills of all youth participants are generally measured as part of the assessment. In Region 12, the CASAS instrument is utilized to determine math and reading grade levels. The tests must be administered within 30 days of enrollment. Individuals with disabilities are provided accommodations according to: (1) Section 188 of WIA: 29CFR Part 37, Section 504 of the Rehabilitation Act of 1973, and Title H of the Americans with Disabilities Act.

The Objective Assessment is a participant-centered objective evaluation of the service needs of each participant. Information is collected on each of the following factors:

1. Family Situation
2. Work History
3. Education
4. Basic Literacy Skills
5. Occupational Skills
6. Work Readiness Skills
7. Interest/Aptitudes
8. Attitude/Motivation
9. Financial Resources
10. Basic Subsistence needs
As additional relevant information about a participant becomes available, the objective assessment is reviewed and re-evaluated. The participant is re-assessed as necessary to determine further service strategies.

**Individual Service Strategy**

An Individual Service Strategy (ISS) is developed in partnership with the youth and appropriate partners. It reflects the employability, training and support service needs as indicated by the Objective Assessment as well as the expressed desires of the participant. The ISS describes all activities and services that will enable the participant to achieve employability goals, whether such services are provided through Job Training Partners or through a partner resource. The ISS is an on-going process and must be reviewed at least annually. Each ISS must address the following, including the Literacy/Numeracy goals of out of school youth:

1. **Skill Attainment Goals for Younger Youth**
   Each youth under age 19 must have at least one but no more than three skill goals during each performance year. These goals are in the areas of Basic Skills, Occupational Skills, and Work Readiness Skills. However, if a youth is deficient in basic skills a Basic Skills goal must be set.

   At least one goal must be set within 30 days of enrollment and must be reported as set on the date of enrollment. Each goal must be attained within one year of the date established. Once a goal is established, it can only be cancelled because external events preclude the goal from being attained. Examples of external events include death, illness or institutionalization. The reason for cancellation must be documented in the participant’s file.

   Each goal must call for substantial improvement in the individual’s skills. In order to take credit for any skill goal attainment, the goal must be established and documented in the ISS at least 90 days prior to the attainment of the goal.

2. **Additional Goals for Younger Youth**
   In addition to a skill goal, Younger Youth must also establish one of the following goals: attainment of a high school diploma during enrollment; attainment of a GED or high school equivalency diploma during enrollment; entering postsecondary education by the end of the first quarter after exit; entering advanced training by the end of the first quarter after exit; entering the military by the end of the first quarter after exit; entering a qualified apprenticeship by the end of the first quarter after exit; or entering unsubsidized employment by the first quarter after exit. In order to take credit for the attainment of any goal for youth under age 19, the goal must have been established and documented in the ISS.

3. **Career Goals for Older Youth**
   Each youth 19 to 21 years of age at the time of enrollment must have a career goal (a specific occupation or occupational cluster). Older youth participants are expected to
earn a state recognized educational/occupational certificate or credential either during their participation or by the end of the third quarter after exit.

4. Basic Skill Goals for Older Youth
   For Common Measures an increase of one or more educational functioning levels in either Math or Reading within one year will be a goal established for older youth who are basic skills deficient and who are out of school at the time of enrollment.

5. Training and Support Service Needs
   This portion of the ISS describes the youth’s training needs and support service needs that must be met to enable the youth to reach his/her career, skill and employability goals. Needs that will be met by other Partner Resources are also described in the ISS.

6. Schedule of Activities and Services
   All activities and services which are planned for the participant will be described. A timeline which identifies the planned beginning and ending date of each activity is included as well as the planned program completion date. To the extent possible, available Federal, State, and regional resources will be coordinated to meet the training, education-related and support service costs so that the youth can successfully complete the training program. WIA funds will only be used to pay for support services that are not available through other programs providing such services.

7. Achievement Objectives
   Benchmarks to measure progress toward the attainment of the youth’s employability goal will be included in the ISS.

