



**WORKFORCE DEVELOPMENT
BOARD, INC.**

Building a world class workforce

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WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA) LOCAL PLAN

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Fox Valley Workforce Development Board (FVWDB) Local Plan 2020

The Fox Valley Workforce Development Board (FVWDB) provides the strategic and operational oversight to develop a comprehensive and quality talent development system (the public workforce system) in six counties in north east Wisconsin: Calumet, Fond du Lac, Green Lake, Waupaca, Waushara and Winnebago. This region is referred to as Workforce Development Area 4 (WDA4). We develop partnerships with business, education and workforce partners to ensure the system is responsive to the evolving needs of business, workers and the communities we serve. The FVWDB is a private, not-for-profit 501(c)(3) organization.

The Workforce Innovation and Opportunity Act (WIOA) requires each local workforce development board (WDB) to develop, in partnership with the chief local elected official, and deliver to the state a comprehensive four-year plan. The WIOA Local Plan reflects the current and future strategies to be used to address the continuing modernization of the workforce system and creation of a customer-centered system. Striving to meet the needs of business and workers driving workforce solutions.

1. **Omitted as Per Instructions – see WDA4 and 5 Regional Plan.**
2. **Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs of in-demand industry sectors and occupations.**

According to the Wisconsin Department of Workforce Development (DWD), these are the industries representing the largest number of employee positions in WDA4:

Industry	2016 Employment	2026 Projected Employment	Employment Change (2016-2026)	Percent Change (2016-2026)
Total All Industries	211,970	222,830	10,860	5.10
Professional and Business Services	16,650	19,330	2,680	16.10
Self-Employed	13,200	15,860	2,660	20.20
Education and Health Services	39,550	42,050	2,500	6.30
Trade, Transportation, and Utilities	33,230	34,590	1,360	4.10
Construction	8,990	9,920	930	10.30
Manufacturing	44,890	44,020	-870	-1.90

Although manufacturing shows a slight dip from 2016-2026, it still remains the highest number of employment roles in our region.

The FVWDB rarely has individuals enrolled in our programs with the experience nor resources to be exited into self-employed.

Professional and Business Services will encompass roles in HR, IT and management.

The most significant challenges for knowledge and skill needs to meet employer demand are:

- Soft/employability skills
- Technical skill training
- Adaptation to diversity and inclusion
- Preparation for change due to technological innovation.

- Knowledge, Skills, and Certifications

An analysis of occupations that are expected to have growth by 2026 shows that 49% require a high school diploma or less, 16% require some formal training (post-secondary diploma or associate degree) and 35% require a bachelor's degree or more.

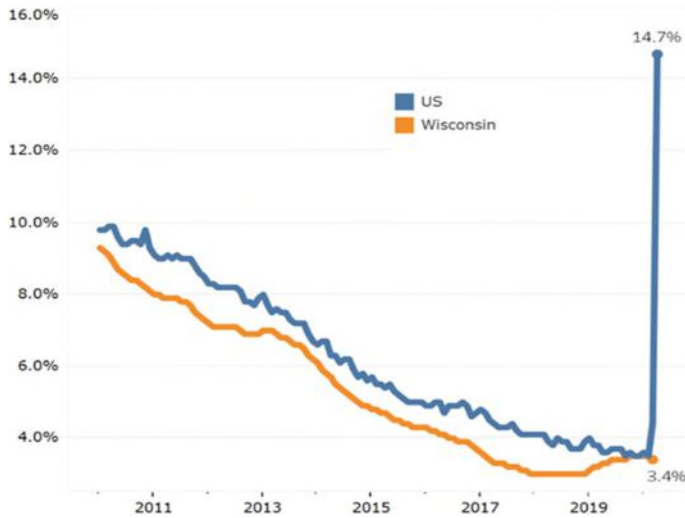
Analysis of jobs identified by DWD as having above average median salary, above average % growth, and most projected job openings reveals that 72% of the hot jobs/in-demand positions require a bachelor's degree or higher.

Our key industries will require the following skills:

- The healthcare industry needs workers with nursing, basic life support, CPR, home care, and medical records management.
- Transportation and warehousing industry employers need workers with flatbed truck operation, warehousing, forklift operation, shipping and palletizing experience.
- The finance industry needs workers with experience in financial services, loans, auditing, selling techniques, and risk management.
- Manufacturers need workers with automation, new product development, and packaging and labeling experience.
- The construction industry needs workers with HVAC, subcontracting, carpentry, and customer relationship experience.
- The information technology (IT) industry is looking for candidates with SQL agile software development, Java, and computer science experience.

3. Provide an analysis of the workforce in the region including current labor force employment and unemployment data, information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment.

Similar to WI (see table of WI Unemployment below), WDA 4 has had a historically low unemployment rate for a prolonged period leading up to the March, 2020 pandemic. WDA 4 specific annual unemployment rates were 5.2% in 2014, 4.3 in 2015, 3.7% in 2016, 3% in 2017, 2.8% in 2018 and 3% for 2019. In economic terms, 5% unemployment is often cited as representing full employment meaning if numbers dip below that threshold the economy is now experiencing structural employment meaning skills of available talent do not align with the need of companies. On a local level within job centers we have seen this phenomenon and realize many who are unemployed often have barriers to overcome. For WDA 4, monthly unemployment has not been above 5% since March, 2015 and the low within the WDA was an astonishing 2.1% in September, 2018.



Throughout this period of sustained low unemployment, local companies have struggled to fill available positions and, in some cases, indicate they have turned away business. Certainly, the need is great to upskill as many people as possible to fill all available positions. Training would seem to be an easy solution; however, the availability of jobs appears to have some job seekers taking jobs with little to no prior preparation and some people in training, opt to ‘job out’ of training to take available positions. When companies discuss the skills (or lack thereof) of newly hired entry level employees, they often mention an increase in turnover, lack of soft skills and attendance issues. At all levels, companies note that ghosting is a relatively new issue to contend with (i.e., the company believes they have someone in the pipeline to start a new job but the person does not report to work).

Educationally, the WDA has a similar percentage of attainment for those who have graduated from high school to the state overall, but looking at the table (data provided by DWD Labor Economist; Source: ACS 5-Year 2013-2017, Table S1501) below, there appears to be a disparity in rural versus urban areas of the region. Overall, the number of people who have not graduated from high school is much higher in rural areas. Additionally, the percentage of people who have some college or an associate’s degree is higher in urban areas. It is worthy of note that many jobs in throughout the region require some post-secondary preparation but may not require a 4-year degree.

	WI	WDA 4	Calumet	Green Lake	Fond du Lac	Waupaca	Waushara	Winnebago
Total; Estimate; Less than high school graduate	11.3%	10.4%	13.6%	22.4%	10.7%	14.5%	24.6%	7.3%
Male; Estimate; Less than high	12.7%	11.8%	14.6%	23.6%	11.7%	17.6%	25.0%	8.4%

school graduate								
Female; Estimate; Less than high school graduate	9.8%	9.0%	12.4%	21.1%	9.6%	11.0%	24.0%	6.1%
Total; Estimate; High school graduate (includes equivalency)	31.8%	32.0%	28.7%	34.5%	35.8%	43.0%	39.7%	28.3%
Male; Estimate; High school graduate (includes equivalency)	35.0%	35.1%	30.4%	33.0%	36.7%	48.1%	44.6%	32.3%
Female; Estimate; High school graduate (includes equivalency)	28.4%	28.8%	26.7%	36.0%	34.9%	37.2%	33.8%	24.3%
Total; Estimate; Some college or associate's degree	46.1%	49.6%	44.8%	37.0%	47.3%	37.1%	31.5%	55.9%
Male; Estimate; Some college or associate's degree	43.2%	46.0%	45.5%	39.1%	46.9%	30.6%	26.6%	50.6%
Female; Estimate; Some college or associate's degree	49.1%	53.5%	44.0%	34.7%	47.7%	44.4%	37.4%	61.3%
Total; Estimate; Bachelor's degree or higher	10.9%	7.9%	12.9%	6.2%	6.3%	5.4%	4.2%	8.5%
Male; Estimate; Bachelor's degree or higher	9.1%	7.1%	9.5%	4.3%	4.8%	3.7%	3.8%	8.7%
Female; Estimate; Bachelor's degree or higher	12.7%	8.8%	16.8%	8.1%	7.8%	7.4%	4.8%	8.4%

Manufacturing continues to comprise a large percentage of positions within the WDA and surrounding counties (which align with local commute patterns). In the past, entry level jobs were often filled with candidates who recently graduated from high school. However, as more high school students have been encouraged to pursue a four-year degree, local employers say that it has become more difficult to encourage students to take these positions after graduation (which often include additional training in apprenticeship or other employer funded training which can lead to family sustainable wages). Partners across the WDA have reviewed career planning processes and in a number of communities, joint career fair/job fairs are held to encourage students to pursue careers that align with local need. By aligning efforts and engaging partners, we have increased career pathway alignment with partner initiatives.

In addition to available labor market data, regional partners actively engage in the process to plan/host annual job fairs which helps give additional transparency to the local labor needs. Partner engagement at monthly Business Services meetings includes DVR, OVES, Job Service, Chamber representatives from three communities, Department of Corrections, Forward Service Corp, WEDC, LETC and both technical colleges to further insure we are staying abreast of local trends from a variety of perspectives.

Sector initiatives have also included partnering with NEW Manufacturing Alliance, NEW IT Alliance, Fox Valley Healthcare Alliance, and Amplify Oshkosh. All sector initiatives provide an important way to provide direction for local in-demand industry/occupational needs and at the same time allow us to align rather than duplicating efforts.

In all areas of partnership, both Fox Valley Technical College and Moraine Park Technical College are actively involved. Their involvement provides significant leadership in creating new training opportunities to find and leverage training solutions when WIOA funds are not sufficient to address the needs of local employers. Several projects have used Wisconsin Fast Forward (WFF) funding to launch short to intermediate term training for a specific skill set. WFF projects have launched new technical college training programs and have given local businesses a way to continue to upskill employees and open new entry level opportunities for job seekers. In addition to WFF funding, Wisconsin Advanced Training (WAT) grants offer a good way for upskilling incumbent workers who would benefit from a skill upgrade. Because WAT grant funding updates are regularly provided for partners, this provides additional clarity about the skills that are needed at local companies and the ongoing trends in training available in the community.

The Fox Valley Industry Liaison Group (ILG) has given the WDA an opportunity to connect with local federal contractors who would like to learn more about OFCCP and EEOC compliance in a non-audit setting. Because of the current OFCCP focus on hiring Veterans and people with disabilities, both OVES and DVR Business Services Representatives have started attending quarterly ILG meetings. In addition, upcoming session topics will include LGBTQ+ and hiring ex-offenders.

