Central Iowa Local Workforce Area
WIOA Local Plan
PY24-27
July 1, 2024, to June 30, 2028

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SECTION 1 – INFRASTRUCTURE

A description of the local workforce development system in the local area.

1. Describe the local workforce delivery system in the local workforce development area (LWDA), including the following:
    a. Name of the LWDA:
    b. Identification of the counties included in the LWDA:
    c. A roster of all LWDB members, including the organization representing and title/role and the city/county each is from, and identification of the LWDB Chairperson
    d. Identification of Subcommittees of the LWDB and the chair of each
    e. Identification of the Fiscal Agent (entity responsible for disbursal of Title I grant funds)
    f. Identification of all LWDB Staff and brief description of their role(s)
    g. Identification of the competitively selected WIOA Title I Adult, Dislocated Worker, and Youth service providers
    h. Identification of the One-Stop Operator for the local area
    i. Identification of the office locations in the local area
    j. A description of the process used to draft the local plan

CENTRAL IOWA WORKFORCE DEVELOPMENT AREA

COUNTIES:

Boone, Dallas, Jasper, Madison, Marion, Polk, Story and Warren

CHIEF ELECTED OFFICIALS representing the Local Workforce Area

Boone County – Erich Kretzinger
Dallas County – Julia Helm
Jasper County – Doug Cupples
Madison County – Heather Stancil
Marion County – Jim Mueller
Polk County – Jill Altringer
Story County – Lisa Heddens
Warren County – Stephanie Erickson

CENTRAL IOWA LOCAL BOARD MEMBERS (7.1.26)

Name, Job Title, Business/Employer, County of Residence

- Natalie Baysinger, Chief Human Resources Officer, Tri-City Group, Polk
- William Berning, Operations Manager Iowa Workforce Development, Polk
- Megan Crawford, Senior Talen Acquisition Manger, Kreg Tool, Polk
- Brenda Clouse, Human Resources Director, Dallas County Hospital, Dallas
- Kathleen Davis, Rehabilitation Supervisor, Iowa Vocational Rehabilitation Services, Polk
- Erica Spiller, Vice President of Student Affairs, DMACC, Dallas
- Stacy Kilstofte, Human Resources Manager, American Packaging, Story
- Tom Hayes, Chapter Vice President, South Central Federation of Labor, Dallas
- Amy Landas, County Market President, Vision Bank, Boone
- Jeremy Lindquist, Training Director, Plumbers and Steamfitters LU33, Polk
- Marcanne Lynch, Director of Human Resources, Mainstream Living, Polk
- Paula Martinez, President, South Central Federal of Labor, Warren
- Abigail Miller, Manager Client and Business Services, AgCertain, Story
- Lana Pol, Owner, Geetings, Inc, Polk **(CIWDB Chair)**
- Jenae Sikkink, Vice President of Talent Development, Greater Des Moines Partnership, Warren
- Stacy Sime, CEO, LifeServe Blood Center, Polk
- Lauren Robbins, Director of Human Resources, Agriland FS, Madison
- Michelle Schott, Program Coordinator, Des Moines Area Community College, Polk
- Teri Vos, Director, WorkSmart Connector, Marion

CIWDB EXECUTIVE COMMITTEE

- **Board Chair** – Lana Pol
- **Vice Chair** – Abigail Miller
- **Secretary** – Amy Landas

CIWDB SUBCOMMITTEES

- **Planning & Operations Committee** – Lauren Robins (Chair)
- **Finance Committee** – Amy Landas (Chair)
- **Disability Access Committee** – Megan Crawford (Chair)
- **Youth Committee** – Paula Martinez (Chair)

WIOA TITLE I LOCAL GRANT RECIPIENT

Mid-Iowa Planning Alliance for Community Development (MIPA)
939 Office Park Rd, Suite 306
West Des Moines, IA 50265
515-304-3524

CIWD BOARD and FISCAL AGENT STAFF

Eric Kress, Workforce Director, MIPA
The Workforce Director is the lead administrator supporting the Chief Elected and Local Workforce Development Boards in the delivery of WIOA for the local workforce area. Duties include development of local policy and operating procedures, data management and record retention, strategic communication, public relations, governance and program compliance.

Ethan Wherry, Finance Director/Planner, MIPA
The MIPA Finance Director is the lead financial manager of WIOA Title I activities for the local workforce area. Duties include financial monitoring of activities, managing fund receipts and disbursements, and fiscal reporting activities.

Andrew Collings, Executive Director, MIPA
The MIPA Executive Director serves as the lead official and signatory on behalf of the WIOA local grant recipient for Central Iowa. The role provides operational oversite, auditing, and compliance functions to ensure a strong administrative foundation for activities.

CIWDB - TITLE I SERVICE PROVIDER

National Able Network, Inc, Matt Weis, CEO

CIWDB ONE-STOP OPERATOR

Iowa Workforce Development, Dba: Central Iowa Core Partners Consortium
Contact: Sara Bath

CIWDA – ONE-STOP LOCATION

Iowa*WORKS* (Comprehensive Center)
200 E Army Post Road
Des Moines, IA 50315

IowaWORKS (Satellite Center)
525 SW 5th Street
Des Moines, IA 50309

CENTRAL IOWA LOCAL PLAN SUBMISSION PROCESS:

Key Date	Step
October 5, 2023	Local plan guidance received
October 20, 2023	Project plan and timeline created
November 9, 2023	Project plan and timeline provided to the Central Iowa Local Workforce Development Board at the quarterly board meeting.
December 20, 2023	Local Area Plan Kick Off Meeting
December 23- January 24	Stakeholder focus groups held on topics
February 8, 2024	Review strategies at the Central Iowa Local Board Meeting
February 16, 2024	Review strategies at the Chief Elected Official Board Meeting
February 27, 2024	Local plan posted for required 20-day public comment period on local board website. Public presentations, dates and Zoom links posted.
March 7, 2024 – 11 am March 18, 2024 - Noon	Public Comment Sessions held via Zoom. Verbal comments are noted. Web link provided to submit forms via Microsoft Forms.
March 20, 2024	Deadline for end of public comment period
March 21-27, 2024	Public comment and stakeholder feedback are incorporated into the plan.
March 29, 2024	Approve local plan for submission
April 1, 2024	Local Plan Submitted to State for review.
April 11, 2024	Local Plan approved by the Central Iowa Local Workforce board at the quarterly board meeting.
April 19, 2024	Local Plan revised draft approved at the Chief Elected Official board meeting.
May 17, 2024	Conditional approval of the plan received by the state of Iowa core partners, with a deficiency list provided.
May 17-June 15, 2024	Local plan deficiencies addressed and written into revised local plan.
June 17, 2024	Revised local plan submitted to state of Iowa core partners.
February 6, 2026	Local Planning Modification Guidance Published
April 28, 2026	Posted for Public Comment
May 12, 2026 – 1 pm May 15, 2026 - Noon	Public Comment Sessions held via Zoom.
May 29, 2026	Deadline for end of public comment period
June 5, 2026	Submitted to state for Review
July 1, 2026	Modified Local Plan in effect

SECTION 2 – STRATEGIC PLANNING ELEMENTS

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

1. **Economic Analysis:** Include a local area analysis of the:
    1. Economic conditions including existing and emerging in-demand industry sectors and occupations.
    2. Employment needs of employers in existing and emerging in-demand industry sectors and occupations.

This plan is identifying the in-demand industry sectors in the Central Iowa workforce area below after a review of the decile rank and growth projections, as well as performing some consolidation of industries. The industry sectors listed below are forecasted for high growth from 2020-2030 in both % of growth and total job need growth. 35% of total jobs in 2030 are forecasted to be in these industries.

- Educational Services
- Finance and Insurance
- Health Care and Social Assistance
- Manufacturing
- Construction and Skilled Trades
- Transportation and Warehousing

Additionally, industries of Childcare (often included in social assistance), Retail, and Accommodation and Food Service are important to the Central Iowa economy and have significant workforce needs. While considered "in-demand," some occupations within are largely part-time or transitional in nature and may not receive the same level of strategy and resource of WIOA activities.

Industry profiles for all 20 major sectors of the Iowa economy can be found at https://workforce.iowa.gov/labor-market-information/industry-employers/industry-profiles (Iowa Workforce Development-Industry Profiles) and were created using Bureau of Labor Statistics (BLS) and U.S. Census data. Each analysis compares the wages and employment within the industry over several years, by county, for the state, and the nation.

<u>Decile Rankings: *</u>

Decile rankings are a tool to help evaluate and compare Industry projections based on numeric growth and the percent change. The decile ratings incorporate both sorted numeric and percent growth in assigning a decile. The industry sector with 10 Decile ranked high in both numeric growth and percent change and indicates a better outlook. The decile ratings are intended to assist and empower decision makers; to enable customers to differentiate and segment industry sectors. For example, it assists customers to assess which sectors are growing faster or declining relative to other sectors.

<u>In-Demand and Emerging Industry Sectors – Central Iowa</u>

Top growth industries by Decile ranking.
See the appendix section for more information on Decile rankings.

- 10 Ratings- Accommodation, Educational Services, Warehousing and Storage, Performing Arts, Spectator, Sports, and Related Industries, Couriers and Messengers, Amusement, Gambling and Recreation, Management of Companies and Enterprises, Administrative and support Servies, Ambulatory Health Care Services, Social Assistance, Chemical Manufacturing.
- 9 Ratings- Transportation Equipment Manufacturing, Truck Transportation, Specialty Trade contractors, Professional, Scientific, and Technical Services, Support Activities for Agriculture, Clothing and Clothing Accessory Stores, Nursing and Residential Care Facilities, Food Services and Drinking Places, Transit and Group Passenger
- 8 Ratings- Transport, Electricals and Appliance Stores, Personal and Laundry Services, Furniture and Home Furniture Stores, Rental and Leasing Services, Construction of Buildings, Motion Picture and Sound Recording, Securities, Commodity Contracts, and Other Investments, Wood Product Manufacturing, Heavy and Civil Engineering Construction, Motor Vehicle and parts Dealers, General Merchandise Stores, Insurance Carriers and Related Activities, Credit Intermediation and Relations Activities, Self Employed and Unpaid Family Workers.

Occupation: Employment & Wages:
Occupational projections, also known as forecasts, provide detailed information on the estimated activity for each occupation in areas of employment, growth rate, openings, wages, career preparation and skill requirements.

While some occupations may often correlate to specific industries and sectors, many cross industry and sector boundaries. For example, business and financial operations occupations could be in education, retail, or health care, etc. Our local board prioritizes career pathways and workforce system strategic coordination that supports both the industry sector priorities and occupational needs in the area. One way of doing so is appointing board members whose businesses provide employment opportunities in those sectors and occupations. Furthermore, targeting the use of resources used on outreach, career pathway development, and training strategy will follow this strategic alignment.

Top occupations in-demand in Central Iowa by total employment include; Retail Salesperson, Cashiers, Customer Service Representatives, Fast Food and Counter Workers, Laborers and Freight, Stock, and Material Movers, Janitors and Cleaners, Except Maids and Housekeeping Cleaners, and Waiters and Waitresses. These roles are primarily entry level roles, which can be strategically leveraged to develop work history, basic job skills, or entry points into a career pathway, while meeting business demand.

The top occupations that typically require post-secondary education include General and Operations Managers, Financial Mangers, Registered Nurses, Nursing Assistants, and Home Health and Personal Care Aides, Heavy and Tractor-Trailer Drivers, Accountants and Auditors; including various types of clerks, Teachers and Assistants, Software Developers, and Sales Representatives. These roles will be labeled as in-demand occupations and will receive strategic alignment of WIOA resources.

More generally, top 10 occupations or in-demand occupational groups include Office and Administrative Support, Sales, Business and Financial Operations, Transportation and Material Moving, Food Preparation

and Serving, Management, Educational Instructions, Production, Health Care and Technical Operations, and Construction and Extraction Occupations.

More data is available for the State of Iowa and local areas on the Iowa Workforce Development Labor Market Information website located at https://workforce.iowa.gov/labor-market-information/occupations. The outlook specific to the Central Iowa Local Workforce Area can be found in the appendix.

Furthermore, "America's Talent Strategy; Budling the Workforce for the Golden Age" recognized industries and occupations in advanced manufacturing and construction and skilled trades as critical for our competitiveness as a labor force. This emphasis aligns with Central Iowa's needs and priorities.

Iowa*WORKS* Career Planners are available for all Iowans to help them interpret labor market information and assist in determining a career pathway that is appropriate for the individual. That match should consider a candidate's interests, experiences, skills and competencies, as well as employer's needs and availability of good jobs in the area. Job seekers are encouraged to use that resource for the most up to date information so support their career pathway planning.

2. **Workforce Analysis:** Include a current analysis of:
    1. The knowledge and skills needed to meet the employment needs of employers in the local area, including employment needs in in-demand industry sectors and occupations.
    2. An analysis of the local workforce, including current labor force employment and unemployment data, information on labor market trends, and education and skill levels of the workforce, including individuals with barriers to employment.

<u>Knowledge and Skills Needed</u>

Iowa Workforce Development (IWD) conducted the seventh Workforce Needs Assessment Survey (included in the appendix) during the fall of 2022 through the spring of 2023. This survey collected information from employers across the state regarding their vacancies, workforce challenges, difficulties in hiring, perceptions of applicants, advertising outlets for job openings, and upcoming retirements—among other questions. In the Central Iowa LWDA, 9,903 locations were contacted. By the end of the survey period (March 2023), IWD received 2,430 responses from employers in the Central Iowa LWDA, for a response rate of 24.5% (by locations contacted).

The report's findings show that the main issue facing businesses is a general struggle with the <u>lack of qualified candidates</u>. While a general lack of applicants was cited at the time, there appears to be positive movement from employers in total number of applicants. They just aren't always training or employment ready.

The report also showed that employer's perception of candidates included a significant lack of soft skills. Those cited include interpersonal skills, work ethic, dependability, motivation, responsibility, and time management. A soft skill is a personal attribute that supports situational awareness that helps to get the job done. Additional soft skills include communication skills, time management, ability to work with

others as a team member, respectful conduct, and honesty. Soft skills also often correspond with being not just employment ready, but "training ready" for work-based learning, on the job training, or ability to complete post-secondary credentials and certificates.

Businesses tended to respond to the challenge of finding candidates by trying to compete for employees by increasing wages, increasing current employee job duties, or lowering position requirements for new hires. The study showed that the importance of developing a positive workplace culture is one of the most effective retention strategies. The study also reiterates the importance of upskilling current workers and incumbent worker training strategies.

Knowledge and skill need of specific in-demand industries and occupations

The O-Net job zones are a group of occupations that are similar in:

- how much education people need to do the work,
- how much related experience people need to do the work, and
- how much on-the-job training people need to do the work.

The five Job Zones are:

- Job Zone 1 - occupations that need little or no preparation
    - Some of these occupations may require a high school diploma or GED certificate.
    - Little or no previous work-related skills, knowledge, or experience are needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.
    - Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker can show you how to do the job.

- Job Zone 2 - occupations that need some preparation
    - These occupations usually require a high school diploma.
    - Some previous work-related skills, knowledge, or experience are usually needed. For example, a teller would benefit from experience working directly with the public.
    - Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.
- Job Zone 3 - occupations that need medium preparation
    - Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate degree.
    - Previous work-related skills, knowledge, or experience are required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.
    - Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

- Job Zone 4 - occupations that need considerable preparation
    - Most of these occupations require a four-year bachelor's degree, but some do not.
    - A considerable amount of work-related skills, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
    - Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
- Job Zone 5 - occupations that need extensive preparation
    - Most of these occupations require graduate school. For example, they may require a graduate degree, and some require a Ph.D., M.D., or J.D. (law degree).
    - Extensive skills, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.
    - Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

To help communicate the knowledge and skills needs of the workforce to meet employer's needs, we will reference this system for some of the most in-demand occupations in in-demand sectors.