8. Re-enrollment
   The ISS must describe the justification for re-enrollment.

9. Post-Program Services
   The ISS must indicate that the youth will receive post-program services.

10. Participant Progress
    Participant progress is evaluated in relation to the goals and achievement objectives described in the ISS. The progress of younger youth is evaluated, at a minimum, within the first thirty days of participation and at least monthly thereafter. The progress of older youth is evaluated, at a minimum, within the first thirty days of participation and at least every 90 days thereafter.

*Employed Participants*
For participants who are employed, the ISS must indicate that the occupation for which the participant will receive training requires a different or greater skill or educational level than the participant possessed prior to training.
### On-the-Job Training (OJT) Participants

In most cases, On-the-Job training is not an appropriate work experience activity for youth under age 18. However, this activity may be utilized when it is appropriate based on the needs identified in the Objective Assessment.

The number of OJT training hours is determined using the following standardized chart:

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<thead>
<tr>
<th>Level</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>160</td>
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</tbody>
</table>

An OJT with an employer can be written for a maximum of 1040 hours. An OJT cannot be written if the hours of training required for the position are less than 160. Exceptions to this policy can be granted by the Director if there is justification based on the individual youth’s circumstances (e.g. disability, related knowledge or experience).

The ISS must describe how OJT can overcome a participant’s substantial barrier to employment.

### Work Experience Participants

Work Experience (WEP) will be limited to youth who need assistance to become accustomed to basic work skills, to provide an improved work history and work references, or to provide an opportunity to actively participate in a specific work field.

Western Iowa Tech Community College will be the employer of record. The participant will be paid at the same rate as general work study participants at Western Iowa Tech Community College.

Participants in a wage paying WEP may be paid for time spent attending other activities if one or more of the following conditions are met:

1. The participant is participating in Remedial Basic Skills (RBS) activities toward the GED credential or High School diploma;
2. The participant is participating in RBS activities toward a Basic Skill Attainment Goal or Literacy/Numeracy Skill Goal;
3. The participant is participating in Pre-Employment Training (PET) activities toward a younger youth Work Readiness Skill Goal. Such payments may only be made if WEP participation is scheduled for more than 50% of the scheduled training time in all activities.

On occasion, it may be beneficial to extend this option to WEP participants in activities other than RBS or PET. In such cases, the Iowa Region 12 WIA Director may approve a written
request from the youth case manager to include for payment other activities scheduled simultaneously with the WEP in order to help the participant achieve his/her goals.

B. Skill Attainment Goals Procedures for Younger Youth
   Each Youth under 19 must have at least one but not more than three goals in the areas of Basic Skills, Occupational Skills and Work Readiness Skills.

   1. Basic Skills
      If the youth is basic skills deficient (math or reading below the 9th grade), a Basic Skills goal, either math or reading or both, must be set and reported as set on the date of enrollment.

      Substantial improvement for basic skills is defined as an improvement of a least one grade level in Math or in Reading. For individuals with a learning disability, the substantial improvement will be based upon the individual’s capabilities. After consulting with appropriate staff of the local Area Education Agency/School, it may be appropriate to state that the goal is to maintain the youth’s current skill level.
      Note: For Common Measures, younger youth who are out of school and who are basic skills deficient, an increase of one or more educational functioning levels in either Math or Reading within one year will be an additional established goal.

   2. Occupational Skills
      Substantial Improvement for Occupational Skills is defined as learning and being able to demonstrate proficiency in the primary and secondary occupational skills for a specific occupation. Primary occupational skills are those needed to perform actual tasks and technical functions required by a certain occupational field at entry, intermediate or advanced levels. Secondary occupational skills are those skills related to familiarity with and use of set-up procedures, safety measures, work related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines. The O’Net was approved by the Youth Advisory Council for use in identifying primary and secondary occupational skills.

