



Mississippi Valley Workforce Development Board

Youth Committee Meeting Agenda

Monday, February 12, 2024 at 4:00 p.m.

Join Zoom Meeting

<https://us02web.zoom.us/j/83601949703?pwd=RCszWjdQeU1ONlZKYnB3aUxRa2VZZz09>

Meeting ID: 836 0194 9703

Passcode: 548009

One tap mobile: +13052241968,,83601949703# US

Called to Order	Jacob Nye
Roll Call	Louise Butherus
*Consent Agenda	Jacob Nye
Excused Absences	
Approval of Agenda	
Approval of Previous Meeting Minutes	
ENGAGE BY CELL DEMO (Page 6)	Brittany Lawson
STANDING REPORTS	
Equus Youth Report (Page 8)	Shannon Weaver
Virtual Reality Metrics Report (Page 15)	Shannon Weaver
NEW BUSINESS	
*Local Plan Questions (Page 24)	Miranda Swafford
Youth Waiver 50/50	Miranda Swafford
Iowa <i>WORKS</i> mobile bus	Miranda Swafford
Other Business	
Public Comment	
Adjourn	Jacob Nye

*Items Requiring a Vote ** Items Requiring a Roll Call vote

Accommodations

Accommodation is available upon request for individuals with disabilities. If you need accommodation, please contact Mandy Tripp at assistant@mississippivalleyworkforce.org or at 1-844-967-5365 option 2.



Mississippi Valley Workforce Development Board

Youth Committee Meeting Minutes

Monday, December 11, at 4:00 p.m., via Zoom

Members Present: Jacob Nye, Rebecca Ruberg, Carol Reynolds, Heather Halbrook, Charlene Fitzgerald, and Martha Bell

Members Absent: Regina Matheson (unexcused), Andy Sokolovich (joined late after meeting had adjourned)

Staff Present: Miranda Swafford, Executive Director, Mandy Tripp, Compliance Officer, and Tyler Lanz, Communications Assistant

CEO Present: None

Equus Staff: Cherisa Price-Wells, Regional Director, Taylor Longstreth, Title I Operations Manager, and Shannon Weaver, Title I Operations Manager

One-Stop Operator: Nick Clayton

CALLED TO ORDER

Nye called the meeting to order at 4:00 p.m.

QUORUM

There was a quorum to conduct business.

CONSENT AGENDA

The consent agenda included approval of the agenda and approval of previous meeting minutes. Ruberg made a motion to approve the consent agenda, seconded by Halbrook, and motion carried.

EQUUS NOVEMBER YOUTH REPORT

Longstreth reviewed current outreach strategies and highlighted some recent events that they attended, including a new partnership with Rosecrance, an outpatient treatment center in Davenport. Longstreth reported 0 out-of-school youth enrollments, 1 in-school youth enrollment, 0 entered Occupational Skills Training, and 2 entered into Work-Based Learning. 12 stipends and 19 incentives were paid out in November. Longstreth also reported outcomes: 2 CNA, 1 HiSED, 9 unsubsidized employments, 1 ISY WEX started, and 1 OSY OJT started. The customer satisfaction rate was 97.92% with 16 surveys completed.

VIRTUAL REALITY METRICS REPORT

Longstreth presented the VR metrics report. She reported that 2 people participated in Career Exploration, completing 8 simulations. 2 Youth students used the Virtual Training Facility prior to starting their work-based learning placements, however only one of them was captured in the report. The Virtual Training Facility student that was captured completed 9 simulations and mastered 88.89% of the skills.

Q1 PERFORMANCE

Tripp presented the Q1 performance. Tripp advised that the performance data for Credential Attainment, listed at 67.6%, is incorrect and the state is working to resolve the issue. The actual Credential Attainment rate is estimated to be about 39.1%. Tripp reports that the Youth program fell short of their Employment goals in 2nd and 4th quarter, but exceeded their goal for Median Earnings and Measurable Skills Gain. Weaver advised that increases in Measurable Skills Gains often lead to increases in Credential Attainment, since they are an indicator of academic progress. Nye inquired when the Youth Incentives and Stipends Policy was last updated and Tripp answered that it was last amended August 15, 2022. There was a discussion of whether the Employment goals are falling short because participants are not working or because they are not reporting it and Weaver provided an overview of some of the measures taken to obtain that data.

ENGAGE BY CELL TEXTING SERVICE

Lanz discussed text message campaigns and promotions, which was identified as a key outreach strategy by a youth focus group. Lanz presented a proposal from Engage by Cell and discussed some of the key features of the platform. Lanz advised there is a demo scheduled with a local text messaging platform Tap On It in early January. Nye, Halbrog, and Price-Wells advised they may have other suggestions for platforms and were encouraged to share that information with board staff.

OTHER BUSINESS

Swafford advised the Youth RFP Committee will be launching this week and advised committee members to send her any suggestions that they have.

PUBLIC COMMENT

There was no public comment.

ADJOURN

Fitzgerald made a motion to adjourn, seconded by Ruberg, and motion carried. Nye adjourned the meeting at 4:27 p.m.



Mississippi Valley Workforce Development Board

Youth Committee Meeting Minutes

Monday, January 8, 2024 at 4:00 p.m., via Zoom

Members Present: Jacob Nye, Rebecca Ruberg, Andy Sokolovich, Regina Matheson

Members Absent: Carol Reynolds (emailed), Charlene Fitzgerald (emailed), Heather Halbrook (emailed), Martha Bell (no email)

Staff Present: Tyler Lanz, Strategic Partnership Specialist

CEO Present: None

Equus Staff: Cherisa Price-Wells, Regional Director, Taylor Longstreth, Title I Operations Manager, and Shannon Weaver, Title I Operations Manager

One-Stop Operator: Nick Clayton

CALLED TO ORDER

Nye called the meeting to order at 4:00 p.m.

QUORUM

There was not a quorum to conduct business.

CONSENT AGENDA

There was not a quorum to approve the consent agenda.

EQUUS DECEMBER YOUTH REPORT

Longstreth reviewed current outreach strategies and highlighted some recent events that they attended. Longstreth reported 5 out-of-school youth enrollments, 1 in-school youth enrollment, 0 entered Occupational Skills Training, and 0 entered into Work-Based Learning. 21 stipends and 24 incentives were paid out in December. Longstreth also reported outcomes: 2 CNA, 1 HiSED, 1 EMT, 1 Esthetician credential, and 9 unsubsidized employments. Longstreth shared a success story which resulted in the EMT credential for a Clinton County participant, and Sokolovich inquired whether they would be willing to participate in a video spotlight for Grow Clinton to promote the program and celebrate the participant. The customer satisfaction rate was 91.67% with 22 surveys completed.

VIRTUAL REALITY METRICS REPORT

Longstreth presented the VR metrics report. She reported that only 1 person participated in Career Exploration, completing 1 simulation. Because there were no work-based learning placements in December, 0 Youth used the Virtual Training Facility.

***LOCAL PLAN QUESTIONS**

There was not a quorum to discuss or vote on the Local Plan Questions.

YOUTH WAIVER 50/50

Lanz reported that the governor had applied for a waiver which would require that 50% of funding to be spent on In-School Youth rather than the current ratio of 75/25. Weaver provided an overview of the impacts that would have on youth programming.

***WBL INTERMEDIARY GRANT**

There was not a quorum to discuss and vote on the WBL Intermediary Grant.

YOUTH ON YOUTH COMMITTEE

Lanz presented the idea of having youth participating on the Youth Committee. Currently, youth program participants can earn 1 FEO credit for attending Youth Committee meetings. Youth would be non-voting members of the committee, would not be included in quorum, and would serve in an advisory capacity. Lanz discussed that some nonprofit boards restrict which meetings youth are able to attend and which topics they are able to contribute to, while others allow them to serve in an advisory role for all meetings. The committee expressed that they are in favor of continuing to develop this idea.

OTHER BUSINESS

There was no other business.

PUBLIC COMMENT

There was no public comment.

ADJOURN

Nye adjourned the meeting at 4:34 p.m.

ENGAGE BY CELL DEMO



Text Messaging Platform & Pricing



Text Messaging

Our exclusive two-way text messaging platform provides a great opportunity to stay in touch and engage with the youth in your program, their parents, and staff. You can send a mass message to a large group, schedule texts for future sending, and have one-on-one conversation if needed all through our platform. We work with hundreds of workforce development organizations across the country to help them meet their youth where they are at - on their phones! With a 98% open rate, text messages very rarely go missed, unlike emails, phone calls, and social media.