Job Zone	**In-demand Occupation Examples**	**Educational Needs**
Job Zone 1	Waitress, Clerk	Some of these occupations may require a high school diploma or equivalency.
Job Zone 2	Customer Service Representative, Tellers, Home Health Aids, Miscellaneous Assemblers and Fabricators; Laborers and Freight, Stock, and Material Movers, Hand; Carpenters, Heavy and Tractor- Trailer Truck Drivers	These occupations usually require a high school diploma
Job Zone 3	Teacher Assistant, Nursing Assistants, Electricians	Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate degree.
Job Zone 4	Certified Teacher, Insurance Sales Agent, Registered Nurses, Accountants	Most of these occupations require a four-year bachelor's degree, but some do not.
Job Zone 5	Therapists, Physicians	Most of these occupations require graduate school.

Educational Services

The Educational Services sector comprises establishments that provide instruction and training in a wide variety of subjects. Specialized establishments, such as schools, colleges, universities, and training centers, provide this instruction and training.

In 2022, there were 3,012 Educational Services establishments across Iowa. Elementary & secondary schools had the most educational establishments in Iowa with 1,579 locations and 94,682 employees. With 431 establishments, the other schools & instruction industry had the second-most locations but only had 3,166 employees. Colleges & universities had the second-highest employment, with 32,982 employees.

The most in-demand jobs in this sector are: **Certified teachers (Job Zone 4)** and **Teacher assistant (Job Zone 3).**

Finance and Insurance

The Finance and Insurance sector comprises firms primarily engaged in financial transactions (i.e., involved in the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions. The sector can be divided into three principal activities: (1) raising funds by taking deposits and/or issuing securities; (2) pooling of risk by underwriting insurance and annuities; and (3) providing specialized services facilitating or supporting financial intermediation, insurance and employee benefit programs. In addition, monetary authorities carrying out central banking functions are included in the sector.

Insurance carriers and related activities were the largest subsector in the sector, with 46,971 positions. Credit intermediation and related activities closely followed, with 41,378 positions. Securities, commodity contracts, and investments were a distant third, with 5,522 jobs filled.

The most in-demand jobs in the sector are **Customer Service Representatives (Job Zone 2)**, **Insurance Sales Agents (Job Zone 4)**, and **tellers (Job Zone 2).**

Health Care and Social Assistance

The Health Care and Social Assistance sector comprises firms providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with providing medical care exclusively, continuing with those providing health care and social assistance and finally finishing with only social assistance. The services provided in this sector are delivered by trained health practitioners and social workers with requisite experience.

In 2022, there were 12,701 Health Care and Social Assistance locations across Iowa. Ambulatory health care services represented the majority of establishments, with 5,856 locations, or 46.1 percent. Hospitals had the fewest number of establishments in this sector at 265 but had the highest employment with 69,545 positions. Social assistance had the second most locations (5,075) but the fewest employees (37,606). This is likely due to the prevalence of home-based establishments in which only a handful of caretakers are employed.

The most in-demand jobs in this sector are **Registered Nurses (Job Zone 4), Home Health and Personal Care Aides (Job Zone 2), Nursing Assistants (Job Zone 3).**

Manufacturing

The Manufacturing sector is comprised of firms engaged in mechanical, physical or chemical transformation of materials, substances, or components into new products. Firms are often described as materials-handling equipment. However, firms that transform materials or substances into new products by hand or in the worker's home and those engaged in selling to the general public products made on the same premises which they are sold, such as bakeries, candy store, and custom tailors, may also be included in this sector.

In 2022, there were 4,272 Manufacturing locations across Iowa. Fabricated Metal Product Manufacturing had 648 locations and an average annual wage of $61,571. Food Manufacturing had 647 locations, but their annual average wage was $64,414. These subsectors had the next highest locations other than All Other Manufacturing (excludes, Food, (311), 332,334, & 336 sectors) that had 2,233 locations. Computer & Electronics Product Manufacturing had 106 locations but offered the highest average annual wage of $102,934.

The most in-demand jobs in this sector are **Miscellaneous Assemblers and Fabricators (Job Grade 2), Laborers and Freight, Stock, and Material Movers, Hand (Job Grade 2).**

Construction and Skilled Trades

The Construction sector is comprised of establishments primarily engaged in the construction of buildings, engineering projects (e.g., highways and utility systems) or in the construction trades. Establishments primarily engaged in the preparation of sites for new construction or primarily engaged in subdividing land for sale as building sites are also included in this sector. Construction work done may include new work, additions, alterations or maintenance and repairs. Activities of these establishments generally are managed at a fixed place of business but usually perform construction activities at multiple Project sites.

In 2022, there were 1,002, Heavy & Civil Engineering Construction locations across Iowa. Specialty Trade Contractors has the most establishments in Iowa with 6,048. The next largest is the Construction of Buildings with 2,643 locations across the state.

The most in-demand jobs in this sector are **Laborers (Job Grade 2), Electricians (Job Grade 3), and Carpenters (Job Grade 2).**

Transportation and Warehousing

The Transportation & Warehousing sector includes industries providing transportation of passengers and cargo, warehousing goods, scenic and sightseeing transportation, and support activities related to modes of transportation. Establishments in these industries use transportation equipment or transportation related facilities as a productive asset. The type of equipment depends on the mode of transportation are air, rail, water, road, and pipeline. Excluded from this sector are civic and social organizations; amusement and recreation parks; theaters; and other recreation or entertainment facilities providing food and beverage services.

In 2022, there were 5,099 Transportation & Warehousing locations across Iowa. This sector's employment is distributed between a couple of major categories. The larger is the Truck Transportation which had 2,959 establishments and employed 28,957. The second largest was Postal Services with 815 and 7,411 employees.

The most in-demand job in this sector is: **Heavy and Tractor-Trailer Truck drivers (Job Grade 2)**

Workforce Analysis

Labor Force: Employment by Academic Attainment Overall

- 53% of our labor force have some post-secondary education - some college or associate degree (28%), or bachelor's degree (25%)
- 23% have attained a high school or equivalent, no college
- 9% have not received high school equivalency
- 15% are under the age of 24, educational attainment data not available

Labor Force: Educational Attainment Sector Analysis

- A high percentage (13%) of the construction and manufacturing workforce do not have a high school diploma. While that lessens the barrier of not having a high school diploma on obtaining a quality job, it may impact upward mobility and opportunities for advancement in the workforce.
- Finance and Insurance 41%, Education Services 39%, and Professional, Scientific, and Technical Services 38%, have the highest % of bachelor's or advanced degrees employees. This shows that jobs in this sector are reliant on and value traditional college and university training and education.
- Most in-demand occupations are required to have a high school diploma. The 15% of the workforce that does not have that is at a disadvantage for sustaining a good job. Those out of the workforce may be lacking the basic skills that go along with achieving a high school diploma.

Labor Force: Age Overall

- 22% of our current workforce (currently age 55+) will be at risk of leaving our workforce as they become retirement eligible 6% of that figure are 65 plus currently.
- 19% is 45-54 years of age
- 22% is 35-44 years
- 22% is 25-34 years
- 15% is younger than age 25

Labor Force: Age and Sector Analysis

- Accommodation and Food Services, Art, Entertainment and Recreation, and Retail Trade, have a high rate of 14–24-year-olds. These roles may provide basic job skills, work history, customer service, and soft skills.
- Jobs in Agriculture, Forestry, Fishing and Hunting have the highest percentage of their workforce age 55+. (29%)
- The in-demand and emerging industry sector of Educational Services has 25% of its workforce age 55+, adding to the urgency of developing the talent pipeline in this industry.

Labor Force: Race Overall

- Minorities (non-white) make up 10% of the workforce.
- Black is the largest minority population at 4%.

Labor Force: Race by Sector

- Minorities (non-white) are highly represented in the in-demand and emerging industries of transportation and warehousing (17%), as well as manufacturing (17%).

- Minorities (non-white) are underrepresented in the in-demand and emerging industries of construction (6%) and educational services (8%).
- Race correlates disproportionately with employment in certain jobs and industries that are traditionally tied to higher wages and the need for post-secondary education.

Labor Force: Sex Overall

- Men make up 58% of the current workforce.

Labor Force: Sex by Sector

- Men are underrepresented in the in-demand and emerging industries of educational services (34%) and health care/social assistance (19%) compared to their overall representation of 58% of the workforce.
- Women are underrepresented in the in-demand and emerging industries of construction (14%) and manufacturing (28%). They also represent just 27% of the transportation workforce.
- Sex stereotypes may play a role in the underrepresentation of women and men in roles that historically are associated with one sex. Examples would be construction being seen as a male job, teaching a female job. These stereotypes may prevent job candidates from pursuing career pathways in respective positions.

Unemployment in Central Iowa largely mirrors the statewide trendline, while slightly outperforming the rest of the state. Unemployment rates across Central Iowa, Iowa, and the US have increased since 2024, but is still within a range generally seen as healthy for the economy. New job growth has been slow, and businesses report caution in adding new positions citing economic concern. Job seekers seem to be less likely to seek a new position, as well, creating what some consider a less than healthy “job churn” which can create opportunities for upward mobility for those currently employed through back filling of positions.

December 2025 – Unemployment Rate (IWD-LMI)

County	Labor Force	Employed	Unemployment	Unemployment Rate
Boone	14,620	14,900	400	2.7%
Dallas	53,800	63,900	1,900	2.9%
Jasper	17,930	19,100	700	3.4%
Madison	8,700	9,500	300	3.1%
Marion	19,470	19,390	480	2.5%
Polk	275,300	279,500	10,100	3.5%
Story	58,600	55,000	1,300	2.4%
Warren	29,200	30,000	900	3.0%

Iowa Workforce Development – LMI

Labor Force Participation Rate

Central IA LWDA: Labor Force Summary Annual Averages (IWD – LMI)

	2021	2022	2023	2024
Labor Force	467,200	480,400	491,100	495,700
Employment	450,200	467,900	477,900	481,500
Unemployment	17,100	12,500	13,100	14,200
Unemployment Rate	3.7%	2.6%	2.7%	2.9%

3. **Workforce Development, Education and Training Analysis:** Include an analysis of:
    1. The strengths and weaknesses of workforce development activities.
    2. Capacity to provide workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment.
    3. The employment needs of employers.

Quality Post-Secondary Training; colleges and universities

Des Moines Area Community College (DMACC) has world class facilities, programs, and a strong brand to meet many of the needs for post-secondary education in Central Iowa. DMACC campuses are spread throughout the area and have a variety of environments and programs to provide training in many occupations. DMACC provides various levels of degrees, certificates, and credentials, as well as in various formats and duration. They have proven innovative in considering new approaches, such as competency-based learning structures. They are also embedded in the WIOA system as provider of Title II Adult Education and Perkins CTE programming. Their Workforce Training Academy has supported short term training, partially funded by state GAP/PACE funding. DMACC campus locations include:

- Ankeny 2006 South Ankeny Boulevard Ankeny, IA 50023
- Boone 1125 Hancock Drive Boone, IA 50036
- Carroll 906 North Grant Road Carroll, IA 51401-2525
- Newton 600 N. 2nd Ave. West Newton, IA 50208
- Urban 1100 7th Street Des Moines, IA 50314
- West 5959 Grand Avenue West Des Moines, Iowa 50266

Many colleges and universities are available in Central Iowa. They include state and private universities and provide a variety of specializations and course work for those pursuing a bachelor's or graduate post-secondary degree. There are also remote and satellite options available to engage learners. Providers include, but are not limited to: Iowa State, Drake, Grandview, Des Moines University, Mercy College of Health Sciences, Simpson College, Central College, and various satellite campuses.

Work-Based Learning Emphasis

There are many outstanding Work-Based Learning and career readiness programs throughout Central Iowa, many of which are housed within K–12 school districts, often operated by the school district themselves, and others through partner organizations.

Talent Collective Des Moines is in partnership with the Des Moines Public School System, and provides innovative, long-term career and training resources to work–based learning for Iowa students. WorkSmart Connectors is well regarded for creating a business-driven approach to work-based learning in Pella and surrounding Marion County. Great Oaks High School and Career Center is a new charter school that emphasizes an alternative high school experience with a heavy emphasis on job readiness. They have also begun offering the WIOA Youth Build program.

Innovative campuses and program models are also being pioneered, including but not limited to the Des Moines Public Schools Central Campus and the Waukee Community School District's APEX program at the Workforce and Innovation Learning Center. Iowa Work Based Learning Coordinators help support partnerships among school-based CTE providers to consolidate and share resources and business contacts, hopefully streamlining business involvement. WIOA Title I Youth provides individual support for those 14-24 most vulnerable, most typically targeting those disengaged from school. The WIOA Youth program places a priority on work experience.

Community based programs are a strength, including Oak Futures, a program of the Oakridge Neighborhood, which provides year-round programs including summer internships. Genesis Youth Foundation similarly offers programs. WeLift Job Center in Indianola provides a number of career services and creates linkages to employment and training. Evelyn K Davis Center, Lutheran Services Iowa, St. Vincent DePaul, Project Iowa, and the United Way of Central Iowa also have a history of exceptional work-based learning initiatives.

Training for Individuals with a Disability

Iowa Vocational Rehabilitation Services has carried the majority of the load in the Iowa *WORKS* Des Moines office, and the demand often exceeds ability to serve, with symptoms such as waitlists for services. These trends are not specific to just Central Iowa alone, but also national trends. Additionally, some additional organizations that provide workforce programs specifically for individuals with Disabilities include, but are not limited to ChildServe, Easter Seals Iowa, On with Life, Children and Families of Iowa's Support for Careers, and Goodwill Industries.

Additionally, Central Iowa supports Iowa Workforce Development's efforts in the Ticket to Work employment network to assist individuals on SSDI in finding jobs and helping them with benefit planning. Additionally, in 2025, a disability employment networking group was started by IowaWORKS to increase coordination with local organizations. Meetings are held quarterly and promote partnership among organizations serving job seekers with disabilities.

Trades Related Training

Skilled Trades training providers are a strength in Central Iowa. Central Iowa Building Construction and Trades represents a skilled network of union members from 16 union training schools. Those Local Union Training Facilities and Programs offer many training schools, apprenticeships, and career exploration for in–demand jobs in the industry across Central Iowa. They partner with businesses and schools for work-based learning and support appropriate candidates in achieving nationally recognized, highly transferable journeyman credentials. ABC of Iowa provides a "non-union" training option for skilled trades, as well. DMACC has classes in trades, and other examples such as the Iowa School of Construction contribute to training success.

Economic Development Partnerships

Strong economic development organizations and partnerships in Central Iowa exist, and the CIWDB and IowaWORKS look forward to continuing to facilitate coordination with them. Economic development

corporations and chambers offer great resources and services to the workforce ecosystem and have shared stakeholders with our local elected leaders. Some workforce development success contributed by the partners include workforce eco-system mapping activities, summer internship programs, skills-based hiring research and leadership development initiatives. The Greater Des Moines Partnership and Ames Alliance are two of the regional partners with a strong presence. Strong relationships exist between the CIWDB and Dallas County and Marion County Economic Development corporations, as well as developing relationships with other local entities.

Embracing Skills Based Hiring Initiatives may bridge the skills gap for employers that may not find qualified applications due to historical credential or qualification norms. Initiatives in this area can help ensure workers with the skills to meet labor demand are not held back by lack of credentials that may or may not be relevant today. Skills based hiring practices can be essential for "nonlinear" learners or those that have alternative routes to training and the workforce contributing to their full potential. A number of steps are needed to help facilitate the adaptation of this concept. The National Association of Workforce Boards offers a toolkit on how to advance these strategies. Locally, the Greater Des Moines Partnership is investing in aspects of this in their strategic planning, as well.