      Occupational Skills can be taught at a worksite or in a classroom. If taught at a worksite, the employer who will provide the Occupational Skills training will be consulted to identify the most important tasks, the related knowledge, skills and abilities, and the level of performance that would be expected for achievement of the youth’s goal. The employer providing the training will evaluate the youth’s performance and determine whether or not the skill goal was attained, meets expectations or exceeds expectations. A skill attainment for occupational skills taught in a classroom activity will be based on the vocational classes in which the individual is enrolled. Copies of the course syllabus will serve as documentation of the learning objectives. A passing grade will determine attainment of the skill goal.

   3. Work Readiness Skills
      Substantial improvement for work readiness skills is determined by demonstrating proficiency (70% or higher) in one or more of the following areas of emphasis:
Career Emphasis; Employment Emphasis; or Life Skills Emphasis. In a given year of participation, a minimum of one area of emphasis will be addressed with more intensive levels of activities and services. Youth will be pre-assessed in each activity related to a skill area. Pre-assessment scores lower than 70% indicate a need for instruction/training. Scores of 70% or higher on a pre or post-assessment indicate proficiency.

The Youth Advisory Council approved the use of the Insight Learning Systems instrument and America’s Career Info-Net to assess the menu of 11 work readiness skills. A crosswalk with Insight curriculum and America’s Career Info-Net was developed at the state level to identify the skill areas and activities to address each competency area.

Shown below are the Areas of Emphasis for the Work Readiness Skill Goals and the corresponding Insight/Career Info-Net curriculum.

### Employment Emphasis

<table>
<thead>
<tr>
<th>Work Readiness Skill Goal</th>
<th>Insight/Career Info-Net Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of Work Awareness</td>
<td>-Job Preparation</td>
</tr>
<tr>
<td></td>
<td>-Job Hunting</td>
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<tr>
<td></td>
<td>-Job Retention</td>
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<tr>
<td>Job Search Techniques</td>
<td>-Job Hunting</td>
</tr>
<tr>
<td></td>
<td>-Interview Preparation</td>
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<td></td>
<td>-Interview Communication</td>
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<tr>
<td></td>
<td>-Interview Follow-up</td>
</tr>
<tr>
<td>Positive Work Habits, Attitudes &amp; Behaviors</td>
<td>-Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>-Conversation</td>
</tr>
<tr>
<td></td>
<td>-Customer Service</td>
</tr>
<tr>
<td></td>
<td>-Diversity</td>
</tr>
<tr>
<td></td>
<td>-Giving Instructions</td>
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<td>-Handling Complaints</td>
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<td></td>
<td>-Leadership</td>
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<tr>
<td></td>
<td>-Listening</td>
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<tr>
<td></td>
<td>-Team Work</td>
</tr>
<tr>
<td></td>
<td>-Work Relations</td>
</tr>
<tr>
<td>Occupational Information</td>
<td>-America’s Career Info-Net</td>
</tr>
</tbody>
</table>
### Career Emphasis

<table>
<thead>
<tr>
<th>Work Readiness Skill Goal</th>
<th>Insight/Career Info-Net Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Planning &amp; Decision Making</td>
<td>- Decision Making</td>
</tr>
<tr>
<td></td>
<td>- Job Preparation</td>
</tr>
<tr>
<td></td>
<td>- Goal Setting</td>
</tr>
<tr>
<td>Motivation &amp; Adaptability</td>
<td>- Diversity</td>
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<tr>
<td></td>
<td>- Flexibility</td>
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<tr>
<td></td>
<td>- Goal Setting</td>
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<td></td>
<td>- Management</td>
</tr>
<tr>
<td></td>
<td>- Optimism</td>
</tr>
<tr>
<td>Labor Market Knowledge</td>
<td>- America’s Career Info-Net</td>
</tr>
</tbody>
</table>