This platform includes:

- 10 digit long code (local phone number) and keyword for people to opt in and join a list
- QR code you can share for people to scan for even easier opt in
- Segmented contact lists that can be uploaded directly from excel - have as many different lists as you'd like
- Schedule texts with information and reminders that will be sent whatever date, time, and frequency you choose
- Receive responses, have one-on-one dialogue and personalize messages without alerting people in the list
- Additional Sub Accounts (individual phone numbers for each coordinator or case worker) are available for purchase to keep contact lists, scheduled texts, and replies organized and separate from other administrative users
- Unlimited administrators and users
- Robust reporting and analytics in the dashboard
- Support and training along the way

Info Sheet: [Text Messaging Services](#)

Pricing

Text Messaging Service	Setup Fees	Hosting Fees
Text Messaging Platform*	Waived	\$300 per month
Yearly carrier fee the phone companies charge (required for local phone number)	-	\$232 per year
Additional Sub Accounts (as needed)		\$5 per month, per phone number
Bundle of 5,000 SMS Text Messages (purchase as needed)	-	\$300 as needed

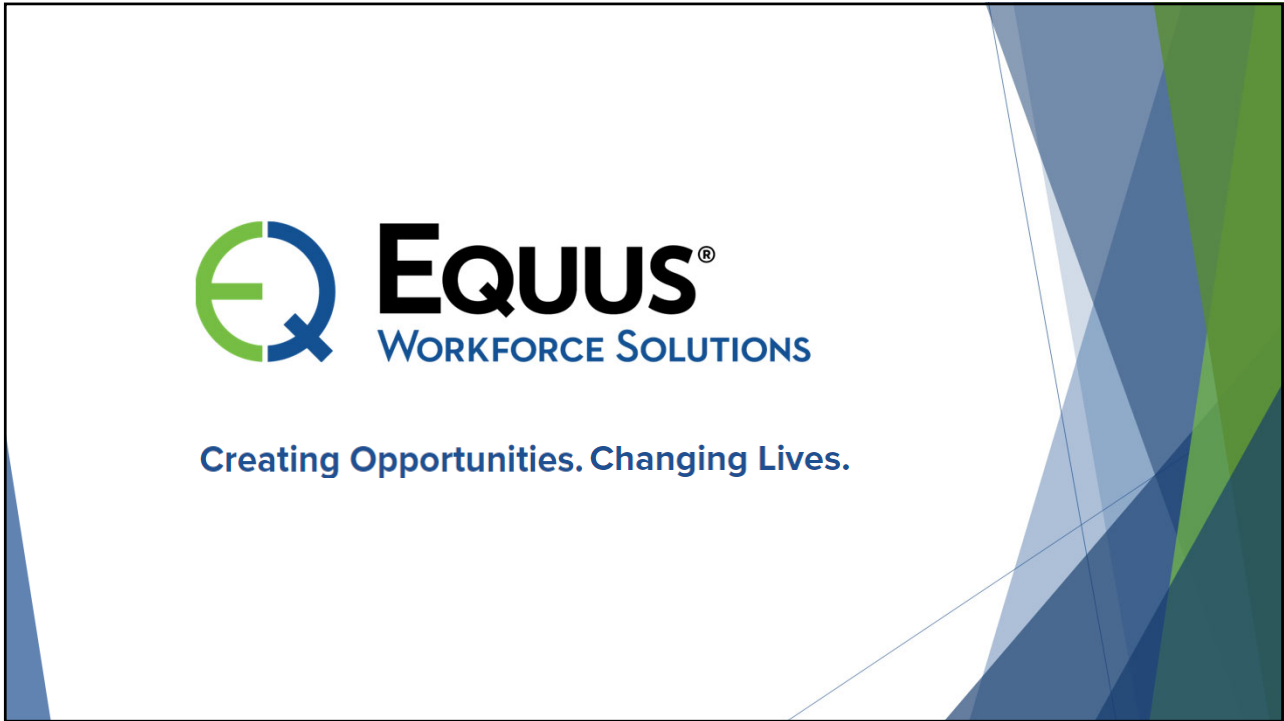
Total due in full upon signing a 12 month agreement after the 30 day trial period. Additional text message bundles available in various sizes for purchase. Text message bundles purchased upon first signing with Engage by Cell will not expire.

*The pricing above is specific to the youth department of 6 or so employees we spoke with. We'd be happy to explore discounted pricing if other departments would like to get involved as well!

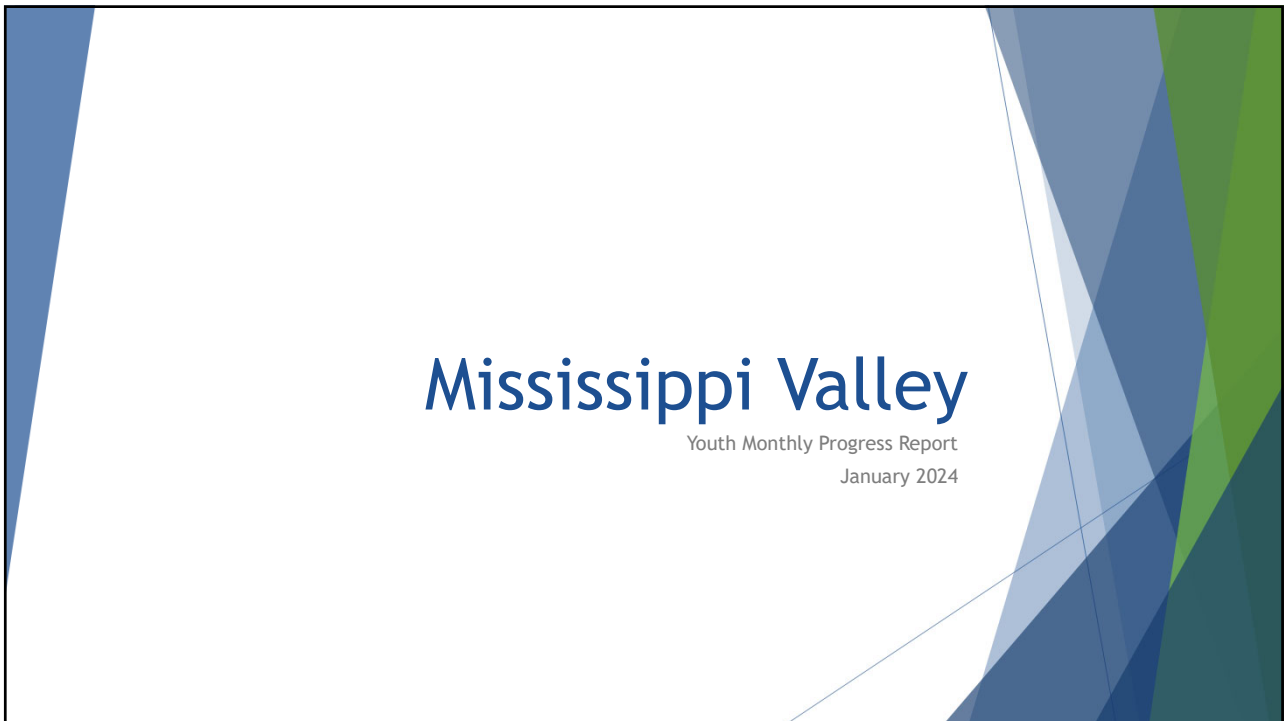
End of Year Promotion -

Try our services for 30 days - free! Sign with us by December 31, 2023 and you have until January 31 to try it out and make sure we're a good fit.

EQUUS YOUTH REPORT



1



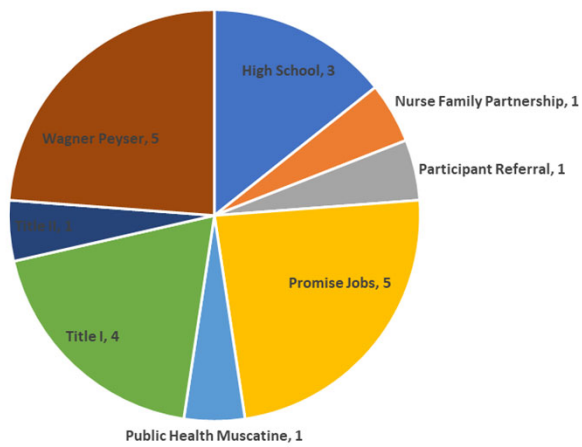
2

Outreach

- ▶ Job Fair at Louisa-Muscatine High School
- ▶ Scott County Juvenile Courts-our Outreach Specialist has been added to Zoom meetings for youth set to exit placement.
- ▶ Burlington, Fort Madison, Keokuk HiSET Orientations
- ▶ Muscatine Comm. College Faculty Meeting
- ▶ Lee County Juvenile Detention
- ▶ Clinton Comm. College HiSET-while there, our Outreach Specialist was invited to speak to students in a Government course as well
- ▶ Rosecrance
- ▶ Transition Process Community Service Provider Panel
- ▶ Burlington, Fort Madison, Montrose, West Point, Keokuk, and Fort Madison Libraries
- ▶ SCC Mount Pleasant Office Hours

3

Burlington/Davenport Youth Referrals (January)



4

Performance

Enrollments	January	YTD Actual	% of Goal (60)
In School Youth	0	5	
Out of School Youth	2	35	66.7%

Scholarships	January	YTD Goal	YTD Actual	% of Goal
Occupational Skills Training	5	12	22	183%

WBL	January	YTD Goal	YTD Actual	% of Goal
Work Based Learning	3	27	17	63%

5

Caseload

Youth

- ▶ 97 Active
- ▶ 76 Follow Up
- ▶ 34.6 Average caseload
- ▶ 7 Exits
 - ▶ 4 Employed
 - ▶ 3 Unknown

6

1/2/2024 Presentation was good, presenter gave great info and helpful.
 1/16/2024 Very helpful
 1/19/2024 Shayla was very professional, friendly, and made sure my questions were answered. Staff worked with a smile even though they were very busy. She asked me a lot of questions and told me about other things you offer. Thanks!