Intermediaries and Business Engagement

A formal sector partnership structure connected to the public workforce system does not currently exist. There are some examples of business advisory coalitions, though often nuanced or siloed to support a specific program or facilitator, as opposed to the broader swath of the workforce system. The IowaWORKS Business Engagement Consultants do provide feedback from business visits but have many responsibilities in providing business services. The CIWDB is attempting to launch some "industry collaboratives" leveraging their business board members to ensure alignment between training and business needs. However, the workforce system would benefit from identifying who leads this effort(s), resourcing it appropriately, and supporting this work to achieve system change. Outcomes of that investment could increase engagement in work-based learning and apprenticeship programs, as well as training design.

Strengthening intermediary connections between business and training providers; including work-based learning programs is needed. Common feedback is that businesses lack capacity to provide work-based learning opportunities to serve all secondary students. Employers often state they do not have the operational capacity to connect, develop, and provide work-based learning opportunities to meet the overall demand. Businesses also report fatigue in having many different points of contact for work-based learning programs leading to confusion or competition among programs rather than coordination, streamline, and efficiency. The local board will work collaboratively with businesses, intermediaries, and workforce programs to encourage availability of support for work-based learning.

Technological Integration

Improving technological Integration is an opportunity for Iowa*WORKS* Des Moines and Central Iowa. The CIWDA has integrated the "Atlas One Stop Operator portal". Partners lacked software for internal client referral management and coordination that allowed for a common front door among providers.

This advancement has resulted in a software-based system that enables on-demand updates, ensures information security, and allows client referral performance analyzation. We embraced state level enhancements, such as Iowa's new Labor Market Information site, and in 2024, an Unemployment Insurance modernization initiative was successfully launched.

Opportunities to enhance client interfaces could provide a stronger customer experience. Virtual and AI services for career coaching should be researched to increase customer access to service. There are also several privately available web-based for work-based learning data management, career exploration, and job training that can keep us on the cutting edge if incorporated into our system.

Furthermore, the WIOA and public workforce system is criticized for not having a unified data reporting system that speaks to program outcomes. Central Iowa is ready to respond to reporting requirements, and systems that support it, launched at the local, state or federal levels.

Central Iowa WIOA partners can operate in "silos" related to outreach if lacking a unified electronic communication strategy. A strategic communication assessment was conducted to assess the status of electronic and brand outreach of existing IowaWORKS partners. Websites, social media handles, and newsletters were reviewed for streamlined communication to leverage the IowaWORKS brand in a strategic manner. Communication should be brand compliant, accessible, and distributed with the audience segment in mind. Initiatives are underway in the IowaWORKS office to establish a streamlined system for operationalizing best practices across all IowaWORKS partners.

Capacity

Increasing access to apprenticeships is needed. Apprenticeship expansion is embedding in federal and state strategy for building a future skilled workforce. However, apprenticeships are still primarily in skilled trades, and very competitive to access. The value proposition for many businesses at both the individual and industry level is still being developed. That includes financial incentives that may or may not be needed to gain more business buy in. More intermediaries are needed to provide access to apprenticeship opportunities for businesses of all sizes.

The state of Iowa has established a Registered Apprenticeship department to increase the availability of apprenticeships for Iowa workers and build business engagement in apprenticeships. Additionally, the Federal Department of Labor has offered guidance, and RA is at the center of American's Talent Strategy. Partner organizations such as the National Association of Workforce Boards have issued resources and guidance for implementation, as well. Federal and state grants exist for start-ups of new apprenticeships and pay for performance reimbursement to business for graduating apprenticeships. These are all strengthened in developing the environment for apprenticeship expansion, though some policy and execution work remains for industry and business to fully adopt this shift in job training strategy. An intermediary network could increase capacity for businesses to partner in creating apprenticeship opportunities.

Capacity to serve English Language Learners is being monitored for our ability to meet the evolving need.

Title II ELL classes historically have had waitlists, but participation has declined in 2025 based on a number of social factors, and perhaps stricter eligibility guidelines to access WIOA services. Title II staff are exploring ways to sustainably increase services to meet demand and connect with other community-based ELL partners. We will continue to strengthen relationships with community-based organizations that serve newcomers, immigrants, and refugees, as well as look for ways to contextualize English language learning with vocational training.

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

CIWDA Vision:

All Central Iowa stakeholders, are engaged in and supporting the success of an aligned locally driven workforce ecosystem

This vision was initially developed through a strategic planning session including elected officials, local board members, and service providers of the Central Iowa workforce area. It has now been enhanced to represent the evolving nature of our workforce system. The term "engaged" was chosen to express that participation in the workforce system is broader than your personal employment. Engagement could also include activities such as advocacy, volunteerism, or contributing to the success of any individual or entity making up the workforce system. "Thriving" was included in communicating that people measure satisfaction in many ways, and not all employment success is strictly defined in monetary benefits. Thriving could also include deriving benefits such as social interaction, mentorship, piloting ideas, or a sense of contribution to society. The board strives for all Central Iowans to take interest and engage in the success of the workforce system.

CIWDB Values: Informed, Innovative, Accountable, Flexible, Responsive

These values were included to support a successful workforce system. They speak to the CIWDB' intent to ensure that they are staying informed of what is happening across Central Iowa. The board will be innovative in its approach to strengthening the workforce and responsive to community needs whether those are predictable or those that spontaneously emerge. The board wants a workforce system accountable to its constituents and flexible in operations to meet needs.

Central Iowa Goals and Strategies for preparing an educated workforce system, including people with barriers to employment:

- Goal: Strengthen the alignment of the workforce system across Central Iowa through strategic communication to encourage public and private partnership for success
- Goal: Leverage the WIOA Youth and Young Adult program to lead and engage 18–24-year-olds not engaged in post-secondary education and/or the workforce and get them on the path for a career.
- Goal: Establish a culture of performance, accountability, and goal attainment for WIOA; including meeting all TitIe I performance goals and all compliance and certification requirements for the IowaWORKS and LWDB system.

5. **Strategies** – Taking into account the analyses described in sections 1-3 above:
    1. Describe the strategy to work with the entities that carry out the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.

Strategies for preparing an educated workforce system, including people with barriers to employment:

- Strategies:
    - Engage community partners across Central Iowa in the workforce system through collaboration and co-enrollment with WIOA programs. Leveraging these partnerships creates greater access and increases capacity for career and training services, as well as supportive services.
    - Leverage the CIWDB composition for business engagement to increase alignment; including but not limited to:
        - Support sector partnerships in collaboration with existing community stakeholders. Engage business leaders to overcome issues in training, upskilling and retaining workforce in their sectors; including challenges in utilizing available workforce with barriers.
        - Coordinate with local economic development partners to avoid duplication of services and build a pipeline for business engagement
        - Fill gaps in industry and occupational feedback, increasing capacity through coordination, and reducing administrative burden on business.
        - Pilot and champion WIOA activities and IowaWORKS engagement to spur on innovation.
    - Create and execute external communication and brand strategies that create a unified presentation for the Central Iowa Workforce Area, Iowa*WORKS,* and its program partners.
    - Improve internal communication to ensure all Iowa*WORKS* partner programs are aware of the key activities of all WIOA required partners and have adequate resources to coordinate client centered referrals and integrated program efforts.
    - Promote best practices and bright spots throughout Central Iowa to support meeting workforce needs, provide technical assistance and innovative solutions.
    - Create strategic links to school-based programs working with youth and young adults and people with a disability ages 16-24 who need support after exiting their school environment.
    - Form strategic partnerships with alternative and rural schools in the secondary school system to increase access to work-based learning client support and workforce preparation and participation.
    - Expand and support linkages from Title I Youth and Youth Adult services to other youth serving required partner programs such as Job Corp, Vocational Rehab, and emphasizing HiSet participants.
    - Convene a bi-monthly employment resource networking group for area providers of workforce services for individuals with a disability. Events increase coordination and awareness among stakeholders.

SECTION 3 – Iowa*WORKS* SYSTEM COORDINATION

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

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

WIOA Required Partner Program and Local Providers

- Title I Adult and Dislocated Workers – National ABLE Network, Inc.
- Title I Youth and Young Adult Services – National ABLE Network, Inc.
- Tile II Adult Education and Family Literacy – Des Moines Area Community College
- Title III Wegner Peyser Employment Services – Iowa Workforce Development
- Title IV Vocational Rehabilitation Services – Iowa Vocational Rehabilitation Services and Iowa Department for the Blind
- Senior Community Services Employment Program (SCSEP) - AARP Foundation, National Able Network, Inc
- National Farmworker Jobs Program (NFJG) - Proteus
- Native American Programs – American Indian Council
- Temporary Assistance for Needy Families (TANF) - PROMISE Jobs
- Unemployment Compensation – Iowa Workforce Development
- Jobs for Veterans State Grant (JVSG) – Iowa Workforce Development
- Reentry Employment Opportunities (REO)
- Reemployment Services and Eligibility Assessment (RESEA)
- Job Corps – Ottumwa Job Corps
- Carl D. Perkins – Des Moines Area Community College
- YouthBuild – Great Oaks
- Community Services Block Grant Providers and Community Action Agencies – Mid Iowa Planning Alliance

IowaWORKS integration with CTE and Perkins initiatives and programs is an opportunity for system enhancement. The vast majority of WIOA programs and resources are focused on adult job seekers. That leaves CTE as the primary arm of WIOA for engaging with the department of education and our secondary schools. The CIWDB lacks influence and oversite over the delivery of these programs and may be missing out on opportunity to influence. However, that does not mean that the programs are not being delivered effectively. The board intends to strengthen that relationship and assist CTE program at the secondary and post-secondary level to its maximum potential.

STATE OF IOWA WORKFORCE VISION AND STRATEGIES

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

Iowa's Vision:

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

Goals and Strategies:

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

- State Strategy 1.1: Align and implement an accessible, integrated service delivery model incorporating all workforce system partners.
- State Strategy 1.2: Ensure all Iowa students have opportunities for meaningful work-based learning experiences.
- State Strategy 1.3: Target services to Iowans with barriers to employment

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

- State Strategy 2.1: Support local workforce boards in the development and enhancement of sector partnerships.
- State Strategy 2.2: Create and implement a unified and collaborative business engagement model.
- State Strategy 2.3: Increase the awareness and engagement by employers in work-based learning opportunities.

The Local Workforce Area will take the following steps to support the State of Iowa Goals.

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

The LWDB takes its role seriously in ensuring high quality workforce services in Central Iowa. One of the ways to do so is commitment to achieving One-Stop Certification and re-certification of the local Iowa*WORKS* job center, delivering excellence in effectiveness, accessibility, and continuous improvement in our services. This effort ensures that engagement is not impeded by substandard execution.

However, we also realize that it is important to align these services outside the walls of the Iowa*WORKS* center and involve the entire Central Iowa Workforce Development ecosystem in our work. That can best be accomplished by leveraging the composition of our board and leveraging their individual characteristics and using them as liaisons to the constituents and entity types, they represent. This commitment will support state strategy 1.1 by making opportunities for education, training, and careers available to all Central Iowans.

We will support the efforts of all students with work-based learning experiences (strategy 1.2) in many ways. One is through the development of relationships with the outstanding school-based learning providers across our K-12 schools. We will support their work through technical assistance and assist in the navigation of local and state resources. We can also focus on serving young adults who have graduated from high school but have yet to find their stride in the workforce, including suggesting "earn to learn" formats when appropriate. Referrals of graduates from school-based resources will be critical in the identification of youth to serve in our program once out of school.

In addition to the strategies mentioned for reaching youth, we are also committed to working with all Iowans with barriers to employment, as referenced in state strategy 1.3. We will highlight innovative approaches and resources in serving individuals with a disability to increase the capacity of all central Iowa businesses and training providers. We will form strategic partnerships and continue our exploration of integrated employment and training (IET) (ELT) tactics with English language learners, Hi-Set and re-entry initiatives.

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

We will embrace sector partnership technical advice to support state strategy 2.1. Our local board has strong ties to economic development partners that have a mutual interest in success. We will promote the evidence-based success of sector partnerships, encouraging investment in sector initiatives.

In the Iowa*WORKS* Des Moines office, we have a strong internal infrastructure for business collaboration among partners supporting state strategy 2.2. Board members and staff are active in working with Business Engagement consultants to strategically manage relationships across the area, not just with business but other government and non-for-profit organizations. The One-Stop Operator convenes monthly meetings for all partner business engagement reps to compare business and contacts and collaborate on activities. Furthermore, there are strong links to DMACC's business engagement team members. A board subcommittee on business services will be formed to increase the business voice in operations.

By combining sector solutions with collaboration in business services, we can leverage those resources to also increase engagement by employers in work-based learning opportunities (state strategy 2.3). Even when available programs are not under our direct provision of Iowa*WORKS*, we can serve as navigators to statewide programs and resources to ensure there is "no wrong front door" for business questions as we do our individual client

Furthermore, our board is committed to operational excellence, using data to analyze, support and design strategy, and measure performance. We will ensure that we "begin with the end in mind" related to WIOA Common Measures and understand that our enrollment, assessment, training

suitability, and career pathways should be aligned with attainment of those goals. We are assessing our Title I WIOA activities to establish benchmarks and best practices and communicate the economic impact of activities. By further studying workforce data, we can also identify emerging trends and disparities that need attention in our local workforce. We have created a balanced dashboard to measure the local workforce area and the board's success. We review the dashboard in monthly committee meetings and quarterly board meetings. We are also committed to improving technology for service provision.

2. The Central Iowa Workforce Development Board will work with the entities carrying out the core programs to:
    - Expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.
    - Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.
    - Improve access to activities leading to a recognized postsecondary credential, including a credential that is an industry-recognized certificate or certification (define), portable, and stackable.

The CIWD area will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment in a few ways. We will create strategic linkages between community-based organizations (CBO) and core programs outside the walls of the Iowa*WORKS* comprehensive center in Des Moines. That outreach will be delivered by creating access to Iowa*WORKS* core partner staff in locations throughout our counties, including but not limited to schools, libraries, chambers, non-profit, and community-based organizations. These locations are trusted and familiar to residents and will encourage interaction with their local workforce system. We can also increase the awareness of CBOs of our services and educate them on accessing the workforce system. That will enable those CBOs to support client navigation and facilitate access for clients in their local communities. These community-based outreach locations will be identified by local board members and chief elected officials for the workforce area.

A strategic communication plan will be created and implemented for Central Iowa workforce system coordination. The plan will identify system stakeholders and define accountability for contacts and relationship management with all stakeholders and include local board members, board staff, Wagner-Peyser business engagement team members, and other core partner business representatives. We will tailor and segment communication to groups and will include strategies for Economic Development entities, organizations that serve job candidates with Title I eligible barriers, government officials, and business associations.

The current local area, CIWD board, and Iowa*WORKS* electronic communication platforms and assets will be inventoried and synergized to ensure coordinated communication among platforms and owned media. This will alleviate the brand confusion that comes from having so many well regarded but at times competing identities at play. This coordinated communication may include newsletters, social media pages, websites, and other modes of communication. Each too will have a defined strategy, frequency, measure, and audience to ensure communication is appropriate and effective.

We will also leverage state outreach resources such as the Iowa*WORKS* Mobile Workforce unit. This outreach effort will increase brand awareness of Iowa*WORKS*. Outreach efforts will aid in external coordination and will encourage co-enrollment of services with not just WIOA core and required partners, but other CBOs across our service area.This outreach will help the community embrace IowaWORKS their local resource. This community engagement strives to ensure that the Iowa*WORKS*

system is seen as the premier provider of individual and business services for a skilled and diverse workforce.

In-demand sector and occupational outreach campaigns will be created that will invite job seekers into the workforce and create an inclusive vision for involvement. Campaigns will introduce careers in ways accessible and considerate of cultural elements to ensure candidates of all backgrounds visualize themselves in roles that may not be customary and make success appear achievable. This will increase access to services for people with barriers and who are underrepresented. Outreach will be both in center and out, as well as electronic and in-person.

The CIWDB will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs. The launch of sector partnerships in coordination with other local economic development stakeholders will support this. Sector partnerships for in-demand industries are key to evaluating the performance of the system and directing career pathways. Through these partnerships, training partners, job skills, competencies, and certifications can be identified and prioritized by those with the most at stake. The coordination of these partnerships will be facilitated with collaboration of other economic development stakeholders. Doing so will ensure there isn't a duplication of services and avoid business representative fatigue and confusion.

