

I. WIOA STATE PLAN TYPE

Leadership in Iowa made the decision to develop a Unified State Plan which includes the following required programs:

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Family Literacy Act Program (Title II), and
- the Wagner-Peyser Act Program (Wag.-Pey. Act, as amended by title III),
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

The Unified Plan format was selected due primarily to the fact that Iowa is already carrying out many functions in alignment with the Unified Plan guidelines. Steps will be taken to formalize a Combined Plan approach and the move to a Combined Plan is intended within the next five years (2020). Iowa's One-Stop Centers already include TANF/PROMISE JOBS, Community Colleges and other key partners not required under a Unified Plan, and therefore reference to these programs is made in the language contained herein.

Iowa began planning efforts for the Workforce Innovation and Opportunity Act of 2014 (WIOA) in early 2015 with the formation of a WIOA Steering Committee. This committee included representation from the Governor's Office and all Core Partners and was formed to oversee the key aspects of WIOA planning in Iowa. This group was tasked with developing a strategy to ensure effective communications were provided to stakeholders, creating a timeline for completion of the Unified State Plan, and establishing additional work groups to carry out WIOA planning. The Steering Committee has continued to be an integral part of WIOA planning and implementation efforts in Iowa.

The Core Partners have continued to work together to further develop and improve Iowa's workforce delivery system, and to identify other key programs which are critical to Iowa's workforce delivery system.

Working Groups

The Steering Committee designated the following work groups to carry out WIOA planning efforts:

COMMUNICATION AND GOVERNANCE

Key Accomplishments

- Establishment of initial working groups
- Development of communication strategy
- Identification of key partners in Iowa
- Nurturing of shared vision and cross-agency collaboration
- Oversight and accountability for Unified State Plan

CURRENT STATE MAPPING

Key Accomplishments

- Establishment of the citizens/customers as central focus of WIOA implementation
- Performance Measures Matrix – Current strengths and gaps in performance measure requirements
- WIOA vs Current State Matrix – Current strengths and gaps in program requirements
- Referral Matrix – Current referral relationships
 - Key Elements Matrix
 - Actionable items leading towards future

DATA AND PERFORMANCE

Key Accomplishments

- Identification and listing of requirements in section 116 of WIOA
- Identification of questions and concerns based on requirements for tracking
- Data Issues Identified
- Develop A plan for using a shared system among partners was developed

FINANCIAL

Key Accomplishments

- Discussion of and identification of barriers to cost-sharing

CAREER PATHWAY AND INDEPENDENT LIVING

Key Accomplishments

- Recommended the following:
 - Statewide definitions of “Career Pathway” and “Sector Partnership”
 - Training and cross-training opportunities and system integration strategies
 - Close coordination with the Iowa Talent Pipeline team

UNIFIED STATE PLAN

Key Accomplishments

- Outline for developing and writing the Unified State Plan
- Development of criteria for reorganized working groups/representatives
- Writing of the Unified State Plan

Work groups made significant progress and were able to come together to resolve conflicts, improve processes and meet project goals, but by June, 2015 most of the originally assigned work had been completed.

In July, 2015 a WIOA Implementation team was designated to review progress on the Unified State Planning process which included conducting an evaluation of the original work groups. The team found that the work groups had completed assigned tasks and that evolving WIOA planning objectives warranted the reorganization of the work groups. To meet the changing needs of the Unified State Plan process, the recommendation to reorganize the work groups was brought before the State Board by the Steering Committee and following the Board’s approval in August, the groups were restructured.

The workgroups were established using the following guidelines:

- Roles and expectations were made clear,
- A communication strategy was developed,
- Trust was established,
- A timeline for completion was created,
- A WIOA organizational structure was implemented,
- Imbalances of power were squarely addressed,
- Core Partners held each other accountable,
- Appropriate follow through and participation was expected,
- Many partners were brought to the table to provide input,
- Original plans were reviewed and updated to reflect current objectives and
- Each person was encouraged to draw on their personal talents and expertise.

In August, 2015 the reorganized work groups were tasked with new assignments appropriate to the changing needs of the planning process. The resulting working groups were established along with the following goals and action items.

GOVERNANCE AND COMMUNICATION

Primary Goals:

- Determine local area designation
- Revise board membership requirements
- Identify One-Stop Operators
- Craft One-Stop certification standards
- Nurture a collaborative and contributory environment among core partners and key stakeholders
- Communicate effectively to stakeholders

Action Items:

- Define roles of state and local board members
- Provide technical assistance and training on board development
- Develop recommendations and implement approved plans for legislative awareness, education and advocacy activities
- Develop process for identification and dissemination of best practices
- Provide oversight/communication of work plans, timelines and progress of work groups

PLANNING, IMPLEMENTATION AND POLICY

Primary Goals:

- Create a state plan blueprint
- Identify regional planning areas
- Drive continual improvement plan for One-Stop System and WIOA system
- Establish local board certification process

Action Items:

- Revise and implement local workforce development board certification requirements
- Assess and evaluate existing WIA policies and make recommendations for improving overall processes, policies and procedures in light of WIOA
- Develop policies and guidance to facilitate integrated service delivery

- Develop cost-allocation methodology to address funding of the One-Stop infrastructure
- Establish guidance for regional/local plan development
- Determine needed and required financial and monitoring policies
- Clarify and identify legislative requirements, and identify requirements currently being met and those needing action
- Develop a timeline/implementation schedule
- Develop a parking lot of potential future lean work to improve customer service experience and drive further integration

PERFORMANCE ACCOUNTABILITY AND DATA SHARING

Primary Goals:

- Implement new performance accountability measures
- Refine the Educational Training Provider application and approval process
- Develop recommendations for additional measures
- Decide on a system for use as the core partner data base registration and data reporting management system.

Action Items:

- Review new performance measures and identify potential issues, including recording and reporting information
- Analyze current state of reporting requirements, identify gaps, efficiency opportunities needed indicators of performance
- Develop a matrix of required data and reporting requirements and coordinate with State leadership to identify additional and shared performance requirements across agencies
- Develop IT scope of work guidelines for data sharing to successfully implement new data and reporting requirements, including the integration additional program data (i.e. apprenticeship data, iJAG data, STEM credential data, etc.) into longitudinal data coordination efforts
- Make recommendations regarding effective dissemination of performance data to stakeholders, the public, workforce customers, and program managers
- Coordinate with the NGA Talent Pipeline team
- Negotiate levels of performance/adjustment factors

ONE-STOP OPERATIONS AND SYSTEM DESIGN

Primary Goals:

- Define roles and responsibilities for state and local partnerships
- Enhance One-Stop partner coordination
- Align resources and expand system capacity

Action Items:

- Identify clear roles and responsibilities of the various One-Stop partners with an emphasis on the One-Stop Operator and center staff
- Develop uniform assessment tools and referral processes to ensure customers are referred to the appropriate services in a prompt manner
- Develop processes and procedures to ensure proper and consistent referral to and from IVRS and IDB to enhance the pathway to competitive employment for persons with disabilities
- Develop procedures for common intake/ application and referral for persons enrolled in Adult Education and those with barriers to employment

- Develop a model for service delivery that ensures the local One-Stop Operator controls and manages the flow of services to customers
- Improve the use of technology in the One-Stop Centers
- Ensure that appropriate performance metrics are established to inform service delivery and to support the seamless, coordinated delivery of services by all One-Stop partners
- Identify best practices for implementing work-based learning training methods, including championing apprenticeships
- Develop and expand business services outreach
- Develop processes that ensure customers with significant barriers have many opportunities to achieve competitive employment and advance rewarding careers
- Implement communication tools to be used to quickly identify local area challenges
- Develop accessibility checklist to be applied consistently throughout the state.
- Determine staff training needs and opportunities during WIOA transition
- Develop stakeholder coordination and collaboration promising practices document to highlight examples of excellence across the state

CAREER PATHWAYS AND INDUSTRY PARTNERSHIPS

Primary Goals:

- Focus literacy and training programs on Career Pathways
- Enhance services to employers and better identify and integrate demand-side/employer requirements into the education and workforce systems by developing a robust, employer-led sector strategies ecosystem in the state
- Integrate apprenticeship programs and other work-based learning opportunities into the workforce development system

Action Items:

- Adopt common definition for Career Pathways that aligns with the WIOA definition and provide technical assistance in the development of new career pathway programs
- Review state policies, procedures and training investments to support the development of new career pathways
- Adopt a common definition of Sector Strategies that aligns with WIOA and provide technical assistance in the development of sector strategies
- Define “high-quality industry partnership” and provide workforce partners with technical assistance and training in the development of partnerships, including supporting employer-led sector strategy implementation
- Review state policies, procedures and training investments to support industry-led development of sector strategies
- Recommend guidelines for incumbent worker training
- Recommend planning process to ensure enhanced industry engagement and co-investment or resource leveraging
- Continue the state effort in developing a list of industry-valued credentials
- Identify resources and collaborate to increase the number of sector partnerships statewide

SERVICES TO YOUTH

Primary Goals:

- Expand system capacity
- Develop goals for providing services to 75 percent out-of-school youth

- Improve work-based youth activities

Action Items:

- Develop strategies for connecting with, and serving, out-of-school youth
- Identify promising practices being used to serve out-of-school youth
- Improve work-based learning opportunities for youth
- Build partnerships with a wide range of organizations to identify and connect individuals to services leading to meaningful employment
- Create strategies for delivering services for additional youth program requirements
- Provide workforce partners with technical assistance and training in the outreach, training and retention of out-of-school youth
- Identify strategies to provide activities to meet additional services to include financial literacy, entrepreneurship, and career development

II. STRATEGIC ELEMENTS

(a) **Economic, Workforce, and Workforce Development Activities Analysis.** The Unified State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

(1) Economic and Workforce Analysis

(A) *Economic Analysis.* The Unified State Plan must include an analysis of the economic conditions and trends in the State, including sub-state regions and any specific economic areas identified by the State. This includes:

- (i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.
- (ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.
- (iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Following the Great Recession of 2007-09, job losses created economic hardship. Poverty rates increased, homes were lost due to foreclosure, debts accumulated and bankruptcy filings reached historic levels. The impacts were felt by individuals, families, businesses and communities throughout the State of Iowa.

Governor Terry Branstad and Lieutenant Governor Kim Reynolds visited each of Iowa's 99 counties pledging their commitment to restore economic stability, improve fiscal sustainability and promote policies aimed at preparing Iowa's workforce for participation in an advanced economy. In January of 2011, Governor Branstad issued a series of Executive Orders outlining an ambitious plan designed to meet the state's goals to restore and strengthen Iowa's economic prosperity. In the first year following implementation of Governor Branstad's plan, more than ___ jobs were created and Iowa has continued to experience consistent job growth since that time. A total of ___ jobs – an increase of ___ – have been added since February 2010. In the past 12 months Iowa businesses have added ___ net jobs, attesting to Iowa's economic progress.

Since 2011, Governor Branstad and state leaders, including Iowa legislatures, have developed a number of innovative and effective workforce development and job training programs funded in part through a dedicated funding source, the Iowa Skilled Worker and Jobs Creation Fund.

State leaders applaud the progress of the past five years, but recognize that there is still much work to be done to continue to empower all Iowans with rewarding careers and provide employers with the skilled workforce they need to grow and innovate. The Workforce Innovation and Opportunity Act (WIOA) of 2014 helps clarify strengths and improvement opportunities within the current workforce development system and provides a structure and guidance for the ongoing development of key workforce delivery programs in Iowa.

In 2012, the Iowa Partnership for Economic Progress Board (IPEP) was created by Executive Order and was charged with the “study and recommendation of solutions and policy alternatives for issues arising in the area of economic development”. The mandate of IPEP is to continuously identify and study economic growth issues facing Iowa and recommend solutions and policy alternatives.

In a 2014 Battelle Technology Partnership Practice report commissioned by IPEP, a key finding was Iowa’s substantial economic progress in recent years. Iowa has outpaced the nation in both GDP gains and total job gains from 2007 to 2013, and now exceeds its pre-recession levels in both economic output and total employment.

The Iowa economy continued to improve in 2014. Most indices reflected expansion and confidence in the economic climate. New vehicle registrations advanced slightly and despite softening of the agricultural economy, early forecasts suggest economic growth with most sectors expected to add jobs or maintain current levels through the end of 2015. Iowa’s strengthening economy has underscored new challenges requiring swift and innovative solutions.

One of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In Iowa, 38% of available workers possess low-skills, while workers with middle-skills represent 33% of the workforce. Only 12% of available jobs seek workers with low skill-sets while numerous middle-skill jobs remain unfilled. In fact, 56% of jobs require at least mid-level skills – or some training beyond high school.