Across the region, disability statistics are similar to state percentages. However, as we begin to drill into local data, we see that counties such as Waupaca have significantly more people with disabilities.

	Wisconsin		WDA 4	
Estimate; Total:	3,529,858		250,352	
Estimate; Worked full-time, year round:	1,948,814	55.2%	145,375	58.1%
Estimate; Worked full-time, year round: - With a disability	81,593	2.3%	6,061	2.4%
Estimate; Worked full-time, year round: - No disability	1,867,221	52.9%	139,314	55.6%
Estimate; Worked less than full-time, year round:	1,033,258	29.3%	70,484	28.2%
Estimate; Worked less than full-time, year round: - With a disability	90,004	2.5%	6,112	2.4%
Estimate; Worked less than full-time, year round: - No disability	943,254	26.7%	64,372	25.7%
Estimate; Did not work:	547,786	15.5%	34,493	13.8%
Estimate; Did not work: - With a disability	173,175	4.9%	10,801	4.3%
Estimate; Did not work: - No disability	374,611	10.6%	23,692	9.5%
Source: 2013-2017 American Community Survey 5-Year Estimates				

	Calumet		Green Lake		Fond du Lac		Waupaca		Waushara		Winnebago	
Estimate; Total:	30,469		10,492		61,358		30,348		13,064		104,621	
Estimate; Worked full-time, year round:	19,885	65.3%	5,984	57.0%	36,471	59.4%	17,767	58.5%	6,645	50.9%	58,623	56.0%
Estimate; Worked full-time, year round: - With a disability	608	2.0%	248	2.4%	1,116	1.8%	1,034	3.4%	391	3.0%	2,664	2.5%
Estimate; Worked full-time, year round: - No disability	19,277	63.3%	5,736	54.7%	35,355	57.6%	16,733	55.1%	6,254	47.9%	55,959	53.5%
Estimate; Worked less than full-time, year round:	7,396	24.3%	2,732	26.0%	16,782	27.4%	8,240	27.2%	3,825	29.3%	31,509	30.1%
Estimate; Worked less than full-time, year round: - With a disability	591	1.9%	202	1.9%	1,196	1.9%	1,058	3.5%	388	3.0%	2,677	2.6%
Estimate; Worked less than full-time, year round: - No disability	6,805	22.3%	2,530	24.1%	15,586	25.4%	7,182	23.7%	3,437	26.3%	28,832	27.6%

Estimate; Did not work:	3,188	10.5%	1,776	16.9%	8,105	13.2%	4,341	14.3%	2,594	19.9%	14,489	13.8%
Estimate; Did not work: - With a disability	793	2.6%	523	5.0%	2,468	4.0%	1,658	5.5%	922	7.1%	4,437	4.2%
Estimate; Did not work: - No	2,395	7.9%	1,253	11.9%	5,637	9.2%	2,683	8.8%	1,672	12.8%	10,052	9.6%
Source: 2013-2017 American Community Survey 5-Year Estimates												

4. Provide an analysis of the workforce development activities (including education and training) in the local area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services to address the identified education and skill needs of the workforce, and the employment needs of employers in the local area.

The economy, until March of 2020, was excellent and unemployment was at an all-time low averaging 3%. Career Planners supporting education and training have noted that during this time of low unemployment, their client base has changed. Participants are presenting with multiple barriers such as homelessness, a higher level of skills deficiency, the inability to access or use a computer, no transportation and no access to a cellphone makes communication difficult. Career Planners have reported spending more time stabilizing clients prior to enrolling them in education and training services, creating a longer pipeline to actual employment.

Overall, local technical college training has and continues to provide significant value for local companies, workers, and the local workforce system. However, while employer interest in training and upskilling appears to still be brisk, there remain some challenges. First, because the labor market has been so tight for many companies, the ability to have employees absent for training can create some challenges (basically, every worker is needed at the worksite). In addition, custom training can be cost prohibitive for some companies that desire to upskill workers.

Local technical colleges have robust industry collaboration in shaping and supporting local programming and well-established Advisory Councils to guide their programming including updates to training and new programs based on local needs. These themes hold true whether the training is in program or customized training through Business & Industry Services at the local colleges. For both FVTC and MPTC (<https://web.morainepark.edu/flipbooks/graduate-follow-up-report/2017-2018/mobile/index.html#p=1> and <https://www.fvtc.edu/Portals/0/PDFs/About-Us/Graduate-Reports/GORR-2020-web-042420.pdf>?) the post-graduation placement reports indicate high student success at being employed post-graduation. Both colleges also report high student satisfaction scores, degree completion and significant starting wages for completers (for example, <https://www.fvtc.edu/our-grads-get-jobs>). At FVTC starting salary for a 2018-19 graduate is about \$43,000 a year.

The desire to get more people into the workforce to fill company needs coupled with the issue of job seekers wanting to earn a paycheck versus being in training appears to be an area of strength for the WDA. However, there are two challenges that make creating customized training a viable option. One constraint is the high cost of training relative to a similar number of hours in the classroom provided by existing technical college program courses. The second issue is getting enough participant demand for any customized training to fill a class at any one time. Finally, without first addressing underlying issues faced by many of the current job seekers, we run the risk of not having successful outcomes that would ultimately also create a negative perception for any businesses that would be partnering on this type of project.

The FVWDB collaborates with its service providers, One-Stop system partners, as well as education-, economic- and community-based organizations to ensure accessibility to and provision of the required WIOA elements to adults, dislocated workers, youth and businesses. We recognize the importance of community partnerships and alignment to maximize system impact and accessibility and also acknowledge there is much work yet to be done. Partners can provide services on-site or make services available through technology.

In the past year, the FVWDB established a Job Center MOU with all required partners and is working to engage them in more significant ways. WIOA Career Planners are in contact with other workforce partners (TAA, SNAP, Title V, etc.) to ensure consistent co-enrollment and careful planning to ensure resources are well spent and not duplicated.

Activities may include:

● **Basic Career Services**

Examples of basic and individualized career services (including those required under WIOA) include: Outreach, Job placement services, Orientation, Information on Unemployment Insurance, Intake, Information about supportive services, Eligibility determination, Program performance information, Initial assessment, Program cost information, Hiring Events, Assistance applying for financial aid, Local performance information, Job search assistance, Labor Market Information and more.

● **Individualized Career Services**

Examples may include: comprehensive and specialized assessments, testing, in-depth interviewing and evaluation, individual and group counseling, career planning and workforce preparation activities, financial literacy, mentoring and more.

● **Training Services**

The FVWDB offers a variety of training opportunities through the workforce system that align with the Career Pathways framework. Training options vary by program partner and eligibility conditions. The regional workforce system offers work-based learning, short-term career pathway (stackable credential) training, apprenticeships and occupational classroom training in the traditional setting. Examples may include: on-the-job training, youth apprenticeship, pre-apprenticeship and registered apprenticeship, post-secondary programs, and more. Individual Training Accounts are established to finance training from an approved list of eligible training providers managed by the State of Wisconsin Department of Workforce Development.

● **Supportive Services**

Supportive service can provide FVWDB customers with the necessary resources to achieve their

career goals. These services can be provided directly by program operators or by referral to other agencies based on assessed need and as resources permit. Supportive services may include, but are not limited to, childcare, transportation expenses, work-related equipment/tools, books, fees and school supplies, fees for certifications, tests and licenses, and more.

● **Business Services**

The FVWDB supports a regional Business Services Team (BST) to coordinate and respond to the needs of our businesses.

- **Hiring**: The BST provides services to help employers with their hiring needs. Services include, but are not limited to: hiring assistance, candidate screening, job postings on the Job Center of Wisconsin website, tax incentives, labor market information, and more.

- **Training**: The BST connects businesses to world-class education and training platforms to cultivate a highly skilled and creative workforce. Services include, but are not limited to: on-the-job training, apprenticeships, youth apprenticeships, internships, work experiences, and more.

- **Talent Retention**: The BST helps businesses identify strategies to keep its talent skilled, productive and satisfied. Services include, but are not limited to: consultation with companies on workforce layoff aversion strategies, like work-share, education on incumbent worker training grants via Fast Forward, WAT grants or other entities, labor market analysis, educational events centered on human resources, like our workforce education summits, collaboration with entities like WEDC to identify talent development and retention offerings, and more.

- **Mass Layoffs and Business Closings**: When a business closes or experiences a mass layoff, a special process referred to as Rapid Response is used to connect impacted workers to information and services available to support them through their transition.

Strengths include:

- Current education and training service provisions have been designed and implemented in conjunction using labor market information and are designed to meet customer needs.
- Short-term and industry recognized credentials as part of in-demand career pathways are emphasized.
- We recognize the challenges in real time and we are quick to review current goals, programs, procedures, and make changes for a positive outcome.
- Job seekers have access to current labor market information relating to growing and emerging industries.
- Local businesses are engaged to identify industry needs and education is consulted to develop customized training to address needs.
- Customers are counseled on an individual basis to assess work readiness, identify barriers and develop plans of action inclusive of education and training services.
- Customers are engaged at first point of entry; customers are oriented to Job Center services that are inclusive of education and training services.

- Customers requiring more intense service are provided the opportunity to work individually with a Career Planner or partner staff in a holistic approach in addressing barriers of employment and the provision of resources, including training opportunities, to meet job seeker needs.
- Many companies sponsor apprentices through this training option which gives a learner the ability to be paid throughout the program for both work hours and hours in the classroom. WDA 4 has been actively promoting new apprenticeship programs through the DWD WAGES grant and is pleased that Industrial Manufacturing Technician (IMT) apprenticeship is now available at FVTC.
- Individual Employment Plans are developed with customers so that they are able to move strategically along a career pathway.
- Consistent with the WIOA emphasis on employer engagement and input on training program design, we have made great strides with engagement of businesses in planning and development of short-term training programs that focus on currently needed skill sets and that can result in post-training hiring commitments.

Areas for improvement include:

- Updates to outdated and overly-restrictive policies which kept us from supporting our customers to the levels they may have required.
- WIOA also allows for more focus and emphasis on combining focused skills training with work-based learning that enables individuals to not only receive hands-on experience but that also allows them to earn while they learn.
- With such a small number of dislocated workers, the Board is exploring ways to focus on more incumbent worker training programs, further upskilling our workers.
- The WDB will enhance its analysis of training placement results, graduation rates and LMI information to focus more sharply on sector approaches that produce both short and long term employment outcomes, including better information on which training providers produce the best trained graduates.