The CIWDB will focus on industry recognized, portable, and stackable credentials. The CIWDB believes it is important that educational attainment is portable and owned by the employee. Employees have the right to seek good jobs in employment situations that best suit them. It is important that training credentials are achieved in a way that makes the employee marketable and attractive to employers across the area. In evaluating training activities and providers on the Eligible Training and Provider List (ETPL), this will be a key consideration for career planners to discuss with clients. A stackable training focus is to invest in training modes that can be built upon or leveled up, multiplying the value of the initial training investment that supports career pathways and long-term goals for the job seeker.

The CIWDB defines industry recognized credentials as "qualifications of a specific set of competencies related to a particular industry or occupation." They are developed and offered by, or endorsed by, industry associations, organizations, or vendors. Industry recognized credentials are sought or accepted by multiple employers within the industry or sector. They serve to recognize skill attainment and facilitate hiring, retention, or advancement.

- Credentials may also be supported by licensing requirements at the national, state, or local level.
- Credentials from accredited institutions, such as colleges, are desirable.
- Certification from local labor unions, such as "journeyman" also are desirable in that they are created for the employee, not the employer.

We will ensure technology investment in referral software for core partners. We have invested in software and process improvement that enhances communication and follow-up between core

partners. Due to the nature of WIOA partner services being operated by many entities, challenges in client and organizational confidentiality and information sharing exist. If not accounted for, it limits the ability to interact, note sharing, and follow up with “real time” access for career planners. A common front door will be created to manage and check up on program-to-program referrals; and support integrated partner efforts to support clients.

Our Title II HiSet and ELL classes are filled with potential job seekers acquiring a basic skill to improve their prospects of gaining a good job. The class instructors have built relationships with clients leading to client trust. That relationship can be leveraged to build bridges between Title II instructors and clients, and Title I Career Planners in both Adult and Young Adult training activities.

3. Describe the strategies and services that will be used in the local area to:
    - Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
    - Support a local workforce system that meets the needs of employers in the area.
    - Better coordinate workforce development programs and economic development.
    - Strengthen links between the one-stop delivery system and unemployment insurance programs.
    - Implement initiatives such as transitional jobs, incumbent worker training programs, on-the-job training programs, customized training programs, other work-based learning opportunities, registered apprenticeships, industry and sector strategies, career pathway initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of local employers.

To facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations, we will support sector solutions in in-demand industries. This will support the creation of career pathways, informing training design; including tactics to create accessibility for a workforce with barriers, and assessing current training providers and systems. Furthermore, these partnerships can provide resources to serve on local boards and sub-committees and develop a pipeline for Work-Based Learning placements.

To support a local workforce system that meets the needs of employers in the area, we will continue to engage and educate our Chief Elected Officials in WIOA. We will ask them to define key employers in their counties and essential non-WIOA local workforce system partners to create linkages. The board will also become an established resource in data acquisition and networking for local agencies. We will continue county-wide meetings with organizations, government, and education leaders to increase awareness, discover, and support the needs of each.

To better coordinate workforce development programs and economic development, we will leverage the board representative for economic development and community-based organization seats to coordinate activities. The Economic Development representative can broadcast LWDB information to their network of professionals through the Greater DSM Partnership and other modes. We can utilize Economic Development partners in identifying business board members, including strategic nominations in economic development areas and sub-communities. This will help us avoid duplication of services, including sharing strategies and plans and collaborating on sector partnership initiatives.

To strengthen linkages between the one-stop delivery system and unemployment insurance programs, we will focus on the following strategies:

- Communicate and brand the Iowa*WORKS* as the “reemployment” center, not the unemployment center.
- Ensure strong internal connections between WIOA Adult Title I Dislocated Worker and

RESEA. RESEA reaches out to unemployment claimants offering program support to gain Employment. Strong relationship between RESEA managers and Title I can identify clients who are motivated, and most in need of individual intensive career planning and job retraining.

- We've adopted the Iowa*WORKS* American Job Center state division's goal of decreasing the unemployment exhaustion rate by 5% by 2025.

We will continue to implement the following initiatives designed to meet the needs of local employers.

- Industry and Sector Strategies drive program design; local policy and priorities.
    - We are committed to the success of Sector Partnerships in Central Iowa.
    - We will work in alignment with other stakeholders to not duplicate efforts or contribute to employer fatigue in participating in these initiatives.
- Incumbent Worker Training (IWT)
    - A strategic shift has been made in the use of Dislocated Worker Funds from layoff response to upskilling of incumbent workers through IWT grants. This was in response to trends in low unemployment and rapid response events in the past years. That initiative will be re-evaluated annually in the budget development process. More recently, IWT has been identified as a way to increase involvement in apprenticeship.
    - Upskill existing workforce – Partner to increase productivity and support retention efforts, as well as support equity in the workforce.
- Other Work-based Learning Programs (WBL)
    - We will form strong relationships with WBL program providers.
    - We will co-enroll Title I services with other work-based learning providers when youth graduate from their services.
    - Focus on Work-Based learning for Title I Youth and Young Adult in schools that do not have Work-Based learning staff or on-site programs.
- Registered Apprenticeship (RA)
    - Embrace the use of RA as part of the full Work-Based learning continuum, as well as career exploration, job shadowing, paid work experience, on the job training and internship.
    - Support aspiring registered apprenticeship programs in developing a quality apprenticeship by connecting them with the state Apprenticeship department
    - Educating clients on the value proposition of "earn and learn" platforms as opposed to traditional post-secondary education pathways.
- Pilot apprenticeship intermediary efforts to increase access to rural and small businesses to apprenticeship delivery. Career Pathway Initiatives
    - Develop advanced communication aids that are:
        - Specific to Central Iowa and in-demand jobs
        - Target and contextualize for underserved populations.
        - Utilization of industry representatives for round tables and question and answer discussions for job seekers, as well as career planners.

- Business Services/Intermediaries
    - Continue coordinating business engagement team member meetings; and enhance involvement with local board business representatives.
    - Ensure collaboration between Business Engagement Consultants and DMACC Business Engagement team members.
    - Pilot for apprenticeship access and capacity building.

- Transitional Jobs
    - Utilize for getting job seekers a “foot in the door” at employers not ready to make a permanent hiring commitment; but open to moving an employee from temporary to permanent.
    - Allows a candidate to build up work history.

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

The CIWDB will leverage their board representative for both Economic Development and Community Non-Profit seats to coordinate activities with these entities. The Economic Development representative is a hub of area wide relationships with local chambers and economic development corporations. This role will serve as a liaison to broadcast CIWDB information to the network of professionals and gather information to inform local board activity. Furthermore, these local economic development and business serving organizations can build our board strength by nominating business members to serve on the board.

The Greater Des Moines Partnership also takes a system leadership role across central Iowa and the state in advancing entrepreneurial skills training and microenterprise services. A relationship has been built between the board and the Greater Des Moines Partnership's lead staff member on the topic to discuss opportunities not just for individual microenterprise, but the role of entrepreneurial thinking and partnership within large businesses. The Executive Director, as well as local system partners, participates in the Greater Des Moines Partnership's Workforce Coalition. The board staff also sustain relationships with the Ames Alliance as the regional partner for counties in Central Iowa that are not part of the GDSMP. The CIWDB also served actively in the creation of the Central Iowa Workforce Ecosystem Map creation, which was co-sponsored by the GDSMP and Capital Crossroads.

The Mid-Iowa Planning Alliance is an organization that has a board of economic development professionals from across Central Iowa counties and provides essential transportation and housing funds, among other supportive services, to Central Iowa. The CIWD Board Executive Director is employed by MIPA as the WIOA local grant recipient, to bring the workforce component to grant applications to drive funds to support Central Iowans.

The CIWD Board also commissioned an economic impact study of WIOA Title I Activities in the summer of 2024. That research will be shared with local economic development professionals to enhance the understanding and potential of WIOA on the local economy. It was shared in September 2025.

The local board composition also requires two seats filled by small businesses. They can be key thought leaders to create policy and programs to support the ability of small businesses and entrepreneurs to be successful. Taking an active role in the facilitation of the Employers Council of Iowa (ECI) is another route to provide technical advice and support to small businesses and entrepreneurs.

For individuals with disabilities, the local area leverages a few key programs. The Ticket to Work program has a wide variety of Employment Networks in Central Iowa. The Iowa Workforce Development EN is most centrally a part of the local area's strategy due to its integration in the Des Moines Iowa*WORKS* office. It coordinates career coaching and benefits planning for clients on social security disability.
The local workforce area is also moving forward initiatives such as "Core 4" to move job ready participants with a disability into jobs quicker with an integrated approach among core partners. Furthermore, the One Stop Operator and Disability Access Committee hosts Focus Groups for individuals with disabilities, and panels of businesses that exhibit best practices in hiring, to help bridge the connection. The One Stop

Operator has also launched a disability employment specialist networking group that meets quarterly and is made up of a variety of community organizations.

Title IV Iowa Vocational Rehabilitation has a self-employment program that can support entrepreneur ideas for individuals with a disability. Their summer workshops also incorporate entrepreneurial thinking through ideas such as “Shark Tank” contests where groups of students develop business ideas and pitch them to a panel of community partners. Successes witnessed in IVRS self-employment include a traveling haircut business and a jewelry making business.

Some research on the demand for entrepreneurial skills training and microenterprise services can be found in the Kaufman Indicators of Entrepreneurship (https://indicators.kauffman.org/state/iowa) study. It shows that in Iowa, the rate of new entrepreneurs in 2021 was 0.22%, meaning that 2.2 out of 1,000 adults became new entrepreneurs, on average, each month. This compares to 0.36% nationally. There were 2.8 jobs created by startups per 1,000 people in Iowa in 2021.

CIWDB and community members have experience with several of the following organizations and perceives of an affinity group that could consists of Artist INC Des Moines; Community Foundation of Greater Des Moines; DMACC Business Resources; Evelyn K. Davis Center; Iowa Center for Economic Success; Iowa Economic Development Authority; Iowa Small Business Development Center (SBDC); Lutheran Services in Iowa's Global Greens Program; National Association of Women Business Owners – Iowa (NAWBO-Iowa); SCORE; Solidarity Microfinance; Targeted Small Business Program; U of I Venture School; U.S. Small Business Administration (SBA); Women's Business Center.

5. Describe the one-stop delivery system in the local area, including:
    - How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers.
    - How the LWDB will facilitate access to the services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.
    - How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, including providing staff training and support for addressing the needs of individuals with disabilities.
        i. Include how the LWDB will utilize Disability Access Committees (DACs) as a strategy.
        ii. Describe the process that an individual would use to request accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.
        iii. Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered throughout the center.
    - The roles and resource contributions of the one-stop partners.

The LWDB understands and values the importance of the ETPL and ensuring consumer choice for training activities. While the ETPL is managed at the state level, the LWDB can still impact the quality and access to it. The board will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers. We will do this by:

1. Analyzing labor market information and service enrollment data to assess community need for and equitable access to public workforce development system services and training,
2. Adjusting and enhancing the variety of WIOA-funded training types and other services offered, particularly where evidence supports promising training approaches and strategies, and
3. Providing accurate quarterly updates on expenditures for WIOA training programs and quarterly performance reports.

Furthermore, by building strong relationships with community-based organizations that serve eligible individuals, we can ensure access to training that meets the needs of job seekers. We can ensure that we identify training programs that are better prepared to serve individuals with barriers. By providing access to supportive services, it can create a stronger foundation for clients to not just access, but complete training activities on the ETPL.

- The CIWDB will facilitate access to services outside of the comprehensive center through strategic outreach. Some of those tactics will include:
- Utilize drop-in hours at community-based locations to extend services to areas that have

geographical limitations to accessing our comprehensive center in Des Moines.

- Foster strategic community partnerships with organizations that have relationships with eligible participants for Title I services.
- Hold town halls to educate workforce stakeholders on availability of services and the local system structure.
- Support the launch of a new Iowa*WORKS* Mobile unit for outreach events across the state of Iowa.

We will continue to leverage the strength of our Disability Access Committee (DAC). Each of our committees has a chart of work to guide their focus. The committee's charge is listed below.

- Oversee provision of services to individuals with disabilities through the one-stop delivery system.
- Ensure provision of staff training to provide employment support and accommodation for individuals with disabilities.
- Ensure provision of appropriate disability-related training to employers throughout the Local Area.

The DAC committee meets bi-monthly. The DAC Committee is led by a Business Member of our local board to help us understand business needs and bridge the gap between job seekers and businesses in employing individuals with a disability. We also have board members, training providers, and community resources on the committee. We will add a committee member who is a client with a disability.

The DAC assists in in-service training calendar/design. It ensures that we annually educate the local board and core partner staff on topics related to the One-Stop Certification Physical and Program Accessibility standards. The CIWDB also certifies the local center according to state guidelines, and that certification process includes physical and programmatic accessibility. The One-Stop Operator partners with the DAC and Equal Opportunity Officer (EO) to provide ongoing staff training and in-services to support accessibility. An annual training plan is created identifying the center's staff needs

The committee supports the local area Equal Opportunity (EO) functions; including monitoring and auditing of those duties, as well. Our EO initiatives are focused on coordination with state strategies and the state EO officer and creating and sharing best practices that can be scaled throughout the state; other areas and Iowa*WORKS* offices. The DAC committee is creating an assistive technology manual for use in the Iowa*WORKS* Des Moines office. The manual shows an inventory of available resources on site and provides instructions on how to access and utilize those resources. Furthermore, it also highlights other accessibility tools that are not disability-related, such as language translation and interpretation services.

The Central Iowa Workforce Development Board Disability Access Committee (DAC) conducts annual site audits of the Iowa*WORKS* center. The site audits evaluate several factors for compliance and form recommendations for improvement.

We hold an annual in service in October for career planners informing and educating on what technology

or assistance is available in the office and how to use it. The DAC committee audits that the technology is available and well-maintained. We acknowledge that gaps may exist. To compensate, we conduct customer-driven focus groups to support a better understanding of client needs and removing those gaps. Three focus groups have been held in the program year 2023. The local Equal Opportunity Officer (EO) also audits the site for signage compliance and ensures the functionality and accessibility of assistive technology to staff and clients.

Our DAC also believes in the importance of client self-advocacy. We want to advocate reducing the negative stigma of accommodation but also advise clients on approaches to ask employers for accommodation in a way that does not compromise their ability to gain employment. We have expanded our NDEAM (National Disability Employment Awareness Month) Month activities in recent years. It emphasizes more technical assistance, advocacy, introduction of resources, and education for front line managers. We will also focus on sharing "bright spots" from the community that can be shared and replicated by others.

Furthermore, integrated resource teams are being launched to best utilize all partner resources for accessibility and accommodation. They are being championed by our One Stop Operator. We are also focusing on the "Core 4" state initiative to serve IVRS clients that are in "status 20" or deemed ready to work for job placement.

The roles and resource contributions of the one-stop partners:

Accessibility to the services provided by the Iowa*WORKS* Centers and all Partner agencies is essential to meeting the requirements and goals of the Iowa*WORKS* network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or based on any other classification protected under state or Federal law.

1. Physical Accessibility – Iowa*WORKS* centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, considering reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Both internally and externally, the Center meets the latest standards of physically accessible design. The parking lot includes wheelchair van accessible parking, curb ramps and exterior entrance ramps. All public entrances to the Center are wheelchair accessible and have automatic doors. Where there is not an accessible doorway, signs label where one can be found.

Internally, all Center routes are wheelchair accessible. Access to all computers, printed information and physical Center resources can be reached and accessed by wheelchair users, and additional staff assistance is available upon request for those individuals with additional mobility challenges.

To accommodate transportation barriers, the Center is on a Des Moines Area Regional Transit Authority

(DART) route. With a stop next to the Center, job seekers can easily access workshops and services via public transportation.