96.11% Customer Satisfaction Rate
18 Surveys completed
 Legacy in Action

7

Youth Elements

These are the activities that were opened new for the month

Youth Elements	Service	Services Provided in January	Youth Impacted in January	PY23 Services Provided	PY 23 Youth Impacted
1	Tutoring, study skills training, dropout prevention	1	1	5	5
2	Alternative secondary school services	0	0	0	0
3	Paid and unpaid work experience	3	3	17	17
4	Occupational skills training	5	5	22	22
5	Education offered concurrently with workforce preparation	0	0	0	0
6	Leadership development	0	0	2	2
7	Support Services	49	29	273	186
8	Adult mentoring	0	0	0	0
9	Follow-up services	4	3	30	26
10	Comprehensive guidance and counseling	0	0	0	0
11	Financial literacy education	3	3	3	3
12	Entrepreneurial skills training	0	0	0	0
13	Services that provide labor market information	69	58	444	387
14	Postsecondary preparation and transition activities	1	1	5	5

8

Stipends/Incentives

Stipends-paid out for attendance for high school or high school equivalency or class related to 14 elements

- ▶ 28 Paid Out

Incentives-paid out for measurable skills gain, achievement of basic skills, completion of a goal, FEO credits, perfect attendance for employment, employed after exit

- ▶ 24 Paid Out

9

Outcomes

3 New Unsubsidized Employment

2 HiSET

8 Measurable Skills Gains

10

Participant Highlights

1. 17-year old In-School Youth from Scott County successfully completed their work experience as an Outreach Specialist at the YMCA. They have a tentative job offer once wrestling season is over.
2. 20-year-old Out-of-School Youth from Scott County was referred to our program from Vocational Rehabilitation. He wanted a work experience; staff practiced interviewing with them and discussed different opportunities. He went to Stuff Etc for an interview and got the job! The first day went well and everyone was kind and helpful. The participant's parent reached out after to thank us all for helping her son get this opportunity.
3. 19-year-old Out-of-School Youth from Des Moines County received his High School Equivalency after working at it for almost a year.

VIRTUAL REALITY METRICS



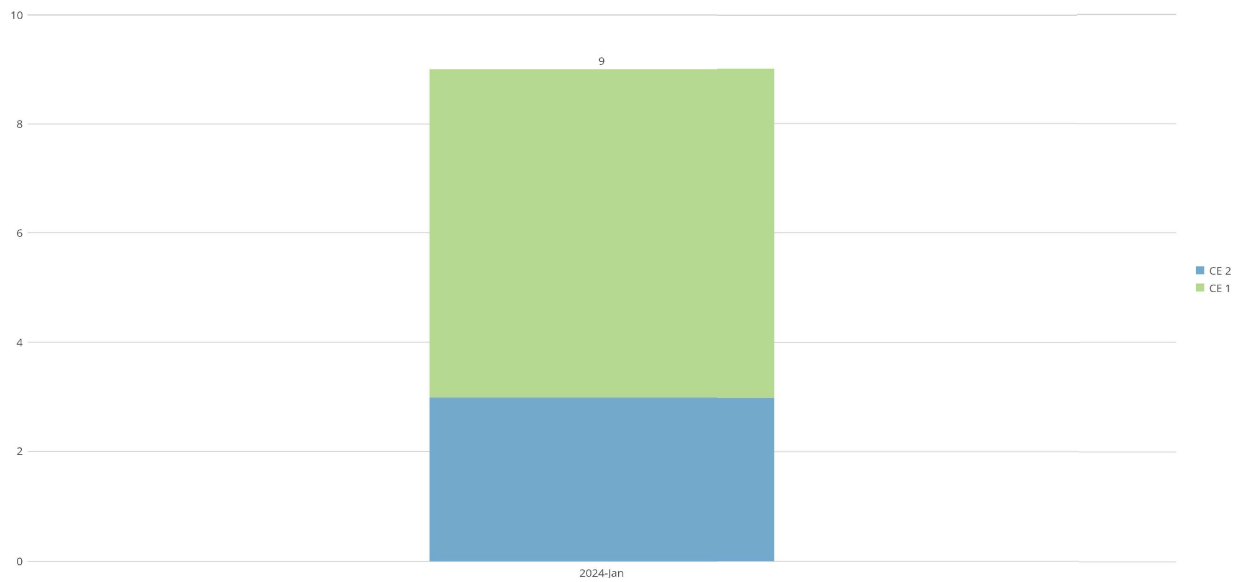
Monthly Progress Review & Optimization



No data in filtered range

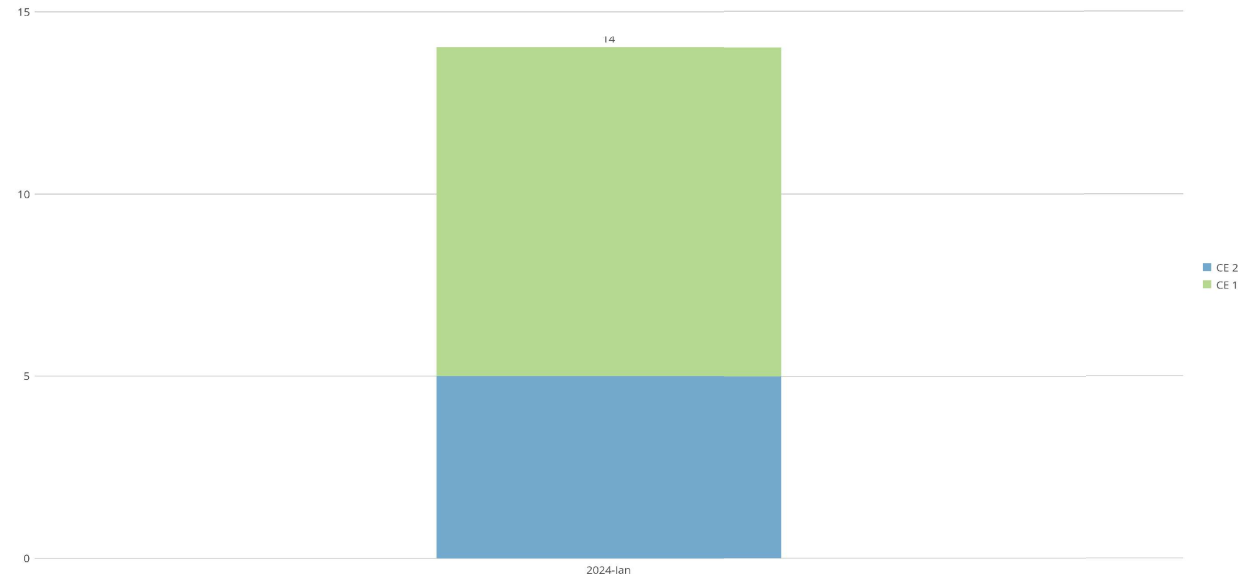
Career Exploration: Unique Users by Month

9 unique users



Career Exploration: Sims Started by Month

14 Sims Started



Career Exploration: Sims Started by Occupation

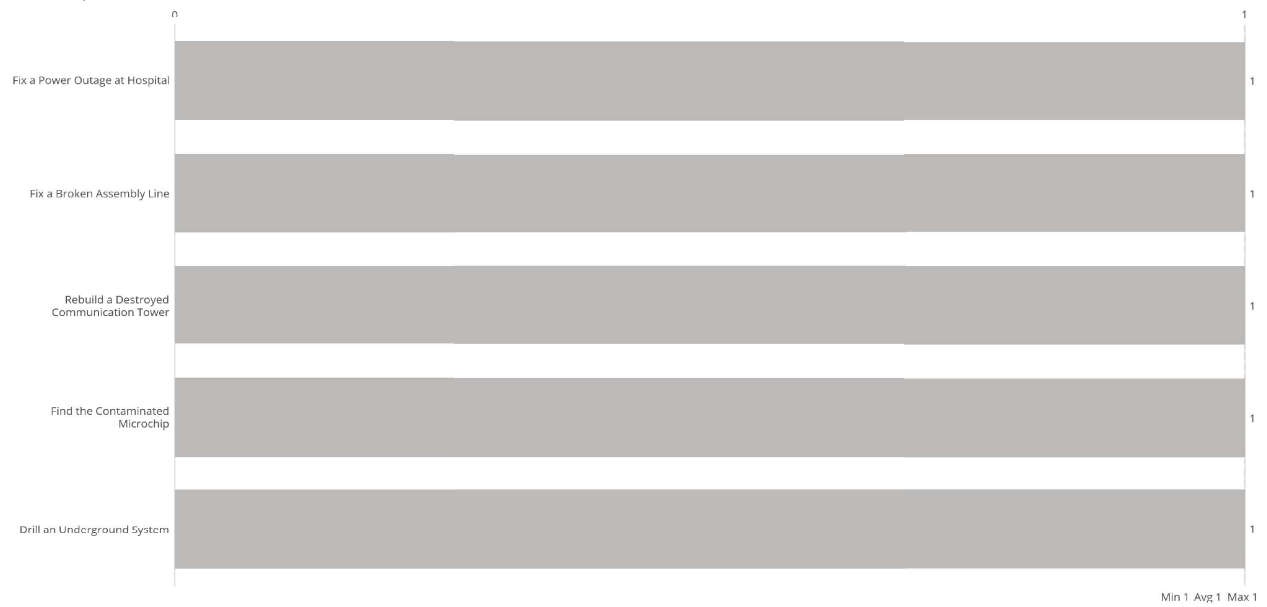
Heating, Air Conditioning and ...	2
Hotel Front Desk/FirstImpressionGuest	1
Warehouse Inventory Receiving Specialist...	1
First Responders/FireExtinguisherSafety	1
Robot Maintenance/IsolationLineLeakage	1
Welders/MIGWelding	1
Carpenter/ElectricCircularSaws	1
Robotics Specialist/RoboticSafety	1
Drill an Underground System	1
Find the Contaminated Microchip	1
Rebuild a Destroyed Communication To...	1
Fix a Broken Assembly Line	1
Fix a Power Outage at Hospital	1