5. Describe the local WDB's strategic vision and goals for preparing an educated and skilled workforce (including individuals with barriers to employment), including goals relating to the performance described in WIOA Section 116(b)(2)(A) to support economic growth and economic self-sufficiency.

MISSION:

Working collaboratively in our communities to create and sustain a fully engaged, talented workforce for tomorrow, and beyond.

The FVWDB is in alignment with DWD's vision of delivering a results-driven workforce development system that provides the opportunity for businesses to create and sustain economic viability through an educated and skilled workforce and for individuals and families to achieve lifetime self-sufficiency through employment.

To support economic growth and self-sufficiency our efforts will be focused on the following:

- Engaging Businesses – Develop a deeper relationship with local businesses to fully understand their needs, collaboratively address those needs by creating innovative solutions that will provide a positive outcome
- Developing meaningful work experience opportunities for participants as well as the employers
- Collecting and analyzing data to determine if we are on target with program performance
- Identifying and monitoring outcomes to be sure that policies and procedures are on target for successful performance
- Enhancing Career Pathways by partnering with organizations that are focused in this area, researching best practices and applying them to the current process
- Identifying and addressing systemic issues to eliminate duplication of services and provide a more fluid process to participants, businesses and service agencies
- Looking regionally as well as locally, for ways to support regional efforts and create a better program delivery system

The Board has several key principles embedded into the operations of the Board, its staff and sub recipients' work:

- Collaboration:
Facilitate the bringing together of leaders from diverse sectors who are dedicated to developing collaborative partnerships and solutions to maximize resources and produce mutually beneficial outcomes.
- Flexibility:
Assure that the workforce development system is able to anticipate, adapt and respond creatively to economic growth and downturns.
- Innovation and Improvement:
Utilize continuous improvement methods to discover and create more effective processes, technologies, and ideas/strategies that will benefit job seekers, partners, businesses and the region's communities.
- Regionalism:
Continue to grow and strengthen the regional economy by promoting workforce opportunities to employees that respond to local business needs and maintain equitable access to and utilization of resources.
- Customer Focus:
Creating one talent development system with a "no wrong door" approach, anchored by One-Stop services that result in developing a highly qualified workforce focusing on employer and employee needs and aligns resources accordingly.
- Fiscal Responsibility:
Maintain fiscal integrity and accountability.
- Valuing People:
Recognize people as our region's greatest asset and maintain a focus on the engagement of diverse, underrepresented and barriered workers including priority of service categories of veterans and individuals with disabilities. In addition, we will continue our efforts to engage the formerly incarcerated through co-enrollments with our Department of Corrections-Windows to Work program.

- Performance Accountability
Utilize performance data, labor market data and industry research to determine workforce skill needs and guide the delivery of quality workforce system services.

The Board will ensure we are addressing the WIOA primary indicators of performance through the creation of strategies, goals and tracking. In order to operationalize the State of Wisconsin PY20-23 WIOA Combined State Plan, each objective/activity aligns to the DWD/WIOA State Plan Vision, Goals, and Strategies:

- Access: Establish a customer-centric focus to increase coordination, effectiveness, and access to workforce development programs.
- Alignment: Engage partner staff to increase system alignment
- Accountability: Facilitate meaningful outcomes through alignment of governance, accountability, and metrics
- Effectively Connect Employers and Skilled Workers
- Increasing Access to Career Pathways
- Expand Opportunities for Work-Based Learning and Credential Attainment
- Increased Collaboration and Program Alignment
- Use Technology Solutions that Increase Collaboration and Innovation

6. Describe the strategies and services that will be utilized to facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs. Specifically:

a. What outreach activities are planned to increase business engagement in your local area?

We continue to solicit business participation in job fairs and recruitment events; encourage posting on www.jobcenterofwisconsin.com; collaborate with regional partners to plan, fund and secure WFF funds; encourage federal contractors to attend Fox Valley ILG meetings; encourage industry sector membership; leverage partnership with local chambers and WEDC; attend regional sector meetings, attend SHRM and other business meetings to promote the local workforce system. By actively engaging in these efforts, we have staff who are able to be viewed as 'connectors' to the workforce system and experts in the field of workforce development.

b. How will the Business Services Team be utilized for this purpose?

The Business Services team will continue to promote active engagement of individual members. Local outreach includes participation from DVR, OVES, Job Service, and FVWDB. Outreach is further extended via community partners and participation in and support for community events. In addition to monthly Strategic Business Services meetings, local partners from Job Service, DVR, OVES, FVWDB and Forward Services meet twice a month to discuss recent outreach and provide updates from discussions with local employers. Both monthly and weekly meetings give partners the opportunity to collaborate, share updates and best practices.

In addition to larger community job fairs, WDA 4 has launched a series of smaller job fairs at local comprehensive job centers. These smaller job fairs are often scheduled for a specific industry (for example, manufacturing or retail) and will feature 5-10 employers at a time. Because of the lower cost structure of attending these fairs, we have seen additional companies

engage with the local workforce system. On-going as needed/daily job center recruitment will continue to be promoted to local companies. To streamline the process of scheduling for these job center specific recruitment events, WDA 4 uses Schedulicity.

WDA 4 Facebook posts are managed by a local Job Service staff assigned to Business Services. Posts include relevant/timely posts for both job seekers and companies. In addition to these initial posts, partner staff shares extend the information to additional contacts. Similarly, staff are encouraged to share LinkedIn posts as well.

Annually, local partners have collaborated to host an employer-focused session titled *Collaborate to Succeed*. This event highlights best practices of regional employers (each year a central theme for the session is identified). *Collaborate to Succeed* is a fresh way to engage the business community in a workforce session in lieu of the traditional labor law updates that were previously hosted.

c. How will the members (particularly business members) of the local WDB and Youth Council/committee support these efforts?

The business members of the FVWDB and the Strategic Programs Committee (we do not have a separate Youth Committee) represent some of the largest and most influential employers in the region. Each of these individuals are asked to engage in our working committee and Board meetings, bring the perspectives of their employers and, when necessary, engage other members of senior leadership at their place of work.

The Strategic Programs Committee (SPC) handles all program related efforts and would continue to do so for Youth related activities/concerns. The SPC meets throughout the year and reports directly back to the board members/executive committee (if applicable) at the following meeting. This process ensures a two-way communication path exists between the concerns/needs of the private sector (employers) and the service providers.

Members of the FVWDB and SPC will support our business engagement strategies and activities by means of networking, referrals and introductions to their business and industry partners and organizations. Members will also provide industry-level insight and feedback on business outreach and service strategies. We are fortunate to have an active Board that provides continuous feedback and support to our initiatives. This is advantageous to the workforce system, as these members can provide valuable insight and expertise for refinements.

d. How will sector partnerships be utilized for this purpose?

FVWDB supports the local sector partnerships and does not feel a need to duplicate efforts. However, FVWDB has staff who are connected to the following sector initiatives Amplify Oshkosh (IT sector), NEW Manufacturing Alliance, Fox Valley Healthcare Alliance, NEW IT Alliance, and the NEW Construction Alliance. Sector initiatives have been helpful in identifying areas of occupational growth, emerging trends within the industry, identified career pathways, and have included a good cross representation of industry, education (K-12 to post-secondary), workforce, and community partners (such as chambers and others) as appropriate.

e. What are the goals and objectives for these activities?

For all outreach efforts the goal is to understand the needs of local companies and then connect those companies to appropriate workforce solutions. Some of those solutions such as www.jobcenterofwisconsin.com offer a significant value to local companies with only a referral. However, other solutions (for example customized training solutions for a particular industry/occupation need) are more complex. Because no one partner has sufficient funding to provide all solutions, it is imperative that we continue to leverage funding to the benefit of several partners whenever possible.

7. Discuss the implementation of initiatives designed to meet the needs of employers in the local area that support the local WDB's strategy, including:

Work-Based Learning Programs: Explain how the local area will utilize and promote incumbent worker training programs, on-the-job training programs, customized training programs, internships, or other activities during the planning period.

Work-based learning has shown to be an effective way for clients to learn new skills, quickly acclimate to a new employer's processes and procedures, and improve retention outcomes. FVWDB utilizes incumbent worker training, on-the-job training, internships, Registered Apprenticeship, Youth Apprenticeship, and work experiences. The Board works with workforce system partners to promote these opportunities to job seekers and employers. Promotion occurs through various methods including in-person meetings, group presentations, newsletters, fliers, websites, and more.

FVWDB and its service providers set specific goals and funding objectives related to work-based learning. The Board in partnership with its service providers, strategically plans to spend no less than 35% of adult and dislocated worker program funds on training which includes work-based learning, and no less than 20% of youth funds on work experience activities.

FVWDB was active with the four NEW North technical colleges (NWTC, LTC, FVTC, and MPTC) during the years when the RISE grants (2015-2018) were used to develop career pathways in the region. In addition to those activities, regional alliances have worked to identify career pathways and opportunities to get students into careers that will need to be filled in the future. We have seen a resurgence in youth apprenticeship opportunities (for example, both Oshkosh and Fond du Lac chambers have staff who are working directly with employers and high school students to support existing and future youth apprenticeship opportunities). NEW North INSPIRE has been a particularly well-organized effort to connect K-12 Academic and Career Planning (ACP) programs with regional businesses.

Throughout the region, post-secondary educational institutions offer internship opportunities for students and in some cases those internships are required for graduation.

<https://www.internshipwisconsin.com/> is a state internship portal that has been created to allow companies to identify students seeking internship opportunities. In addition, special events help connect students to local opportunities. Some of those local efforts include Intern Draft Day are hosted by NEW Manufacturing Alliance and Envision FDL has created a summer intern program to connect interns to the community and young professionals in the area in the hopes that those students will consider full time jobs in the area after graduation.

As noted earlier, on-the-job and customized training opportunities will be considered when it aligns with a job seekers goals, funding, and WIOA requirements. Due to ongoing reductions in local funding, we have seen more opportunity to secure other funding for incumbent worker training than to fund through WIOA. For example, a recent \$138,480 Wisconsin Fast Forward grant request was submitted on behalf of local companies to provide training to 49 flexographic printing operators); while not WIOA specific funding, these projects provide a new training opportunity for local companies, upskilling for the employees and an internal career pathway that allow other entry level workers to enter the workforce and advance within their careers.

Sector Partnerships Participation: Explain how the local area will utilize the relationships built by the Business Services Team to enhance or expand participation in Sector Partnerships and expand business services efforts. Indicate specific planned objectives and measurable outcomes for PY20.