By 2018, it is predicted that three out of five Iowa jobs (62%, up from 56%) are expected to require some training beyond high school.

Iowa’s plan for achieving success in workforce development systems improvement to meet the needs of tomorrow’s employers relies upon employer-driven policies, strong employer supports and industry-focused solutions. In order to meet the needs of businesses, Iowa Workforce Development utilizes a variety of assessment tools to analyze current labor market conditions and to predict future trends.

The *Labor Market and Information Division* (LMI) of Iowa Workforce development (IWD) is tasked with collecting, analyzing, and disseminating a wide array of labor market data and publications. Among them are employment, industry and occupational statistics, wages, projections, trends and other workforce characteristics. This information is reported for the State of Iowa as well as for each local region across the state.

It is the mission of the Division to produce and deliver information in a reliable and timely manner in order to inform data-driven decisions for business, career, educational programming and economic development. The LMI Division works in cooperation with the United States Department of Labor's Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA) along with the United States Census Bureau. The Division also works closely with local economic development and education professionals to provide custom workforce data.

Steady incremental growth describes the current occupational projections outlook. Iowa's occupational employment is expected to increase by ___% annually. The total growth for all occupations during this period is projected to reach ___ jobs with net job growth being broad-based across many major occupational groups. Service jobs are generally expected to outperform goods-producing jobs.

Major occupational groups expected to grow faster than the state annual average are business and financial; computer and mathematical; community and social service; legal; arts, design, entertainment, sports, and media; healthcare practitioner; healthcare support; building and grounds maintenance; personal care; construction; installation, maintenance, and repair; transportation and material moving.

Several occupations are expected to grow less than the state average and those include management; architecture and engineering; life, physical, and social science; education; protective service; food prep and serving; sales; office and administrative; farming, fishing, and forestry; and production major occupational groups.

Data table to be included once updated with 2015 data

To review a comprehensive economic analysis, please see attachment A, *Battelle Report*.

(B) *Workforce Analysis*. The Unified State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA¹. This population must include individuals with disabilities among other groups² in the State and across regions identified by the State. This includes: —

- (i) Employment and Unemployment. Provide an analysis of current employment and unemployment data and trends in the State.
- (ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

¹ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

² Veterans, unemployed workers, and youth, and others that the State may identify.

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

(iv) Describe apparent 'skill gaps'.

Shifting Demographic Patterns

- Greater diversity
- Millennials to take the place of retiring Baby Boomers
- Aging population
- Technological Change Set to Accelerate
- Smart machines to take over routine manufacturing and service jobs
- Globalization will be More Extensive
- U.S. and Europe will no longer hold a monopoly on job creation, innovation and political power

Labor Market Trends

- Iowa is expected to have an increase of 13% in occupational employment by 2020.
- 231,680 jobs will be added over the ten-year period.
- 64,525 annual openings will be generated over the projection period.
- 63 percent of the annual job openings will be due to replacement needs

Desired Employability Skills

- Communications Skills (listening, verbal and written)
- Analytical/Research Skills
- Computer/Technical Literacy
- Flexibility/Adaptability/Multi-Tasking
- Interpersonal Abilities
- Leadership/Management Skills
- Multicultural Sensitivity/Awareness
- Planning/Organizing
- Problem Solving/Reasoning/Creativity
- Teamwork

Populations with Barriers to Employment include

- Displaced homemakers;
- Low-income individuals;
- American Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166 of WIOA;
- Individuals with disabilities, including youth who are individuals with disabilities;

- ❑ Older individuals (55+);
- ❑ Ex-offenders;
- ❑ Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or runaway youth;
- ❑ Youth who are in or have aged out of the foster care system;
- ❑ Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- ❑ Eligible migrant and seasonal farmworkers, as defined in section 167(i) of WIOA;
- ❑ Individuals within two years of exhausting lifetime eligibility under TANF (part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.));
- ❑ Single parents (including single pregnant women);
- ❑ Long-term unemployed individuals (27 or more consecutive weeks); and
- ❑ Such other groups, as the Governor determines to have barriers to employment.

Barriers in Addition to the above may Exist for The WIOA Youth Program

- ❑ A youth who is out of school and does not have a high school diploma or equivalent.
- ❑ A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- ❑ A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is basic skills deficient
- ❑ Youth living in a high-poverty area, who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Requires Additional Assistance

For youth who require additional assistance to complete an educational program or to secure and hold employment, the State has defined “requires additional assistance” to include:

- ❑ Migrant Youth
- ❑ Incarcerated Parent
- ❑ Behavior Problems at School
- ❑ Family Literacy Problems
- ❑ Domestic Violence
- ❑ Substance Abuse
- ❑ Chronic Health Conditions
- ❑ One or more grade levels below appropriate for age
- ❑ Cultural Barriers that may be a Hindrance to Employment
- ❑ American Indian, Alaska Native or Native Hawaiian

- Refugee
- Locally defined “requires additional assistance” to complete an educational program or to secure and hold employment

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

Please see Workforce Needs Assessment, Attachment B

(2) Workforce Development, Education and Training Activities Analysis. The Unified State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of –

(A) *The State’s Workforce Development Activities*. Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one-stop delivery system partners.³

Iowa Workforce Development

Iowa Workforce Development contributes to the economic security of Iowa’s workers, businesses and communities through a comprehensive statewide system of employment services, education and regulation of health, safety and employment laws.

The agency continually strives to improve processes and align the organization in such a way to provide effective, demand driven products and services. Iowa Workforce Development’s administrative, labor services, workers’ compensation, labor market information, and the unemployment insurance service staff are located in Des Moines. Additionally, the agency maintains a statewide delivery system of 16 regional IowaWORKS Centers, 4 satellite IowaWORKS offices and web-based portals serving all 99 counties.

Through a comprehensive Web site, Iowa Workforce Development provides customers access to major services such as posting résumés; access to a statewide job bank; labor services information, unemployment claim information and filing options; and labor market information, 24 hours a day, seven days a week.

³ Mandatory one-stop partners: Each local area must have one comprehensive one-stop center that provides access to physical services of the core programs and other required partners. In addition to the core programs, for individuals with multiple needs to access the services, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild. TANF is now a required partner, unless the Governor takes special action to make TANF an optional one-stop partner.

The *Labor Services Division* is responsible for the administration of state and federal statutes related to public health, safety and workplace issues. *Iowa's Occupational Safety and Health Act* administration is located in the department. The Division's emphasis is on voluntary compliance through education and preventive services. The Division continues to implement the vision of creating a "culture of safety" throughout Iowa's labor force.

The *Communications and Labor Market Information Division* oversees the development and dissemination of workforce and economic related information. A large portion of the information is produced in cooperation with the Bureau of Labor Statistics and the Employment and Training Administration of the U.S. Department of Labor.

The *Unemployment Insurance Division* collects UI tax payments, processes benefits, and conducts quality control and fraud detection. In 2010, the UI Division updated the tax collection system to create a streamlined, electronic system for the benefit of all users.

The *Workers' Compensation Division* performs three core functions: adjudicating disputed workers' compensation claims, enforcing compliance standards and educating Iowans about workers' compensation law and procedures. Iowa's Workers' Compensation Commissioner, oversees this division of Iowa Workforce Development. The Division is working on the development of a new system that will create a truly electronic and paperless system for Iowa.

The *Workforce Services Division* provides a wealth of information, services and resources to Iowans, businesses, and partners across the state. The Division administers the programs and services through physical offices and web-based portals across the state in 15 local regions. The Division's primary functions include employment services, business services, training resources and targeted population activities.

Iowa Workforce Development continually works to improve all aspects of Iowa's workforce delivery system. To achieve that goal, IWD utilizes a variety of partnerships and initiatives supported by the following programs:

Employment Services, Wagner-Peyser

Target Population: General

The purpose of these federal and state programs is to assist individuals with finding jobs, help employers to find workers, and to provide economic protection for unemployed individuals. Employer services include local, state, and nationwide job listing, testing, and referral of qualified workers. Job seeker services include orientation, counseling, job search assistance, job-matching, access to job listings (local state-wide, and via the Internet), and services referral(s).

Workforce Innovation & Opportunity Act Adult Program

Target Population: General

The Adult training program is designed to prepare adults for participation in the labor force by increasing their occupational and educational skills, resulting in improved attainment of self-sustaining employment. Low-income adults who have limited skills, lack work experience, and face other barriers to economic success are primary beneficiaries of this program.

Workforce Innovation & Opportunity Dislocated Worker Program

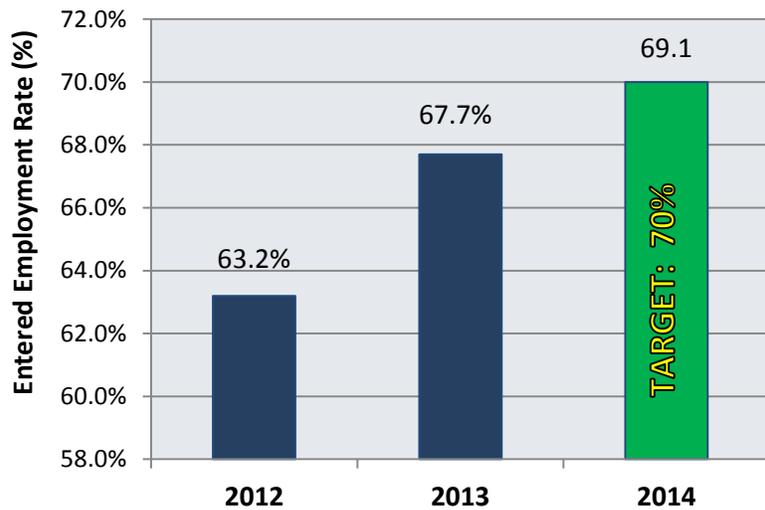
Target Population: Dislocated Workers

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

The Program Year 2014 (PY14) Dislocated Worker Entered Employment rate was 69.1%. The target rate for program year 2014 was 70% - within the minimum target rate of 80% of the negotiated goal of 56%.

Dislocated Worker Entered Employment accounts for individuals who were not employed at date of participation, the percent employed in the 1st quarter after exit quarter.

Figure 12: Dislocated Worker Entered Employment, Federal Program Year



Workforce Innovation & Opportunity Act Youth Program

Target Population: Youth with at least one identified barrier to employment

The Youth training program is designed to improve the long-term employability of youth, enhance the educational, occupational and citizenship skills of youth, encourage school completion or enrollment in alternative school programs, increase the employment and earnings, reduce welfare dependency, and assist youth to make a successful transition from school to work, apprenticeship, the military, or post-secondary education and training. WIOA supports an integrated service delivery system and gives a framework through which states and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. High quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education.

Promoting Independence & Self-Sufficiency through Employment, Job Opportunities, and Basic Skills (PROMISE JOBS)

Target Population: Family Investment Program (FIP) Participants

Provides employment & training services that include supportive services to address barriers to employment and work readiness services to increase opportunities for employment outcomes. This includes overarching activities such as education, certification, training, job search assistance, and employment.

Veteran Employment and Training Services – VETS

Target Population: Veterans & Eligible Spouses

VETS creates opportunities for all veterans to obtain meaningful and successful careers through provision of resources and expertise that maximize employment opportunities and protect veterans' employment rights. Services include intensive employment and training.

Rapid Response

Target Population: Workers who are displaced due to a lack of work through no fault of their own from firms hurt by foreign trade, as certified by the U.S. Department of Labor (USDOL) – Office of Trade Adjustment Assistance (OTAA).

Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes:

- 1) to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive and
- 2) to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers.

Trade Act Assistance

Target Population: Workers who are displaced due to a lack of work through no fault of their own from firms hurt by foreign trade, as certified by the U.S. Department of Labor (USDOL)

This federally funded employment and training program provides benefits to individuals displaced from their jobs due to foreign competition and jobs that are lost because the work activity was either moved out of the U.S. or as a direct result of foreign imports. IWD staff conduct informational meetings for the workers of the closing organizations and coordinate apprenticeship efforts and the classroom training benefit which involves individual class schedules, tuition payment, and student reimbursements for travel, childcare, books, and other approved costs.