Total
14

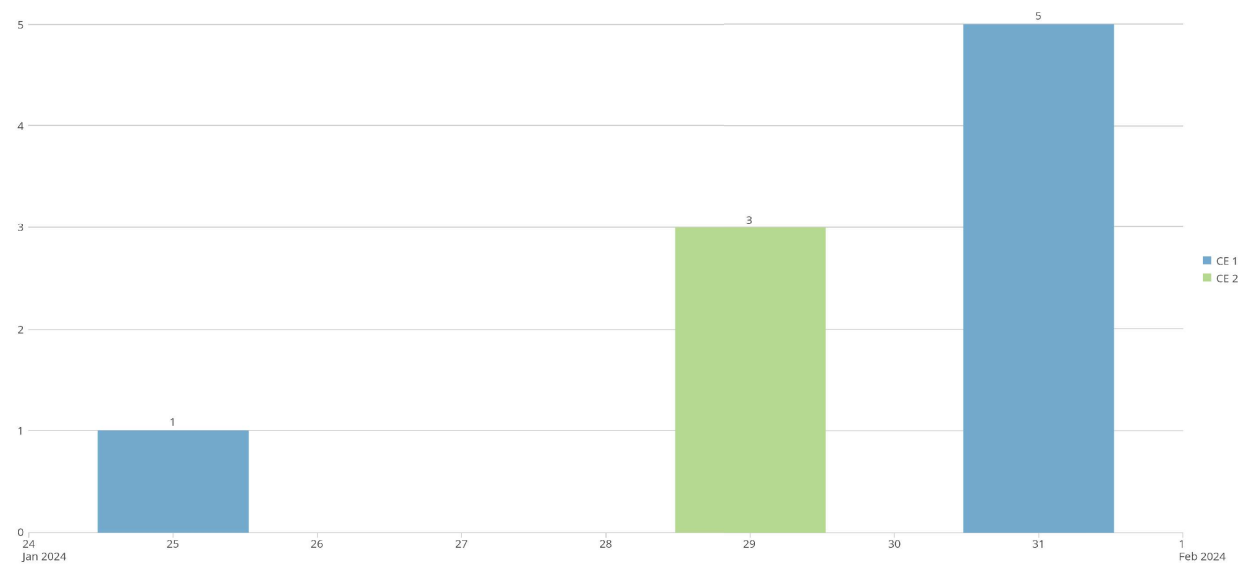
Career Exploration: Sims Completed by Preference

5 Sims Completed

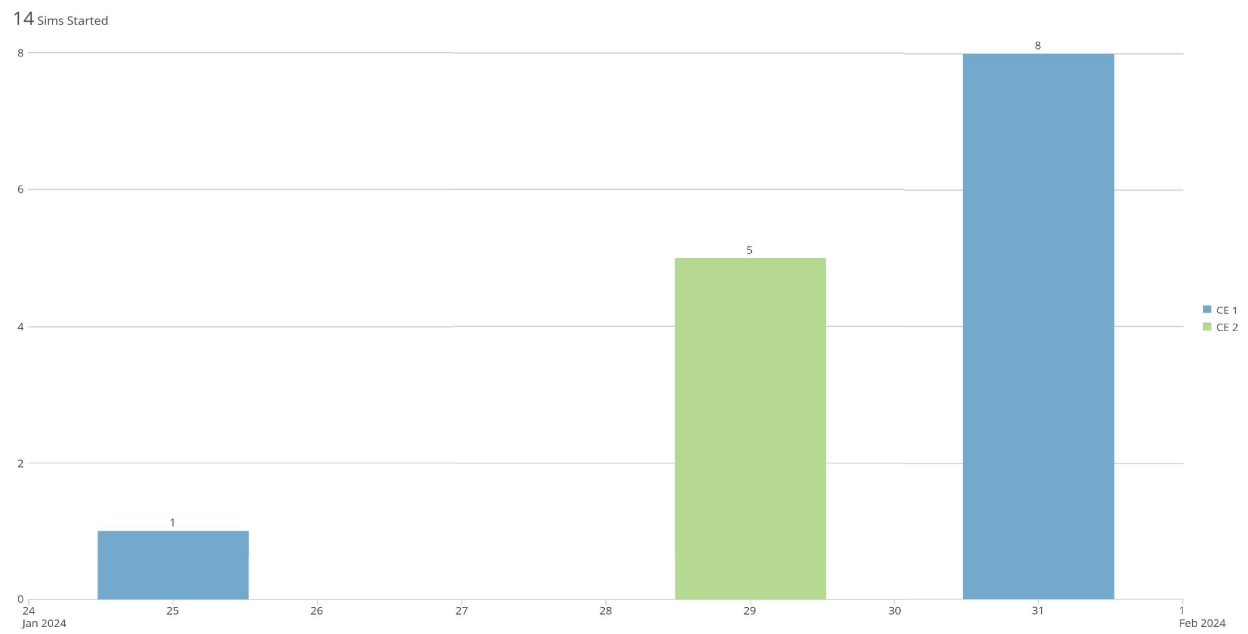


Career Exploration: Unique Users in Last 30 Days by Day

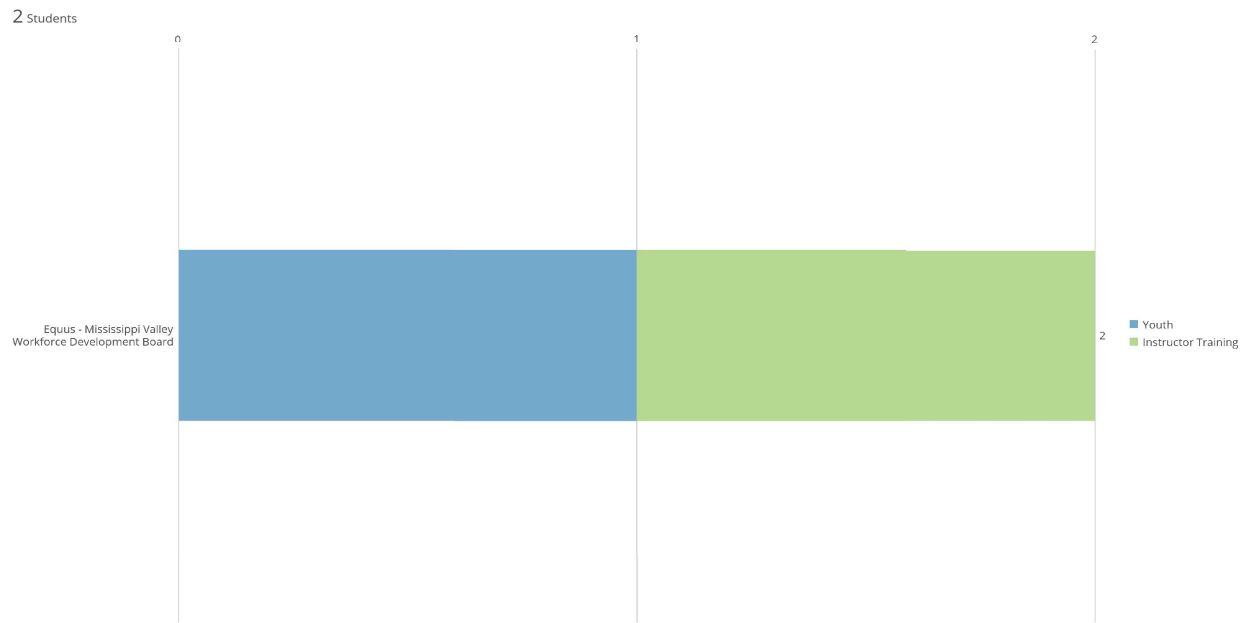
9 Unique Users



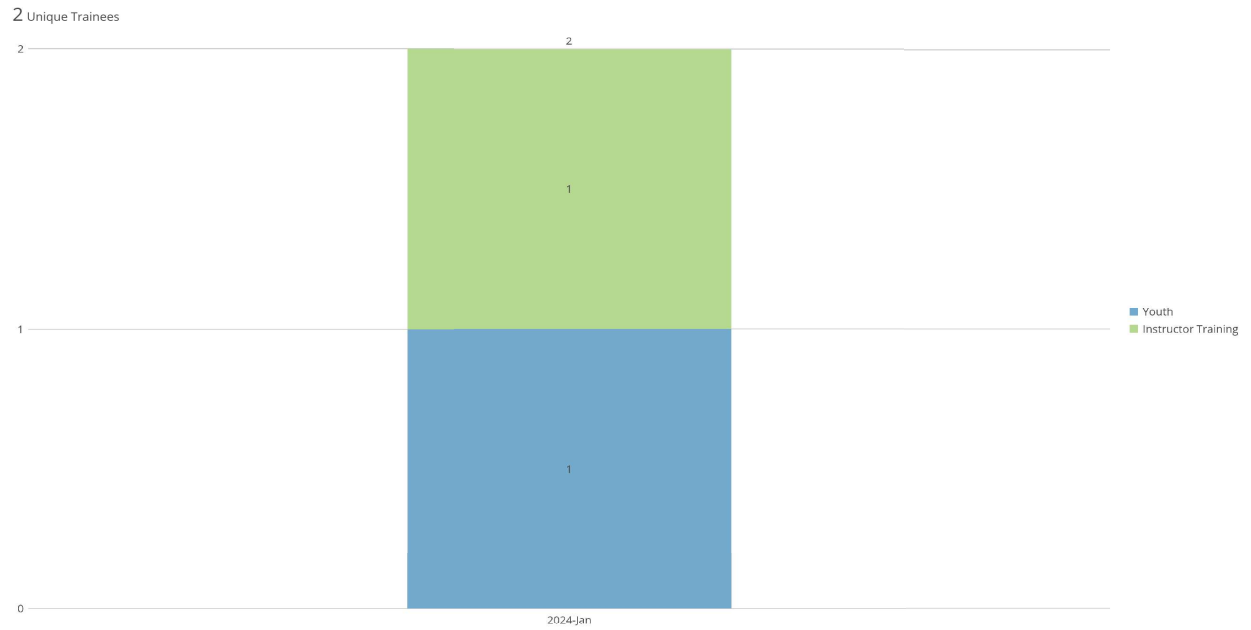
Career Exploration: Simulations Started in Last 30 Days by Day