### Life Skills Emphasis

<table>
<thead>
<tr>
<th>Work Readiness Skill Goal</th>
<th>Insight/Career Info-Net Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values Clarification &amp; Personal Understanding</td>
<td>- Goal Setting</td>
</tr>
<tr>
<td></td>
<td>- Personal Responsibility</td>
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<tr>
<td></td>
<td>- Self Concept</td>
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<tr>
<td></td>
<td>- Resource Management</td>
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<tr>
<td>Survival/Daily Living Skills</td>
<td>- Decision Making</td>
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<tr>
<td></td>
<td>- Listening</td>
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<td></td>
<td>- Logical Reasoning</td>
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<tr>
<td></td>
<td>- Conversation</td>
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<tr>
<td></td>
<td>- Time Management</td>
</tr>
<tr>
<td></td>
<td>- Resource Management</td>
</tr>
<tr>
<td>Effective Coping &amp; Problem Solving Skills</td>
<td>- Creative Thinking</td>
</tr>
<tr>
<td></td>
<td>- Decision Thinking</td>
</tr>
<tr>
<td></td>
<td>- Logical Reasoning</td>
</tr>
<tr>
<td></td>
<td>- Problem Solving</td>
</tr>
<tr>
<td>Improved Self-Image</td>
<td>- Personal Responsibility</td>
</tr>
<tr>
<td></td>
<td>- Optimism</td>
</tr>
<tr>
<td></td>
<td>- Self Concept</td>
</tr>
</tbody>
</table>

In order to attain a Work Readiness Skill Goal, the youth must achieve proficiency (70% or higher) in each of the skill areas within an Area of Emphasis.
C. Youth Support Services

**Support Service Payment Policies for Youth**

Payment of Dependent Care and Transportation will be based upon the completion of a time and attendance form.

For youth in the post-program phase, the case manager will determine financial need based on the circumstances of the youth and how the need affects the youth’s progress in reaching his/her goals. The reason for providing post-program support services will be documented in the participant’s file.

Under special circumstances, the monetary limit to support services may be exceeded with written approval from the Iowa Region 12 WIA Director. Youth participants shall not be subject to annual capitations.

The following are the allowable levels of support services per program year:

1. Dependent Care (DPC): For those individuals not eligible for dependent care services from other entities, a maximum of $2.50 per hour (per person) or the rate of the provider, whichever is less, $20 per day maximum per child. If it is the policy of the provider to charge for absences, a written statement of policy is required. Dependent care will be paid or reimbursed for a maximum of 4 days of absence in a calendar month.
2. Health Care (HLC): Maximum of $1000
3. Transportation (TRN): $0.30/mile with a reimbursement maximum of $25/day
4. Clothing (CHG): Maximum of $300
5. Miscellaneous Services (MSS): Maximum of $500. Miscellaneous Services are defined by the Region 12 Youth provider as diverse expenses that represent challenges to the participants’ employability, retention of employment or to completing a major level of education if not met by other resources. Case notes and/or the Service Plan will identify the specific service to be provided by the Youth program.
7. Services for Individuals with Disabilities (SID): Maximum of $300
8. Supported Employment and Training (SET): A maximum of $1000 after all resources from collaborating agencies are exhausted.
9. Stipends (STI): For participants in non-wage paying Occupational Skill Training that is scheduled for four months or longer, a monthly stipend, maximum of $250 per month depending on individual need, paid at the end of the month in which participation occurred. For participants in YouthBuild, the YouthBuild stipend policy will be followed. Excessive absences, of more than 10% of scheduled days will result in a reduction of the stipend, $7.50 per day, unless the need to be absent is the result of an event that could be excusable in an employment situation. Documentation of the event is not required, but can be requested at the discretion of the case manager.
Redetermination of support services will be allowed at any time. Youth in the post-program phase can receive support services throughout the entire post-program period.

D. Incentive and Bonus Policy for Youth

Incentive and bonus payments will be available to youth participants to encourage and reward achievements that are tied to performance measures and to employability. Incentive and bonus awards may be issued in the form of check or a gift certificate with the same cash equivalency, depending on the preference of the participant.