National Dislocated Worker Grants, Department of Labor
Target Population: Dislocated Workers

Job Driven National Dislocated Worker Grant, Department of Labor
Target Population: Dislocated Workers

The Iowa Jobs Driven NEG provides Registered Apprenticeship Training for the following construction occupations:	Roofers/Floor Layers
Plumbers/Pipefitters/Electricians	Pipefitter/Sprinkler Fitters
Welders/Sheet Metal Workers	HVAC Installers/Service Technicians
Laborers/Construction Craft Laborers	Instrumentation/Control Systems Mechanic
Ironworkers/Structural Steel Workers	Drywall Installers/Drywall Applicators
Steel Workers for Engineered Systems	Painters
Carpenters/Cement Masons	Electronic Systems Technicians
Operating Engineers	Instrumentation Mechanics
Insulators/Insulation Workers	Insulation Workers
Millwrights/Line Workers	Building Maintenance Repairers
Power Line Distribution Erectors	Commercial Interior Specialists
Glaziers	Data Communications Installers
Bricklayers/Brick Masons	Metal Building Assemblers
	Plasterers
	Protective Signal Installers

Sector Partnership National Dislocated Worker Grant, Department of Labor
Target Population: Dislocated Workers

The Re-Employing Rural America Grant provides support for the development and coordination of sector partnerships in regions impacted by the Avian Flu epidemic. Eligible workers can receive training, education, and participate in work-based learning opportunities that increase marketable skills and improve employment outlook. The three primary sectors which are targeted include:
Advanced Manufacturing, Healthcare & Transportation and Logistics

Migrant & Seasonal Farm Worker (MSFW) Program
Target Population: Migrant & Seasonal Farm Workers

The Migrant & Seasonal Farm Worker (MSFW) outreach program is focused on educating and assisting Agriculture based employers and the farm workers they employ with employment services to address the employer's hiring needs and the job seeker's knowledge and skill base to explore permanent employment opportunities. Many migrant farm workers travel to Iowa each year to help with the cultivating and harvesting of several crops in specific regions of the state. Other workers come in search of longer-term, higher-wage jobs in non-agricultural industries. The vast majority of the migrant and seasonal workers coming to Iowa are Hispanic; therefore all of the Outreach Specialists and some of the staff in our local Workforce offices are proficient in English and Spanish.

Work Opportunity Tax Credit (WOTC)
Target Population: All Workforce Stakeholders

Federal tax credit available to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment. One of several workforce programs that incentivize workplace diversity and facilitate access to good jobs for American workers. WOTC provides an incentive to employers to hire workers who traditionally have identified barriers to employment. In Iowa more than 52,000 workers are hired annually with the assistance of the employer tax credit assistance. It also reduces the burden on employers who hire workers facing barriers to employment.

Federal Bonding Program
Target Population: Businesses

The Federal Bonding Program benefits an employer by providing fidelity bond insurance in situations where the employer chooses to hire someone thought to be high risk. Bonding coverage is provided at no cost to the employer or the job seeker. The bond coverage starts the day the new employee begins work and is in effect for six months. The advantage of the program is that the employer profits from the worker's skills and abilities and is covered in case of potential theft or dishonesty; and the job applicant is given an opportunity if denied commercial bonding coverage due to their previous personal or employment history. The bond promotes confidence in a job seeker who needs gain re-entry into or maintain a connection to labor market and demonstrate that he or she can be a productive worker.

Foreign Labor Certification (FLC)
Target Population: Businesses

The Immigration and Nationality Act requires employers first receive a labor certification from the U.S. Department of Labor before hiring a foreign worker. The Secretary of Labor must make two findings as part of the certification:

1. At the time the application was submitted sufficient qualified U.S. workers cannot be found in the area of intended employment that are available, willing and able to fill the position offered to the foreign worker
2. The employment of foreign workers will not adversely affect the wages and working conditions of similarly employed U.S. workers.

IWD handles job orders through IowaWORKS Centers and completes housing inspections for H2A placements.

There are three types of Foreign Labor Certification Job Orders commonly posted:

1. H2A job orders are agricultural in nature.
2. H2B job orders are non-agricultural and temporary in nature, and positions such as landscapers.
3. H1B/PERM job orders are for professional, skilled positions such as doctors and educators.
4. H2B job orders are non-agricultural and temporary in nature, and include positions such as landscapers.

Other IWD initiatives supporting employment include Home Base Iowa (HBI), target population: Veterans, Eligible Spouses and dependents. Home Base Iowa assists veterans and transitioning service members in finding positions at Iowa companies, pursuing continued education, and/or continuing service through the Guard or Reserves.

Extended Training Benefits, a component of the workforce effort, provides individuals receiving unemployment insurance with the opportunity to receive an additional 26 weeks of benefits while they are enrolled in a department approved training program that leads to a career in a high-demand/high-growth occupation. The community colleges across Iowa are also working with the department to reach out to unemployed Iowans and promote retraining programs in the local area. A career in a high-demand/high-growth occupation. The community colleges across Iowa are also working with the department to reach out to unemployed Iowans and promote retraining programs in the local area.

The Skilled Iowa initiative works to increase skill levels of Iowa's workforce, helping people find jobs, companies find skilled workers, and contributing to Iowa's economic growth and prosperity.

ACT's WorkKeys National Career Readiness Certificate is a universal testing system that rates the skills and abilities of students and those in Iowa's workforce. To earn a certificate, an individual must take assessments in applied mathematics, locating information, and reading for

information. Based on scores, individuals can earn one of four levels of certification, each aligned with specific jobs in the WorkKeys database.

Ex-Offender Initiative: Iowa Workforce Development, in partnership with the Iowa Department of Corrections, has implemented the Ex-Offender Initiative in three Iowa correctional facilities across Iowa. Four Re-Entry Advisors are employed and funded through a legislative appropriation. The staff assigned to this initiative network with employers to address the barriers they may have in hiring ex-offenders. Each of the participants in the program completes the National Career Readiness Certification (NCRC) test.

In addition, offenders are also offered work readiness classes that emphasize job applications, resume writing, interviewing skills and effectively addressing the criminal history issue. All of these classes will help the offender present himself or herself better during the recruitment, interviewing and hiring processes with employers. All of the offenders that participate in the program are entered into Iowa Workforce Development's work search database that can be accessed by all of the One-Stop Centers in Iowa after the offender's release. One-on-one consultations with a workforce advisor are provided to offenders before their release to discuss employment options. The Re-Entry Advisors assigned to the program are charged with assisting soon-to-be-released offenders with placement in a job or participation in a Registered Apprenticeship program before they leave prison.

Federal/State Cooperative Programs: The Labor Market Information Division of Iowa Workforce Development works with the U.S. Bureau of Labor Statistics (BLS) on four different programs which are cooperative in nature and involve federal-state input. In addition the Division maintains partnerships with the U.S. Census Bureau on the Local Employment Dynamics (LED) and On the Map programs.

The four federal state cooperative with Iowa Workforce Development and the U.S. Bureau of Labor Statistics include the Current Employment Statistics (CES) program, the Quarterly Census of Employment and Wages (QCEW) program, the Occupational Employment Statistics (OES) program, and the Local Area Unemployment Statistics (LAUS) program. These programs are instrumental in developing a wide array of information that is used to describe the labor market in Iowa in terms of its industries, occupations, wages, jobs and workers. The information is used by businesses, economic developers, educators, government planners and policy makers, grant writers, legislators, job seekers and students.

An effort has been under way since the initiation of the integrated service model to concentrate on accurate and valuable assessments to fit the customers' needs to skills upgrading services provided in workshop format within the One-Stop or with either the Community College or Adult Education. This effort in the WIOA Adult, Dislocated Worker, TAA and Wagner Peyser program has shown to be an effective way to meet customer and employer needs.

None of these efforts can stand alone and are all a part of the options of services and activities within the One-Stop centers. With the combination of and growth within these initiatives Iowa Workforce development will continue to meet the needs of the State's customers and employers.

Laborshed Studies have assisted economic development efforts throughout Iowa for the past 10 years and continue to be a unique tool utilized for retention and recruitment of business. A Laborshed is defined as the area or region from which an employment center draws its commuting workers regardless of natural or political boundaries. These studies give communities the ability to document and illustrate the characteristics of their labor force, which is an effective tool for retaining and expanding existing businesses while also attracting prospective new employers into the area. The studies include potential labor force, availability and willingness to change/enter employment, occupations, wages, benefits, commuting distances, education, advertising sources for employers, out commute/in commute, and underemployment.

The studies are conducted by Iowa Workforce Development in partnership with Iowa Department of Economic Development regional marketing territory groups or other local development groups, utilities, community colleges, and local officials.

Educational Outcomes Measures: This project was developed in coordination with the Iowa Department of Education and Iowa's 15 community colleges. Iowa Workforce Development uses wage records from the state's unemployment insurance database to answer questions regarding the state's employment rate, earning levels, types of industry by gender and race, academic degrees, credential attainment and types of programs.

All of the wage data, as well as student records, are used for research and evaluation purposes only, and are published as aggregated data to protect individuals' identities. Therefore, in addition to the partnership with Iowa Department of Education and Iowa's community colleges, Iowa Workforce Development and the Labor Market and Workforce Information Division have partnered with the Iowa Department of Human Rights, Criminal and Juvenile Justice Planning, US Department of Labor's Office of Apprenticeship, public and private educational institutions.

Skillshed Analysis: This concept was piloted in Iowa by Iowa Workforce Development and nine Iowa Department of Economic Development regional marketing territory groups in 2010. The Skillshed Study analysis compared data from the Laborshed and Workforce needs survey to show supply and demand for skills and labor. The analysis also shows the gaps between those skills possessed by the workforce and those skills needed by employers. The education and training needed to fill these gaps between supply and demand is then determined to complete the Skillshed for a particular locale or region.

A cornerstone for maintaining a business-customer focus workforce development system is the preparation of a Regional Assessment and Analysis by local boards. The information from this process will help the local Workforce Investment Board identify the workforce development needs in its regions, and determine the course of action to meet those needs. The representation of business members on the Regional Workforce Investment Board helps to ensure this focus and accuracy on the needs analysis. In addition, the Iowa Workforce Development Board will use the information as it updates its Strategic Workforce Development Plan.

Locally, Wagner-Peyser and WIOA Adult and Youth staff are engaged in outreach activities to business and to economic development organizations, sharing labor market information and assisting with their recruitment and retention issues. These efforts are complemented by activities of the Regional Workforce Investment Board and Chief Elected Officials, and through the community colleges, since many of those institutions are WIOA Service Providers, and all of which work closely with the One-Stop partners. It is through this grassroots approach that the workforce system garners its greatest knowledge about the current and future needs of business.

Despite existing efforts to identify demand-side requirements, there remain opportunities to build a more robust sector strategies ecosystem throughout the state of Iowa. There also exist opportunities to better connect the education, workforce and economic development systems throughout the state.

Integration of Business Services: As stated earlier, Wagner-Peyser Act funded staff provide the cornerstone for core services in the Iowa One-Stop Center system. Core services to business are no exception. Management for Wagner-Peyser staff have been empowered to work with their local partners and boards to ensure that the delivery of services to business is non-duplicative and focused on the priorities of the local workforce boards.

Specific examples of this activity include working with economic development groups such as the Professional Developers of Iowa, the Iowa Association of Business and Industry, and Chambers of Commerce; being involved with community and regional leadership in seeking economic development grants; and directing business service representatives' activities in support of all partner programs.

Iowa Department of Education

The Iowa Department of Education (DE) works with the Iowa State Board of Education to provide support, supervision, and oversight for the state education system that includes public elementary and secondary schools, nonpublic schools that receive state accreditation, area education agencies (AEAs), community colleges, and teacher preparation programs.

Vision

Iowa learners experience high levels of success and develop the capacity to continually grow as successful, healthy, and productive citizens in a global community.

Mission

Creating excellence in education through leadership and service.

Iowa's public education system includes:

- local school districts serving students in pre-kindergarten through 12th grade;
- Area Education Agencies (AEAs) that provide support and assistance to the districts in a given region;
- community colleges that provide a wide range of coursework to students of all ages; and
- four-year colleges and universities.

The Iowa Department of Education and State Board of Education are responsible for the local schools, AEAs, and community colleges, while the Board of Regents, State of Iowa is responsible for the public four-year colleges.

Accelerated Career Education (ACE)

Target Population: Community Colleges

For infrastructure improvements at community colleges associated with implementing ACE programs authorized under Iowa code chapter 260G. The Accelerated Career Education (ACE) program is designed to provide businesses with an enhanced skilled workforce. This program assists Iowa's community colleges to either establish or expand programs that train individuals in the occupations most needed by Iowa businesses.

Adult Education and Literacy

Target Population: Persons at least 16 years of age and not enrolled or required to be enrolled in a secondary school meeting one of the following eligibility requirements: 1. Lacks sufficient mastery of basic educational skills to enable the person to function effectively in society; 2. Does not have a secondary school diploma or a recognized equivalent; or 3. Is unable to speak, read, or write the English language.