Strong community relationships are at the core of all Business Services related activities. Company outreach includes connection to existing sector groups, programming at local chambers (for example youth apprenticeship), and local technical colleges; in addition, many of the local partners at chambers and colleges are also collaborative partners with sector activities. WIOA funded partners with access to JCW Business will log outreach using that platform but at this time, outside partners do not have capability to do so.

Because of the strong partnerships across the region, it is encouraging to see that sector partners will also refer opportunities back to the workforce system (for example, to secure funding for a WI Fast Forward grant).

The FVWDB supports this work and relationship-building primarily through its Business Services Team (BST). The members provide on-the-ground engagement with employers to understand critical workforce needs to better advise the FVWDB in its investments to develop the region's talent pipeline. As noted earlier, the BST gathers insight and information through a variety of strategies, ranging from industry meetings to labor market information. The Board uses this insight to refine its services and system design to be more responsive and results-driven for industry.

The FVWDB will continue to cultivate and grow its employer relationships via its BST and partners to increase membership and participation rates of sector groups. Additionally, the FVWDB aims to convene its sector partners to evaluate the need for resources to support workforce strategies like incumbent worker training and apprenticeship. Notably, we plan to:

- Increase outreach and engagement with business to increase the number of youth apprenticeship to registered apprenticeship transitions;
- Increase the utilization of registered apprenticeship in the region;
- Increase the number of employers willing to employ formerly incarcerated or with other barriers (such as past history of addiction);
- Increase the utilization of youth apprenticeship in K-12 schools;
- Increase co-enrollment across WIOA Title programs

Sector Partnerships - Status and Objectives: In your local area or with partner local areas, what sector partnerships are you engaged in or do you plan to engage in during PY20? Indicate the current status of your partnerships, (active, emerging, or exploring), plus PY20 planned objectives and measurable outcomes.

The FVWDB engages in sector partnerships that align with the region's driver industries (identified through continued labor market analysis and employer engagement) including, but not limited to:

- NEW (North Eastern Wisconsin) Manufacturing Alliance – Active/Established
- NEW IT Alliance – Active/Growing under a new executive director
- NEW ERA (Coalition of all regional 4-year colleges) – Active/Reformulating following the merger of all 2-year UW schools into regional campuses of 4-year colleges
- The Fox Valley Healthcare Alliance – Moderately Active -Local healthcare providers and educators
- Amplify IT Oshkosh (A program of the Oshkosh Chamber on IT issues - Active
- Envision Fond Du Lac Youth Apprenticeship Committee – Active

Each of these groups have a Board staff or board/committee volunteer who sits on the group or attends meetings to offer FVWDB perspectives.

Goals for these groups include the following:

- Growth of membership in the NEW Manufacturing Alliance with plans to drive deeper into the southern part of our region.
- The FV Health Care Alliance is exploring a merger with two other regional healthcare alliances, to form one group to serve the entire NEW North, which would give the entity a larger and more influential voice.
- Envision FDL YA Committee – Goal will be to maintain the same number of participants even as in-person classrooms and even training opportunities have been lessened due to the pandemic.
- NEW ERA is in a rebuilding mode under former NEW North Executive Director Jerry Murphy. Goals will be to pull together regional partners, along with the colleges, to provide more opportunities for credit swaps with technical colleges.

Career Pathways: Explain how you will utilize information gathered through your Business Services Team to provide a baseline for consideration of new or enhanced Sector Partnerships, and how this information will be used to inform changes to or development of Career Pathways in your local area. Indicate specific PY20 planned objectives and measurable outcomes.

While there is an opportunity to provide OJT contracts to local companies, FVWDB has seen very few companies interested in taking those opportunities because of the tight labor market. As employers have delved deeper into the labor pool and continue to hire people who lack entry level skills, it is almost impossible for those same employers to say they would not have hired a candidate without the OJT (i.e., OJT is not viewed as a wage subsidy). However, the local region will continue to look for these opportunities and will aggressively promote these opportunities when it aligns with a company's willingness to adhere to the OJT requirements.

Customized trainings are a great opportunity for local companies and, to date, have shown most promise when aligned with non-WIOA funding sources due to the need to fill an entire training cohort (rarely does any one entity have enough of a particular type of job seeker interest to fill a cohort). Certainly, meeting the challenges of meeting multiple funding sources can be difficult but as we look at more alignment with traditional and new community partners. One recent example is the pre-apprenticeship training funded by DWD Bureau of Apprenticeship Standards through a WAGE\$ grant. Some participants in this training were from WIOA, DOC, DVR, FSC, and Leaven (a community partner that provides emergency assistance); for 2020 we anticipate running another session of this training (pending BAS approval now) and will look for other programs that provide similar opportunity.

Other promising programs have been created by local training providers and include a GED to Work program at Pierce Manufacturing, welding and CNC boot camps at both FVTC and MPTC and Medical Assistant training at FVTC. All of these opportunities have been funded by other grant sources and are promoted to job seekers through the workforce system when trainees are being solicited by regional partners. Once again, active promotion of the opportunity helps all partners achieve positive outcomes and help trainees move forward in their careers. We will continue to work with local partners and companies to leverage these opportunities as they arise.

Local community poverty data including ALICE (Asset Limited Income Constrained Employed) has resulted in new regional opportunities for workforce partners to be engaged in collaborative efforts. The POINT Poverty Initiative in the Fox Valley region has collaborated with workforce partners and local businesses to identify local opportunities for job seekers to find jobs that provide a family sustainable wage of \$18 (or a career path to that wage in a short time period).

Our local Business Service Team (BST) acts as a lens into the health of our local industries-- providing on-the-ground Intel from employers in real time. As such, the FVWDB garners valuable insight from its BST via employer dialogue and data.

The BST collects and shares information via One-Stop system leadership meetings, industry partnership meetings, statewide BST meetings, and local meetings with partners and service providers throughout the region. These report-outs can also be made to stakeholders, including but not limited to: the FVWDB Board of Directors, economic development partners, and regional and state leadership.

The FVWDB has now trained all career planners to capture data and analyze business activities from hundreds of local employers using Job Center of Wisconsin's Business platform, JCW Business. These systems can help to quantify activities, identify trends and help stakeholders make actionable decisions based on quantitative and qualitative information. We also participate in our local technical colleges' industry advisory committees to gain insight, identify and articulate career pathways and occupational alignment for the needs of industry.

Both dialogue and data give the FVWDB a clearer picture of the business landscape, including common challenges, choke points, talent needs and potential sector partnerships to support the development and evolution of Career Pathways in our region.

The FVWDB and the One-Stop system partners will continue to call on the BST to:

- Collect quantifiable and qualitative data on business outreach and relationship-building activities using designated data systems;
- Maintain the network of its employer relationships and continue adding to the network
- Provide the aforementioned business services to employers in a coordinated fashion with other BST members to minimize duplication;
- Identify and explore new strategies to outreach to businesses in a collaborative and cost-effective manner (mobile and virtual platforms, web-based outreach, cross-industry events);
- Support the blending and outreach of work-based learning and bridgework of apprenticeship models
- These efforts are intended to help maximize our federal WIOA performance metric goals.

- 8. Describe how the local WDB, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Include how the local board will:**
- a. Facilitate the development of career pathways;**
 - b. Facilitate, as appropriate, co-enrollment in core programs; and**
 - c. Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).**

Fox Valley WDB is committed to a Career Pathways framework and places an emphasis on workforce programs and services that prepare career seekers with the knowledge and skill needs for career pathways focused to support our region's driver industries. This focus includes assisting eligible individuals, including individuals with barriers to employment, including, but not limited to:

Low-income individuals; Individuals with disabilities (including youth with disabilities); Veterans; Older individuals (aged 55 years and older); Ex-offenders or justice-involved individuals; Homeless individuals (including homeless youth); Youth who are in or have aged out of the foster care system; English language learners; Individuals with basic skill deficiencies (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); Individuals facing substantial cultural barriers; Single parents (including single, pregnant women); Indigenous Peoples, Alaska Natives, and Native Hawaiians; Eligible migrant and seasonal farmworkers; Long-term unemployed individuals; Individuals within 2 years of exhausting lifetime TANF eligibility; and, Displaced homemakers.

FVWDB ensures that the workforce system is accessible to the region's career seekers and employers. Sample strategies in play to support improved access to career pathway activities and programs include:

- Strategic positioning and design of American (One-Stop) Job Centers Our American Job Centers are located our two most populated areas: Appleton/Fox Cities and Fond du Lac and our access to workforce and public assistance programs in a one-stop shop design. The facilities feature physically accessible spaces, often adjacent to other WIOA programs and mandated partners to encourage co-enrollment options as appropriate, and are equipped with assistive technology to serve our customers.
- Co-enrollment - FVWDB continues to work with its OSO, service providers and core partner agencies to streamline the process of co-enrolling customers in one or more WIOA core programs. The OSO provides training to Job Center and WIOA partners to increase understanding of 1) programs and services offered by each WIOA core partner agency, 2) the eligibility requirements for participation in programs and/or to receive services or supports, 3) intake, assessment, and referral processes (where applicable) to new staff and through AJC affiliated training sessions. This also includes the development and maintenance of a resource guide that provided basic info on partner programs with contact information. Partner agencies meet to discuss co-enrollment and action plans to increase system and resource alignment at the administrative and field staff levels. This can also include the sharing of scheduled activities -- dates, times, locations, etc. for dissemination to staff and customers at the AJCs. The WDBSCW and the OSO monitor co-enrollment data via State reporting tools to evaluate effectiveness of co-enrollment goals and adjust strategies.
- Online services and platforms - We are progressively moving toward more virtual and mobile platforms to reach and serve customers where they are. Tools include web sites (Job Center of Wisconsin, FVWDB website), video conferencing platforms (Zoom, Microsoft Teams), and social media platforms. Career Planners are equipped to virtually enroll customers into WIOA programs via video conferencing tools, electronic forms and email/text communication systems. We also use these platforms to promote career pathway programs, services and initiatives to diverse audiences.
- Cross-training - Staff engage in training throughout the program year, to learn about referral and co-enrollment practices for shared participants, the roles of each One-Stop program partner (i.e., available services and target populations served), customer service techniques, accessibility and equal rights expectations and the range of career and training services made available through the various Title and mandated partner programs in the One-Stop system.

We aim to create multiple entry points into the workforce system, including the K-12 system, Job Centers, virtual platforms, technical colleges or other itinerant sites where customers are seeking help. The Career Planners are trained to provide the full suite of services--core, individualized, and support customer access resources for training and supportive services--to meet the customer where they are and create an individualized career plan with the necessary services to help the customer reach self-sufficiency.