2. Virtual Accessibility – The Local WDB will work with the State Workforce Development Board (SWDB) to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that Federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

The Iowa*WORKS* website is available to all customers with an internet connection, and is a statewide tool powered by the Iowa*WORKS* Geo Solutions Case Management System. It is the responsibility of each partner producing additional materials under the Iowa*WORKS* umbrella to ensure all virtual materials (websites, surveys, flyers, etc.) are compliant with Section 508 of the U.S. Department of Health and Human Services code and are frequently updated to ensure information accessed online is accurate. Virtual workshops, trainings, and other services conducted via video conferencing technology (Zoom, MS Teams, Google Meets, etc.) include Closed Captioning services for job seekers that are Deaf or hearing impaired. The CIWDB is creating an outreach tool kit that is both brand-compliant and accessible. It will be housed on Canva and available to all partners.

3. Communication Accessibility – Communications access means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments and barriers.

Staff fluent in American Sign Language (ASL) or bi-lingual and on-site at the IowaWORKS center are expected to make a good faith effort to assist clients at all times. Staff can also request an interpreter for classes, workshops, training, and scheduled appointments as necessary, through the CIWDB, or their own contracts and resources. Partners will be charged direct costs incurred for their requests. All accommodations requests can be made through any Center staff. Language Link is available for phone interpretation and video on demand interpretation as needed to supplement any existing partner contracts or gaps in for like services.

4. Programmatic Accessibility – All Partners agree that they will not discriminate in their employment practices or services based on gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or based on any other classification protected under state or Federal law. Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and Federal laws and regulations regarding these issues.

All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all Iowa*WORKS* Center programs, services, technology, and materials are physically and programmatically

accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs (e.g., JAWS and DRAGON) and assistive listening devices must be available to ensure physical and programmatic accessibility within the Iowa*WORKS* network.

The Central Iowa Workforce Development Board Disability Access Committee (DAC) conducts annual site audits of the Iowa*WORKS* center. The site audits evaluate several factors for compliance and form recommendations for improvement.

Vocational Rehabilitation and Iowa Department for the Blind are available for consultation if accommodation questions arise, as well as the local EO officer. They are also available to provide training and refer to specific resources, as needed. If a job seeker has a need for a reasonable, they can make a request to any staff. Staff provide accommodation if easily available and/or discuss with management if further assistance is needed.

The local board has funding to support disability access needs that arise and cannot be provided by individual program funding streams. Requests can be made through the DAC committee.

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

Adult and Dislocated Worker (DW) services are available across all eight counties, Boone, Dallas, Jasper, Madison, Marion, Polk, Story and Warren. Relationships are being built with community-based organizations to increase outreach and access to services.

Adult and Dislocated Worker Employment and Training Activities include:

- Basic Career Services - customers registered in Iowa*WORKS* will have access to any of the basic career services immediately and continuously without further eligibility or documentation requirements. Generally, these services are less intensive and may be provided by staff funded by WIOA Title I programs and by WIOA Title III Wagner-Peyser Employment Service.
    - Determination of eligibility for adult or dislocated worker assistance.
    - Outreach, intake, and orientation to One-Stop delivery system services.
    - Initial assessment of skill levels, including literacy, numeracy, and English proficiency.
    - Labor exchange services, job search, placement assistance, and career counseling.
    - Provision of information on in-demand industry sectors and nontraditional employment.
    - Referrals and coordination with other programs and services.
    - Workforce and labor market statistics information.
    - Performance and program cost information on training service providers.
    - Information on local area performance accountability measures.
    - Information about supportive services and appropriate referrals.
    - Assistance in establishing eligibility for financial aid for training and education programs.
    - Information and assistance for filing UI claims.

- Individualized Career Services- These services involve significant staff time and customization to individual needs, and generally will be provided by staff funded by WIOA Title I program. Individuals may be eligible, complete an assessment and meet suitability requirements for investment.
    - Comprehensive assessments of skill levels and service needs.
    - Development of individual employment plans.
    - Group and/or individual counseling and mentoring.
    - Short-term pre-vocational services.
    - Internships and work experiences linked to careers.
    - Workforce preparation activities.
    - Financial literacy services.

- Out-of-area job search and relocation assistance.
- English language acquisition and integrated education and training programs.
- Work-Based Learning opportunities.
- Integrated Resource Team meetings for dual-enrolled clients.

- Training Services may be deemed suitable for an eligible Title I candidate. If so, individual training accounts can be opened for that participant and may include any of the following:
    - Occupational skills training, including training for nontraditional employment
    - On-the-job training
    - Incumbent worker training
    - Programs that combine workplace training with related instruction, which may include cooperative education programs
      Apprenticeship and Integrated Employment and Training initiatives.
    - Training programs operated by the private sector
    - Pre-vocational activities
    - Entrepreneurial training
    - Job readiness training provided in combination with the training services
    - Adult education and literacy activities, including activities of English Language acquisition and integrated education and training programs
    - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
    - Connections to Registered Apprenticeship Programs
- Follow-up services must be made available to all participants enrolled in the Adult and Dislocated Worker programs up to the end of the 4th quarter after the exit quarter. Additional services may be available to participants beyond this period with CIWDB approval. The types and duration of these services must be based on the needs of the individual. Follow-up services provide support and guidance after exit to facilitate sustained employment and educational achievement, advancement along a job and/or educational ladder, and personal development. Examples of follow-up services include:
    - Career Planning and Development
    - Job Search and Referral
    - Financial Literacy
    - Work Related Peer Support Groups

- Incumbent Worker Programs - IWT programs are being incorporated into our strategies to increase business engagement in the workforce system, avoid layoffs, and support the Workforce for the Golden Age's Registered Apprenticeship goals.

- Rapid Response - When a layoff occurs, a rapid response team provides immediate assistance and support to affected employees. Their primary goal is to help individuals navigate the challenges that arise from job loss and connect them with resources to ease the transition.
    1. IWD Program Coordinator receives WARN notice (Worker Adjustment Retraining Notice) from affected companies. Once received they:
        a. Enters Rapid Response Event into IowaWORKS
        b. Notify Local Board, IowaWORKS Operations Manager, Title 1 Program Coordinator
    2. Title 1 Program Coordinator contacts affected company within 48 hours of notice to set up employer meetings. Once set up:
        a. Enters activity code E11 into IowaWORKS under employer
        b. Send confirmation email and virtual calendar invite to company, Trade Coordinator and IowaWORKS Operations Manager along with the Employer Questionnaire Document
    3. Employer meeting is held with all invited parties reviewing the following:
        a. Purpose of the Rapid Response
        b. Employer Questionnaire
        c. Services available for affected workers
        d. Logistics of Worker Information Meeting
        e. Distribution of Rapid Response survey for the affected workers
    4. IowaWORKS Operations Manager, Title 1 Program Coordinator will host a Rapid Response summary meeting with staff assigned to event (within 48 hours of employer meeting) to go over employer survey – date of event, logistics and other potential community agencies that should be invited and to go over other activities the employer requests (job fairs, workshops.
    5. Title 1 Program will complete the following IowaWORKS transactions:
        a. Enter Activities under employer
        b. Enter case note with Rapid Response details
        c. Send out affected worker surveys
        d. Create WIM Rapid Response Event
        e. Create Invite to send to employer
    6. Wagner Peyser staff will complete the following tasks:
        a. Prepare folders for affected workers
        b. Prepare PowerPoint if needed
        c. Invite recommended community partners
        d. Boun at DHS
        e. EBSA – Employee Benefit Security Administration
        f. Prepare sign in sheet for the affected workers
    7. Worker Information Meeting will be held

8. Following the Worker Information Meeting:
    a. Wagner Peyser staff will result out those affected workers who attended event
    b. Wagner Peyser staff will send email summary to team regarding number in attendance, partner attendance, what went well and potential improvements
9. Title 1 will send thank you to affected employer HR

Assessment and Availability:

- The Iowa*WORKS* Des Moines One Stop Operator has a robust internal referral system among core and required partners that refer clients to Title I. The referral system is in an ongoing process of continuous improvement with new software being implemented.
- Additionally, bi-weekly meetings or core partners, monthly Business Services Team meetings, and quarterly required partner meetings enhance access and awareness of Title I Adult and Dislocated worker services among partners.
- Weekly orientation for Title I potential participants is held at the Iowa*WORKS* Des Moines office. Virtual orientation is also offered.
- Title I staff travel across the local area to meet participants where they are; including libraries, colleges, and community-based organizations to create access.
- Strong linkages are in place with Title II AEFLA; including co-enrollment of Jumpstart Integrated English learning and vocational training courses. Those Jumpstart courses currently focus on CDL, CNA, with more courses launching in the next year.
- We have relationships and collaborations with newcomer, Immigrant and refugee serving organizations is underway with ethnic community-based organizations. The Refugee Alliance of Central Iowa serves as a hub for coordination.
- Annually, the CIWDB reviews policies related to Title I Training and Supportive Services to ensure they meet the needs of the local area. Service provider staff assist in identifying policy needs and providing research. The local board determines and approves policy.

Population served characteristics:

In calendar year 2025, the Central Iowa WIOA Title I programs served 473 participants; 165 in the Youth and Young Adult program, 148 in the Adult program, and 140 in the Dislocated Worker Program.

450 of the participants were low-income individuals. Additional participant characteristics include but are not limited to; 173 being basic skills deficient, 125 single parents, 105 ex-offenders, 126 single parents, 62 older individuals.

The top supportive services in the Adult and Dislocated Worker program included 41 participants receiving educational assistance, 29 transportation, 8 educational testing, 6 miscellaneous services, 4 financial assistance and 6 receiving other supportive services.

The leading services offered were Career Planning with 1,905 instances in 2025. Objective Assessment was second with 286 services, and 266 individual service plans or strategies were

created.

The industries that received the most Title I training funding were 1. CDL 2. Health Care and Social Assistance 3. Cosmetology and 5. Computer Information Systems 6. Construction.

Title I participation by county includes the following: Polk 300, Dallas 35, Story 26, Warren 11, Marion 8, Jasper 6, Madison 6, Boone 2. Efforts to increase participation in counties other than Polk remain a priority.

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

Locally, we do have a cross program Rapid Response team that responds to WARN notices.

Current Team Composition:

- Local Rapid Response Team Lead - Title I DW Program Coordinator
- Wagner Peyer- Title III Operations Manager
- One Stop Operator
- Local Trade Coordinator (if applicable)
- IWD Business Engagement Consultant
- Title II: Program Coordinator

This team meets business leadership when an event occurs, and a WARN notice is issued. They discuss the services that can be provided for displaced employees with business leadership. Rapid Response also requests the completion of worker information surveys. These surveys can be provided to the state agency to formulate a workforce profile of the displaced workers. The profile information can be utilized to introduce career pathways or identify barriers that may need to be overcome for employees to be relocated to good jobs. The team provides large group informational sessions or individual support for employees based on the level of access and needs of the displaced employees. Individual services can be basic or intensive; and may include reskilling, training, or supportive services.

When WARN notice events reach a large enough scale that warrants state involvement, we embrace technical assistance and efficiencies that can be gained from working with statewide staff associates, initiatives, and resources. That could include coordinating joint participation in worker informational sessions with other workforce areas or statewide projects. In the past, our response team has provided leadership to web-based events for a statewide audience in that manner.

Partnership could include statewide projects or reskilling initiatives. One example was past success in local delivery of statewide programs such as “TechWorks.” Additionally, we can support statewide intervention by being a bridge to local stakeholders and facilitating conversation and relationships to support an organized approach to meeting client needs. That could be convening local chamber, economic development partners, elected officials, and training partners to inventory resources and align commonalities among all.

If additional funding is needed above formula dollars for displaced worker activities, the local area will explore and discuss application for additional funding, for example, National Dislocated Worker Grants from the department of labor.

8. The type and availability of youth workforce investment activities in the local area, including those for youth with disabilities, including identifying successful models of such activities.

The 14 Required Elements of Title I Youth and Young Adult Program are listed below:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential: These services have been provided by Title I staff
2. Alternative secondary school services, or dropout recovery services, as appropriate: Referrals to programs such as JobCorps, YouthBuild, HI Set, Woodward Academy and alternative and charter schools.
3. Experiential learning opportunities, consisting of paid and unpaid work experiences that have, as a component, academic and occupational education, which may include Summer youth workshops and Internships, paid work experiences at job sites, and partnerships with existing community-based work-based learning programs.
4. Occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.: Programs including but not limited to training programs on the ETPL and DMACC's Workforce Training Academy and other programs supporting consumer choice. The Youth program does not require use of the ETPL.
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Program partnerships.
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.: Efforts to help justice involved referrals meet requirements to expunge their records.
7. Supportive services: Bus passes and mileage reimbursement for transportation assistance, work clothing, emergency payments, emergency payments, Youth incentive payments, stipends, and educational and testing fees
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months: According to board policy.
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate: Through person to person contact between Career Planners and exiting clients.
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
11. Assessment and referrals to community-based partners.
12. Financial literacy education: Part of the initial client assessment and web based micro courses. Entrepreneurial skills training: Based on the specific client situation but not emphasized.
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; Use of O-NET, CareerSource, IowaWORKS services and workshops, and

Virtual Reality Career Exploration, as well as job site tours.

14. Postsecondary preparation and transition opportunities – Supported by Title I case managers in ISP. Training funds can help support access through OJT, Paid WEXP, internship, or OST. Activities that help youth prepare for and transition to postsecondary education and training. On-line learning modules such as Khan Academy, in-person tutoring, and other homework assistance modes.

Our local program determines what services a youth participant receives in partnership with the client based on their objective assessment results and individual service strategy. Our program is not required to provide every element to participants and should partner with other entities to provide program elements that cannot be provided.

Furthermore, the local board has a Youth Standing Committee that serves as strategy leaders. The committee helps determine best practices, policy for supportive services, strategic partners and spending strategy for In School and Out of School services.

We conducted a WIOA Title I economic impact study with Lightcast in summer 2024. It provided us with data to benchmark our Title I activities and strategize the use of our resources. Results were reviewed and shared with stakeholders. The report can be found online at www.ciwdb.org under "resources."

Out of School Youth (0SY) /In School Youth (ISY) Strategy:
The current WIOA policy requires that at least 75% of Title I Youth and Young Adult funds are used to support Out of School Youth (IOSY). The state of Iowa has received a waiver to allow the 75% requirement for OSY to be reduced to 50%, allowing for more funds to be spent on In School Youth (ISY) at the discretion of the local area. Central Iowa appreciates the local flexibility allowed by the waiver; however, Program Year 24 does not intend to adjust strategy for program delivery to serve more ISY due to the current demand for services from OSY.

An OSY eligible youth and young adult are aged 16-24 and not attending school. An OSY eligible young adult may have previously attained a high school degree, however, but are no longer enrolled in school and possess a qualifying barrier. This OSY focus on youth adults not attending school is one of the unique aspects to Title I Youth and Young services that allows us to serve an audience most other youth program do not. We intend to continue our focus on OSY and ensure that the most vulnerable youth and young adults in our communities are not left behind.

Additionally, our Title I Youth and Young Adult services will focus on referrals from WIOA Title II and Title IV programs as a proven practice and according to D.O.L guidance. Additionally, we will work with key partners that have relationships with eligible out of school youth. Additionally, strong relationships and referrals from school-based partners, such as IJAG, can also streamline the transition from those in their school-based programs graduating high school, but are at risk of losing the support they derived from being in school based programs. Post graduation, they can be enrolled into Title I as OSY.

ISY eligible youth are attending school, age 14-21, low income and have a qualifying barrier. Title I ISY enrollment will focus on rural schools that do not have Work-Based Learning Coordinators and "alternative schools" that meet the definition of ISY. Referrals from partner organizations for students that need

intensive 1 on 1 support will also be welcomed and invited.