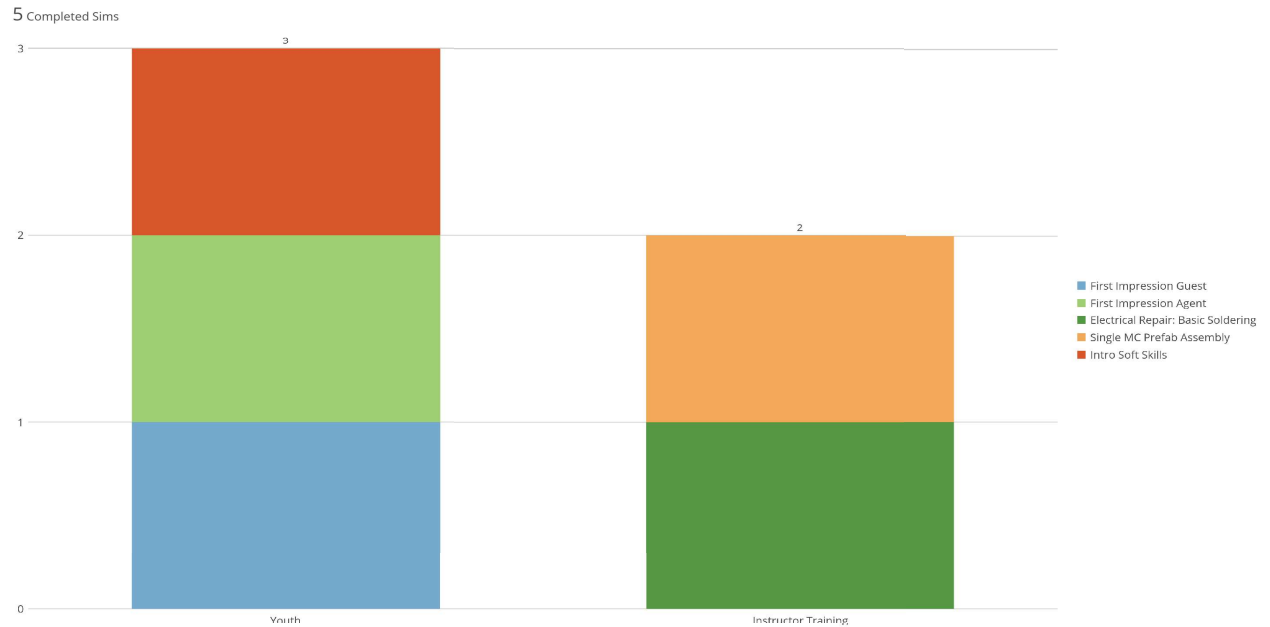
Virtual Training Facility: Total Trainees by Class



Virtual Training Facility: Unique Users Per Month by Class

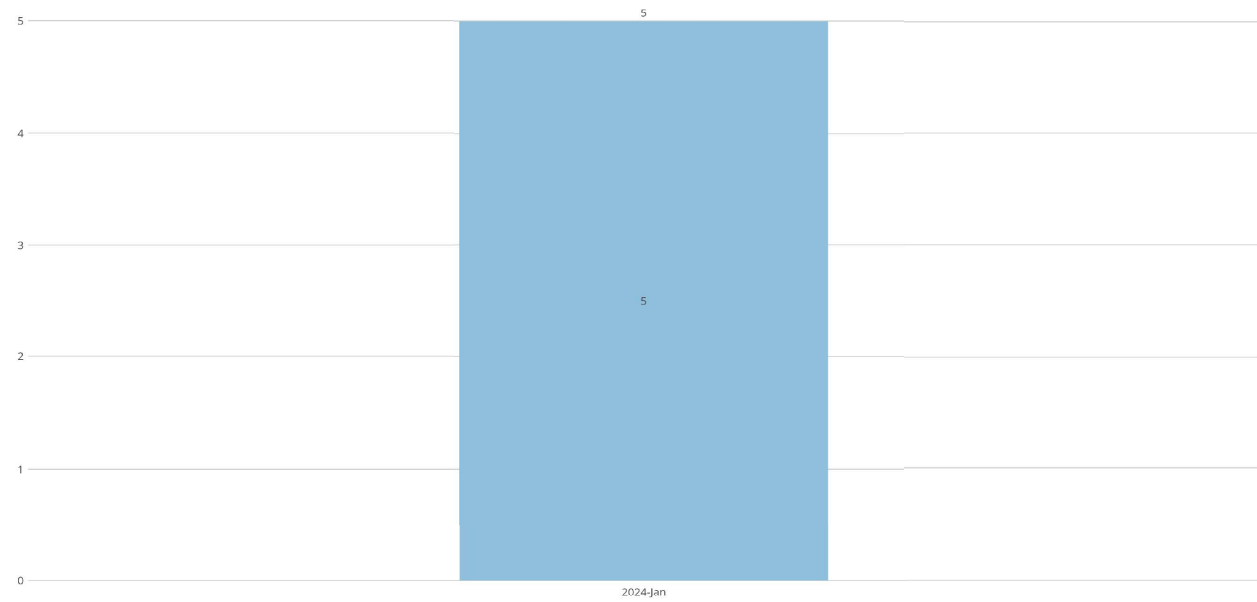


Virtual Training Facility: Started Sims by Class with Sim Detail



Virtual Training Facility: Started Sims by Month

5 Completed Sims



Virtual Training Facility: Started Sims by Sim Detail

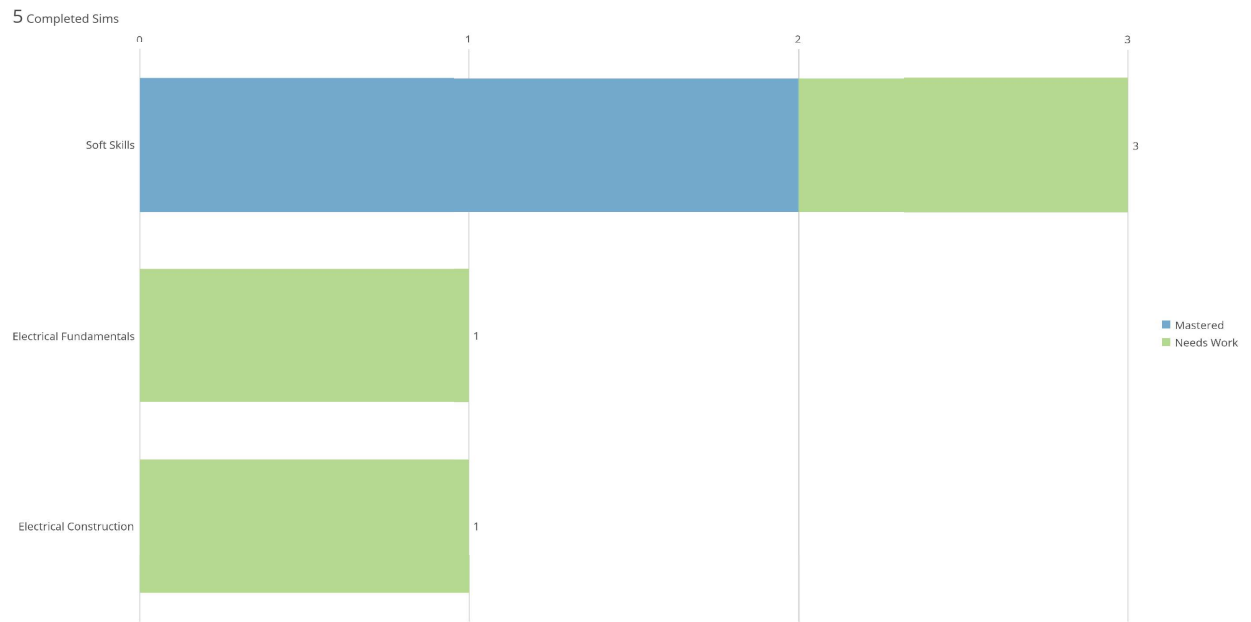
5 Completed Sims

Intro Soft Skills	1	20%
Single MC Prefab Assembly	1	20%
Electrical Repair: Basic Soldering	1	20%
First Impression Agent	1	20%
First Impression Guest	1	20%