The FVWDB collaborates with its K-12 secondary education providers, and its technical colleges. We are especially proud of HSED/GED and alternative school programming with WIOA Title II service providers to support out-of-school youth and adults. These efforts keep us connected to our education and training providers, and lend an inside look at opportunities for resource, service and partner alignment. We also continue to support the alignment of traditional postsecondary learning with work-based learning strategies. This is done in partnership with our K-12, technical college, industry and apprenticeship partners. As an

example, we maintain a strong relationship with the Bureau of Apprenticeship (BAS) to help promote and support customers in the pursuit of work-based learning opportunities including youth apprenticeship, pre-apprenticeship and registered apprenticeship. We're working closely with our partners including BAS, education and our local sector and apprenticeship advisory teams to support bridgework for youth apprenticeship to registered apprenticeship.

The FVWDB works with a variety of industry sectors to provide its voice in the design of career pathways. We seek input from employers via industry partnership meetings, engagements with technical colleges, and discussion with economic development partners to create new pathways to respond to emerging skill needs of industry. All of this aligns toward industry-recognized certificates and credentials that are stackable and portable and support the Career Pathways model. **9. Describe the strategy employed to work with adult education providers funded under Title II of WIOA and vocational rehabilitation providers funded under Title IV of WIOA to align resources available to the local area to achieve the strategic vision and goals described in question 5.**

FVWDB coordinates with Title II workforce investment activities such as adult education and literacy services carried out in the local area by working closely with the two local technical colleges, the Wisconsin Technical College System, Wisconsin Literacy Councils, public school systems and our core program contractors.

WIOA requires us to develop career pathways that align with the skill needs of industries. As shown in the Integrated Career Pathways Framework (reference question 4), career pathways align and integrate education (including Adult Basic Education and English Language Learning), skill training, career advising and support services to create pathways that help low-skilled adults and youth to earn a high school diploma (or recognized equivalent) and a postsecondary education credential, leading to employment in high-demand jobs. It's essential that Title II be closely involved in the workforce system design to ensure that career pathways are designed to support customers who are still developing basic skills.

Annually the FVWDB engages required partners in the establishment of a Memorandum of Understanding (MOU), which aims to identify roles, responsibilities and opportunities for service alignment. This agreement helps to enhance collaboration and goal attainment as a system.

We have multiple representatives of WIOA Title II on our FVWDB Board of Directors or committees. These providers offer a voice to support resource alignment and strategies to support adult basic education needs in our region. Additionally, Title IV is a designated representative on our FVWDB Board of Directors and is a key member on our Strategic Programs Committee.

The FVWDB maintains a strong partnership with Title II Adult Education and Literacy and Vocational Rehabilitation providers and coordinates workforce activities and services through regular engagements. These meetings focus to identify roles and strategies to support the needs and priorities of the shared customer. The One-Stop Operator may also convene One-Stop system partners to coordinate regional efforts and services that have a direct impact on adult education/literacy, workforce development offerings and career pathways in our region. The coordination between partners provides the opportunity for effective resource leveraging, referral, co-enrollment and handoff sequences for customers who can benefit from WIOA Title I, Adult Education, and Vocational Rehabilitation services.

10. Describe the strategies and services that will be utilized to strengthen linkages between the one-stop delivery system and unemployment insurance programs.

Unemployment Insurance (UI) programming plays a pivotal role in the workforce system by providing temporary financial help to eligible unemployed individuals. These individuals are primary benefactors of other workforce system services available to support re-employment. FVWDB local service providers and partners work in unison with DWD Title III Staff. This effort is essential for providing the necessary services to individuals in order to help the unemployed rejoin the workforce much quicker than if they were to go it alone. Additionally, FVWDB connects our service providers with the appropriate DWD staff to receive UI training. This last bit is critical for the formation of the Local Rapid Response teams as they are tasked to provide a basic understanding of the WIOA services and other benefits for which laid off individuals may be eligible.

11. Describe how the local WDB will coordinate workforce investment activities carried out in the local area with economic development activities carried out in the planning region, and promote entrepreneurial skills training and microenterprise services.

Venture Center activities at FVTC could be noted (we have a strong local system to allow people who are interested in entrepreneurship to be trained on creating a viable business plan and open a business). Other local partners such as regional economic partners and WEDC provide assistance in launching businesses and promoting entrepreneurship. In addition to city, county and regional economic development efforts, NEWREP (Northeast WI Regional Economic Partnership) aligns economic development efforts across the region.

Local staff are actively engaged on leadership boards in Waupaca County, Fox Cities region, Fond du Lac, and NEWREP (A coalition of higher education providers). In addition, when particular situations arise (for example, a 2019 closure of Heidel House which was a major employer in Green Lake County), staff will work more intensively with local areas to plan for moving the economy forward.

12. Provide a description of the workforce development system in the local area that:

- **Identifies the programs that are included in that system;**
- **Describes strategies used by the local WDBs to engage with the required WIOA partners to provide core service alignment and to increase awareness of career pathways and the critical role that workforce development plays in ensuring that everyone has access to educational and career pathways that result in meaningful employment.**

The FVWDB supports two Comprehensive American Job Centers in WDA 4. These locations are positioned to ensure adequate public access to the workforce system. Additionally, the One-Stop system offers electronic access to services and providers via websites, social media and video conferencing to further enhance access and information on the workforce development system. The recent COVID-19 crisis has moved the Board to take on a laser focus on ramping up utilization of technology and virtual programs to accommodate customers with transportation challenges and scheduling limitations that are not conducive to normal operation hours of One-Stop sites.

Programs available through the workforce development system include but are not limited to:

- Community Services Block Grant Programming
- English Language Learner and English as a Second Language Programming
- FoodShare Employment and Training Programming
- HUD programming
- Independent Living Programming
- Post-Secondary Career and Technical Education Programming
- Trade Adjustment Assistance
- Senior Community Service Employment Programming
- Unemployment Compensation Assistance
- Veterans Employment Services
- Windows to Work Programming
- WIOA Adult, Dislocated Worker, and Youth Programming
- WIOA Adult Education and Family Literacy Act Programming
- WIOA Vocational Rehabilitation Programming
- WIOA Rapid Response Programming
- WIOA Wagner-Peyser Labor Exchange and Re-Employment Services (Wisconsin Job Service)
- Wisconsin Works Programming

The FVWDB is committed to the Career Pathways framework and will continue to work with its One-Stop System partners (on-site or through referrals) and the One-Stop Operator to ensure adequate on-ramps to the platform, including for its customers at core service touchpoints. We will use the MOU to formalize relationships and coordinate strategies with our core partners to increase awareness and service alignment of the Career Pathways framework. We will also continue to cultivate relationships with community- and faith-based organizations, education institutions, public and government agencies, economic development entities, and business to grow our work and promote the One-Stop system, career pathways, and workforce services available to business and career seekers.

13. Describe the one-stop delivery system in the local area, in particular:

- a. Identify the locations of the comprehensive physical one-stop center(s) (at least one) within the local area, and list the location(s) of networked affiliate sites, both physical and electronically linked, such as libraries.**

The Board Operators two (2) American Job Centers in WDA4: Menasha Job Center (aka Fox Cities Job Center-Menasha), 1802 Appleton Road, Menasha, WI Fond du Lac Job Center, 349 N Peters Ave, Fond du Lac, WI 54935

At this time, due to the pandemic, no other affiliate or workforce partner sites, including libraries, are known to be open or available.

- b. Identify key strategies for integrating the core programs, as well as all required partner programs (Title I, Job Corps, Migrant and Seasonal Farmworker, Native American, YouthBuild, Title II, Title IV, Title V, Trade Adjustment Assistance, Jobs for Veterans State Grants, Unemployment Compensation, Reentry Employment Opportunities, Carl D. Perkins Career and Technical Education, Community Services Block Grant, Department of Housing and Urban Development employment and training programs FSET, and TANF), within the local one-stop system of comprehensive and affiliate offices.**

The FVWDB aims to create and maintain an integrated network of providers including community-based organizations, education and training providers, business and government agencies. Core to this strategy is the full integration of WIOA Title I, II, III, and IV programs as well as mandated partners into the system in a streamlined manner that reduces duplication of services across programs. The MOU describes and articulates the processes to integrate and engage the core and affiliate partners. The One-Stop Operator is charged with bringing One-Stop system partners together as needed to support technical assistance, resource sharing and collaborative meetings, training, and more, to improve program and partner alignment.

The WDB's designated one-stop operator is responsible for facilitating integration efforts and convening all required partners in the one-stop system. Primary activities include:

Members of the OSO meet monthly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.

Business services representatives from all core and partner programs convene monthly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery to employers.

Meetings for all staff who are part of core and partner programs are convened frequently to provide and/or receive workforce system updates, participate in shared training, and more.

Career planners from core and partner programs are convened frequently to participate in program updates, shared learning, and discuss co-enrollment and areas for alignment.

The following partner programs are located in WDA4 and provide services onsite at one-stop locations, through service referrals, and/or through information provided by trained staff:

- Title I

- Title II
- Title III
- Title IV
- Title V
- Carl D. Perkins Career and Technical Education
- Community Services Block Grant
- FSET
- Jobs for Veterans State Grants
- Reentry Employment Opportunities
- TANF
- Trade Adjustment Assistance
- Unemployment Compensation

The following partner programs are not located in WDA 4:

- Department of Housing and Urban Development employment and training programs
- Job Corps
- Migrant and Seasonal Farmworker
- YouthBuild

c. Describe the roles and resource contributions of each of the one-stop partners.

This information can be found in the local MOU, which are updated annually. The MOU can be accessed at the Board's home page, www.fvwdb.com under "Governing Documents."

d. Describe how the local WDB will facilitate meaningful access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means, and other innovative strategies and initiatives to streamline and enhance services, as well as increase access.

Service providers are encouraged to utilize the latest technology to reach and serve customers both in all areas of our region. Career Planners engage with customers via email, phone, text and video conferencing to allow for at-home and remote-area service provision. The website, Job Center of Wisconsin, also allows customers to access a suite of services and tools 24/7 to further enhance their experience with the One-Stop system. This includes the Comprehensive Employment Planning Toolkit (CEPT). Tools include: resume builder, budgeting plans, action steps lists, Job Fit Review assessments, labor market information, community resource lists, the job search portal of the site, and more. Career Planners also utilize virtual job fair platforms to help match talent with industry needs beyond traditional brick-and-mortar engagements.