Work Experience Strategy-

Central Iowa has robust goals to better align work experience with business partnerships for the remainder of the time covering this local plan. While work based learning programs hosted by non-profits do have benefits, we also want to ensure that the work experience is embedded in business and creates industry exposure to transitional jobs, apprenticeships, and career pathways aligned with occupations highlighted in client individual service strategies. Annually, we want to ensure that 100% of our clients have a work experience activity in their case file, whether it be paid, job shadowing, internship, volunteerism, or part-time jobs. When not practical, online job simulation and virtual reality can make exploration accessible.

Youth with the most significant disabilities are enrolled in IVRS programming. When youth have more moderate disabilities, we refer or co-enroll with Title I Youth and Young Adult.

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

DMACC is our Title II AEFLA grantee. We are actively promoting Co-enrollment initiatives between Titles I and II targeting ELL and HiSET future graduates. Title II has hired an Integrated Education and Training (IET) coordinator that has aided our efforts. IET's provide contextualized language acquisition work-based learning and is an immediate focus to serve clients, get them in the workplace sooner, but also maintain integrity and safety. Title I staff also have recorded information videos to be played at AEFLA classes, as well as make regular visits to classes for introductions. The Title I and II programs also do share assessment information, such as CASAS results, and O-Net career interest profile information.

We will leverage the role of the representative post-secondary higher education on our board to best inform and strategize areas of opportunity. . In February 2026, the board facilitated DMACC to attend the IowaWORKS semi-annual in-service to educate career planners on the college, as well as focus on DMACC's career and student services, disabilities services, short term training credentials and sector boards that inform curriculum development. The board also coordinated an IowaWORKS presentation to DMACC Leadership to ensure awareness of what the workforce services have to offer colleges and increase participation and coordination.

Board staff also serve on other various other initiatives with secondary and post-secondary education partners. That includes entities such as Grand View's Jacobsen Institute, as well as GDSMP Workforce Collaborative and other individual relationships.

We will also leverage the role of Registered Apprenticeship representative on our board to increase utilization of RAs by Central Iowans and support the role of CTE intermediary staff. Representation on our board is that of union-based skilled trades. Additionally, the board will outreach to non-union apprenticeship training providers to ensure providing options to a wider range of options and employers.

By forming strong relationships with school-based programs, we can also coordinate referrals of graduating students into appropriate career and training services. Ensuring organizations like Job Corp and IJAG are part of our youth committee and can help with the youth handoff from secondary to post-secondary activities.

DMACC's CTE / Perkins Act staff are doing some of the following work to assist in coordination of activities; sector solutions; intermediary work partnerships with IVRS in schools and providing basic career services such as mock interviews, Teachers in the Workforce programs; summer internship program for teachers to educate on work-based learning.

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

We will take a leading role in Central Iowa in ensuring not only WIOA Title I customers can access supportive services, but also facilitate the awareness of supportive services offered within the community to all job seekers and organizations. That includes creating lists of supportive services available throughout the area and conducting outreach to educated individuals and organizations on how to access them. We will create a supportive services aid for community distribution and navigation.

Board funded supportive services are only available to Title I enrolled participants. When providing supportive services in Title I programs, we will ensure the support is leading toward sustainability. We will first help clients navigate resources already available to them without the need for Title I funds. When not available, we will turn to private sources and refer to quality service providers. Financial literacy will be promoted as a supportive service in the next period.

Policy for supportive services will be reviewed annually by the local board. Funding limits will be reviewed and compared to availability of funds and administrative services to ensure they are well managed and compliant with federal, state, and local policies to ensure strong stewardship of funds.

Services are meant to be transitionary for clients, while also empowering them for their own self-efficacy and financial sustainability. For clients who need it, we include financial literacy courses as part of the supportive service provision.

Each year's budget has a set aside amount of funds required to be spent on supportive services. That ensures that these important wrap-around services do not get spent elsewhere and become the reason that participants do not complete their individual employment plans.

Our full policies for Supportive Services can be found on our website at www.ciwdb.org including service types and limitations.

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

Wagner-Peyser (WP) services in the Central Iowa Local Area include resume development, mock interviews, labor market information, job search assistance, exploratory services, career assessment, individualized career appointments (virtual and in-person), workshops, job fairs, business outreach, and referrals. Because these services overlap with those offered by other core partners, the region uses a structured coordination process to ensure WP services complement, rather than duplicate, Title I, Title II, and Title IV services.

1. Preventing Duplication Through Defined Service Roles
    - Wagner-Peyser provides universal/basic career services for any job seeker entering the one-stop, including labor exchange, initial assessments, job search support, and labor market information.
    - Title I programs provide individualized career services and training for customers who need more intensive or long-term support.
    - Title II provides adult education and literacy services and coordinates referrals for customers requiring basic skills development.
    - Title IV provides disability-specific services, including vocational rehabilitation assessments and accommodations.

2. Standardized Intake and Triage Process
    - All customers entering the IowaWORKS center complete an initial assessment through the IowaWORKS intake system. Staff then apply a cross-partner triage matrix that identifies:
        - Whether WP should serve as the customer's primary point of contact.
        - Whether the customer requires co-enrollment with Title I, Title II, or Title IV.
        - Whether another partner should lead the service to avoid repeating assessments, workshops, or case management steps.

3. Shared Case Management and Coordination
    - The "Core 4" integrated resource team (IRT) meets regularly to jointly discuss shared participants, review short- and long-term goals, and assign tasks across programs.
    - A co-enrollment guidance document, developed by core partner leadership, is used by staff to clarify roles and streamline shared case management.
    - The One-Stop Operator (OSO) monitors partner referrals in the portal, addresses unclear or duplicative referrals, and convenes staff when plans need alignment.

4. Coordination of Workshops and Career Services
    - Workshop topics, calendars, and facilitators are coordinated so that each workshop is offered once and is open to all partner customers.
    - WP staff generally lead foundational workshops while specialized workshops are delivered by Title I, Title II, or Title IV.

- Web-based workshops provide a shared tool for delivering common services.

5. Business Services Coordination
   - The Business Services Team meets monthly and includes employer-facing staff from all core partners.
   - Business Engagement Consultants serve as the primary point of contact for employer outreach.
   - Employer contacts and visits are logged in shared systems to prevent duplication.
   - Job fairs and work-based learning opportunities are coordinated jointly.

6. Training and Staff Development
   - Weekly statewide Wednesday training ensures consistent practices.
   - The OSO coordinates local training and ensures alignment with statewide efforts.
   - Monthly Core Partner Onboarding trains new staff on the services across all Titles.
   - Integrated Resource Team training through Workday Learning reinforces collaborative processes.

7. Technology Tools Supporting Non-Duplication
   - Shared assessment tools in IowaWORKS ensure partners use consistent resources.
   - The IWD LMI website provides unified labor market information.
   - Shared platforms and workshop materials standardize service delivery.

8. Continuous Quality Improvement
   - Coordination and duplication-prevention efforts are monitored through:
   - OSO review of referrals.
   - Monthly leadership meetings.
   - Customer experience feedback and outcome data.

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

DMACC is our Title II AEFLA grantee. We are actively promoting Co-enrollment initiatives between Titles I and II targeting English Language Learners and HiSET future graduates. Title II has hired an Integrated Education and Training (IET) coordinator that has aided our efforts. IET's provide contextualized language acquisition work-based learning and is an immediate focus to serve clients, get them in the workplace sooner, but also maintain integrity and safety. Title I staff also have recorded information videos to be played at AEFLA classes, as well as make regular visits to classes for introductions. Research is also being conducted for IET's for those in reentry. The Title I and II programs also do share assessment information, such as CASAS results, and O-Net career interest profile information.

Collectively, this focus has strengthened our partnerships with community-based organizations like the Refugee Alliance of Central Iowa and the state of Iowa Reentry Services. IET's also have the potential of being part of our Dislocated Worker Incumbent Worker programs and are currently being piloted.

WIOA mandates Local Boards to coordinate activities with education and training providers within the Local Workforce Development Board (LWDB) area [WIOA Section 107(11)(d) and Title 20 Code of Federal Regulations 679.370(n)]. In accordance with WIOA Title II, the Iowa AEFLA grant applications (section 231 and Section 243/IELCE) requires a Local Board(s) to review each application to determine whether the proposed services are consistent with the strategies, needs, and activities of the local plan. Upon completing this review, the Local Board must submit a recommendation that rates the degree of alignment and offers suggestions for better alignment with the local plan.

There are 13 federal considerations that Title II eligible providers must respond to in the AEFLA application. Local Boards are invited to review the entire application. However, the following considerations are most relevant to local plan alignment:

- Consideration 1 – Needs Assessment;
- Consideration 4 – Alignment with proposed activities and services;
- Consideration 10 - Coordination with partners to access educational services and remove barriers;
- Consideration 11 - Coordination with community resources in promoting career pathway strategies.

<u>Review Process for Local Boards</u>

In past application review process, the CIWDB followed a five-step process for the review of WIOA, Title II AEFLA applications:

1. Providers will submit their AEFLA applications to the designated state entity.
2. The state entity will review and determine eligibility. Only those eligible will be forwarded

for review.

3. The state agency will provide the LWDB's designated point of contact access to the online AEFLA applications with a rubric for an alignment review based on the LWDB's approved local plan.
4. The LWDB's point of contact, with the assistance of a board sub-committee, must complete and submit the review and any recommendations to the state workforce entity. Volunteers that may hold a conflict of interest will be recused from participating in the review.
5. The state entity will consider the results of the review by Local Boards in making awards.

13. Provide copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA Sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA Sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to Sec. 121(f)) in accordance with Sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts of cooperation, collaboration, and coordination.

See the Central Iowa Memorandum of Understanding in the Appendix Section.

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

Procurement Standards (3/1/24)

The CIWDB will include appropriate protections from conflict of interest.

The following requirements will be followed as part of the competitive process and include:

1. Written Policies and Procedures

a. Such policies and procedures must describe the competitive process for selecting a one-stop operator and the manner in which it will address the settlement of all contractual and administrative issues, such as protests, appeals, and disputes.

The CIWDB will provide a competitive process for selection the One Stop Operator and/or Service provider(s). All proposals or sealed bids received by the submission deadline will be initially reviewed for responsiveness and compliance with the specifications and requirements in the RFP/IFB.

The proposals passing the initial review will be scored by the review committee according to the following criteria, with attention to clarity, completeness, and quality:

i. Cover Sheet
ii. Executive Summary
iii. Organization Overview
iv. Program Narrative
v. Budget & Budget Narrative
vi. Attachments

b. The CIWDB is required to complete the One-Stop operator and/or Service Provider(s) competitive process every four years. Six (6) months prior to the end of the four (4) years, the CIWDB will begin the procurement process in order to meet the guidelines.

For Service Providers: the CIWDB may extend the initial one-year contract for up to an additional three (3) years, in increments of one year, depending on program performance, availability of funds, and if it is determined to be in the best interest of the local area.

c. Appropriate Methods of Procurement for Competitions

i. As a non-federal entity, the CIWDB will use the following methods of procurement (described at 2 CFR 200.320):

ii. Sealed Bids

iii. Competitive Proposals

iv. Sole Source

2. Full and Open Competition

a. A funding level range or an up to amount must be provided in the RFP that ensures the responsibilities in the Statement of Work can be performed.

b. Such competition must be conducted for all procurement transactions.

c. Written procedures must allow for sufficient time for all phases of the procurement process to be carried out in a manner that would not unduly restrict competition.

d. The RFP must be open for a minimum of 20 business days.

e. open and free competition and must not preclude bidders and offerors from qualifying during the solicitation period.

f. Procurements that are. Pre-qualified lists must be current and include enough qualified sources to ensure in excess of the simplified acquisition threshold (currently set at $150,000 by 48 CFR 2.1) cannot use the small purchase procurement.

g. Entities performing a competitive procurement must ensure the proposed costs of the one-stop operator are allowable, meaning that they are reasonable, necessary, and allocable.

h. Restricting competition is not allowed. Activities that may be considered to be restrictive of competition include, but are not limited to:

i. Placing unreasonable requirements on firms for them to qualify to do business.

ii. Requiring unnecessary experience and excessive bonding.

iii. Non-competitive pricing practices between firms or between affiliated companies. iv. Non-competitive contracts to consultants that are on retainer contracts.

v. Organizational conflicts of interest.

vi. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.

vii. Any arbitrary action in the procurement process.

Standards of Conduct

The CIWDB will uphold the following standards of conduct to ensure fairness, objectivity, ethical standards, and other related standards of conduct during all phases of the procurement process:

1. Mitigating apparent or real conflicts of interest. Conflicts of interest would arise when the employee, officer or agent, any member of his or her immediate

family, his or her partner, or an organization which employs or is about to employ any of the parties indicated has a financial or other interest or a tangible personal benefit from a firm considered for a contract.

2. The CIWDB shall avoid organizational conflict of interest; CIWDB members and board personnel shall avoid personal conflict of interest and the appearance of conflict of interest in awarding the One-Stop Operator and/or Service Provider.

3. Disclosure of any real or apparent conflict of interest, whether individual, or organizational. Written standards of conduct must identify the process for recusal of individuals or organizations that are members of the CIWDB who disclose a real or apparent conflict of interest.

4. The announcements of solicitation requirements including proposal evaluation factors which will be used to assess bids or proposals will be released to all bidders at the same time.

5. Information given in response to a question from one bidder will be shared with all known potential bidders.

6. Any member of the CIWDB or board support involved in a procurement process will not be employed by any bidder for that same procurement.

Penalties, Sanctions, and Disciplinary Actions

The CIWDB will provide for penalties, sanctions, or other disciplinary actions for violations of standards of conduct by chief lead elected officials, board members, board staff, fiscal agent staff, bidders, service providers, contractors, vendors, or their agents.

Any attempt by a potential sub-recipient, service provider, or vendor to make any payment, gratuity, or offer of employment or kickbacks to any individual involved in a procurement process will lead to disqualification of that entity's proposal.

The CIWDB will maintain a description of the firewalls and internal controls to mitigate conflict of interest in circumstances including, but not limited to, situations where an entity acts in more than one role in the one-stop delivery system or performs more than one function in the procurement process, as well as situations where the non-federal entity uses a sole source selection.

Confidentiality of the Information Contained in the Proposals Submitted for Consideration

It is the policy of the CIWDB to prohibit ex-parte communication with any board member, board staff, consultants, or other persons serving as an evaluator during the procurement process. Respondents that directly contact board members or

evaluators risk elimination of their proposals from further consideration. No individual who is a proposal evaluator will collaborate and/or communicate with any respondent.

Evaluators will be asked to sign a "Conflict of Interest Certification for Request for Proposal" stating they have not communicated or collaborated with any respondent. Any communication by telephone, email, letter, face-to-face conversation, or other off-the- record contact is strictly prohibited. Any discovered ex-parte communication will be provided to the Chair of the CIWDB and Chief Lead Elected Official for review and appropriate action. Bidders who improperly influence the proposal review and evaluation process in any way will be subject to disqualification.

No entity that develops or drafts specifications, requirements, statements of work, IFBs or RFPs, and proposal evaluations will be allowed to compete under the procurement.

Transparency and Responsibility

The procurement process must be conducted with transparency and responsibility from the planning phase to the closeout phase.

1. Information about the CIWDB selection and certification of both One-Stop and/or Service providers will be made available by electronic means and open meetings, in accordance with Sunshine Provision.

2. Information must be made available to auditors and Federal reviewers.

3. When selecting an entity as the one-stop operation, the CIWDB must consider the entity's programmatic and fiscal integrity, compliance with public policy, record of past performance and other factors that demonstrate transparency and responsibility.

4. The CIWDB must ensure that an entity is not debarred, suspended, or otherwise excluded from or ineligible to participate in Federal assistance programs or activities.