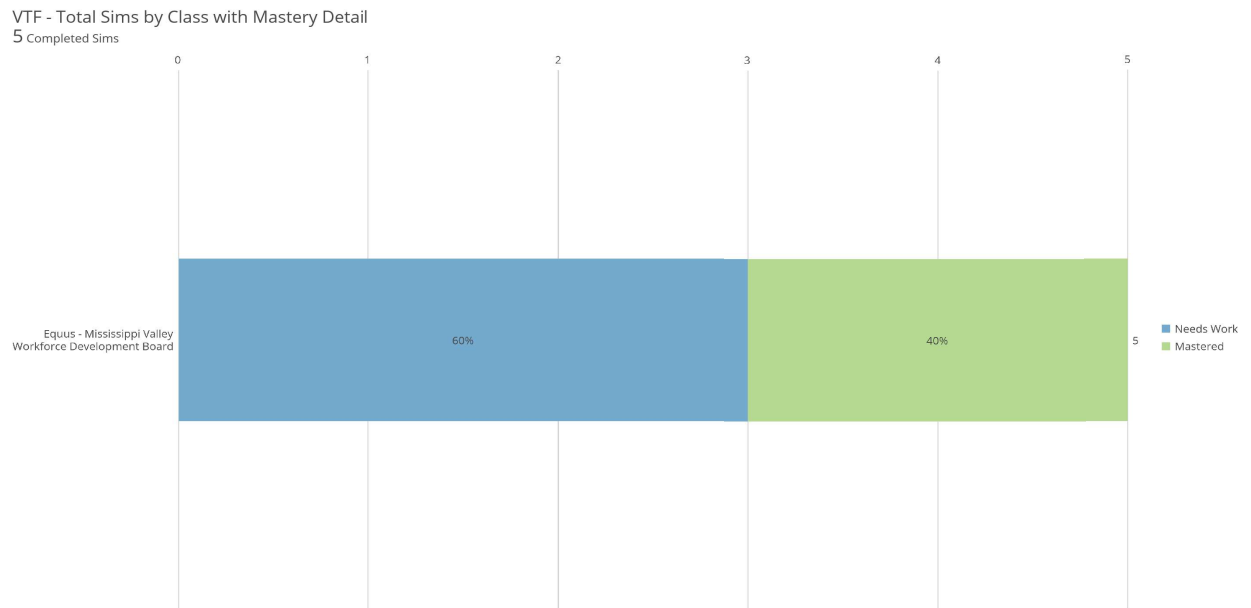


Total
5

Virtual Training Facility - Sims by Module with Mastery Detail

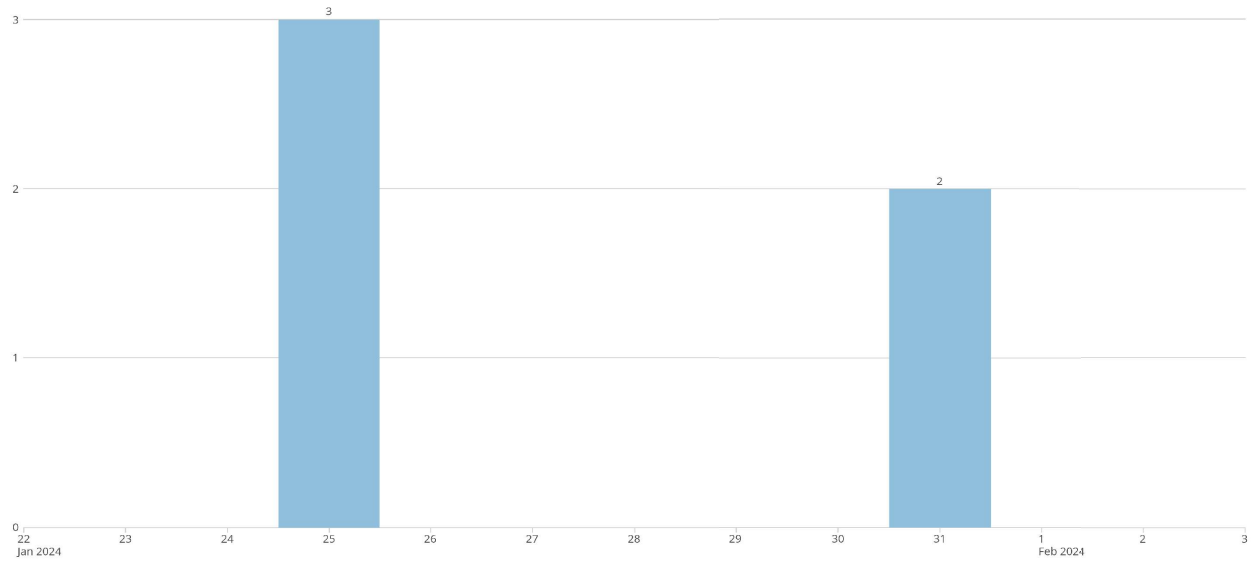


Virtual Training Facility - Sims by Class with Mastery Detail



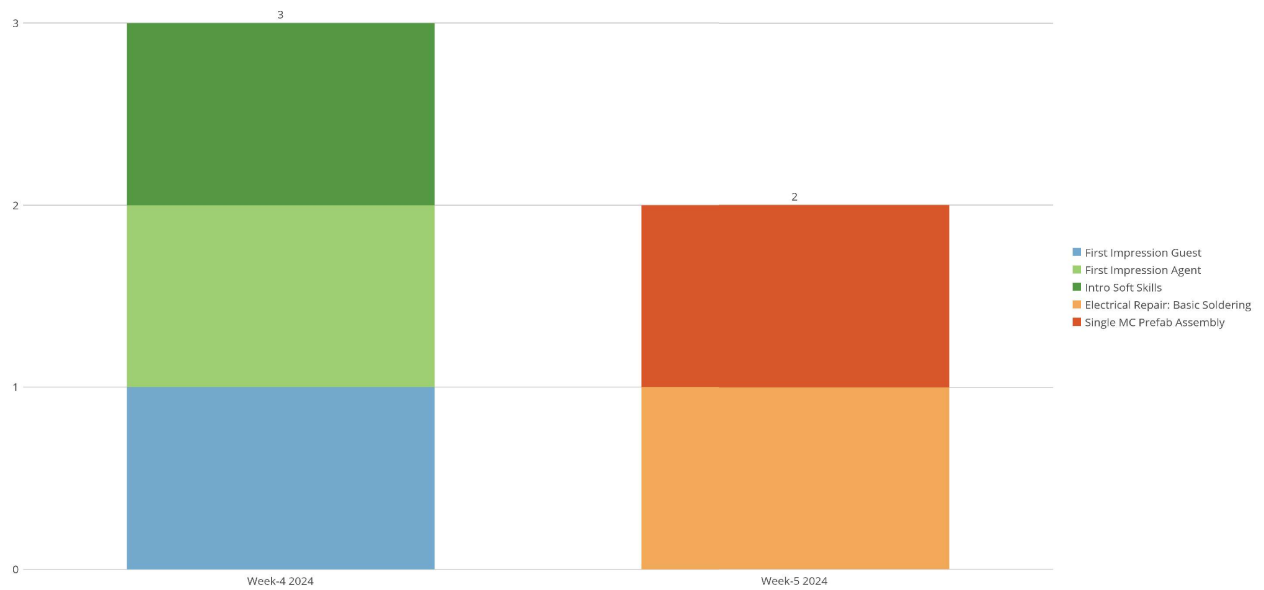
Virtual Training Facility - Usage in Last 60 Days by Day

5 Completed Sims



Virtual Training Facility - Usage in Last 30 Days by Sim

5 Completed Sims



*LOCAL PLAN QUESTIONS

REASON: LOCAL PLAN REQUIRED BY
WIOA, QUESTIONS PERTAINING TO
YOUTH SERVICES

DOCUMENTS INCLUDED: DRAFT
ANSWERS

ACTION REQUESTED: APPROVE
ANSWERS TO LOCAL PLAN QUESTIONS

strategy aimed at swiftly addressing layoffs and plant closures by coordinating services and providing immediate assistance to affected companies and their workforce.

Upon receiving WARN notices, State RR staff reach out to each employer. Following this, most employers receive localized RR services. In the MVWA region, the Rapid Response Coordinator, a Title I staff member, oversees RR activities across the eight-county area. This coordinator ensures that RR teams in each center deliver all necessary services. The teams are cross-trained and disseminate information about all AJC programs, services, and resources available to Dislocated Workers post-Rapid Response employee meetings. If additional funds are required for more intensive services, the MVWDB submits applications for state or federal emergency funds.

RR teams, comprising AJC staff, are deployed at both centers. These teams collaborate with employers and employee representatives to efficiently leverage public and private resources, minimizing disruptions associated with job loss. Rapid Response offers tailored services on-site at affected companies, accommodating various work schedules, and guiding companies and workers through the challenging transitions linked with job loss.

The RR teams take charge of organizing job fairs, hosting WIMs, offering workshops, and linking participants to additional resources.

Rapid Response Team Responsibilities

- Conduct initial contact with the company facing layoffs to explain available services.
- Arrange WIMs for affected employees, presenting all pertinent literature and information about partner services.
- Utilize Chromebooks for on-site assistance at employers, enabling affected workers to engage with services and register in Iowa*WORKS*.
- Conduct an Awareness Campaign with outreach and coordination with community agencies and social services organizations, providing information and assistance to support affected workers and the community.
- Facilitate customer access to partner programs through referrals for intensive services, training, education, barrier-removal services, and employment services, including job-specific information.
- Provide follow-up to laid-off workers following WIMs.