1. GED/High School Attendance Incentive:
   $50.00 maximum per month available at the discretion of the case manager, with input from the youth’s instructor and the approval of the Iowa Region 12 WIA Director, to address poor attendance issues. The criteria to be met in order to qualify for the incentive will be clearly stated in the ISS or in an addendum to the ISS. The purpose of the attendance incentive is to improve attendance so that the youth can progress toward educational/academic goals. The incentive will not be an “entitlement” but rather a true incentive for those participants who need additional motivation to improve attendance.

2. GED/High School Achievement Incentive:
   $100 for successful completion of a High School Diploma or GED. High School transcripts, a GED Official Report of Test Results, or a statement from a school official or GED examiner will document academic achievement. Neither incentives nor bonuses will be awarded until academic achievement is documented in the participant file.

3. Youth Achievement Incentive:
   $100 for earning the National Career Readiness Certificate at the Gold Level; $50 for the Silver Level during enrollment.

4. Youth Post Exit Incentive:
   $500, payable at the end of the 3rd quarter after exit if the Youth earned a recognized credential and/or met the requirements for literacy/numeracy if applicable, and for meeting the employment/education expectations.

5. Incentive for Participation in Limited Internship (LIN):
   $8.50 each hour of scheduled work. LIN participants will not receive any payment for scheduled hours that they fail to work. Hours worked will be verified by the worksite supervisor and the time and attendance verification form will be maintained in the participant file.
IX. FINANCIAL NEEDS DETERMINATION POLICY & PROCEDURE

A. Adult and Dislocated Worker Policy
   A Financial Needs Determination (FND) is required for IST only. WIA funds may be expended for training activities to include support services only on those adults and dislocated workers (including dislocated workers covered under Early Intervention or National Emergency Grants), who demonstrate an initial need for education and education related expenses after completion of the Financial Needs Determination for WIA Training Form (FND) and who continue to demonstrate a need for funding. Eligibility for WIA funding of training is determined only once after the completion of the initial FND; eligibility continues unless the participant’s situation changes in a manner that warrants exit under WIA regulations. However, the need for funding may vary from semester to semester.

Iowa Region 12 uses a Training Costs Only Policy for dislocated workers and adult workers:

*Training Costs Only Policy (Dislocated Workers and Adult Workers)*

Eligibility for WIA financial support of training is determined by comparing only the costs of attending training with the educational resources, including Pell Grants, available to meet those expenses. However, all Trade/Dislocated Worker Dual Enrollments will require the use of actual household living expenses and resources in addition to education and related expenses and resources.

*Training Costs Only Procedure (Dislocated Workers and Adult Workers)*

The initial FND must be completed before writing an IEP that involves funding for training services using WIA funds. In completing the initial FND, using the Training Costs Only Policy, only the education and related expenses and the education and related resources are examined to determine initial eligibility to access WIA dislocated and adult worker funding for training. **Education and related expenses must be greater than education and related resources in order for WIA funds to be used for either training or services related to training.**

The specialist will document the reason for additional support services in case notes. Any funding is based on the availability of Region 12 capitations and the availability of WIA funds. Under special circumstances the criteria or restrictions stated above may be waived with the written approval of the Iowa Region 12 WIA Director.

The FND should be reviewed anytime the participant’s situation changes and must be reviewed annually before funding for training is authorized.

It is required to do the arithmetic calculations used to arrive at the amount authorized and obligated for training and training related supportive payments on the FND to meet audit requirements.
B. Youth Policy

A Financial Needs Determination (FND) is not required for youth.