The FVWDB and Fox Valley Job Centers website provide additional information and access to partner programs, workforce and community resources, employment and training information (i.e., the Eligible Training Provider List) and more to better serve customers across the region. A suite of social media platforms, e-newsletters and videos also connect customers to real-time information and offerings through the One-Stop system.

The one-stop website, website linkages to partner sites, and web-based programs allow for web based linkages to services. Each of the major partners in the one-stop offer web access so customers can gain information from program websites, technical college websites, State of Wisconsin websites, and the job center website. Additionally, an ongoing partnership with the library system provides web linkages, materials, workshops, and reciprocal training.

- e. Identify the types of assessments and assessment tools that will be utilized within the one-stop delivery system and how these assessments will be coordinated across participating programs to avoid duplication of effort and multiple assessments of customers being served by more than one partner program.**

Career Planners may provide any number of assessments to support customers in developing a strategic employment and service plan. Tools can assess: aptitudes, education levels, basic skill levels, career interests and goals, work history, potential barriers, financial needs and goals, supportive (wraparound) service needs and more. Some of the most commonly used tools include:

- CareerLocker
- College entrance exams (i.e., Accuplacer)
- O*Net Online
- SkillExplorer
- TABE (Test of Adult Basic Education)
- WIOA Self-Assessment and Supportive Needs Tool

Measures are taken to minimize the duplication of assessments whenever possible. The Career Planner notates the usage of assessments into a designated reporting system that connects to other WIOA service providers. At intake and throughout the customer's participation in workforce programs, the Career Planner also asks customers for participation in any prior completed assessments issued by WIOA partners and education partners. These tactics can help to avoid repetitive testing and further

expedite service provision.

- f. Describe strategies that will be utilized in the one-stop system to improve accessibility and services for limited English proficient individuals/English Language Learners.**

The FVWDB strives to adhere to federal, state and local practices and procedures to enhance accessibility and services for limited English Language Learners (ELL). System staff are trained on the available translation and language services and resources to serve ELL customers. This can include LanguageLine, an on-demand translation service, to better communicate with customers at our Job Centers and itinerant sites. Equal opportunity training is regularly offered in coordination with the One-Stop Operator (OSO) and system partners. Training is developed and offered as part of staff orientations, local team meetings, quarterly partner meetings, webinars, and more.

The FVWDB works with its One-Stop partners to ensure required documents are conspicuously posted and available in alternate languages.

- g. Provide a description of how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with Section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.**

FVWDB, in conjunction with the One-Stop Operator (OSO) and its system partners, strive to comply and continually improve the accessibility and accommodation requirements set forth by federal and state law. The OSO conducts an annual audit of Section 188 elements in coordination with the WDBSCW at the Comprehensive One Stop Center, but also at affiliate sites to help ensure consistent and equitable access for customers across the region. Physical and programmatic accessibility components are reviewed to ensure that customers have fair access to the One-Stop system and services. Examples of elements that are verified include:

- Required public notices are prominently displayed throughout the One-Stop system
- Websites and forms are accessible to all customers, including those with visual and/or hearing impairments
- One-Stop centers provide access to assistive technology such as adjustable workstations, Wisconsin Relay services, and translation services through LanguageLine on designated iPads or tablets
- Outreach and public-facing materials include disclaimers on the availability of information in alternate formats to support individuals with disabilities
- Public-facing materials reflect customers of varied ages, ethnicities, races, genders and abilities to help depict accessibility for all.

- h. Provide a description of how the local WDB will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, workers, and jobseekers.**

The Board conducts monitoring of its service providers during the program year to measure effectiveness, programmatic and accessibility compliance, as well as data and fiscal integrity. The results of monitoring, data validation practices and contractual performance goals are shared with the service providers via reports and management-level discussions to focus on areas for continuous improvement. The FVWDB also takes this opportunity to gather insights from the lens of the service providers. We learn valuable information on customer needs, challenges and experiences from those team members that are on the ground, working directly with our customers. The FVWDB staff, OSO and the One-Stop System leadership team meet regularly to discuss such topics (i.e., customer satisfaction surveys that seek input on customer experiences with staff and services) to identify continuous improvement opportunities and then develop and implement action plans based on needs. The FVWDB coordinates with its OSO to implement meeting and communication models to help facilitate information, technical assistance and best practices to support continuous improvement. This includes: regular Board staff meetings, a monthly OSO meeting, regular meetings of service providers and workforce partners. The Board, OSO and One-Stop system partners work together to share best practices, innovative strategies and solutions to resolve any lapses in customer service strategies. These efforts are delivered routinely throughout the year via monthly team meetings, interagency staff meetings, webinars, performance reports, customer service satisfaction survey reports, and more.

- Provide a description of how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided**

Training services are provided to Adults, Dislocated Workers and Youth. Training services for those who are identified as in need of such services, will be provided by the educational entities that are on the Eligible Training Provider list maintained by the state. Customized training contracts will be utilized and the funding for those training services will be coordinated with those that have an Individual Training Account under the WIOA program. Training and training funds will be primarily utilized only in areas identified as in-demand occupations or growth industry sectors. In the case of on-the-job training, associated opportunities are individualized with the final decision determined and finalized with a joint agreement between board, employer and employee.

Among the methods for determining training needs is to take a look at the long-range projections and current conditions supplied to us by DWD. Alternate sources may include coordination with local technical colleges (Business & Industry), NEW North and its entities (e.g. NEW Manufacturing), and other sources (e.g. local/regional chambers or employers). Once a

need for training is established, FVWDB service providers will discuss options available to the participant and formulate a strategy. Some individuals may already have a good cross-section of hard/soft skills that would make them attractive to a perspective employer but they need a class or two to update their skills and to demonstrate to employers that they are willing and able to learn new tasks or ideas. Other individuals may have outdated hard skills or find themselves in an occupation that is no longer sustainable (e.g. buggy whip maker). Those individuals may require a more comprehensive training program resulting in the pursuit of a technical certification, technical diploma, or an associate's degree. FVWDB currently supports individuals completing a bachelor's degree if they're in the Junior year (two or less years to go); we do not support training leading to a Master's degree. Part of the strategy process is figuring out what transferable skills an individual already has and connecting them with a career path that is sustainable (preferably locally). This part of the conversation revolves around LMI data for any career path being discussed. Once a strategy is formalized, the training discussion itself goes into greater detail; at this point the service provider will share information on the Eligible Training Provider List (ETPL) with the client. Some clients may come prepared with potential solutions either because they are already enrolled in a program or because they had been researching in advance. In this situation, the ETPL will have to be consulted to ensure the program is on that list. Cost of training, the pros/cons local/non-local providers, and the realities of being a student will be discussed. FVWDB funding limits are typically reviewed on an annual basis and updated accordingly.

ITA Limitations

- Program and/or program course must be approved on the State's ETPL.
- Lifetime training limits is \$6,000 for Adult, Dislocated Worker and Youth.
- Career planners will determine the gap between the participant's existing resources and the resources needed for the participant to actively engage in the Youth Program. Career planners may use WIOA funding to supplant unmet needs and help the participant successfully achieve the goals established in their Individual Service Strategy (ISS).
- Payment for individual courses twice is prohibited under the same program.
- Training program must be related to a high demand occupation or career within the local area as outlined in the regional plan and further described in Question #2 of this plan.
- FVWDB has given the WIOA program staff the authority to provide exceptions for any training program that doesn't align with the sectors identified if there is good reason to do so.

j. Describe how the local area will conduct outreach to individuals with barriers to employment. Include strategies for engagement with the local WDB and Youth Council/committee to increase the awareness of the services offered to returning veterans, out-of-school youth, individuals with disabilities, long-term unemployed, and other targeted groups. What additional strategies will be utilized to reach out to these groups? What are the objectives and goals for this effort?

In outreach to individuals with barriers to employment, Veterans and their eligible spouses receive priority of service. In addition to the priority given in all employment related services, FVWDB is fortunate to have a representative in the region from the Office of Veteran Employment Services

(OVES) who can quickly address the triaged Veteran's needs. In addition, OVES has a staff member represented on the One-Stop Operator Committee. The priority of service extends to many hosted events, such as hiring events and job fairs, where Veterans are given a special ribbon noting their service. In 2019, DWD launched the Vets Ready Employer Initiative to highlight those employers who provide additional support, resources, and outreach as part of their organization's mission. FVWDB also targets via specific means to individuals age 50 and older; ex-offenders/parolees and individuals with disabilities. Recruitment efforts to reach eligible job seekers include multiple methods such as targeted mailings to registered UI recipients, phone calls, job fairs, social media, etc. To maximize outreach to individuals with barriers to employment, the FVWDB will continue to collaborate and meet regularly with the One-Stop Operator and the One-Stop system leadership team to identify outreach strategies to specific populations to increase customer awareness, traffic, participation in One Stop programs and activities that lead to help maximize federal WIOA performance metrics and outcomes.

14. Provide a description of how the local WDB will coordinate education and workforce investment activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

We maintain close relationships with education partners spanning K-12 through postsecondary, as education, skill attainment and credentials are vital components and measures of success within the Career Pathway framework.

The FVWDB plays an active role in K-12 development initiatives. The intent is to both increase awareness of and alignment with the One-Stop system and related workforce programs and initiatives that are available to students. Service providers engage with guidance counselors, school advisors, school administrators, whenever possible to minimize service duplication and customize coordinate services to the needs of the student. As an example, Career Planners may work with school counselors to obtain recent assessments that can support and tailor the Individual Service Strategy. While the information sharing reduces the need for redundant assessment, it also creates bridges for K-12 and workforce system partners to support a shared customer on the path to self-sufficiency.

FVWDB also engages in partnerships with postsecondary education institutions in the region, including two technical colleges. Our staff and Board members play active roles in varied initiatives at the postsecondary level, ranging from adult basic education services to entrepreneurial programs. Our Career Planners are well-informed of program and system changes occurring within the institution and continue to communicate those changes with the WDBSCW and the One-Stop system. FVWDB also plays a strong role in work-based learning strategies that align to the K-12 and postsecondary education systems, including apprenticeship (youth apprenticeship, pre-apprenticeship, and registered apprenticeship models). Collaboration with these partners yield unique vantage points and insight into education and training needs from an employer perspective. Together, these partnerships and educational institution engagements help us to stay connected to the evolving needs of industry and keep our work connected to the education system.