Iowa's Adult Education and Literacy program is designed to support the current federally funded programs to meet the basic literacy needs of adults and to improve and/or upgrade current education and skill levels of adults.

Carl Perkins**Target Population: Students in Secondary and Postsecondary Career and Technical Education Programs**

The goal of Carl Perkins funding is to develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in Career and Technical Education (CTE) by developing and assisting students in meeting high standards, integrating academic and career and technical instruction, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the US competitive.

English Literacy/Civics Education**Target Population: Limited English Proficiency Population**

The goal of EL/Civics is to accelerate literacy and language gains for ELLs through targeted instruction in general classrooms or specialized classrooms.

GAP Tuition Assistance**Target Population: At-Need Learners as Defined by the Iowa Legislature**

Need based tuition assistance to applicants for short term, non-credit skill certificate programs for in-demand jobs.

High School Equivalency Diploma (HSED) Program**Target Population: All those that are officially out of school and without a high school diploma. Age 16-18 have specific exceptions outlined in code 281-32.8**

In January of 2014, Iowa began using the HiSET® high school equivalency test developed by Education Testing Service (ETS). HSED provides an opportunity to earn a high school equivalency credential in an accessible and affordable format.

Teacher Leadership and Compensation System (TLC) & TLC Administrator Support Program (ASP)**Target Population: Schools and Teachers**

The TLC System rewards effective teachers with leadership opportunities and higher pay, attracts promising new teachers with competitive starting salaries and more support, and fosters collaboration for all teachers to learn from each other. Improving student learning requires improving the instruction they receive each day. Through the system, teacher leaders take on extra responsibilities including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching. ASP: To equip and support principals to form a cohesive building leadership team that is aligned to a singular mission as embraced by the district, and is able to develop and lead a collaborative process to strengthen instructional practice that leverages teacher leaders for school-wide improvement of student learning.

Pathways for Academic Career Education & Employment (PACE) Program**Target Population: Low-skill adults**

Pathways for Academic Career Education & Employment encourage and support attainment of short-term training and advanced degree programs for middle skill careers.

Regional Work-based Intermediary Networks**Target Population: Secondary Students**

Prepare students for the workforce by connecting business and education offering work-based learning activities to students and teachers.

State Career and Technical Education Funding

Target Population: Secondary CTE Programs

Funding has been given to State Approved CTE programs at the secondary level to help with CTE Education. Districts report salaries, benefits and travel required for teaching the program and a percentage is returned to the district.

Workforce Training and Economic Development Fund

Target Population: Secondary and postsecondary community college students

Funding to support new program development at Iowa's community colleges to support career and technical education programs.

Iowa College Aid

Created in 1963 by the Iowa General Assembly, the Iowa College Student Aid Commission (Iowa College Aid) is a state agency dedicated to making the path to education and training beyond high school easier for Iowans. Iowa College Aid provides college access, career planning, financial literacy, default prevention and outreach services that prepare students to enter and succeed in postsecondary education.

Strategic Initiatives

Iowa College Aid's focus is to put students first. This reflects our long-standing commitment to helping Iowans achieve an education beyond high school. "Putting Students First" is the agency's primary guiding principle.

Mission

We advocate for and help Iowa students and families as they explore, finance and complete educational opportunities beyond high school to increase family and community success.

Motto

Because college changes everything.

Vision

All Iowans can achieve an education beyond high school.

Values

We believe in the value of education, and our commitment is to:

- Put students first.
- Respect and honor the dignity of each other and all those we serve.
- Uphold the public trust.
- Create and nurture internal and external partnerships that benefit our customers.
- Provide services to our customers that exceed expectations and address their changing needs.
- Develop and empower a motivated, compassionate, professional and accountable team.
- Utilize evidence-based decision making.

Strategic Goals

1. Increase community engagement in increasing college attainment.
2. Increase the number of low-income and underrepresented Iowa students who enroll in postsecondary education and complete a degree or certificate.
3. Raise awareness about the needs of postsecondary attainment for adults.
4. Increase funding for students and student services.

Iowa College Aid Programs

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Target Population: 7th grade class at 12 participating school districts; services follow this class of students through secondary and first year of PSE. School buildings must have >50% FRPL; priority was given to districts with multiple buildings, high ELL, and agreement to project model

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant and the College Access Challenge Grant for the State of Iowa with the goal of increasing the college-going culture in Iowa. GEAR UP Iowa serves low-income school districts and students to build a systemic approach to improve college access and success.

All Iowa Opportunity Foster Grant Program

Target Population: Iowa residents under the age of 18 and currently in licensed foster care under the care and custody of the Iowa Department of Human Services or Iowa Juvenile Court Services, and who meet related additional eligibility guidelines.

This grant can be used for any college expenses including tuition, fees, books and supplies, dorms and off-campus housing, meal plans, transportation and personal living expenses.

All Iowa Opportunity Scholarship Program

Target Population: Graduating High School Seniors

The All Iowa Opportunity Scholarship is a state-funded scholarship program for students who do well in high school and demonstrate financial need.

College Changes Everything

Target Population: Students demonstrating financial need

Planning and implementation grants to communities along with training and technical assistance to communities for developing collaborative Local College Access Networks.

IHaveAPlanIowa Web Portal

Target Population: General

State-designated college and career information system that has been used to satisfy state mandate for college and career planning for students in grades' 8-12. It is also used by the general population for use in career and related educational planning.

Iowa Grant Program

Target Population: Iowa residents that demonstrate financial need and enroll in an undergraduate program of study at an eligible Iowa college or university. Priority is given to students whose parent was a public safety worker that was killed in the line of duty.

The Iowa Grant is available to assist Iowa students attending Regent Universities, independent colleges and universities and community colleges throughout Iowa.

Kibbie Skilled Workforce Shortage Tuition Grant Program

Target Population: Community College Students

Iowa residents with Expected Family Contributions within specified range who enroll in a specified career/technical program of study at an eligible Iowa college that prepare them to work in high need workforce shortages in Iowa.

Iowa Tuition Grant Program

Target Population: Iowa residents with Expected Family Contributions within specified range who enroll in an

undergraduate program of study at an eligible Iowa college or university.

The Iowa Tuition Grants are awarded to Iowa residents enrolled at one of Iowa's eligible private colleges and universities. The statutory maximum award is set at \$5,000, although the maximum award for an academic year may be less depending on the funding available and number of projected recipients. Recipients can receive grants for up to four years of full-time, undergraduate study. Part-time students may be eligible for adjusted amounts.

National Guard Educational Assistance Program

Target Population: Iowa resident that are members of an Iowa Army or Air National Guard unit for each term the member receives benefits; satisfactorily completes required Guard training, maintains satisfactory performance of Guard duty; pursues a certificate or undergraduate degree at an eligible Iowa college/university and maintains satisfactory academic progress.

The Iowa National Guard Educational Assistance Grant (NGEAP) provides annual awards to Iowa National Guard members who attend eligible Iowa colleges and universities. Maximum individual awards cannot exceed the current average resident tuition rate at Iowa Regent Universities.

Registered Nurse & Nurse Educator Loan Forgiveness Program

Target Population: Nurse educator applicants will be given priority. If funding does not permit all applicants to receive repayment benefits, criteria for selection of recipients will be prioritized as follows: first for nurse educators, then for registered nurses: applicant renewal status; full-time employment; Iowa residency status; date of application.

The State of Iowa offers loan repayment assistance to registered nurses employed in Iowa and nurse educators teaching at eligible Iowa colleges and universities.

Teacher Shortage Loan Forgiveness Program

Target Population: If funding does not permit all eligible applicants to receive an award, applicants will be prioritized as follows: renewal status; Iowa residency status; full-time employment status; total indebtedness; and date of application.

The State of Iowa offers loan repayment assistance to fully licensed teachers who began their first classroom teaching positions in Iowa no earlier than July 1, 2007, and are employed in a teacher shortage area as designated by the Iowa Department of Education.

Vocational Technical Tuition Grant Program

Target Population: Iowa residents with Expected Family Contributions within specified range who enroll in an approved career/technical program of study at an Iowa community colleges.

Iowa residents enrolled in career or technical education programs at Iowa community colleges may be eligible to receive this grant. The maximum award is \$1,200 per year for up to two years of education.

Student Support Services (TRiO)

Target Population: Low-income, first generation, and disabled Americans

TRiO equals educational opportunity for low-income, first generation, and disabled Americans. TRiO programs help students overcome class, social, and cultural barriers to higher education.

Iowa Vocational Rehabilitation

The mission of the Iowa Vocational Rehabilitation Services is to work for and with individuals who have disabilities to achieve their employment, independence and economic goals.

Disability Determination Services Bureau is responsible for determining the eligibility of Iowa residents who apply for disability benefits under the Social Security Disability Insurance and Supplemental Security Income programs.

Rehabilitation Services Bureau assists eligible individuals to become employed. Persons receiving vocational rehabilitation services have a wide range of disabilities.

Vocational Rehabilitation is a State-Federal program. The Federal share is 78.7%; the State share is 21.3%. The Rehabilitation Services Bureau has 14 area offices and 32 service units.

Administrative Services Bureau provides support to the other elements of the Division through the functions of fiscal accounting, budgeting and payroll; statistical records, reporting and closed case file control; personnel management and collective bargaining administration; purchasing and property control; information systems and the physical plant management of the Jessie Parker Building.

Office of the Administrator is responsible for overall administration of the statewide programs. The administrator determines program scope and policies, promotes public interest and acceptance, directs budget funds, develops program plans and provides for staff development, research and evaluation. Under the umbrella of the administrator are two community advisory groups: the State Rehabilitation Council and the Community Rehabilitation Program Advisory Group.

Collaborative Transition Protocol

Target Population: Students in transition

Aligns secondary school IEP and IVRS IPE also providing Student Accommodation Reports for smoother postsecondary transition. Collaborative training is occurring at secondary, postsecondary and VR levels with disability support services

Benefits Planning

Target Population: Individuals on SSI/SSDI

Provide analysis for economic independence to individuals on SSI/SSDI.

IWD/IVRS Pilot Project

Target Population: VR eligible Job Candidates, workforce candidates with disabilities

Five one stop centers are working with VR to improve work flow efficiencies through improved intake and data sharing linkages, enhanced wrap-around supports cross-system and streamlined processes.

Earn and Learn Programs

Target Population: VR eligible Students with disabilities, select target areas

Developing Earn and Learn programs for specific trades in collaboration with Community Colleges, Apprenticeship programs and businesses. VR provides stipend and facilitates business involvement, communicates with secondary, postsecondary and business implementing pathway. Earn and Learn programs can lead to various OJT employment options with a specific focus on employee needs and business needs.

Progressive Employment

Target Population: VR job candidates

Implement continuum of employment services designed to meet the job candidate at their ability and provide steps for employment progress through a menu of service options designed to facilitate competitive employment.

Self-Employment Program

Target Population: IDB, IVRS job candidates

Resources committed to developing entrepreneurial opportunities.

Employer Disability Resource Network (EDRN)

Target Population: Job candidates with disabilities

One stop resource for businesses. VR conducts regular ongoing meetings for network of service providers, including a web site, to provide timely response for business inquiries and support.

Business Specialist

Target Population: VR eligible Job Candidates

Integrate VR staff into business and industry. Contracts are being established with businesses integrating VR service delivery and pathways specific to that business.

AAA Employment Specialists

Target Population: VR eligible Job Candidates, 55 years and older

Collaborative project with the Iowa Department of Aging providing for six employment specialists housed at the Area Agencies on Aging and includes employment services and training for eligible participants.

Occupational Skill Training Programs

Target Population: VR eligible Job Candidates

A myriad of skill training programs designed to meet business needs through specific training. Walgreens REDI, Project Search, Transition Alliance Programs and cross collaboration with schools and business, community providers. There are currently over twenty programs in the state.

Access2Ability

Target Population: VR eligible Job Candidates

Partnership with Manpower Staffing agency to improve employment outcomes.

MOA with DE on Data Dashboard

Target Population: Students with Disabilities

Explores ways to better serve students in schools through training, parent/family engagement, web site sharing of resources, etc.

Making the Grade

Target Population: VR eligible Students

Contract with community providers focused on competitive job experience for students in secondary school. Seven sites across state are focused on increasing competitive employment experiences and opportunities.

Youth Leadership Forum

Target Population: Eligible VR job candidates in partnership with Department of Human Right and Iowa Department for the Blind.

Increased social advocacy and life skills development for youth in secondary schools through participation in a week long summer experience.

Iowa Department of Human Services

Vision

The Iowa Department of Human Services makes a positive difference in the lives of Iowans we serve through effective and efficient leadership, excellence, and teamwork.