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

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

Title I Adult Program PY24-25

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	77.5%	80%	77.5%	81%
Employment (Fourth Quarter After Exit)	76.0%	76%	76.0%	78%
Median Earnings (Second Quarter After Exit)	$7,000	$7,000	$7,000	$7,000
Credential Attainment Rate	71.0%	71%	71.0%	71%
Measurable Skill Gains	60.5%	63%	60.5%	63%

Title I Dislocated Worker Program PY24-25

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	82.5%	83%	82.5%	84%
Employment (Fourth Quarter After Exit)	84.0%	85%	84.0%	85%
Median Earnings (Second Quarter After Exit)	$10,500	$10,500	$10,500	$10,500
Credential Attainment Rate	72.0%	72%	73.0%	73%
Measurable Skill Gains	63.0%	63%	63.0%	65%

Title I Youth Program PY24-25

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)	73.0%	73%	75.0%	75%
Employment (Fourth Quarter After Exit)	73.0%	73%	75.0%	75%
Median Earnings (Second Quarter After Exit)	$4,100	$4,100	$4,100	$4,100
Credential Attainment Rate	40.0%	43%	59.0%	50%
Measurable Skill Gains	41.0%	50%	50.5%	55%

Title I Adult Program PY26-27

Performance Indicators	PY26 Expected Level of Performance	**PY26 Negotiated Level of Performance**	PY27 Expected Level of Performance	**PY27 Negotiated Level of Performance**
Employment (Second Quarter After Exit)	81.0%	**81%**	81.0%	**81.5%**
Employment (Fourth Quarter After Exit)	78.0%	**78%**	78.0%	**78.5%**
Median Earnings (Second Quarter After Exit)	$8,000	**$8,000**	$8,100	**$8,100**
Credential Attainment Rate	73.0%	**75%**	74.0%	**76%**
Measurable Skill Gains	69.0%	**71%**	70.0%	**72%**

Title I Dislocated Worker Program PY26-27

Performance Indicators	PY26 Expected Level of Performance	**PY26 Negotiated Level of Performance**	PY27 Expected Level of Performance	**PY27 Negotiated Level of Performance**
Employment (Second Quarter After Exit)	84.0%	**84.5%**	84.5%	**85%**
Employment (Fourth Quarter After Exit)	84.0%	**85%**	84.5%	**85.5%**
Median Earnings (Second Quarter After Exit)	$10,500	**$10,600**	$10,600	**$10,700**
Credential Attainment Rate	74.0%	**75%**	74.0%	**75%**
Measurable Skill Gains	70.0%	**74.5%**	71.0%	**75%**

Title I Youth Program PY26-27

Performance Indicators	PY26 Expected Level of Performance	**PY26 Negotiated Level of Performance**	PY27 Expected Level of Performance	**PY27 Negotiated Level of Performance**
Employment (Second Quarter After Exit)	75.0%	**73%**	75.0%	**74%**
Employment (Fourth Quarter After Exit)	75.0%	**73.5%**	75.0%	**74%**
Median Earnings (Second Quarter After Exit)	$4,400	**$4,400**	$4,400	**$4,400**
Credential Attainment Rate	55.0%	**52%**	55.0%	**55%**
Measurable Skill Gains	52.0%	**52%**	52.5%	**55%**

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

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

17. How training services will be provided through the use of individual training accounts (ITAs), including:
    - If contracts for training services will be used.
    - How the use of contracts will be coordinated with the use of ITAs.
    - How the Local WDB will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided.

We plan to establish the use of training contracts if the needs exist. They could be effective for contextualizing training, conducting outreach to encourage underrepresented populations to enter a field, and promote scaled opportunities to enter in-demand occupations. Past statewide examples that demonstrated success of contracts includes the state IT project utilizing "TechWorks." We are currently exploring the use of Integrated Employment and Training courses targeting ELL's for in-demand industries. The specificity of those projects may require contracted training to best suit the needs of individuals.

Contracts will be coordinated with ITAs. The cost of training will be clarified to identify the direct cost per participant regardless of the number of participants in a training contract. That cost must still be competitive and will be allocated to Individual Training Accounts. It is expected that those choices would have a strong value proposition for clients when compared to alternative options that are available but lack economies of scale.

We will ensure informed consumer choice in the selection of training programs regardless of how the training services are provided. If contracts are used to promote a pathway into a specific occupation, we will create a tagline for each promotional piece letting the client know that other training options are available if they desire.

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

Plan for the initial submission of the local plan

Key Date	**Step**
February 27, 2024	Local plan posted for required 20-day public comment period on local board website. Public presentation dates and Zoom links posted.
March 7, 2024 – 11 am March 18, 2024 - Noon	Public Comment Sessions held via Zoom. Verbal comments noted. Web link provided to submit forms via Microsoft Forms.
March 28, 2024	Deadline for end of public comment period
March 21-27, 2024	Public comment and stakeholder feedback incorporated into the plan.

PUBLIC COMMENT RECORD

Session 1 attendees: Marcanne Lynch, Reggie McDade, Devon Batson, William Berning, Michelle Schott, Dustin Lynch, Eric Sundermeyer, Sara Bath, Paul LaMunyon, Samanthya Marlatt, Eric Kress.

Session 2 attendees: Marcanne Lynch, Teri Johanson, Toni Reimers, Heather Brooks, Alejandra Sinecio, Matt Weis,Paul LaMunyon, Devon Batson, Wendy Greenman, John Windheuser, Katheleen Davis, Samanthya Marlatt, T. Waldmann-Williams.

Written Comment 1: One thing I noticed is the definition of soft skill, and I see it came from the workforce needs assessment. It makes it sound like a soft skill is your personality and can't be taught.
A soft skill is a personal attribute that supports situational awareness that helps to get the job done. Soft skills include communication skills, time management, ability to work with others as a team member, respectful conduct, dependability, and honesty.
Resolution: Updated definition in the local plan.

Written Comment 2: I think the plan looks great! It has so much helpful information and is presented in a very clear/concise manner, which is much appreciated.
The one thing I noticed was the multiple references to the IDOE (Iowa Department of Education) regarding Title II. Our program is no longer administered under IDOE but moved to Iowa Workforce Development (IWD) as of July 2023. If you could make changes to the document that reflects those processes under IWD, that would be great.

Resolution: Updated in the Local Plan revision.

Comment 3: Verbal comment on the importance of youth work. - RM
Comment 4: Verbal comment on the need to educate the local board on performance goals. - LH
Comment 5: Verbal comment on the importance of outreach and informing schools. - TR
Comment 6: Verbal comment requesting information on the availability of training providers. - AS
Comment 7: Verbal inquiry of the number of students at the poverty rate. - TR
Comment 8: Verbal inquiry on the retention rate of college students. - TR

Plan for Modification Period

Key Date	**Step**
April 28, 2026	Local plan posted for required 20-day public comment period on local board website. Public presentations, dates and Zoom links posted. E-mail sent to CIWDB e-newsletter list LinkedIn post created
May 12, 2026 – 1 pm May 15, 2026 - Noon	Public Comment Sessions held via Zoom. Verbal comments are noted. Web link provided to submit forms via Microsoft Forms.
May 29, 2026	Deadline for end of public comment period
June 8, 2026	Submit to IWD for state review
July 1, 2026	Effective date of PY24-27 Local Plan Modification

Session 1 attendees: Maggie Fitzpatrick, Teri Vos, Megan Crawford, Michelle Schott.
Session 2 attendees: Sara Bath, Abigail Miller, Paula Martinez, Heather Brooks, T. Waldmann-Williams.
No public input submitted

Moving forward, the CIWDB will continue to request feedback for annual reports and revisions of the local plan. Board members proactively study labor market information, stay informed of community trends that impact our workforce, and respond to those events in our community. That awareness will impact the adaptation of the local plan. Furthermore, performance metrics are evaluated both quarterly and annually to determine strategy for outreach and outcomes, and they will be revised as needed.

Local board and committee meetings are open to all community members to provide feedback. A feedback submission tool will be placed on our local website for comments on the plan. The board will be active in participating in community coalitions and networks to stay informed of trends.

The local plan will also be interpreted through supporting communication pieces; both in print in digitally,

that can assist in the communication and engagement in the plan in the local community.

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

Continued use of technology is an area of opportunity to increase our quality and accessibility of service. The WIOA state plan does intend to streamline technological platforms and transition from existing software to a common platform. We have embraced the new Labor Market Information website, and the Unemployment Insurance modernization effort.

Iowa*WORKS* Des Moines MOU partners have implemented the Atlas One-Stop Operator software management tool for internal client referral management and coordination. Furthermore, we will look for opportunities in Title I to add career and training tools to increase access to services, especially those reliant on web-based connections. Artificial intelligence has brought new ways to support client career coaching. We have embraced toolkits and training guides from national partner organizations like the National Association of Workforce Boards and Microsoft.

We are prioritizing the training and awareness of Assistive Technology for accessibility at the Iowa*WORKS* center. We hold annual training for career planners to refresh their understanding of what technology is available to them, and how to use it. We have completed a training manual for new staff on these items. Our Disability Access Committee, working through the Equal Opportunity officer, audits the technology to ensure it is in working condition.

Additionally, we look for emerging technology and software platforms in the workforce industry and set up demos as identified. They have included tools focused on profiling business health for rapid response efforts, management of work-based learning data, career coaching focused on internationally trained students, and learning records systems for job seekers, among other topics. When reviewing systems, we invite community partners for participation in the event that they could share resources or better fit in our ecosystem of partners.

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

The CIWDB will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. §4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance.

Adult Priority of Service: WIOA establishes a priority requirement with respect to funds allocated to a local area for adult individualized career services and employment and training activities; there is no priority applied for receipt of basic career services. Funds must give priority to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and individuals with barriers to employment. Priority must be implemented regardless of the amount of funds available to provide services in the local area.

Application of Priority

We will follow all state policies related to WIOA Title I-B priority of service.

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

Priority of Service for Adult Program Funds must be provided in the following order:

1. Recipients of public assistance
    a. Temporary Assistance to Needy Families (TANF)
    b. General Assistance (GA)
    c. Refugee Cash Assistance (RCA)
    d. Supplemental Security Income (SSI)
    e. Supplemental Nutrition Assistance Program (SNAP)
    f. Other income based public assistance

2. Low Income Individuals
    a. Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local

income based public assistance program; or

b. Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent Lower Living Standard Income Level Guidelines and U.S. Department of Health and Human Services Poverty Guidelines, or
c. Is a homeless individual, or
d. Is an individual with a disability whose own income meets the income requirements above, but whose income does not meet this requirement
e. The CIWDB will allow adults and dislocated workers who are employed to be enrolled in Intensive and Training services if they are low-income adults or adults/dislocated workers who are earning under the local area's self-sufficiency definition which is 150% LLSIL related to family size.

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

a. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or 159
b. Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
c. Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
d. The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
e. Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
f. Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments)

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

a. Displaced homemakers
b. Indians, Alaska Natives, and Native Hawaiians
c. Individuals with disabilities, including youth who are individuals with disabilities
d. Older individuals (age 55 and older)
e. Ex-offenders
f. Youth who are in or have aged out of the foster care system
g. Individuals who are:
h. English language learners
i. Individuals who have low levels of literacy (an individual is unable to

compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and

j. Individuals facing substantial cultural barriers
k. Eligible migrant and seasonal farmworkers
l. Individuals within two years of exhausting lifetime TANF eligibility
m. Single parents (including single pregnant women)
n. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)
o. Underemployed Individuals. CIWDB Outlines the following criteria to qualify as an Underemployed Individual under the Adult and Dislocated Worker Programs:
    a. Currently employed on a less than full time basis and is seeking full time employment.
    b. Currently in a position that is below their level of skills and training.
    c. Currently does not meet the definition of a low-income individual, but their current job's earnings are not sufficient compared to their previous job's earnings from their previous employment. Must be at 80% or below previous earnings.

The above list is used only for applying priority for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test scores to measure skills gain for the specific activity; in this case 160 the determination is made by administering an acceptable skills assessment or by using scores from any partner's previous assessment.

Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.
The Geographical Preference for Central Iowa is that the participant must be a resident within the following counties: Polk, Story, Dallas, Boone, Madison, Warren, Jasper and Marion or attending one of the following local school districts: All Districts within the Heartland AEA and the Des Moines Area Community College boundaries. Preference is also given to those living outside of the LWDA but the Central Iowa AJC or satellite offices are the closest location to access America's Job Center services. For individuals living outside of these boundaries who request assistance from Central Iowa LWDB, approval must be requested/received from the WIOA area of residency and documented in the data management system.

Application of Priority of Services includes the follow tactics:

- Title I staff and the One Stop Operator provide information about the program to core partner programs including the details pertaining to priority of service. Core partners meet bi-weekly.
- Title I staff collaborates with Vocational Rehabilitation, Adult Education, TANF, and SNAP

E&T to coordinate referrals and enroll individuals in both programs when it is beneficial.

- Service providers will work with the LVER and DVOP specialists to encourage additional referrals to the WIOA programs for veterans.
- Title I provides a weekly information session for job seekers who have been referred to the program. During this session, they discuss the priority of service with the referrals.
- Title I staff engage in outreach and partnership efforts with agencies, community-based organizations, businesses and other relevant organizations that serve individuals who meet the priority criteria. This collaboration aims to connect with these individuals, provide them with information about the program, and potentially enroll them in the services offered.
- The Des Moines Iowa*WORKS* Center supports priority of service for veterans and low-
- Identifying eligible individuals at point of entry, identifying veterans and other covered persons using acceptable documentation.
- Ensuring covered person receives access to the service or resource earlier in time than non-covered person(s); including
    - If the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person; including assisting veterans and eligible spouses before other customers.
    - Promoting job fairs for veterans and eligible spouses and allowing access 1 hour before the public.
- Service providers, if allowable, pair job training with childcare and other supportive services that enable priority populations to participate;
- Service providers offer training appropriate for the education levels of typical public assistance recipients (i.e., not only training with prerequisites of 12th grade reading levels);
- Identifying employers who are interested in hiring veterans.

<u>Adult Priority Process – Participant and Wait List Process</u>

To outline the procedure for managing the prioritization of service for adult participants, monitoring service percentages, and handling referrals when funding is limited or delayed.

The Local Board monitors the comprehensive list of all participants. It compares the current participant list to the priority populations and looks for gaps in service. If gaps exist, it proactively forms relationships with community-based organizations that serve that demographic.

A Wait List is kept that shows individuals referred to other partners when adult funding is limited or delayed. When funding becomes available, review the Interest List to identify participants to be contacted. Potential participants are contacted in this order.

1. Participants fall under Priority Population categories.
2. Date referred (earliest dates first).
3. Special Considerations.

Contact includes:

a. Reaching to participants in the order determined by the prioritization criteria.
b. Documenting each contact attempt and updating the Interest List accordingly.
c. Updating the Wait List to reflect participants who have been contacted and those who

have received services.

d. Ensuring the lists are accurate and up to date at all times.
e. Generating reports on the prioritization and referral process as required.
f. Sharing these reports with relevant stakeholders to maintain transparency and accountability.

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

Veterans' services are fully integrated into the Des Moines Iowa*WORKS* Center to ensure every Veteran receives a Priority of Service for all USDOL-funded employment and training programs. Each customer is greeted upon arrival and asked if they are a Veteran or the spouse of a Veteran. When identified, staff thank them for their service and immediately explain the additional resources and supports available.

The center maintains three computer stations reserved specifically for Veterans. These workspaces are marked with American flags and intentionally placed in the quietest row on the exploratory floor to provide added privacy and reduced noise during job search activities. Veterans are connected with a Veteran Career Planner as quickly as possible, with at-risk or homeless Veterans prioritized for immediate assistance. A Veteran Career Planner is available onsite daily, and all staff are trained in Veteran programs, eligibility requirements, and referral pathways to ensure accurate guidance during the initial visit.

Priority of Service is consistently applied by offering expedited access to workshops, assessments, and program enrollment. Veterans are informed of training opportunities, supportive services, and funding options for which they may qualify. Before departing, Veterans are thanked again for their service, encouraged to return, and provided with next steps or follow-up appointments as needed.