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Our two technical schools are represented on the Board of Directors, our Business Services Team and our Finance & Personnel Committee. Their involvement ensures a coordination of strategies and a reduction in duplication of service. Examples of coordination include plans that identify, create, and develop career pathway opportunities within the local area by integrating efforts into our sector-based strategies. Other tactics include strengthening linkages between the American Job

Center System and a variety of services to individuals with at-risk clients, including cross referrals and educating the network of providers and employers on workplace needs and barriers to employment, and cross-program coordination for WIOA clients.

While a majority of our training is accomplished through credit-based classes or business and industry cohort training at two technical schools, we also make available classes at University of Wisconsin schools or Marian University, all of which have credit alignment programs in place, arranged by NEWERA, a coalition of all local 2 and 4-year colleges across the NEW North counties.

15. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. In particular, identify how the local area will expand services to dislocated workers utilizing all sources of formula and discretionary funds targeted to the dislocated worker population.

- Activities and services available in the local area for adults and dislocated workers include:
- Apprenticeships;
- Assessments;
- Basic skill instruction;
- Career exploration and readiness;
- Case management services
- Childcare and transportation assistance;
- Disability related services and programs;
- Economic support programs;
- English as a second language instruction;
- Financial literacy services;
- Follow-up and retention services;
- GED and HSED;
- Internships;
- Job search assistance;
- Job skills training;
- Labor market information;
- Occupational skills training;
- On-the-job training;
- Rapid response and re-employment services;
- Referrals;
- Support services;
- Training (classroom, work-based learning)
- Workshops; and,
- Work experience, both paid and unpaid

Using demographic data, employer input, and insight from our One-Stop system service providers, we identify opportunities to coordinate and leverage resources to support our target populations, including dislocated workers. The FVWDB is well positioned to support customers with career, postsecondary and work-based learning opportunities. We demonstrate this through our WIOA performance level achievements for adult and dislocated worker programs. With the surge of baby-boomer retirements, declining population rates and skills shortages, we continue to partner with One Stop partners to

design and offer work-based learning opportunities to prepare available adult and dislocated worker talent for industry talent needs.

The FVWDB continues to assess the economic climate, including review of unemployment rates and the scale and frequency of company dislocations in the region. Based on this review, the Board will identify needs for discretionary funding requests such as dislocated worker grants, additional assistance grants to increase the capacity levels to serve dislocated workers. The FVWDB also encourages program co-enrollment strategies to maximize and leverage resource sharing across WIOA programs. **16. Provide a description and assessment of the type and availability of youth workforce**

Investment activities in the local area, including activities for youth who are individuals with disabilities. Include an identification of successful models of such youth workforce investment activities. In addition, indicate how services to out-of-school youth will be expanded and enhanced to incorporate additional work-based learning opportunities.

FVWDB works to ensure youth have access to a comprehensive menu of services to support their identified career pathway and postsecondary education goals. Services are provided directly by identified Title I service providers or in alignment with partners including technical colleges, One-Stop partners, businesses and/or community organizations. Service providers must identify the services they will provide to youth, and identify an entity to provide services when they are unable to do so. FVWDB service contracts include assurance language that services must be accessible to all customers, including those with disabilities.

The in-school youth program focuses on providing services to students in our local high schools. The out-of-school youth programs focus more one on one or small group implementation of services. The out-of-school youth budget is 75% of the total allocation. All activities for either the ISY or OSY program are offered year round.

The rest of the out-of-school youth are serviced out of the Job Centers through individualized activities leading to employment or postsecondary placement. OSY customers are enrolled in technical education programs to increase the number of career opportunities. This includes the short-term credentialed academies. An emphasis has been placed on short-term industry recognized credentials. This priority creates an environment where dual or stackable credentials can be achieved thus shortening the length of time from basic education to careers, jobs, or higher education. We find retention and persistence increases as outcomes can be obtained simultaneously and with cohort support rather than by traditional sequential methods.

All program elements are offered to in-school and out-of-school youth

- Tutoring & study skills training: Referrals to partners providing educational services and the use of online tutorials. The FVWDB authorizes incentives for the participants that achieve benchmarks that contribute to their success. The primary goal of local WIOA youth programming is to ensure that in-school youth complete their high school education and receive a diploma. For out of school youth, who have not received their high school diploma, the primary goal is to ensure their completion of a GED/HSED.
- Alternative secondary school services, or dropout recovery services, as appropriate: WIOA youth programs will work closely with alternative schools in the region. Alternative schools will be one source for referrals for eligible WIOA Youth

participants. WIOA youth services will be designed to complement activities occurring within alternative schools. The primary goal will be for the youth to obtain their high school diploma or a GED.

- Paid and unpaid work experiences that may have an academic and an occupational education component, may include (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities: Participants will prepare for

employment opportunities through the provision of various services including, but not limited to:

- Basic skill remediation;
 - Supervised work experiences;
 - Attainment of core employability/work maturity skills such as dependability, honesty, problem solving skills, initiative, enthusiasm, learning to work together as a team player;
 - Interpersonal skills, appearance, leadership, and cultural sensitivity.

- Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are align with in-demand industry sectors or occupations in the local area.

- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

- Leadership development opportunities, which may include community service and peer-centered activities encouraging personal responsibility and other positive social and civic behaviors, as appropriate.

- Supportive services: Supportive services will be provided through direct assistance, in-kind, or by an arrangement with other human service agencies or providers when necessary and as funds permit to provide a participant with the necessary resources to achieve their career goals. Supportive services may include, but are not limited, to childcare or transportation expenses.

- Adult mentoring: The WIOA Youth program providers may arrange for mentors to provide the enrolled youth with guidance and advice for improving life and academic skills that lead to postsecondary education or employment.

- Follow-up services: Follow-up services for not less than 4 quarters after program completion, will be provided as appropriate. Sub-recipient staff will provide follow up services.

- Comprehensive guidance and counseling: All youth programs will provide referral to comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as appropriate. In-school programs will make the necessary connections with school guidance departments, as appropriate. Career counseling will be an integral part of youth programming and provide the basis for individual employment plans. Out of school youth will be encouraged to utilize career counseling services located within the various One-Stop centers.

- **Financial literacy education:** Financial literacy education is supported by activities such as partnerships with financial institutions and to provide workshops at community locations.
- **Entrepreneurial skills training:** Entrepreneurial skills training is supported by activities such as partnerships with economic development agencies and referrals to business development organizations.
- **Career Awareness, Career Exploration, and Career Counseling:** Services that provide labor market and employment information: Information is provided in the local one-stops or on-line systems such as the Job Center of Wisconsin/Wisconsin. Information about in-demand industry sectors or occupations is available in areas, such as career awareness, career counseling, and career exploration services.
- **Postsecondary Preparation and Transition Activities:** Activities that help youth prepare for and transition to postsecondary education and training: Individual guidance and counseling, including career pathway discussion; assistance with applications and financial aid forms.

FVWDB continues to evaluate and refine the design of its youth program platform. The aim is to blend traditional, work-based and career-oriented learning strategies to smoothen the transition from secondary education to postsecondary and/or the workforce. Our Board embraces strong investments in career-related experiences like youth apprenticeship, pre-apprenticeship training, career readiness, work experience and stackable credentials for both in-school and out-of-school youth.

17. Provide the local area's definitions of the "requires additional assistance" eligibility criterion for:

- a. In-school Youth; and**
- b. Out of School Youth.**

As provided in Federal Regulation §681.300 and guidance from DWD Policy and Procedure Manual 10.3.6.9, Fox Valley Workforce Development Board is declining to define or apply the eligibility criteria Requires Additional Assistance, at this time. Should the Board determine the need to define and apply this eligibility criteria, it will update the Local Plan as required.

18. Provide a description of how the local WDB will coordinate workforce investment activities carried out under this title in the local area with the provision of adult education and literacy activities under title II in the local area, including a description of how the local WDB will carry out, consistent with subparagraphs (A) and (B)(i) of Section 107(d)(11) and Section 232, the review of local applications submitted under Title II.

FVWDB has established history of working in close collaboration with Adult Basic Education (ABE) and English Language Learning (ELL) programs to improve literacy skills that include reading, writing, math, and/or English Language Learners. This network of collaboration extends beyond the local technical college and includes additional diverse recognized purveyors of educational services with expertise in working with adults.

Collaboration is a core principle of the FVWDB. We will utilize the Memoranda of Understanding (MOU) construct to formalize our relationships with core WIOA partners, including providers of adult education and literacy activities under Title II of WIOA. Key populations of the workforce

system can benefit from these partner services to attain a secondary diploma or GED, and subsequently transition to postsecondary education and training or employment.

We continue to work with the One-Stop Operator to put local processes in place for cross-referrals to increase customer access and achievements in education. One-Stop system service providers utilize basic skill assessment tools to identify customers who are basic skills deficient, do not meet

the required grade levels for education programs, or do not have a high school diploma. The partners can coordinate the provision of adult education and literacy activities, including an assessed need for financial aid assistance for testing, supplies and tuition support, as part of a more comprehensive employment and education plan.

- 19. Describe how executed cooperative agreements and MOU(s) 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 [WIOA section 107(d)(11)] between the local Workforce Development Board (WDB) or other local entities [WIOA section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 USC 721(a)(11)(B)) and the Division of Vocational Rehabilitation, or other relevant entities [Title I of the Rehabilitation Act (29 USC 720 et seq.)], 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 at cooperation, collaboration, and coordination.**

The local Memoranda of Understanding (MOU) outlines the partners, operations and processes of the One-Stop system. The MOU are reviewed and updated annually to reflect the work together with partners to share resources, integrate services, enhances customer service for best outcomes for the customer. The MOUs incorporate acknowledgements from each of the Title partners, including Title IV. The MOUs set the stage for partners to create collaborative agreements and processes to support a shared customer experience. This includes meetings with Title IV partners and One-Stop system representatives in the planning and coordination of services for youth and adults with disabilities. As part of these meetings, they can discuss strategies, priorities and outcomes to support the local service delivery system. Our One-Stop Operator is planning to convene our One-Stop system partners together quarterly to discuss system updates, customer service strategies, resource opportunities and engage in shared training offerings. The OSO can use this opportunity to educate partners on the agreements set forth in the MOUs, including points focused on serving individuals with disabilities, and collaborate with service providers to develop action plans to implement those agreements.