Mission

The Mission of the Iowa Department of Human Services is to help individuals and families achieve safe, stable, self-sufficient, and healthy lives, thereby contributing to the economic growth of the state. We do this by keeping a customer focus, striving for excellence, sound stewardship of state resources, maximizing the use of federal funding and leveraging opportunities, and by working with our public and private partners to achieve results.

Guiding Principles

Customer Focus – We listen to and address the needs of our customers in a respectful and responsive manner that builds upon their strengths. Our services promote meaningful connections to family and community.

Excellence – We are a model of excellence through efficient, effective, and responsible public service. We communicate openly and honestly and adhere to the highest standards of ethics and professional conduct.

Accountability – We maximize the use of resources and use data to evaluate performance and make informed decisions to improve results.

Teamwork – We work collaboratively with customers, employees, and public and private partners to achieve results.

Employment Assistance Programs

Home and Community Based Services Supported Employment

Target Population: Youth (15 and older) or Adults with Disabilities (ID and BI) or Brain Injury

Basic work skills and supports through career exploration, developing work skills and work supports.

Food Assistance Employment and Training

Target Population: Food Assistance recipients who are 1) at least 18 years of age 2) do not receive FIP 3) Live in one of the 29 counties offering E&T services

Basic work skills and supports through career exploration, developing work skills and work supports.

Future Ready Iowa

Future Ready Iowa aims to achieve systemic changes to increase the number of citizens with a postsecondary credential with the intended result of increasing the number of skilled workers available to employers. Igniting economic development with a skilled workforce and the best educated student population in the nation will achieve Governor Branstad's goals, which will increase the income levels of Iowa families.

For the workforce development system this means creating a system that utilizes resources efficiently and aligns government programs in a manner that responds to and supports the needs of private business. Future Ready Iowa was developed by the National Governors Association Policy Academy Developing Iowa's Future Talent Pipeline and list the general membership of the Policy Academy.

To achieve the prosperity supported by world-class talent educated with Iowa's values and work ethic, Iowa's government is responding with the workforce development system of the future. Iowa's workforce development systems will build the system of tomorrow to attain the results needed today through skill building focused on the job-driven expectations of business and industry – occupational and soft skills.

Through implementation of career pathways and infusing of robust sector strategies across systems, Iowa is committed to serving the underserved citizenry by closing educational and employment gaps to end disparities based on disability, ethnicity, race, class, and geographic location.

Vision

A Future Ready Iowa that prepares individuals for dynamic careers and lifelong learning, meets employer needs, grows family incomes, and strengthens communities. Future Ready Iowa helps more Iowans attain the "new minimum" of high-quality education and training beyond high school by aligning education, workforce, and economic development resources.

Goal

By 2025, 70% of all Iowans will have earned a postsecondary degree or industry-recognized credential or certification (the new minimum) that meets employer needs.

Objectives

1. Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives, including public-private partnerships, to support high-skill, high-demand jobs.
2. Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience.
3. Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study and careers.

4. Minimize education-related debt.

Strategies

1. Identify and quantify employers' education, training, and employment needs and capture those needs in a Talent Supply & Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies.
2. Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.
3. Cultivate, develop and align work-based learning opportunities including, but not limited to, STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships.
4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.
6. Ensure all Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving in STEM disciplines.
7. Increase rigorous concurrent enrollment opportunities in high demand career pathways, including STEM disciplines.
8. Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA Completion, assessing "college fit," etc.).
9. Elevate and operationalize promising financial literacy models that impact student borrowing.
10. Nurture entrepreneurial connectivity and skills development.

Department for the Blind

The Iowa Department for the Blind's mission is to empower Iowans of all ages who are visually impaired and blind to become employed, as well as, live independently in their community. All services at Iowa Department for the Blind, or IDB, promote employment, living independently, and full community inclusion.

The Iowa Department for the Blind helps educate, train, and empower blind and visually impaired Iowans to pursue goals across the lifespan. With a main office in Des Moines, IDB has staff that live and work across the state in a variety of capacities. The three main goals of Iowa Department for the Blind are:

- ✧ To improve the skills of individuals who are blind or visually impaired so that they may obtain, maintain or retain competitive employment throughout Iowa.
- ✧ To increase confidence and independence in all aspects of daily life.
- ✧ To improve access to information, activities, and opportunities.

The Department is recognized as a leading provider of services in the United States. These services include innovative and effective Vocational Rehabilitation and Independent Living Programs, as well as, world-class library services. The benefits to clients are many and include an impact on attitudes, confidence and independence. The collective social and economic impact is also significant. As Iowans with vision loss obtain employment they contribute to Iowa's economy.

The Iowa Department for the Blind works to educate and inform businesses, family members, service providers, advocacy groups, community and service organizations, as well as, the general public about the true capabilities of individuals who are blind or visually impaired. IDB actively seeks ongoing communication, interaction, and collaboration with all constituencies. Iowa Department for the Blind collaborates with many stakeholders to provide opportunities for independence and employment throughout the state. IDB provides employment services to blind and visually impaired Iowans who are looking for a job or want to retain or advance in their current career.

The Department for the Blind believes that with the right skills and opportunities a blind or visually impaired person can and should be competitively employed and live within their community of choice.

IDB Programs

Vocational Rehabilitation Services

Target Population: Iowans who are blind or have visual impairments and have goals to become employed.

Assists clients plan for employment or maintain their current job through training, education, technology, career counseling, and more.

Transitional Vocational Rehabilitation Services

Target Population: Middle, High School & College Students who are blind or have visual impairments or age 14 or older, with goals around employment.

Transition program assist to navigate the transition from high school to the world beyond with career counseling and work experience activities.

Business Enterprises Program

Target Population: Legally Blind Entrepreneurs

We train legally blind entrepreneurs throughout Iowa to run vending machine businesses.

Youth Leadership Program

Target Population: Eligible VR clients, in partnership with the Department of Human Rights and Iowa Vocational Rehabilitation Services.

Increased leadership, social, advocacy and life skills development for students in secondary schools through participation in a week long summer experience.

Independent Living Program

Target Population: Iowans who are blind or have Visual Impairments who desire to live independently in their home or community.

Training, support groups, and rehabilitation teaching for Iowan's with vision loss.

Orientation Center

Target Population: Iowans who are blind or have visual impairments.

The Adult Orientation and Adjustment Center provides a curriculum for learning the skills of blindness needed for employment, from traveling to technology needed on the job.

Career Resources Center

Target Population: Iowans with Visual Impairments

Career Resource Center provides accessible technology, equipment and software to be used to prepare, gain and maintain skills and credentials needed for employment.

Iowa Library for the Blind and Physically Handicapped

Target Population: Iowans with Visual Impairments

Provides resources and training to ensure individuals they can participate in skill and certificate training. The library provides programs and resources on work place skills needed to gain, retain and advance in a career. Accessible resources and training are provided to locate, evaluate and effectively use information. In addition, resources to develop and enhance digital literacy skills are available. The Library also provides accessible resources and programs for English Language Learners.

Iowa Department for the Aging

History

The Iowa Department on Aging is the designated State Unit on Aging and was established as a result of The Older Americans Act (OAA), enacted by Congress in 1965. The OAA promotes the well-being of older adults and assists them in remaining independent and in their own homes and communities. The U.S. Administration for Community Living distributes federal OAA funds to State Units on Aging which, in turn, designate Area Agencies on Aging (AAAs) at the local level to provide information and services to older Iowans. Title III of the OAA provides funds to help states organize and pay for meals and a broad range of home and community based services through the AAAs and hundreds of service providers throughout the state; this structure is commonly called the "aging network." All persons who are 60 and older are eligible to receive services, but states are required to target assistance to persons with the "greatest social or economic need."

The Department Today

The Iowa Department on Aging is currently charged with an aggressive restructuring of the aging network. On March 29, 2012, Governor Terry Branstad signed House File 2320 mandating a reduction in the number of Area Agencies on Aging. Frequently referred to as the "modernization of the aging network," this initiative effectively reduced the number of AAAs from 13 to six in an effort to create a more efficient network that provides all Iowans a greater continuity of services.

Mission

The mission of the Iowa Department on Aging is to develop a comprehensive, coordinated and cost-effective system of long-term living and community support services that helps individuals maintain health and independence in their homes and communities.

Vision

The Iowa Department on Aging works closely with Iowa's six Area Agencies on Aging and other partners to design a system of information, education, support and services for Iowans that assists older Iowans and adults with disabilities maintain independence.

Goal

The goal is to have Iowa be viewed as the premier state to live and to retire!

Advocacy

Advocate for changes in public policy, practices and programs that empower Iowans; facilitate their access to services; protect their rights; and prevent abuse, neglect and exploitation. Activities may include legislative advocacy, information dissemination, outreach and referral, research and analysis and coalition building.

Planning Development and Coordination

Conduct planning, policy development, administration, coordination, priority setting and evaluation of all state activities related to the objectives of the Federal Older Americans Act.

Health

Support policies, programs and wellness initiatives to empower older Iowans to stay active and healthy and improve their access to affordable, high quality home and community-based services.

Older Iowans

The 2010 U.S. Census found that 20 percent of Iowa's population is currently 60 years of age or older. By 2030, 20 percent of the population in 88 of Iowa's 99 counties will be aged 65 or older.

ABE Senior Community Service Employment Program

Target Population: Individuals age 55 and older, at or below 125% of poverty, and unemployed. Employers

Foster economic self-sufficiency and promote useful part-time opportunities in community service organizations to increase the numbers of older persons who can obtain employment. Assist participants in receiving work skills training and provide work services for non-profit and governmental organizations.

Governor's STEM Council

Created with the goal of increasing STEM interest and achievement, the STEM Council is a collaboration of bipartisan Iowa legislators, educators, business, nonprofits, students and families focused on improving STEM opportunities and awareness in Iowa. The STEM Council follows this definition of STEM:

“...an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering and mathematics in contexts that make connections between school, community, work and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.”

Tsupros, N., Kohler, R., & Hallinen, J. (2009). STEM education: A project to identify the missing components. Intermediate Unit 1: Center for STEM Education and Leonard Gelfand Center for Service Learning and Outreach, Carnegie Mellon University, PA.

The Iowa Governor's STEM Advisory Council is a made up of leaders in higher education, business, pre-K through 12 educators, as well as state and local government officials. The STEM Council is led by Lieutenant Governor Kim Reynolds and Kemin Industries President and CEO Dr. Chris Nelson. The executive director of the Iowa Governor's STEM Advisory Council is Dr. Jeff Weld. There are 47 members on the STEM Council, including 17 members that comprise the Executive Committee.

Current STEM Initiatives

Microsoft IT Academy

Target Population: Secondary and community college students and their teachers

Office software and systems network analyst training and certifications to 150 Iowa secondary schools and community colleges.

Iowa STEM BEST Business Engaging Students and Teachers

Target Population: Secondary school lead applicants with business commitments & Secondary STEM learners.

Incentive program to drive school/business partnerships for content delivery/aligned instruction. Five current sites involving 14 districts and businesses.

STEM Teacher Externships

Target Population: Secondary teachers of STEM subjects, and industry partners in STEM areas.

Secondary teachers of math, science, technology, and engineering matched full time in summer to an industry to take on authentic tasks and role.

Iowa Office of Apprenticeship/Apprenticeship USA

The National Apprenticeship Act of 1937 authorizes the federal government, in cooperation with the states, to oversee the nation's apprenticeship system. In Iowa, the U.S. Department of Labor's (DOL) Office of Apprenticeship (OA) is responsible for registering apprenticeship programs that meet federal guidelines. It issues certificates of completion to apprentices and encourages the development of new programs.

Registered Apprenticeship is a proven system for training employees in a variety of occupations that require a wide range of skills and knowledge. It is an ideal way for employers to build and maintain a skilled workforce. Registered Apprenticeship combines supervised on-the-job learning with technical related instruction in subjects related to the apprentice's chosen occupation. Apprenticeship, by virtue of its success in preparing skilled workers, helps America compete more effectively in the global economy, and contributes to America's economic development and sustained economic growth.

The Registered Apprenticeship system provides opportunity for workers seeking high-skilled, high-paying jobs and for employers seeking to build a qualified workforce. In this regard, the Registered Apprenticeship system effectively meets the needs of both employers and workers. Registered Apprenticeship is highly active in traditional industries such as construction and advanced manufacturing. It is also instrumental in the training and development of high demand industries such as healthcare, energy and information technology.