Youth participants shall not be subject to annual capitations. However, for those youth in post-secondary training at a vocational or technical institute where the cost is determined by credit hours, the tuition and fees paid in Region 12 will not exceed the rates that are in effect at the Iowa Community Colleges for the same school year. For those in post-secondary training at baccalaureate institutions, the tuition and fees paid by Region 12 will not exceed the highest rate that is in effect at an Iowa Regents University. Exceptions to this policy may be requested and must have the written approval of the Iowa Region 12 WIA Director.
X. REGION 12 WIA TITLE I PURCHASING PROCEDURES

This is the Western Iowa Tech Community College Administrative Purchasing Procedure. According to the local Customer Service plan, the policies of the Fiscal agent for WIA funds will be followed in making purchases. Purchases up to $1,000 may be made by WIA staff with approval of the Region 12 WIA director. Items costing more than $1,000 will require the WIA director to initiate and follow the procedures:

**Purchases up to $1,000**
1. Bidding is not required.
2. Local area suppliers should be used when possible and competitive.
3. Requisitions will be processed by originator and approved by their administrative supervisor

**Purchases in excess of $1,000 but less than $10,000**
1. Written description or specifications will be developed.
2. A minimum of three oral or written quotes must be obtained.
3. Advertising is not required.
4. Requisitions will be processed by originator and approved by their administrative supervisor and their Executive Council supervisor, if different from supervisor.

**Purchases in excess of $10,000 but less than $40,000**
1. Written specifications will be developed and approved by their administrative supervisor and Executive Council supervisor prior to bidding.
2. Sealed written bids are required unless waived by the College President.
3. Advertising is required for purchases over $15,000 and coordinated with the Board Secretary or through the Purchasing Accounting Specialist.
4. Request for bids, including specifications, will be sent to all known responsible suppliers in the merged area as well as other competitive suppliers. Whenever possible and applicable, bid requests will be sent to suppliers identified on the most current listing of Targeted Small Businesses by the State of Iowa.
5. Each request for bids and notice of bid letting will provide that the College reserves the right to reject any or all bids.
6. Bid requests will identify a closing date for receipt of bids and a bid opening date.
7. Appropriate personnel will review bids to make a recommendation.
8. The selected bidder will require approval by the College President/designee.
9. Unsuccessful bidders will be notified by the Board Secretary or designee.
10. Requisitions will be processed and approved consistent with approvals.

**Purchases in excess of $40,000.00**
1. All above procedures apply.
2. Bids will be opened by the College administration.
3. All awards will be authorized by Board action.
Equipment Purchases
1. Procedures outlined above apply.
2. The College President may elect to review/approve purchases on a periodic or ongoing basis.
3. The Chief Financial Officer/designee will approve all equipment purchases.
4. All computers, printers, software, etc. will require approval by the Iowa Workforce Development Chief Information Technologies Officer or their designee to assure compatibility with existing technology and equipment with the Iowa Workforce System.
5. All computers, printers, software, etc. will require approval by the Western Iowa Tech Community College Chief Information Officer or their designee to assure compatibility with existing technology and equipment with the Western Iowa Tech Community College system.
XI. REGION 12 WIA TITLE I LOCAL COMPLAINT PROCEDURES

This section contains the procedure to be used to file a WIA-related complaint in Region 12. Complaints must be addressed to the Region 12 WIA Director to resolve alleged violations of the Workforce Investment Act (WIA), federal or state regulations, grant agreement, contract or other agreements under the Act. Upon enrollment into WIA, participants will be provided with a copy of the Region 12 Participant Handbook containing the Local Complaint Procedures.

Filing a Complaint
Any interested person, organization or agency may file a complaint within 90 calendar days of the alleged occurrence. When an organization, agency or individual not enrolled in WIA services expresses a desire to file a complaint, Job Training Partner’s staff will provide the individual with a copy of the Local Complaint Procedures and will instruct the individual on how to file a complaint.

Content of the Complaint
Complaints must be clearly portrayed as such and meet the following requirements:

1. Complaints must be legible and signed by the complainant or the complainant’s authorized representative;
2. Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the state has authority (unless appealed from the local level);
3. The name, address and phone number (or TDD number) must be clearly indicated. If the complainant is represented by an attorney or other representative of the complainant’s choice, the name, address and phone number of the representative must also appear in the complaint;
4. Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and telephone number of the party or parties complained against;
5. Complaints must contain a clear and concise statement of the facts, including pertinent dates, constituting the alleged violations;
6. Complaints must cite the provisions of WIA regulations, grant agreements, or other agreements under WIA believed to have been violated, if applicable. **Complaints alleging a program violation not covered under the WIA will be referred to the appropriate organization**;
7. Complaints must state the relief or remedial action(s) sought; and
8. Copies of documents supporting or referred to in the complaint must be attached to the complaint.