We are proud that the Des Moines office received the 2026 Iowa Veterans Incentive Award from Iowa Workforce Development, acknowledging excellence in service. We are fully committed to supporting and sustaining the high standard of services moving forward.

Additional best practices include some special events and outreach; examples include but not limited to:

- Re-occurring workshops
    - At the VA and at Camp Dodge on resume building, conflict management, interview skills and other topics.
- Career Fairs
    - When hosted by Iowa*WORKS* we reserve the first half hour for Veterans
- Center accommodations
    - Our Iowa*WORKS* on-line job board holds new job postings for the first 24 hours for Veterans only
    - We have a specific set of computers in our exploratory area designated for Veterans
    - We refer any service member we interact with to either DVOP's or HBI depending on their status for case management services if they are interested.
- Veteran’s Specific Events
    - Perry National Guard armory.
    - IA National Guard at Camp Dodge
    - Homeless Veterans “Stand Down” in Des Moines.
    - Annual Veterans Day Event at the Des Moines Office.
    - County Veterans’ Affairs Offices
    - Boone National Guard and Story County Chamber of Commerce

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

Appendix Section

Top Growth Industries by Decile Rating	NAICS	2020 Estimated Employment	2030 Projected Employment	Total Growth	% Change	Decile Rank*
Total All Industries (Nonag)	000	461,865	532,230	70,365	15.2%	
Accommodation	721	3,800	6,065	2,265	59.6%	**10**
Educational Services	611	36,690	53,010	16,320	44.5%	**10**
Warehousing and Storage	493	1,950	3,540	1,590	81.5%	**10**
Performing Arts, Spectator Sports, and Related Industries	711	965	1,750	785	81.3%	**10**
Couriers and Messengers	492	2,445	3,840	1,395	57.1%	**10**
Amusement, Gambling, and Recreation Industries	713	4,475	6,570	2,095	46.8%	**10**
Management of Companies and Enterprises	551	9,760	13,045	3,285	33.7%	**10**
Administrative and Support Services	561	20,500	26,265	5,765	28.1%	**10**
Ambulatory Health Care Services	621	18,365	23,290	4,925	26.8%	**10**
Social Assistance	624	11,310	14,300	2,990	26.4%	**10**
Chemical Manufacturing	325	1,160	1,765	605	52.2%	9
Transportation Equipment Manufacturing	336	1,615	2,225	610	37.8%	9
Truck Transportation	484	6,020	7,465	1,445	24.0%	9
Specialty Trade Contractors	238	17,035	20,000	2,965	17.4%	9
Professional, Scientific, and Technical Services	541	24,140	27,630	3,490	14.5%	9
Support Activities for Agriculture	115	340	705	365	107.4%	9
Clothing and Clothing Accessories Stores	448	2,390	3,060	670	28.0%	9
Nursing and Residential Care Facilities	623	10,455	12,600	2,145	20.5%	9
Food Services and Drinking Places	722	25,985	29,165	3,180	12.2%	9
Transit and Ground Passenger Transport	485	565	770	205	36.3%	8
Electronics and Appliance Stores	443	1,305	1,625	320	24.5%	8
Personal and Laundry Services	812	3,805	4,370	565	14.8%	8
Furniture and Home Furnishings Stores	442	1,100	1,385	285	25.9%	8
Rental and Leasing Services	532	1,680	2,005	325	19.3%	8
Construction of Buildings	236	4,260	4,865	605	14.2%	8
Motion Picture and Sound Recording	512	450	600	150	33.3%	8
Securities, Commodity Contracts, and Other Investments	523	1,820	2,085	265	14.6%	8
Wood Product Manufacturing	321	3,470	3,910	440	12.7%	8
Heavy and Civil Engineering Construction	237	2,950	3,310	360	12.2%	8
Motor Vehicle and Parts Dealers	441	6,165	6,760	595	9.7%	8
General Merchandise Stores	452	8,440	9,170	730	8.6%	8
Insurance Carriers and Related Activities	524	26,675	28,455	1,780	6.7%	8
Credit Intermediation and Related Activities	522	23,575	25,080	1,505	6.4%	8
Self Employed and Unpaid Family Workers	671	33,435	35,165	1,730	5.2%	8

Source: Labor Market and Economic Research Bureau, Iowa Workforce Development

Industry Growth by Total Projected Job – Total Growth 2020-2030 (Descending Order)	NAICS	2020 Estimated Employment	2030 Projected Employment	Total Growth
Educational Services	611	36,690	53,010	16,320
Administrative and Support Services	561	20,500	26,265	5,765
Ambulatory Health Care Services	621	18,365	23,290	4,925
Professional, Scientific, and Technical Services	541	24,140	27,630	3,490
Management of Companies and Enterprises	551	9,760	13,045	3,285
Food Services and Drinking Places	722	25,985	29,165	3,180
Social Assistance	624	11,310	14,300	2,990
Specialty Trade Contractors	238	17,035	20,000	2,965
Accommodation	721	3,800	6,065	2,265
Nursing and Residential Care Facilities	623	10,455	12,600	2,145
Amusement, Gambling, and Recreation Industries	713	4,475	6,570	2,095
Insurance Carriers and Related Activities	524	26,675	28,455	1,780
Self Employed and Unpaid Family Workers	671	33,435	35,165	1,730
Warehousing and Storage	493	1,950	3,540	1,590
Credit Intermediation and Related Activities	522	23,575	25,080	1,505
Truck Transportation	484	6,020	7,465	1,445
Couriers and Messengers	492	2,445	3,840	1,395

Source: Labor Market and Economic Research Bureau, Iowa Workforce Development

Industry Growth by % 2020-2030 (Descending Order – minimum 5,000 projected employment)	NAICS	2020 Estimated Employment	2030 Projected Employment	Total Growth
Total All Industries (Non ag)	**000**	**458,065**	**526,165**	**14.9%**
Accommodation	721	3,800	6,065	59.6%
Amusement, Gambling, and Recreation Industries	713	4,475	6,570	46.8%
Educational Services	611	36,690	53,010	44.5%
Management of Companies and Enterprises	551	9,760	13,045	33.7%
Administrative and Support Services	561	20,500	26,265	28.1%
Ambulatory Health Care Services	621	18,365	23,290	26.8%
Social Assistance	624	11,310	14,300	26.4%
Truck Transportation	484	6,020	7,465	24.0%
Nursing and Residential Care Facilities	623	10,455	12,600	20.5%
Specialty Trade Contractors	238	17,035	20,000	17.4%
Professional, Scientific, and Technical Services	541	24,140	27,630	14.5%
Food Services and Drinking Places	722	25,985	29,165	12.2%
Motor Vehicle and Parts Dealers	441	6,165	6,760	9.7%
General Merchandise Stores	452	8,440	9,170	8.6%
Insurance Carriers and Related Activities	524	26,675	28,455	6.7%
Credit Intermediation and Related Activities	522	23,575	25,080	6.4%
Local Government, Excluding Education and Hospitals	930	11,410	12,060	5.7%
Self Employed and Unpaid Family Workers	671	33,435	35,165	5.2%
Food and Beverage Stores	445	11,445	12,035	5.2%
Food Manufacturing	311	6,850	7,160	4.5%
Machinery Manufacturing	333	8,900	9,200	3.4%
Merchant Wholesalers, Durable Goods	423	10,375	10,715	3.3%
State Government, Excluding Education and Hospitals	920	9,310	9,560	2.7%
Hospitals	622	13,925	14,225	2.2%
Merchant Wholesalers, Nondurable Goods	424	8,110	8,200	1.1%

Source: Labor Market and Economic Research Bureau, Iowa Workforce Development

Top Occupations	Estimated Employment	Mean Wage	Entry Wage	Experienced Wage
Retail Salespersons	11,370	$15.21	$10.54	**$17.54**
Cashiers	11,210	$12.44	$9.97	$13.68
Customer Service Representatives	10,620	**$20.77**	$14.64	**$23.83**
Fast Food and Counter Workers	9,980	$11.92	$9.55	$13.11
General and Operations Managers	9,710	**$47.71**	**$22.69**	**$60.22**
Registered Nurses	8,550	**$31.88**	**$26.35**	**$34.64**
Heavy and Tractor-Trailer Truck Drivers	8,020	**$24.80**	**$18.15**	**$28.13**
Office Clerks, General	7,920	**$18.74**	$13.07	**$21.58**
Laborers and Freight, Stock, and Material Movers, Hand	6,590	**$17.99**	$13.11	**$20.43**
Stockers and Order Fillers	6,460	**$16.69**	$12.59	**$18.74**
Bookkeeping, Accounting, and Auditing Clerks	6,330	$22.60	$15.92	**$25.94**
Home Health and Personal Care Aides	6,260	$14.18	$11.59	$15.47
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,170	$14.83	$11.02	**$16.73**
Teaching Assistants, Except Postsecondary	5,600	$27,909	$21,574	$31,076
Software Developers	5,030	**$47.78**	**$34.17**	**$54.59**
Nursing Assistants	4,830	$15.91	$14.04	**$16.85**
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4,720	**$34.97**	**$18.72**	**$43.09**
Waiters and Waitresses	4,680	$12.26	$8.79	$13.99
Accountants and Auditors	4,520	**$36.55**	**$24.84**	$42.40
Financial Managers	4,180	**$66.43**	**$39.42**	**$79.94**
Elementary School Teachers, Except Special Education	4,000	**$56,841**	**$39,004**	**$65,760**

Source: Labor Market and Economic Research Bureau, Iowa Workforce Development

Top 10 Occupations – By Occupational Group	Estimated Employment	Mean Wage	Entry Wage	Experienced Wage
Office and Administrative Support Occupations	57,650	$21.39	$14.58	$24.80
Sales and Related Occupations	42,590	$21.26	$10.96	$26.41
Business and Financial Operations Occupations	36,010	$36.47	$22.91	$43.24
Transportation and Material Moving Occupations	34,680	$19.99	$12.84	$23.56
Food Preparation and Serving Related Occupations	32,830	$13.19	$9.60	$14.99
Management Occupations	31,040	$54.20	$26.87	$67.86
Educational Instruction and Library Occupations	26,680	$25.24	$12.72	$31.50
Production Occupations	25,420	$20.33	$13.86	$23.57
Healthcare Practitioners and Technical Occupations	22,940	$39.96	$20.19	$49.85
Construction and Extraction Occupations	20,610	$25.86	$17.33	$30.12

1. **Source: Labor Market and Economic Research Bureau, Iowa Workforce Development**

Sector Workforce by Educational Attainment

	Less than high school	High school or equivalency only	Some college or associate degree	Bachelor's or advanced degree	Educational attainment not available (workers <24)
Agriculture, Forestry, Fishing and Hunting	13%	25%	26%	20%	16%
Mining, Quarrying, and Oil and Gas Extraction	10%	35%	30%	15%	10%
Utilities	7%	24%	34%	28%	7%
Construction	13%	28%	28%	17%	14%
Manufacturing	13%	28%	29%	21%	10%
Wholesale Trade	9%	26%	31%	27%	8%
Retail Trade	8%	22%	23%	16%	32%
Transportation and Warehousing	11%	27%	29%	18%	16%
Information	7%	21%	29%	34%	10%
Finance and Insurance	6%	19%	30%	41%	4%
Real Estate and Rental and Leasing	9%	25%	30%	24%	12%
Professional, Scientific, and Technical Services	7%	19%	27%	38%	9%
Management of Companies and Enterprises	8%	23%	29%	26%	15%
Administrative and Support and Waste Management and Remediation Services	12%	24%	28%	22%	14%
Educational Services	6%	17%	24%	39%	14%
Health Care and Social Assistance	7%	20%	31%	27%	14%
Arts, Entertainment, and Recreation	6%	18%	22%	23%	31%
Accommodation and Food Services	10%	18%	19%	13%	39%
Other Services (except Public Administration)	8%	23%	28%	23%	17%
Public Administration					
Total	9%	23%	28%	25%	15%

Industry by age	14-18	19-21	22-24	25-34	35-44	45-54	55-64	65-99
Agriculture, Forestry, Fishing and Hunting	6%	5%	6%	18%	19%	17%	17%	12%
Mining, Quarrying, and Oil and Gas Extraction		4%	6%	25%	19%	18%	23%	5%
Utilities		2%	5%	25%	23%	21%	21%	3%
Construction	1%	6%	7%	25%	24%	19%	13%	4%
Manufacturing	1%	4%	5%	21%	23%	22%	19%	5%
Wholesale Trade	1%	3%	4%	20%	24%	23%	20%	6%
Retail Trade	12%	12%	8%	18%	15%	14%	14%	8%
Transportation and Warehousing	2%	6%	7%	22%	19%	19%	17%	7%
Information	3%	3%	4%	22%	25%	21%	18%	4%
Finance and Insurance	0%	1%	3%	22%	29%	25%	17%	3%
Real Estate and Rental and Leasing	2%	4%	7%	23%	22%	19%	17%	8%
Professional, Scientific, and Technical Services	1%	2%	6%	26%	25%	20%	15%	6%
Management of Companies and Enterprises	5%	5%	5%	21%	22%	20%	17%	5%
Administrative and Support and Waste Management and Remediation Services	1%	5%	8%	25%	21%	18%	15%	7%
Educational Services	4%	4%	6%	19%	23%	20%	17%	8%
Health Care and Social Assistance	2%	5%	7%	24%	23%	18%	15%	6%
Arts, Entertainment, and Recreation	13%	10%	8%	19%	16%	13%	11%	9%
Accommodation and Food Services	17%	12%	9%	20%	16%	11%	9%	5%
Other Services (except Public Administration)	4%	6%	7%	22%	20%	18%	15%	8%
Total	**4%**	**5%**	**6%**	**22%**	**22%**	**19%**	**16%**	**6%**

	White Alone	Black Alone	Asian Alone	Two or More Race Groups	Minority Combined
Agriculture, Forestry, Fishing and Hunting	95%	2%	2%	1%	5%
Mining, Quarrying, and Oil and Gas Extraction	98%	1%			1%
Utilities	96%	2%	1%	1%	4%
Construction	94%	3%	1%	2%	6%
Manufacturing	83%	7%	9%	2%	17%
Wholesale Trade	93%	3%	2%	1%	7%
Retail Trade	89%	5%	3%	2%	11%
Transportation and Warehousing	83%	11%	3%	2%	17%
Information	91%	4%	3%	2%	9%
Finance and Insurance	92%	3%	4%	1%	8%
Real Estate and Rental and Leasing	92%	4%	2%	2%	8%
Professional, Scientific, and Technical Services	91%	2%	6%	1%	9%
Management of Companies and Enterprises	92%	4%	3%	2%	8%
Administrative and Support and Waste Management and Remediation Services	82%	12%	3%	2%	18%
Educational Services	93%	3%	3%	2%	8%
Health Care and Social Assistance	88%	7%	3%	2%	12%
Arts, Entertainment, and Recreation	92%	4%	2%	2%	8%
Accommodation and Food Services	83%	7%	5%	3%	17%
Other Services (except Public Administration)	91%	3%	3%	2%	9%
OVERALL	90%	4%	3%	2%	10%

	Male	Female
Agriculture, Forestry, Fishing and Hunting	65%	35%
Mining, Quarrying, and Oil and Gas Extraction	88%	12%
Utilities	78%	22%
Construction	86%	14%
Manufacturing	73%	28%
Wholesale Trade	75%	25%
Retail Trade	51%	49%
Transportation and Warehousing	73%	27%
Information	60%	40%
Finance and Insurance	43%	57%
Real Estate and Rental and Leasing	58%	42%
Professional, Scientific, and Technical Services	53%	47%
Management of Companies and Enterprises	50%	50%
Administrative and Support and Waste Management and Remediation Services	55%	45%
Educational Services	34%	66%
Health Care and Social Assistance	19%	81%
Arts, Entertainment, and Recreation	48%	52%
Accommodation and Food Services	44%	56%
Other Services (except Public Administration)	48%	52%
Public Administration		
Total	58%	42%