Apprenticeship programs are operated by both the public and private sectors, with programs registered with OA called sponsors. A sponsor may be employers, employer associations and labor-management organizations. Recently, community colleges and workforce development centers have collaborated with business and industry to develop Registered Apprenticeship programs through sponsoring employer-participation agreements. Regions that adopt robust Registered Apprenticeship programs in the context of economic development strategies create seamless pipelines of skilled workers and flexible career pathways to meet current and future workforce demands.

ApprenticeshipUSA

Target Population: Employers, Veterans, Youth, uemployed, Underemployed, Career Seekers

Registered Apprenticeship offers employers in every industry the tools to develop a highly skilled workforce to help grow their business. For workers, RA offers opportunities to earn a salary while gaining the skills necessary to succeed in high-demand careers. ApprenticeshipUSA exemplifies high standards, instructional rigor and quality training. Immediate Employment, Job Training, Skills, and Nationally recognized Certifications and Credentials for job seekers.

Iowa Economic Development Authority

The Iowa Economic Development Authority (IEDA) offers a variety of programs and services to individuals, communities and businesses to attract and grow business, employment and workforce in Iowa. Ground-breaking economic growth strategies focusing on cultivating start-up companies and helping existing companies become more innovative complement the activities underway to retain and attract companies that are creating jobs for Iowans.

Developing sustainable, adaptable communities ready for this growth is also an essential part of our work at IEDA — providing programs and resources that help communities reinvest, recover and revitalize to make each community's vision a reality. Much of what you know about Iowa is true. It's what you don't know that sets us apart. The Iowa Partnership for Economic Progress seeks to build Iowa's economic health and strengthen supports to employers as well as current and future employees through dedicated collaborations among key agencies and streamlined processes.

Iowa Economic Development Authority Programs

Federal Career Link Program - Community Development Block Grant

Target Population: Low to moderate income individuals

Industry-driven training program that invests in projects that assist the underemployed and working poor to obtain the training and skills they need to move into available higher-skill, higher wage jobs.

Iowa Industrial New Jobs Training Program (260E)

Target Population: Employers creating new jobs in Iowa

Finances training for new jobs created through a business expanding or locating in Iowa through the sale of bond certificates by Iowa community colleges.

Accelerated Career Education Program (ACE tax credits) (260G)

Target Population: Any business except retail

Assists community colleges to establish or expand training programs for occupations needed by Iowa business.

Targeted Industries Internship Program (TIIP)

Target Population: Iowa companies with under 500 employees in the Advanced Manufacturing, Bioscience, and IT industries.

Provides grants to small and medium-sized companies under 500 employees in the advanced manufacturing, biosciences and information technology industries to help support their internship programs with a goal of transitioning interns to full-time employment in the state upon graduation.

Iowa Jobs Training Program

Target Population: Current workforces of existing Iowa employers

Finances training for existing of incumbent workforces of Iowa businesses.

STEM Internship

Target Population: Iowa employers employing STEM major interns.

Provides grants to employers to support Iowa students studying in the fields of science, technology, engineering, and mathematics through internships that lead to self-sustaining jobs with Iowa employers.

Iowa Finance Authority

The Iowa Finance Authority (IFA) offers a variety of programs and services to individuals, communities and businesses and has touched the lives of countless Iowans through a wide variety of affordable financing programs throughout its 40 year history.

Affordable housing programs offered by IFA include mortgage and down payment assistance as well as programs that assist in the development and preservation of affordable rental properties.

IFA also offers programs to assist in community development, including the issuance of tax-exempt bonds and providing low-cost funds for drinking water and waste water facilities through the State Revolving Fund.

In addition, the Agricultural Development Division offers loan and tax credit programs to assist beginning Iowa farmers. Iowa Title Guaranty is also administered at IFA and offers guaranteed title to real property in Iowa.

Iowa Agricultural Development Division

The IADD was established by the Iowa General Assembly in 1980 to provide financial assistance to Iowa's grain and livestock producers. Operating expenses for the IADD are derived from modest application and service fees paid by program participants. The IADD also earns interest from a trust fund, but it does not receive any state tax dollars.

Economic Development

The Iowa Finance Authority issues tax-exempt bonds to businesses and organizations for a wide range of projects. These have included expanding and improving health care services, industrial development and housing. As of 2012, the Iowa Finance Authority has issued more than \$7.5 billion in bonds to assist businesses build or expand in Iowa.

Economic Development Bond Program:

Issues tax-exempt bonds on behalf of private entities or organizations for eligible purposes.

Private Activity Bond Cap Allocation:

In 2014, the State of Iowa received \$309 million of volume cap for allocation to eligible projects in the following categories: single-family, job training, student loans, beginning farmers, industrial and political subdivision.

Iowa Department of Corrections

The Iowa Department of Corrections Professional Development Training Program mission is to prepare and update institution and community correctional employees' knowledge base, skills, and competencies; to enable them to perform their duties within the parameters of sound and effective correctional practices in order to protect the general public, themselves, and their co-workers, while managing offenders in an environment that supports offender change.

Iowa Workforce Development, in partnership with the Iowa Department of Corrections, has implemented the Ex-Offender Initiative in three Iowa correctional facilities located in Mitchellville, Newton and Rockwell City. A fourth staff person is located within the Des Moines Women's Work Release Center. The workforce advisors assigned to this initiative network with employers to address the barriers they may have in hiring ex-offenders. Each of the participants in the program completes the National Career Readiness Certification (NCRC).

Thousands of inmates are released from Iowa prisons each year. Many of them are eager to get a job and lead a productive life. Without a job it is nearly impossible for these individuals to establish a new life and become productive citizens. Hiring an ex-offender can help them integrate into society so they can become a taxpayer instead of a tax burden.

Many employers experiencing labor shortages consider their number one challenge is to identify, attract and retain employees. To address these needs, employers are increasing their applicant pool by looking at individuals with criminal histories. Employed ex-offenders are some of the most dedicated and productive employees. They are overwhelmingly dependable and punctual and the turnover rate is atypically low.

Iowa DOC supports Private Industry Partnerships In Iowa, which create opportunities for private companies to hire offenders while they are still incarcerated under the jurisdiction of the Department of Corrections (DOC).

Since the Private Industry Enhancement (PIE) program began in 1992, private companies and the DOC have worked in partnership at locations throughout the state. Offenders have worked millions of hours in fields such as manufacturing, printing, and call center operations, at facilities located on and off prison grounds.

The first private sector partner was established nearly twenty years ago and is still going strong. For employers, the PIE program offers a productive, reliable, and motivated workforce. Offenders are paid market based wages, and by law are allowed to retain 20% of their earnings. The balance is used to pay taxes, child and family support, victim restitution, and room and board. As a result, inmates are able to build some savings before they are released, while at the same time giving back to society.

Although inmates are paid market based wages, the benefits paid by employers are significantly reduced:

- ✓ Employers pay no medical or dental benefits;
- ✓ Employers pay no sick time, vacation or holiday pay;

- ✓ Employers pay no unemployment insurance;
- ✓ Employers pay no workers' compensation;

In addition, training assistance and training wage programs may be available, making the PIE program a very cost effective solution for many private employers. Inmate employees are carefully screened by the Department of Corrections, and are then interviewed and selected by the employer. As the employer, you retain the right to hire, promote or dismiss offenders, ensuring that you can operate your business successfully. The PIE program for private sector operations is administered by Iowa Prison Industries. IPI can help you determine if the PIE program is right for your company, and will work with you at every step along the way to get started.

Corrections Education Program (ABE)

Target Population: Offenders over the age of 18 who do not have a High School Diploma.

Designed to meet the basic literacy needs of adults. Improve and/or upgrade current education and skill levels of adults.

- (B) *The Strengths and Weaknesses of Workforce Development Activities.*
Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

Please see Workforce Needs Assessment, Attachment B

In March, 2015, key stakeholders participated in a week-long Value Stream Mapping event to examine the global view of the Core WIOA and integrated mandatory employment and training agencies and programs in Iowa. Identification of alignment opportunities and best practices for employment services to lowans was a primary focus of this group. Diverse groups were involved in the Value Stream Mapping event and included the following:

- DHS
 - Promise Jobs
- Iowa Vocational Rehabilitation
- Iowa Dept. for the Blind
 - Business Enterprise Program
 - Vocational Rehabilitation Program
- Dept. of Education, Division of Community Colleges
 - Adult Education Literacy
- Iowa Workforce Development

- Youth Program –Job Seekers
- Migrant & Seasonal Farm Worker
- Iowa Workforce Development (IowaWORKS)
 - Wagner Peyser - Job Seeker
 - Wagner Peyser - Business Services
 - Adult Program - Job Seeker
 - Dislocated Worker - Job Seeker
 - Disabled Veteran's Outreach Program
 - Trade Assistance
 - Adult Program - Business Services
 - Dislocated Worker - Business Services
 - Youth Program - Business Services
- Community College
 - GAP Program
- Iowa Department of Management
- Iowa Economic Development Authority

The Value Stream Mapping team identified and prioritized Key Elements that would highly impact jobseekers. Key elements were prioritized to allow for a more focused approach to planning. The team also developed a method by which to rank the level of difficulty in completing the activities needed to move identified tasks forward.

Additional recommendations call for innovative strategies that are business-driven and focus on increasing the skills, talents, and abilities of the workforce so workers are prepared to scale industrial and commercial projects across the state. The Battelle report included a set of recommendations for future action intended to preserve and improve Iowa's position in a globally competitive economy. Key guiding principles emerged from the analysis, including the following:

- Appropriate measures of economic success must go beyond traditional measures of jobs and economic activity and should include the quality of jobs and improvements in the standard of living.
- The state's 12 major industry clusters are driving its top-line economic performance and will remain critical to economic growth in the future.

- A balanced and integrated economic development plan must focus on innovation, retention and attraction for the state to keep pace with the challenges of a global economy.

Robust industry clusters are driving the state's economy. Iowa's economy grew 5.9% from 2007 to 2013, while national growth was only 4.7%. During the same period, per capita income increased by 23% – outperforming U.S. gains of about 12%. The report revealed that Iowa still faces many of the challenges it has confronted for years: too few workers; stymied entrepreneurs; wages lower than the nation's; declining infrastructure; and limited access to high-speed Internet. The Governor and the Iowa Legislature took steps to bolster transportation and infrastructure investment in the 2014 legislative session and continued investments in the talent pipeline; however, the persistent skills gap remains a challenge.

Other key findings of the Battelle Report included:

Quality Job Growth: Iowa grew both middle- and high-skilled jobs at a faster rate than the nation. Workers employed in high-skilled jobs grew nearly 20% from 2004 to 2013, while growth nationally was about 14%. Middle-skilled employment in Iowa grew 4.4% but shrank 1.7% nationally. Iowa low-skilled employment declined 1.5% and grew 1.3% nationally.

Rising Wages: Wages in Iowa grew 15% from 2007 to 2013, compared to 12% nationally.

Per Capita Income Growth: Per capita income climbed about 23% from 2007 to 2013, outpacing U.S. gains of about 12%.

More Stem Degrees: Iowa increased the number of degrees in STEM — science, technology, engineering and math — 31% from 2009 to 2012.

Research Investment: Iowa businesses increased research and development 52% when compared to the gross state product from 2009 to 2011, placing it first among 15 benchmark states.

Below-Average Per Capita Income: Despite strong per capita income gains, Iowa ranked 23rd nationally last year in per capita income. Per capita income is "perhaps the most meaningful measure of how the state's economy is doing in generating a high standard of living for its residents," the report said.

Low Rate of High-Skilled Jobs: While gaining high skilled jobs, Iowa remained below the U.S. average in percentage of total jobs, with 23% employed in high-skilled positions compared to 26% nationally in 2013. And Iowa workers' wages are 23% below the national average.

Few New Jobs in Key Industries: Even with strong employers, Iowa's leading industries are not expected to be strong job-generators nationally over the next decade. For example, 10 of 12 industry clusters are expected to see job growth of less than 1%. Iowa will have to increase worker productivity and look for emerging markets in the industry clusters to see gains.

Low Rate of Stem Jobs: Despite recent gains, Iowa had only 10.1% of its post-secondary degrees awarded in STEM-related fields compared to a national average of 14.8%.

Slow Population Growth: Iowa's slow-growing population is troubling, increasing only 5.1% from 2000 to 2012, while the U.S. population grew 11.5%.

Low Rate of Entrepreneurial Activity: Despite gains, Iowa ranks last among benchmark states on entrepreneurial activity and 13th for new company generation.

Infrastructure Needs: The report cited a need for increased investment in infrastructure, from improving declining Iowa highways to expanding broadband access to making its cities more livable. In fact, 31% of businesses surveyed want, but cannot get, higher speed internet access. In response to this note, the Connect Every Acre Broadband Bill was signed into law. Connect Every Acre encourages the expansion of high-speed broadband internet to all corners of the state helping to foster growth for modern agriculture, increase access for rural communities and school districts and connecting small business to the global marketplace.