Question 8

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

- a. Include how the LWDB will utilize the Youth Standing Committee as a strategy.
- b. Pending approval of the State's waiver request, include if the LWDB will utilize the waiver to lower the out-of-school youth expenditure rate to 50%, or if the LWDB opts to retain the 75% out-of-school youth expenditure requirement.
 - a. If the LWDB opts to utilize the waiver, include:

- i. a summary of the outreach strategies and partnerships the LWDB will utilize to engage out-of-school youth and ensure in-school youth participation is targeted to students in underserved populations;
- ii. quantifiable projected programmatic outcomes resulting from implantation of the waiver;
- iii. individuals, groups, or populations benefitting, or otherwise impacted by the waiver; and;
- iv. how the LWDB plans to monitor waiver implementation progress, and the collection of measurable waiver outcome information.

14 ELEMENTS

All fourteen required WIOA youth elements are made available to youth throughout the MVWA:

1. Tutoring, study skills training, dropout prevention strategies.
2. Alternative secondary school services or dropout recovery services.
3. Experiential Learning – Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
 - a. Summer employment opportunities and other employment opportunities available throughout school year (WEP).
 - b. Pre- apprenticeship programs (PRE).
 - c. Internships and job shadowing (INT), (SHW).
 - d. On-the-job training (OJT).
4. Institutional/Occupational skill training shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations.
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
6. Leadership development opportunities.
7. Supportive services.
8. Adult mentoring for a duration of at least 12 months.
9. Follow – Up Services.
10. Comprehensive guidance and counseling.
11. Financial Literacy education.
12. Entrepreneurial skills training.
13. Services that provide labor market and employment information about in- demand industry sectors or occupations available within the local area.
14. Activities that help youth prepare for and transition to postsecondary education and training.

The above referenced services are available through multiple partners within the Local Area and include but not limited to WIOA, Iowa Vocational Rehabilitation, Adult Education and Literacy, Southeastern Community College, and Eastern Iowa Community Colleges.

Adult mentoring is provided by reaching out to appropriate organizations with potential mentors (i.e., Kiwanis, Rotary Club, alumni associations at training providers) to partner a mentor with a specific youth. In many cases, particularly in rural areas, the Career Navigator serves in a mentoring role. Career mentoring can also take place at work-based learning sites.

Career Navigators make a referral for comprehensive guidance and counseling to community partners such as counseling agencies, substance abuse treatment providers, and crisis intervention organizations, etc.

Financial Literacy can be provided through the Title I Youth provider. Courses are available through The Academy. The Title I Youth provider also teaches basic financial literacy in the ILegacy trainings. They also partner with Iowa State Extension and Consumer Credit of the Quad Cities to provide more extensive financial literacy training.

Entrepreneurial skills training can be provided through courses available through The Academy. We also partner with Southeastern Community College and Greater Burlington Partnership to refer clients to the Small Business classes that are offered to the community.

The Title I Youth provider has a proprietary online suite of skills development and career exploration courses through the Academy. The Academy offers a library of more than 8,400 courses and credential-qualifying training in more than 100 industries, which helps to facilitate independent and guided investigation.

The Title I Youth provider also offers ILegacy which is our four-hour job readiness curriculum that all new youth complete, as well as two hours of Linked in Learning courses of their choosing. ILegacy covers a myriad of topics related to success in the workplace, including applications, resumes, negotiation, job seeking, appropriate workplace behavior, self-improvement, teamwork, and handling criticism.

Workforce Partnerships

Below is a list of current partnerships in the MVWA:

- Work with Bridges Out of Poverty.
- Work with probation/juvenile court officers, as well as do monthly outreach at the Lee County Juvenile Detention Center.
- Work with Lee County Economic Development Group Career Advantage Center to provide career exploration activities to every 8th grader in Lee County.
- Present at Keokuk IJAG classes regularly.
- Partner with training providers and programs like GAP, PACE, and TRIO to help students.
- Work with the foster care transition program to help youth leaving foster care in the entire local area.
- Work with Muscatine County Public Health with their teen pregnancy prevention grant program.

Additional Programs and Services Available in the MVWA

A variety of youth workforce activities are available in the MVWA. Activities vary greatly across the Local Area. The following outlines several programs/activities that are available to youth in MVWA:

- ***IJAG*** - The ultimate objective of an iJAG program is to provide participants with classroom and work-based learning experiences that result in a quality job, leading to a career after graduation or completion of the HiSET high school equivalency program.
- ***Junior Achievement*** - Junior Achievement fosters the future success and economic health of young people and the communities in which they live by providing hands-on elementary and secondary programs focused on work readiness, financial literacy and entrepreneurship.
- ***Lead the Way (Davenport Schools, North Scott, Muscatine, Clinton, Maquoketa, and Pleasant Valley)*** - Project Lead the Way is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
- ***Iowa State Extension*** - Youth workforce activities include IT Tech Team, 4H Leadership, 4H STEM, and Service-Learning programming.
- ***Bi-State Transition Conference*** - This annual event targets youth with disabilities. It alternates focus every other year between transition to training/college after high school and careers.
- ***Davenport Teen Job Fair (Marketed to Scott County area)*** - The Davenport Teen Job Fair offers teens an opportunity to meet area employers, apply for positions, and learn job search skills.
- ***Eastern Iowa Community College Career Days*** - Events are offered at all EICC campuses to introduce teens to career options and training programs.
- ***Southeastern Community College*** - Each year SCC holds several career fairs, STEM fests for youth, and events to talk to middle/high school students about career pathways.
- ***Aligned Impact Muscatine.***

Increased Access to Services in Rural Areas

The MVWA has adopted the following strategies to increase access to rural areas:

- Developed connections with family support home visiting programs.
- Has connections with Nest Programs for new parents.
- Attends HiSED programs in rural areas (Keokuk, Fort Madison, Mount Pleasant, Clinton, Maquoketa).
- Other agency connections in the rural counties are: Head Start in Maquoketa, Fellowship Cup in Mt. Pleasant, food pantries in Lee, Henry, Louisa counties, Muscatine Center for Social Action, Salvation Army in Lee and Muscatine counties, Community Action in all the counties, Goodwill in Jackson and Lee counties, and the Transition Alliance Board in Clinton county.

ACTIVITIES FOR YOUTH WHO ARE INDIVIDUALS WITH DISABILITIES

Iowa Vocational Rehabilitation Services

Iowa Vocational Rehabilitation Services (IVRS) provide services to youth with disabilities. Services available to assist students include:

- Career Exploration Assessments.
- Counseling and Guidance Services.
- Pre-Employment Transition Services (Pre-ETS)
 - Job Exploration Counseling provides students with opportunities to learn about various career options and work skills necessary to be successful.
 - Work-Based Learning Experiences provide students with opportunities in the community to assist them with connecting school experiences to real-life work activities and future career options.
 - Counseling on Opportunities provides students with information and guidance on a variety of postsecondary education and training opportunities.
 - Workplace Readiness Training is training to develop employability skills, social skills, and independent living skills.
 - Instruction in Self-Advocacy is activities to develop self-advocacy skills needed in education, workplace, and community settings.
- Assistance with Post-Secondary Training.
- Job Seeking Skills Training.
- Job Placement.
- Assistive Technology.
- Skip the trip-DOT permit examination proctoring

IVRS has programs set up with partners to focus on services to Iowa high school students with disabilities. We currently have a Transition Alliance Program (TAP), The TAP is a partnership between Community School Districts and IVRS. Participants of TAP receive assistance in the areas of vocational training, independent living, and post-secondary education. The goal is for young adults to develop positive work skills in order to obtain and maintain competitive integrated employment. TAP participants receive follow-up services to assure long-term job success!

IVRS also has Project Search programs which are a transition-to-Work Program for a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations.

The IVRS Intermediary Network (IN) contract involves select high schools within 14 of Iowa's 15 Community Colleges. The purpose of the IVRS IN program is to help meet the vision of a future-ready Iowa that prepares individuals for dynamic careers and lifelong learning, meets employer needs, grows family incomes, and strengthens communities. The IVRS IN program provides for an IN to expand vocational rehabilitation capacity providing pre-employment transition services to high school students with disabilities in designated districts, which will help prepare the students to enter employment or additional post-secondary training following secondary school graduation. Students can learn about work readiness skills, career pathway opportunities and expand work-based learning providing increased opportunities for employment in a chosen career field. IN's work collaboratively with IVRS counselors and other partners to

provide the career readiness and career exploration services to districts where gaps are identified. Services may include career exploration, job shadows, plant tours, career day experiences, job seeking skills training, and understanding local labor market information and training opportunities that will lead to placement in those careers.

IVRS offers resource fairs as requested - from high school to beyond: training, support, and service providers to increase personal independence. The purpose of this fair is to gather information about life beyond high school. Students, parents, teachers, and advocates have the opportunity to visit informational sessions of their choice to gather information for transition planning.

IVRS provides summer programming in partnership with Transition Alliance Programs, Intermediary Networks, area businesses, and WIOA partner agencies. Students participate in career-based activities and explore occupations in all six of the Iowa Core career pathways. This program allows students to engage in presentations, tours, participate in hands-on volunteerism, and interactive activities to learn essential work related soft and hard skills as well as expectations of employees, job seeking skills, and job retention skills.