Complaints must be addressed to:
Iowa Region 12 WIA Director
Western Iowa Tech Community College
PO Box 5199
Sioux City, IA 51102-5199
Acknowledgement of a Complaint and Notice of Opportunity for a Hearing

A complaint is deemed filed when it has been received by the Region 12 WIA Director and meets the requirements outlined above. Upon receipt of a complaint, the Region 12 WIA Director will send a copy of the complaint and a letter of acknowledgement and notice to the complainant and any persons or entities cited in the complaint within ten calendar days. The letter of acknowledgement and notice will contain the filing date and notice of the following opportunities:

1. The opportunity for informal resolution of the complaint at any time before a hearing is convened; and
2. The opportunity for a party to request a hearing by filing with the Region 12 WIA Director within seven calendar days of receipt of the acknowledgement of the complaint.
   a. Failure to file a written request for a hearing within the time provided constitutes a waiver of the right to a hearing and the Region 12 WIA Director will rule on the complaint based upon the information submitted;
   b. If a hearing is requested within seven calendar days of receipt of the acknowledgement of the complaint, the hearing will be held within 20 calendar days of the filing of the complaint;
   c. The opportunity for a party to submit written evidence, statements and documents in a time and manner prescribed by the complaint officer.

Complaint Resolution

If the requirements of the complaint procedure outlined above have been met and an informal remedy has not been agreed upon by the complainant and the Region 12 WIA Director, the Region 12 WIA Director shall convene a review panel of three Coordinating Service Provider representatives and one RWIB member to review complaints within twenty calendar days of the receipt of the request for hearing. The review panel may, at its discretion, request oral testimony from the complainant and the parties complained against.

Within 60 calendar days of the receipt of the complaint, the review panel will issue a written decision including the basis for the decision, and, if applicable, remedies to be granted. The decision will detail the procedures for appeal to Iowa Workforce Development if the complainant is not satisfied with the decision.

The party(ies) may appeal the decision by filing an appeal in accordance with the State Complaint Procedures of the Workforce Development Center System Handbook. If no appeal of the decision is filed within the time provided, the decision shall become final.

Complaints determined not to be under the jurisdiction of these procedures will be returned to the complainant within seven days of receipt of the complaint advising the complainant of the appropriate authority.
Informal Settlement
A complaint may, unless precluded by statute, be informally settled by mutual agreement of the parties any time before a hearing is convened. The settlement must be effected by a settlement agreement or a statement from the complainant that the complaint has been withdrawn or resolved to the complainant’s satisfaction. The Region 12 WIA Director must acknowledge the informal settlement and notify the parties of the final action. With respect to the specific factual situation which is the subject of controversy, the informal settlement constitutes a waiver by all parties of the formalities to which they are entitled under the terms of the Iowa Administrative Procedure Act, Iowa Code Chapter 17A, WIA, and the rules and regulations under WIA.

Hearings
Upon receipt of a timely request for a hearing, a review panel will give all parties at least seven days written notice either by personal service or certified mail of the date, time and place of the hearing. The notice may be waived in case of emergency, as determined by the panel, or for administrative expediency upon agreement of the interested parties.

The notice of hearing will include:
1. A statement of the date, time, place, nature of the hearing;
2. A brief statement of the issues involved; and
3. A statement informing all parties of their opportunities at the hearing:
   a. Opportunity for the complainant to withdraw the request for hearing before the hearing;
   b. Opportunity to reschedule the hearing for good cause, provided the hearing is not held later than 20 days after the filing of the receipt of request for hearing;
   c. Opportunity to be represented by an attorney or other representative of choice at the complainant’s expense;
   d. Opportunity to respond and present evidence and bring witnesses to the hearing;
   e. Opportunity to have records or documents relevant to the issues produced by their custodian when such records or documents are kept by or for the state, contractor or its subcontractor in the ordinary course of business and where prior reasonable notice has been given to the Region 12 WIA Director;
   f. Opportunity to question any witnesses or parties;
   g. The right to an impartial review panel; and
   h. A final written agency decision shall be issued within 60 days of the filing of the complaint.