- (C) *State Workforce Development Capacity.* Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Iowa boasts an array of programs and services dedicated to serving the needs of workforce stakeholders. Iowa is committed to creating and supporting a business climate that results in more jobs. During the 2013 legislative session, The Iowa Skilled Worker and Job Creation Fund was created with the chief goal of improving the lives of Iowans by helping them get appropriate training to compete for 21st century jobs. An historic \$66,000,000 in annual appropriations was approved to address Iowa's growing shortage of skilled workers. This fund will assist Iowans from all social and economic backgrounds in acquiring the skills and industry recognized credentials needed for successful access to in-demand jobs. Education, workforce development, job training and adult literacy programs are beneficiaries of this landmark legislation which exemplifies Iowa's ongoing commitment to innovative and job-driven solutions.

The Skilled Worker and Job Creation Fund supported the following initiatives in 2015 with \$40.3 million in state funding support delivered through Iowa's fifteen community colleges:

- Gap Tuition Assistance Program (GAP)
- Workforce Training & Economic Development (WTED)
- Pathways for Academic Career & Employment Program (PACE)
- Work-Based Learning Intermediary Network
- Adult Basic Education & Adult Literacy Programs (AEL)
- Accelerated Career Education (ACE)
- Kibbie Skilled Workforce Shortage Tuition Grant Program

In Iowa, working collaboratively to address economic and workforce delivery system issues has been happening for years, but there are opportunities for better aligning existing resources to demand-side needs. For example, in the past some of these collaborations have met with problems not uncommon to collaborative relationships across agencies. Fortunately WIOA has

provided a quality context and the proper guidance in which to improve collaborations across agencies.

(b) **State Strategic Vision and Goals.** The Unified State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

(1) Vision. Describe the State’s strategic vision for its workforce development system.

Iowa Unified State Plan Vision

Workforce delivery systems will collaborate to build a Future Ready Iowa – a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa’s current and emerging industries. In alignment with the National Governor’s Association Talent Pipeline vision and goals, this unified plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Future Ready Iowa will help more Iowans attain the “new minimum” of high-quality education, training, and work readiness by bringing together education, rehabilitation, workforce, and economic development resources and ensuring that all Iowans have access to an integrated and efficient workforce delivery system. Future Ready Iowans will be ready to meet the employment challenges of today and into the future so that ALL Iowans work in competitive, integrated employment settings.

(2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This should—

(A) Include goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁴ and other populations.⁵

(B) Include goals for meeting the skilled workforce needs of employers.

Three primary goals have been established which will provide direction for Iowa’s leaders in moving the vision from an idea to a reality. The goals are centered on three main tenets of WIOA which include advancing Iowa’s current workforce, preparing tomorrow’s workers for participation in an advanced global economy and improving the way in which workforce development services are delivered.

Governor Branstad and Lieutenant Governor Reynolds have focused on four ambitious goals for their administration since 2011: 200,000 new jobs for Iowans, a 15% reduction in the cost of government, a 25 percent increase in family incomes and to again have the nation’s best schools. In October, 2015, another goal was added which is also supported by the Unified Plan

⁴ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(j) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

⁵ Veterans, unemployed workers, and youth and any other populations identified by the State.

goals, vision and content. Governor Branstad and Lieutenant Governor Kim Reynolds are calling for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025 to increase career opportunities and provide employers with a skilled workforce.

A report released in October, 2015, by the Branstad-Reynolds Administration in collaboration with the Georgetown University Center on Education and the Workforce (Georgetown Center) projects that from 2010 to 2025, Iowa will add 612,000 jobs to its economy, including replacement jobs due to retirement. The report, *Iowa: Education and Workforce Trends Through 2025*, also finds that 68% of all jobs are expected to require postsecondary education and training beyond high school, which positions Iowa 18th among the states and 3 percentage points above the national average.

Please note the vision, goals and strategies contained in this draft plan reflect changes incorporated since the board approved them on August 20 and will be subject to their final approval.

A framework of strategies provides the basis for to support objectives, align programs and to improve workforce delivery systems throughout Iowa. The strategies were developed to be flexible and dynamic serving as a guide for individual program work plans. The plan is that strategies will be open to ongoing development and continued improvement, while the goals and objectives remain constant.

The strategies, along with WIOA requirements, are used as guiding principles in creating program goals and objectives and developing performance measures.

GOAL 1: All of Iowa's workforce will represent a continuum of the most advanced, skilled, diverse and Future Ready workers in the nation.

Objective 1.1

Increase opportunities for workers to gain experience, skills, and credentials needed to obtain and maintain self-sustaining employment.

Objective 1.2

Remove and reduce identified barriers to employment for ALL of Iowa's workers while expanding opportunities for traditionally under-served and underrepresented populations as defined by WIOA, the state of Iowa and local boards.

Objective 1.3

Strengthen supports to employers utilizing a business-driven model.

Goal 1 Strategies

- △ Provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed to secure and maintain self-sustaining employment so that ALL Iowans are working to their fullest potential.
- △ Ensure ALL Iowans have full access and direct connection to programs that work to address essential components of reading instruction and literacy.
- △ Create affordable options for workers to obtain education, training, skills, including personal and soft skills, necessary to secure and maintain self-sustaining employment.
- △ Implement an accessible data collection effort that streamlines data collection processes, increases efficiency throughout the workforce delivery system, and aids in accurate performance measurement used in decision-making.
- △ Identify duplication of services and gaps within the current workforce delivery system and draft policies and collaborative agreements to maximize resources that foster a more unified and consistent approach to the provision of workforce delivery services.
- △ Identify and quantify employers' education, training, and workforce needs and capture those needs in a Talent Supply & Demand Dashboard to be driven by a public-private collaborative accessible computer system.
- △ Introduce Iowans to entrepreneurial skills, concepts, and provide opportunities for connection with Iowa's business leaders.
- △ Provide individuals and small businesses with guidance, to include business enterprises, asset development, and benefits planning, in the start-up, operation, and effective management of entrepreneurial pursuits.

GOAL 2: ALL Iowa youth will be afforded the best educational and career opportunities in the nation.

Objective 2.1

Assist all Iowa youth in their career path navigation by offering a variety of options supporting the transition from K-12 into the workforce.

Objective 2.2

Prepare Iowa's youth to meet the evolving demands of tomorrow's workforce.

Objective 2.3

Engage Iowa's youth in the career path development process using creative, progressive, and self-directed techniques in the delivery of career services.

Goal 2 Strategies

- △ To ensure ALL Iowa students have full access and inclusion with a direct connection to cultivate, develop and align work-based learning opportunities through public-private partnerships that provide learners with a combined approach to learning which infuses experiential learning into classroom and community-based instruction.
- △ Identify and conduct appropriate and accessible assessments for use in assisting youth in identifying their career goals, aspirations and the development of a career path.
- △ To ensure ALL Iowa students have full access and inclusion with a direct connection to cultivate, develop and align work-based learning opportunities through public-private partnerships that provide learners with a combined approach to learning which infuses experiential learning into classroom instruction.
- △ Increase availability and accessibility of high quality Career and Technical Education (CTE) programs to all youth, including disconnected youth.
- △ Create a communication and information dissemination strategy targeting Iowa's diverse workforce and various stakeholders including youth, parents, employers, and others.
- △ Align Career and Technical Education (CTE) programs for youth with current and future labor market needs.
- △ Introduce ALL youth to entrepreneurial skills development and concepts, while providing opportunities for connection with Iowa business leaders.
- △ Incorporate financial literacy education, community-based, and experiential learning opportunities as standard components of youth services.

GOAL 3: Iowa will improve the structure, accessibility and administration of workforce delivery systems across the state.

Objective 3.1

Workforce services will be delivered utilizing an approach that reduces duplication of services, is consistent throughout the state, and integrates education, rehabilitation, economic and workforce activities across the state.

Objective 3.2

Enhance the efficacy of workforce development programs through the purposeful alignment of education, rehabilitation, economic development, and workforce delivery systems.

Objective 3.3

Braid, integrate and seek diverse funding streams to maximize benefits and services to the employees and employers that make up Iowa's workforce.

Goal 3 Strategies

- △ Create a service delivery model which is business-driven, user-friendly, data-driven and meets the evolving needs of employers.
- △ Offer a variety of innovative options designed to meet the wide array of talents and needs represented among Iowa's current and future workers. Apprenticeships, earn-while-you-learn and other programs will engage and support ALL Iowans in moving towards self-sustaining career goals.
- △ Bring a diversity of stakeholders together to review and create effective policies, programs, and opportunities for Iowa's current and future workforce.
- △ Support current and future workers in their efforts to enter into self-sustaining employment.
- △ Develop a referral process that allows for direct connection by and between key agency staff, which includes holding agencies accountable for assisting workers in achieving success.
- △ Create an advanced training certification program of the One-Stop Center to ensure all One-Stop centers are operating consistently and that staff have access to the knowledge, resources, and supports across the state.
- △ Create a demand-driven labor market responsive strategy for the investment of workforce development resources within a region which are accountable for using resources in accordance with the needs of ALL job seekers.
- △ Minimize the participatory burden to an accessible system through the creation and implementation of a common intake and reporting system among core partners and relevant agencies.
- △ Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including a dashboard of career opportunities and required credentials and experience.
- △ Establish a Sector Partnership & Career Pathway Advisory Council to serve as cross agency leadership in the development and support of sector partnerships and career pathways.

- (3) Performance Goals. Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)
 - (4) Assessment. Describe how the State will assess the overall effectiveness of the workforce investment system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.
- (c) **State Strategy**. The Unified State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided Section (a).
- (1) Describe the strategies the State will implement, including sector strategies and career pathways, as required by WIOA section 101(d)(3)(B), (D).
 - (2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, mandatory and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to gaps identified in the State's workforce analysis.

III. OPERATIONAL PLANNING ELEMENTS

The Unified State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

(a) **State Strategy Implementation.** The Unified State Plan must include—

(1) **State Board Functions.** Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

(2) **Implementation of State Strategy.** Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in II(c) above. This must include a description of—

(A) *Core Program Activities to Implement the State's Strategy.* Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

(B) *Alignment with Activities outside the Plan.* Describe how the activities identified in (A) will be aligned with programs and activities provided by mandatory one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

(C) *Coordination, Alignment and Provision of Services to Individuals.* Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those

populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

- (D) *Coordination, Alignment and Provision of Services to Employers.* Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, mandatory and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.
- (E) *Partner Engagement with Educational Institutions.* Describe how the State's Strategies will engage the State's education and training providers, including community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system.
- (F) *Leveraging Resources to Increase Educational Access.* Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).
- (G) *Improving Access to Postsecondary Credentials.* Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.
- (H) *Coordinating with Economic Development Strategies.* Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

(b) **State Operating Systems and Policies** The Unified State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section II **Strategic Elements**. This includes—

- (1) The State operating systems that will support the implementation of the State's strategies. This must include a description of—
 - (A) State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

(B) Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.

(2) The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes).

(3) State Program and State Board Overview.

(A) State Agency Organization. Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

(B) State Board. Provide a description of the State Board, including---

(i) *Membership Roster*. Provide a membership roster for the State Board, including members' organizational affiliations.

(ii) *Board Activities*. Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

(4) Assessment of Programs and One-Stop Program Partners.

(A) Assessment of Core Programs. Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider.

(B) Assessment of One-Stop Program Partner Programs. Describe how other one-stop delivery system partner program services and Combined State Plan partner program included in the plan will be assessed each year.

(C) Previous Assessment Results. Provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner program included in the plan during the preceding 2-year period. Describe how the State is adapting its strategies based on these assessments.

(5) Distribution of Funds for Core Programs. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

- (i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),
- (ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),
- (iii) Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

(B) For Title II:

- (i) Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.
- (ii) Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

(C) Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

(6) Program Data

(A) Data Alignment and Integration. Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

- (i) Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.
- (ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.
- (iii) Explain how the State board will assist the governor in aligning technology and data systems across mandatory one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.
- (iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

- (B) Assessment of Participants' Post-Program Success. Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.
- (C) Use of Unemployment Insurance (UI) Wage Record Data. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

- (D) Privacy Safeguards. Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.
- (7) **Priority of Service for Veterans**. Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.
- (8) **Addressing the Accessibility of the One-Stop Delivery System**. Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria. (This Operational Planning element applies to core programs.)

IV. COORDINATION WITH COMBINED STATE PLAN PROGRAMS. If the State is submitting a Combined State Plan, describe the methods used for joint planning and coordination of the core programs and the other programs and activities covered by the Combined State Plan.