75% OUT OF SCHOOL YOUTH REQUIREMENT

MVWA works extensively with its core partners, Adult Basic Education and Vocational Rehabilitation, to meet the 75% out of school youth expenditure requirement. Iowa *WORKS* Career Navigators work with students in AEL programs to help address any barriers, and support students to the completion of their high school equivalency. The Career Navigators work closely with front line AEL staff to identify students who have a need for support services while pursuing their high school equivalency. In order to meet the 75% minimum youth expenditure requirement under WIOA, MVWA will utilize the following strategies to increase out of school youth enrollments:

- The MVWDB has a youth outreach specialist to assist with meeting the 75% requirement.
- Continue commitment to offer services to in school youth while expanding out of school youth services.
- Continue conversations and communication with area school districts about the WIOA out of school requirement.
- Each youth referral will be reviewed individually. If a youth seems to have the necessary supports in place while they are in high school, but could benefit more from post high school services, enrollment will be delayed until after graduation. If a youth is struggling and could benefit from WIOA services while in high school, the enrollment will be done as an in-school youth.
- Partner with the PROMISE JOBS program to serve youth and emphasize youth between the ages of 16 and 24 who have not yet built their plan for the future.
- Partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.
- Outreach efforts are focused in HISED classes, on job seeking individuals, and pregnant/parenting youth organizations.

- Informing students with disabilities and their parents/guardians of resources available.

Each program year the service provider submits a budget that is broken down between in-school and out-of-school youth expenditures. The service provider and fiscal agent both provide monthly reports to the Finance Committee for review that show current and cumulative expenditures for all youth programs. The percentages of all programs are reviewed monthly at each Finance Committee meeting to ensure funding is being spent accordingly.

20% WORK EXPERIENCE REQUIREMENT

The MVWA offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs. Iowa Vocational Rehabilitation will partner with Iowa *WORKS* to deliver work experience opportunities for youth with disabilities. MVWA will ensure that at least 20% of the WIOA youth funds are expended on work experience. Work experience expenses are broken down on an individual invoice to show staff time, wages paid, payroll taxes and incentive payments. The service provider and fiscal agent both provide monthly reports to the Finance Committee for review that show current and cumulative expenditures for all youth programs. The percentages of all programs are reviewed monthly at each Finance Committee meeting.

MVWA maintains a running list of businesses interested in providing work experience activities for Youth. The Business Services Consultant (BSC) is continually developing relationships with businesses to provide work-based learning opportunities.

NEEDED SERVICES IN MVWA

Despite a wide range of workforce activities in the Local Area, there is still a need for more extensive information for all students with regard to career decision making. Iowa *WORKS* programs will address these needs through high school workshops and individual support for eligible youth.

Like much of the country, MVWA still faces the challenge of developing a skilled workforce to meet local economic needs. There is a need for information dissemination among counselors and teachers to help reinforce the workforce needs among alternate career paths and prevent the automatic channeling of students into four-year college programs if that is not the correct path. Although the main focus of the youth program is out of school youth, it is important for teachers, counselors, and administrators in area schools to be aware of the benefits of the program, so they are able to refer students upon graduation. Youth staff work to build relationships with school staff and students, so they are able to determine when assistance is needed.

YOUTH STANDING COMMITTEE

The Youth standing committee is chaired by a member of the MVWDB, includes other members of the MVWDB, and includes other individuals appointed by the MVWDB board chair who are not members of the MVWDB. The Youth Committee meets on a monthly basis and reviews monthly reports from the Title I Youth service provider. The Title I Youth service provider reports include enrollments, number of work experiences, occupational skills training, caseloads, outreach activities, referrals, outcomes, customer satisfaction levels, and success stories. The

Youth Committee then provides a report to the executive committee and full MVWDB. Reports include discussion of actions and decisions, recommendations for board action, and assessment of progress toward accomplishing committee or team goals and outcomes. The Youth committee activities and oversight responsibilities include the following:

- Help to identify gaps in services and develop a strategy to use competitive selections or community partnerships to address the unmet needs of youth.
- Ensure compliance with WIOA requirements to including 75% of resources allocated to out-of-school youth and a minimum of 20% of resources allocated to work experience.
- Oversees eligible youth providers, as well as other youth program oversight responsibilities.
- Serves as the RFP committee for the Youth program and oversees the procurement process.
- Develops the portion of the local and regional plan, and the Board strategic plan pertaining to youth.
- Recommends policy direction to the MVWDB for the design, development, and implementation of programs that benefit all youth.
- Assist with planning, operational, and other issues relating to the provision of services to youth.
- Proposes the design of a comprehensive community workforce development system to ensure a full range of services and opportunities for all youth, including disconnected youth.
- Suggests ways to leverage resources and coordinate services among schools, public programs, and community-based organizations (CBOs) serving youth.
- Provides ongoing leadership and support for continuous quality improvement for local youth programs.
- Additional assignments as determined by the MVWDB Chair.

WAIVER

The MVWDB will participate in the Governor's waiver requiring 50% of funding to be spent on in-school youth. We will support this transition of youth services through the following strategies:

- Through our partnerships identified above we will target in-school youth from underserved populations.
- We will increase our number of work experience placements by 20% in year one and increase WEP expenditures.
- Students who are at risk of not graduating with barriers will be the population most impacted.
- The MVWDB will monitor the implementation of this waiver through monthly reports provided by the subrecipient, Iowa*WORKS* reports and financial invoices submitted.
- The MVWDB will apply to be the Work Based Learning intermediary to increase coordination, reduce duplication of services and maximize resources.

Question 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.

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

SECONDARY AND POSTSECONDARY EDUCATION PROGRAMS

The MVWDB Title I service provider has a youth outreach specialist to oversee the coordination of services with secondary schools. This individual assists in coordination of all partners and reduction of duplication of services. This individual works closely with VR, CTE, and other programs in the MVWA that provide youth services.

Secondary and post-secondary educational strategies are coordinated with workforce services in MVWA through a variety of alignments. The AEL program has a direct linkage allowing for partners to share referrals and avoid duplication of assessments and other services. The board structure includes Adult Education representatives as voting members and they also serve on the board committees. The Sector Partnership initiatives will be designed to provide education providers at all levels with input from businesses that will facilitate the creation of career pathways that encompass secondary education through adult learners.

Staff are provided cross-training on Title II program services, eligibility, and requirements. When it is discovered that a participant is in need of Title II services, a referral is made to the AEL staff, who work with the participant to identify their specific needs. In addition, the Title II program serves as the provider of Comprehensive Adult Student Assessment System (CASAS) intake assessments for Title I participants. If an individual completing the assessment lacks a high school credential or demonstrates a gap in basic skills, they are advised about the options available through the AEL program. If the participant elects to co-enroll in Title II services, they are converted to active participant status in the Title II program.

Participants are determined eligible for Title II services in accordance with guidelines set by the state department of education. An eligible participant must be a minimum age of 16 years + 9 months. Participants under 18 years must provide permission to attend (documentation from a legal parent or guardian). Participants under 19 years must provide proof of non-enrollment in a community school district. Eligible participants are adult basic education students who either do not possess a high school credential or who demonstrate skill gaps in reading and/or math on the intake assessments. English language learners are eligible if they demonstrate skill gaps in reading and/or listening English language on the intake assessments.

The Title II programs utilize CASAS for all intake and post-assessments. Upon completion of the assessments (reading and math for Adult Basic Education (ABE) and HSE participants; reading and listening for ELL), the intake scores are assessed to determine academic skill levels. These levels inform the program in the placement of the student in appropriately leveled curriculum. Eastern Iowa Community Colleges have an MOU that allows for Title I participants

to utilize the CASAS assessment for entry into their program. Title I participants who demonstrate need are counseled regarding co-enrollment in the adult education and literacy program.

Title II utilizes career navigators to assist students in career exploration, job search, and application processes. In cooperation with the college placement office, students are provided with information relative to job openings in the area. The programs also cooperate with local Workforce Development partners to identify opportunities that match participant needs. Assistance with the identification of sector opportunities and required education are key to this process.

Work based learning is made available for AEL participants through Integrated Education and Training programming, which blends basic skill development with workplace skills training in a concurrent training model. In addition, opportunities are available for employers to engage cohorts of incumbent workers in customized, on-site training that provides curricular support for a blend of skill building and workplace-related content.

Participants have a variety of options to access training services through the regional Title II AEL provider. They may choose to attend training at one of the college's campuses or satellite centers, attend via live online videoconferencing, and/or attend in an asynchronous online delivery mode. These options provide the necessary technology linkages to ensure open and convenient access for all WIOA participants.

Adult education and literacy programs work collaboratively with continuing education partners to maintain a presence in employer relations. This process provides information about available services to businesses seeking to serve the needs of their current or potential colleagues. AEL programs maintain job opportunity board for students in order to provide up-to-date information regarding postings in the Local Area. Additionally, the programs collaborate with Workforce Development partners to provide access to regional and statewide opportunities. AEL programs participate in rapid response activities when it is determined that the employer has individuals in need of AEL services.

The Gap Tuition Assistance and Pathways for Academic Career and Employment (PACE) programs partner with WIOA Title I in order to provide the full range of services to post-secondary students facing barriers to education and/or employment.

MVWA has worked closely for several years with secondary schools in offering the National Career Readiness Certification (NCRC) assessment.

Based on the Comprehensive Local Needs Assessment completed by Region 9 Regional Planning Partnership and Region 16 Regional Planning Partnership in 2023 the MVWDB will further collaborate and participate in regular meetings with the RPP to meet regional needs.

TITLE II GRANT PROVIDER

Eastern Iowa Community College, Dean of Adult Education and Literacy, Scott Schneider
Southeastern Community College, Director of Adult Education and Literacy, Martha Bell