Appeal
Any party receiving an adverse decision at the local level may file an appeal within 10 calendar days to the IWD Complaint Officer. In addition, any complaint filed at the local level with no decision within 60 days of the date of the filing may be reviewed by IWD. The request to review the complaint must be filed with the
Complaint Officer within 15 calendar days from the date on which the decision should have been received.

The appeal or request for review must comply with the procedures as prescribed in this section for filing a complaint. The parties involved will be afforded the rights and opportunities as prescribed in this section for filing a state level complaint.

An appeal to the IWD Complaint Officer must be filed within 10 calendar days from the issuance date of the decision and include:

1. The date of filing the appeal; and
2. The specific grounds upon which the appeal is made. Those provisions upon which an appeal is not requested will be considered resolved and not subject to further review.
3. Appeals must be addressed to:

   Complaint Officer
   Division of Workforce Development Center Administration
   Iowa Workforce Development
   150 Des Moines Street
   Des Moines, IA 50309

_Labor Standards Violation_  
Alleged violations of labor standards must be filed in accordance with the applicable collective bargaining agreement. All other alleged violations must be within the purview of either the Coordinating Service Provider or Regional Workforce Investment Board to resolve.

_Complaints Alleging Discrimination_  
Questions or complaints alleging a violation of the nondiscrimination provisions of WIA may be directed or mailed to:

   Director, Civil Rights Center
   U.S. Department of Labor
   Room N4123
   200 Constitution Avenue, NW
   Washington, DC 20210
XII. CUSTOMER SERVICE PLAN PUBLIC INPUT PROCESS

The State of Iowa in conjunction with the Region 12 Workforce Investment Board will solicit input to the approval of this Regional Customer Service Plan as well as any future modification of the Regional Customer Service Plan. Public Notices will be published on the Job Training Partner’s website www.jobtrainingpartners.org to invite the public to RWIB meetings where the Regional Customer Service Plan will be reviewed. A Public Hearing Notice will also be posted on the Job Training Partner’s website www.jobtrainingpartners.org for 30 days, beginning on the first day the plan is made available to the public, to invite participation in the process prior to formal RWIB approval and submission to the state for acceptance. Any comments received will be submitted along with the Plan. All local Coordinating Service Provider members and Mandatory Partners will be invited to review draft documents. The plan will be provided to local labor and business through the RWIB membership.

The process began with copies of the plan provided to various individuals and made available to the public. On February 18, 2013 the public comment process began when a notice and the draft Customer Service Plan were posted on the Job Training Partners website and hard copies were made available at the IowaWORKS Greater Siouxland and Job Training Partners offices. A Public Hearing was held on March 27, 2013 when the public comment period ended after 30 day’s duration.

Public Comments Received
No public comments were received. This was documented in the RWIB meeting minutes of March 27, 2013.
XIII. IOWA REGION 12 MEMORANDUM OF UNDERSTANDING: DESCRIPTION OF REGIONAL WORKFORCE DEVELOPMENT ONE-STOP CENTER

ATTACHMENTS
A. Partner Services Matrix
   a. Region 12 One-Stop System Partner Contact and Site Information
   b. Partner Services Matrix
B. Partner Services Descriptions
C. Customer Referral Form
D. Cost Sharing Agreement
E. Common Forms
F. Region 12 Workforce Investment Board Bylaws
G. Performance Goals
   1. PY13 WIA Performance Measures
   2. PY14 WIA Performance Measures
   3. PY15 WIA Performance Measures
   4. PY16 WIA Performance Measures