V. COMMON ASSURANCES (for all core programs)

The State Plan must include assurances that:	
1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;
3.	The lead State agencies with responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified State Plan, and approved the elements as serving the needs of the populations served by such programs;
4.	<p>(a) The State obtained input into the development of the Unified State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, and the general public, and that the Unified State Plan is available and accessible to the general public;</p> <p>(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;</p>

6.	The State has established, in accordance with WIOA section 116(j), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B;
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, as applicable;
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and
12.	The State will conduct evaluations and research projects on activities under WIOA core programs; that such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, that the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

(OMB Control Number: 1205-0NEW)

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified State Plan.

Adult, Dislocated Worker, and Youth Activities under Title I-B. The Unified State Plan must include the following with respect to activities carried out under subtitle B—

(a) General Requirements

(1) Regions and Local Workforce Development Areas.

- (A) Identify the regions and the local workforce development areas designated in the State.
- (B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.
- (C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.
- (D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

(2) Statewide Activities.

- (A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

- (B) Describe how the State intends to use Governor’s set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers
- (C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.
- (D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

(b) Adult and Dislocated Worker Program Requirements

- (1) *Alternative Training Models*. If the State is utilizing alternative training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.
- (2) *Registered Apprenticeship*. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.
- (3) *Training Provider Eligibility Procedure*. Provide the procedure for determining training provider eligibility, including Registered Apprenticeship programs (WIOA Section 122).

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA,—

- (1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet

performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.⁶

- (2) Describe how the State will use funds to carry out Youth Program elements described in WIOA section 129(c)(2).⁷
 - (3) Provide the language contained in the State policy for “requires additional assistance to complete and educational program, or to secure and hold employment” criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII).
 - (4) Provide the State’s definition of “alternative education”.
 - (5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.
 - (6) If utilizing the portion of the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.
- (d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:
- (1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)
 - (2) The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)
 - (3) The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)
- (e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:
- (1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified State Plan;

⁶ Sec. 102(b)(2)(D)(i)(V)

⁷ Sec. 102(b)(2)(D)(i)(I)

- (2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;
- (3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;
- (4) Describes how the waiver will align with the Department’s policy priorities, such as:
 - (A) supporting employer engagement;
 - (B) connecting education and training strategies;
 - (C) supporting work-based learning;
 - (D) improving job and career results, and
 - (E) other guidance issued by the Department.
- (5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and
- (6) Describes the processes used to:
 - (A) Monitor the progress in implementing the waiver;
 - (B) Provide notice to any local board affected by the waiver;
 - (C) Provide any local board affected by the waiver an opportunity to comment on the request;
 - (D) Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
 - (E) Collect and report information about waiver outcomes in the State’s WIOA Annual Report.
- (7) The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

TITLE I-B ASSURANCES

The State Plan must include assurances that:	
1.	The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of career and training services to individuals who are low income, public assistance recipients or basic skills deficient;

2.	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3.	The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;
4.	The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5.	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6.	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7.	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8.	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;

9.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10.	Priority of Service for covered persons is provided for each of the Title I programs; and
11.	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
12.	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);

WAGNER-PEYSER ACT PROGRAM (Employment Services)

(a) Employment Service Professional Staff Development.

- (1) Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.
- (2) Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues.

(b) Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.

(c) Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

- (1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;.
- (2) Registration of UI claimants with the State's employment service if required by State law;
- (3) Administration of the work test work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and
- (4) Provision of referrals to and application assistance for training and education programs and resources.

(e) Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified State Plan required under sections 102 or 103 of WIOA. The AOP must include—

(1) *Assessment of Need.*

- (A) Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the

State. Such needs may include but are not limited to: employment, training, and housing.

- (B) Provide an assessment of available resources for outreach and whether the State believes such resources are sufficient. If the State believes the resources are insufficient, provide a description of what would help and what the State would do with the additional resources.

(2) *Outreach Activities.*

- (A) Describe the State agency's proposed outreach activities including strategies on how to contact farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.
- (B) The plan for the proposed outreach activities must include:
 - (i) The goals for the number of farmworkers who will be contacted each program year by W-P staff.
 - (ii) The number of farmworkers who will be contacted each program year by other agencies under cooperative arrangements. These numerical goals must be based on the number of farmworkers estimated to be in the State in the coming year, taking into account the varying concentration of farmworkers during the seasons in each geographic area, the range of services needed in each area and the number of W-P and/or cooperating agency staff who will conduct outreach.⁸
 - (iii) The State's plans to conduct outreach to as many farm workers as possible.
 - (iv) The number of outreach workers dedicated to outreach to farmworkers by service areas.

(3) *The State's strategy for:*

- (A) Coordinating outreach efforts with WIOA Title 1 section 167 grantees as well as with public and private community service agencies and MSFW groups.
- (B) Explaining to farmworkers the services available at the local one-stop centers.
- (C) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

⁸ The numerical goals that must be included in the agricultural outreach plan are in reference only to the proposed outreach activities and are not negotiated performance targets.

- (D) Providing farm workers with a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.
 - (E) Urging those farm workers who have been reached through the State's outreach efforts to go to the local one-stop center to obtain the full range of employment and training services.
- (4) *Services provided to farmworkers and agricultural employers through the one-stop delivery system.* Describe the activities planned for providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system.
- (5) *Other Requirements.*
- (A) State Monitor Advocate. The plan must contain a statement that indicates that the State Monitor Advocate has been afforded the opportunity to review and approve the AOP.
 - (B) Review and Public Comment. The plan must provide information indicating that WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other appropriate farmworker groups, public agencies, agricultural employer organizations and other interested employer organizations, have been given an opportunity to comment on the State AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.
 - (C) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:	
1.	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3));
2.	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers;
3.	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and
4.	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.

ADULT EDUCATION AND LITERACY PROGRAMS

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

- (a) Aligning of Content Standards. Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

- (b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

(c) Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

(d) Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program will be delivered in combination with integrated education and training activities.

Describe how the program is designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

(f) Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

ADULT BASIC EDUCATION AND LITERACY PROGRAMS CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program;
The State Plan must include assurances that:	
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal

	requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA; and
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.

1. [SF424B - Assurances – Non-Construction Programs](http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. [Grants.gov - Certification Regarding Lobbying](http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. [SF LLL Form – Disclosure of Lobbying Activities \(required, only if applicable\)](http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified State Plan ⁹ must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

- (a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

⁹ Sec. 102(b)(2)(D)(iii) of WIOA

- (1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;
 - (2) the Designated State unit's response to the Council's input and recommendations; and
 - (3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.
- (b) Request for Waiver of Statewideness. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:
- (1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;
 - (2) the designated State unit will approve each proposed service before it is put into effect; and
 - (3) requirements of the VR services portion of the Unified State Plan will apply to the services approved under the waiver.
- (c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:
- (1) Federal, State, and local agencies and programs;
 - (2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
 - (3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
 - (4) Noneducational agencies serving out-of-school youth; and
 - (5) State use contracting programs.
- (d) Coordination with Education Officials. Describe:
- (1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services,

as well as procedures for the timely development and approval of individualized plans for employment for the students.

- (2) Information on the formal interagency agreement with the State educational agency with respect to:
 - (A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
 - (B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;
 - (C) roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;
 - (D) procedures for outreach to and identification of students with disabilities who need transition services.
- (e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.
- (f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services. Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.
- (g) Coordination with Employers. Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:
 - (1) VR services; and
 - (2) transition services, including pre-employment transition services, for students and youth with disabilities.
- (h) Interagency Cooperation. Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:
 - (1) the State Medicaid plan under title XIX of the Social Security Act;

- (2) the State agency responsible for providing services for individuals with developmental disabilities; and
 - (3) the State agency responsible for providing mental health services.
- (i) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:
- (1) Data System on Personnel and Personnel Development
 - (A) Qualified Personnel Needs. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:
 - (i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
 - (ii) the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
 - (iii) projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.
 - (B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:
 - (i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
 - (ii) the number of students enrolled at each of those institutions, broken down by type of program; and
 - (iii) the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

- (2) *Plan for Recruitment, Preparation and Retention of Qualified Personnel.* Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.
- (3) *Personnel Standards.* Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:
- (A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
 - (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.
- (4) *Staff Development.* Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:
- (A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and
 - (B) procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.
- (5) *Personnel to Address Individual Communication Needs.* Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

(6) *Coordination of Personnel Development Under the Individuals with Disabilities Education Act.* As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

(j) Statewide Assessment.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

(D) who have been served through other components of the statewide workforce development system; and

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

(k) Annual Estimates. Describe:

(1) The number of individuals in the State who are eligible for services.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program;

(B) The Supported Employment Program; and

(C) each priority category, if under an order of selection.

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

- (4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

(l) State Goals and Priorities. The designated State unit must:

- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.
- (3) Ensure that the goals and priorities are based on an analysis of the following areas:
 - (A) the most recent comprehensive statewide assessment, including any updates;
 - (B) the State's performance under the performance accountability measures of section 116 of WIOA; and
 - (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

(m) Order of Selection. Describe:

- (1) The order to be followed in selecting eligible individuals to be provided VR services.
- (2) The justification for the order.
- (3) The service and outcome goals.
- (4) The time within which these goals may be achieved for individuals in each priority category within the order.
- (5) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and
- (6) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

(n) Goals and Plans for Distribution of title VI Funds.

- (1) Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

- (2) Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including :
 - (A) the provision of extended services for a period not to exceed 4 years; and
 - (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.
- (o) State's Strategies. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):
 - (1) The methods to be used to expand and improve services to individuals with disabilities.
 - (2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.
 - (3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.
 - (4) The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).
 - (5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.
 - (6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.
 - (7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.
 - (8) How the agency's strategies will be used to:
 - (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;
 - (B) support innovation and expansion activities; and

- (C) overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

(p) Evaluation and Reports of Progress: VR and Supported Employment Goals. Describe:

- (1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified State Plan for the most recently completed program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (2) An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:
 - (A) Identify the strategies that contributed to the achievement of the goals.
 - (B) Describe the factors that impeded the achievement of the goals and priorities.
- (3) The VR program's performance on the performance accountability indicators under section 116 of WIOA.
- (4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

(q) Quality, Scope, and Extent of Supported Employment Services. Include the following:

- (1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.
- (2) The timing of transition to extended services.

VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The (enter the name of designated State agency or designated State unit, as appropriate,) is authorized to submit the VR services portion of the Unified State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ¹⁰ and its supplement under title VI of the Rehabilitation Act ¹¹ ;
2.	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of designated State agency) ¹² agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified State Plan ¹³ , the Rehabilitation Act, and all applicable regulations ¹⁴ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified State Plan;
3.	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified State Plan ¹⁵ , the Rehabilitation Act, and all applicable regulations ¹⁶ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified State Plan;
4.	The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified State Plan and its supplement;
5.	The State legally may carry out each provision of the VR services portion of the Unified State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified State Plan and its supplement

¹⁰ Public Law 113-128.

¹¹ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.¹² All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

¹² All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

¹³ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act .

¹⁴ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

¹⁵ No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

¹⁶ Applicable regulations, in part, include the citations in footnote 6.

	are consistent with State law.
7.	The (enter title of State officer below) has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified State Plan and its supplement;
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified State Plan and the supplement for Supported Employment services;
9.	The agency that submits the VR services portion of the Unified State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:	
1.	Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2.	Submission of the VR services portion of the Unified State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3.	<p>Administration of the VR services portion of the Unified State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:</p> <ul style="list-style-type: none">(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act..(b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):<ul style="list-style-type: none">(A) is an independent State commission.(B) has established a State Rehabilitation Council(c) consultations regarding the administration of the VR services portion of the Unified State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. the non-Federal share, as described in 34 CFR 361.60.(d) the local administration of the VR services portion of the Unified State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No)(e) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No)(f) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency is requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified State Plan.(g) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.(h) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .(i) the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

	<ul style="list-style-type: none"> (j) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act. (k) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities. (l) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
<p>4.</p>	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <ul style="list-style-type: none"> (a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act. (b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act . (c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No) (d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and. (e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act . (f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act. (g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the

	<p>Rehabilitation Act.</p> <p>(h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14) of the Rehabilitation Act.</p> <p>(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs</p>
<p>5.</p>	<p>Program Administration for the Supported Employment Title VI Supplement:</p> <p>(a) The designated State unit assures that it will include in the VR services portion of the Unified State Plan all information required by section 606 of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.</p>
<p>6.</p>	<p>(a) Financial Administration: The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to</p>

	<p>youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.</p>
7.	<p>(a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that:</p> <ul style="list-style-type: none">i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Actii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.