- 20. Provide a description of how the local WDB will coordinate workforce investment activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services in the local area.**

Supportive services, including transportation, can play a critical role in the success of a client. The WDB in partnership with its service providers and many other one-stop partners ensures clients are informed on all available supportive services. The WDB also ensures WIOA Title I policies support clients' needs and budgets include adequate funding for the provision of supportive services. One-stop partners inform clients of support services they may be eligible to receive as well as make referrals to other programs and services for co-enrollment to maximize benefits. Career planners maintain up-to-date knowledge of transportation options as this can be a key component in helping a client obtain and retain employment. Career planners assist clients navigate the public transportation system including assistance with researching modes, schedules, costs, and reserving rides. Transportation resources include bus passes, gas cards, taxi tickets, and ride-sharing gift cards, as allowable by each individual program.

- 21. Provide a description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner**

Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

Wagner-Peyser is a critical partner in our efforts in the workforce development system. The Wagner–Peyser team are oriented to all visionary goals of the DWD and the FVWDB. We strive toward an integrated and braided approach to services that reflect the FVWDB’s vision, strategy, and objectives. We believe strongly in the concept of integration and are attempting to further improve the entire workforce development system. Wagner-Peyser services are provided on-site in

many locations and access to the JobCenterofWisconsin is available in all comprehensive and affiliate sites. There is a seamless transition for customers between Wagner-Peyser and WIOA programs.

An annual training has been provided to staff to adequately identify the applicable services for each employment program and ensure seamless referrals. Most importantly, however, is that customers experience excellent customer service regardless of the employment program serving them. This requires great coordination among internal teams and communication to ensure zero duplication.

Title I and Title III partners share access to the mandatory service reporting system, ASSET. This shared platform allows staff to review client service plans, pursue co-enrollment opportunities and work collaboratively to provide a suite of services in a non-duplicative manner. Monthly meetings of the One-Stop Operator Committee with WIOA Title partners (including Wagner-Peyser local staff) are held to coordinate activities and respond to the priorities of our shared customers. The partners meet to discuss customer satisfaction levels, customer needs, performance rates, scheduled events and activities, as well as service delivery coordination enhancements to incorporate technology, reduce bottlenecks and redundancies, and integrate new resources. Under WIOA Wagner-Peyser Job Center staff have the same performance goals as the WIOA funded staff. This encourages a teamwork atmosphere since everyone is seeking to attain the same outcomes for both jobseeker clients and for business customers. In some cases partners from other organizations in the Job Center do not use the Job Center of Wisconsin system. To the extent practical we will encourage partner staff to record services provided.

22. Identify the administrative entity and/or fiscal agent responsible for the disbursement of Title I funds in the local area, as determined by the chief elected official or the Governor.

FVWDB is the administrative entity for Title I activities in WDA4. The Board contracts with Wipfli, LLC, to execute on all accounting functions.

23. Describe the competitive process used to award the sub-grants and contracts in the local area for the WIOA Title I activities.

WIOA One-Stop Job Center Resource Room/Career Center services are procured through a request for proposal process. Scoring is done by members of our committees or the Board of Directors. Where possible, all contracts for training or services, other than those operated directly by FVWDB are secured through a Request for Proposal (RFP) process. The RFP process is open and available to any agency or entity, including non-profit organizations, private for profit organizations, educational agencies or local government units capable of administering and operating job training programs which will confirm to the mission and goals of the FVWDB. A public notice indicating the availability of the RFP is placed in area newspapers and the FVWDB website. Verification of posting in the newspapers is maintained by the FVWDB. Interested parties can request an RFP package by telephone, mail or access the RFP electronically on the FVWDB website. The RFP contains, at a

minimum, a standardized proposal format and instructions for completing the proposal, the estimated amount of funding available for the WDA by Dislocated Worker, Adult and Youth categories, the expected amount to be allocated by county, all evaluation factors and their relative importance and the expected cost and performance outcomes for the WDA as a whole. In addition, the proposal format includes:

- A narrative section describing the nature and scope of the work to be performed and the target groups to be served in exchange for the funding provided by FVWDB,
- A budget section describing planned expenditures by cost category (i.e. overhead, training, participant support) and a line item within each cost category (i.e. staff wages, fringe benefits, staff travel, rent, supplies, etc.)
- A program plan form indicating the relationship between expenditures vs. enrollments/outcomes across the passage of time within the specified grant period
- A signed Debarment & Suspension Certificate for lower-tier covered transactions attesting to the fact that the proposer has not been prohibited by the Federal government from receiving the funds being requested.

In addition, FVWDB requests and reviews an ascertainment that applicable WIOA related findings have been or will be resolved, the most recent audit reports of successful bidders in order to ensure that only responsible agencies receive WIOA awards.

ACCEPTANCE OF PROPOSALS IN RESPONSE TO THE RFP: As a general rule, the grantor agencies like the FVWDB are limited to funding only responsive proposals from responsible proposers as those terms are defined below: A responsive proposal is one which:

- Arrives at the FVWDB office on or before the date and time established in the RFP,
- The proposal bears the signature of an authorized signatory from the agency requesting funds (i.e. someone authorized by the proposing agency to either enter into binding financial obligations on behalf of the institution requesting funds), and
- The proposal follows the prescribed proposal format described in the RFP.

A responsible proposer is one which:

- Documents by signing the Debarment and Suspension Certificate provided in the RFP that is not prohibited from receiving federal funds, and
- If the proposer is an existing WIOA sub grantee, has provided a copy of its Annual Audit Report to the Finance Director and cooperates with the FVWDB in resolving any questioned costs or disallowances involving WIOA funds, or
- As a new grantee (sub grantee) permits an appraisal of the adequacy of its financial management system by the FVWDB Financial Officer prior to contract signing.

RECEIPT OF PROPOSALS:

It is the sole responsibility of the offeror to ensure that the FVWDB receives the proposals no later than the date and time specified in the RFP. The FVWDB staff person identified in the RFP to receive the proposals will have the responsibility of stamping in receipt of proposals and maintaining a list of proposals received on time. If proposals are received electronically, a copy

of the e-mail transmittal document, which includes date and time of receipt, is maintained. The FVWDB refuses the delivery of proposals after the date and time specified in the RFP.

PROPOSAL REVIEW:

The CEO assigns staff, as well as the designated review committee members to independent proposal review. The staff individuals assigned to review the proposals will be sufficiently experienced programmatically and be able to analyze the proposals and presentations using an objective standardized rating instrument. The designated review committee provides an unbiased and objective evaluation of proposals assigned to review. The rating instrument has instructions explaining how to assign numerical scores to the proposers' response to specific items identified in the RFP. Some questions which ask about numerical outcomes can be measured precisely and are calculated by one staff person and provided to the remainder of the reviewers. The rating of other areas requires the application of sound, unbiased, professional judgement, i.e., the adequacy in meeting goals and objectives. Only after total points are assigned will proposals for the same activity be compared against each other. All proposals received are reviewed by the Financial Officer for reasonableness of costs. The scores for these items are then provided to the reviewers for inclusion on the rating sheet. All expenditure of funds must pass a financial analysis test to determine that all costs are allowable, allocable, necessary and reasonable. Following are explanations of these items which will help the rater conclude whether the test is met.

- a) ALLOWABLE –The expenditure in question is specifically identified in Federal or State laws or regulations as an allowable cost and is not specifically prohibited by any state or local regulations or ordinances.
- b) ALLOCABLE –The expenditure is properly allocated, in whole or in part, to the particular program, title, cost category and program activity to which it has been assigned. The DWD Policies and Procedures Manual will be consulted for definitions of titles, cost categories and program activities within the WIA program. The DHSS Administrator's Memo series or other varies DHSS directives, as appropriate, will be used for definitions of cost categories and program activities within any DHSS program.
- c) NECESSARY –The expenditure is necessary for achieving the purpose described by the applicable program, title, cost category and program activity to which it has been assigned and is not incompatible with the narrative description of the proposed activity found elsewhere in each proposal.
- d) REASONABLE –Each expenditure by line item (i.e. the subcategories like staff wages, staff fringe benefits, staff travel, rent, etc., found within each major cost category) is reasonable in relation to: (a) The scope and complexity of the work to be performed, and/or (b) The number of participants to be served, and/or (c) The outcome planned to be achieved on behalf of participants, and/or (d) The costs of the same or similar goods or services being purchased elsewhere in the immediate geographic area or similar areas of the state, with particular attention to the staff wages line item as this is generally by far the largest cost item in most employment and training activities.

The DWD Wage surveys for the area and State LMI data and/or the local Job Service Labor Market Analyst will be consulted regarding information about wage rates for specific occupations or groups of occupations. DEMONSTRATED EFFECTIVENESS The proposal review and rating process contains a point system which gives demonstrated effectiveness due consideration. Demonstrated performance criteria are based primarily upon previous vendor subcontracting experience within the WDA (based on most recent information available). The principle criterion includes attainment of performance standards, planned vs. actual enrollment goals, and other criterion described in the RFP. If proposers have provided WIOA services in geographic areas other than the FVWDA, past performance from those WDA's will be accepted, if available, and similar to the aforementioned criteria. The awarding of points for demonstrated effectiveness is the responsibility of the specified WDB Program Officer/Director/Administrator. The ratings then incorporate the criteria calculated by the financial department and the points specified are awarded. The points awarded are then included on the proposal review sheet, which is forwarded to the appropriate WDB review committee. The assigned staff and committee members independently review and award points for each proposal received. Each proposal submitted may be given the opportunity to verbally appear before the review committee to answer questions or provide a program summary. A single composite rating for each proposal is compiled, which includes staff and committee member review and past performance. The specified review committee recommends proposal awards to the full WDB who then make the final determination regarding the awarding of contracts.

24. Provide a description of the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area.

	Negotiated Rates 2019-2020		
	Adult	Dislocated Worker	Youth
Q2 Unsubsidized Employment	75%	80%	75%
Q4 Unsubsidized Employment	70%	80%	66%
Median Earnings	\$4,700	\$6,700	TBD
Credential Attainment Rate	55%	65%	56%

Definitions of Primary Indicators of Performance:

Q2 Unsubsidized Employment: The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.

Q4 Unsubsidized Employment: The percentage of program participants who were in unsubsidized employment during the fourth quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.

Median Earnings: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as established through direct unemployment insurance wage record match, Federal or military employment records, or supplemental wage information.

Credential Attainment Rate: The percentage of participants who obtain a recognized postsecondary credential during participation or within one year after exit from the program. Participants who receive a secondary school diploma or equivalent are successful if the participant was also employed or entered postsecondary education within one year of program exit.

25. Provide a description of the actions the local WDB will take toward becoming or remaining a high-performing board, including but not limited to:

- **Local WDB Roles: Identify the role of the Local WDB and Youth Council/Committee in supporting Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning. What actions will be taken to ensure that these areas are a priority for the local area? What actions and commitments will be made of the local WDB or Youth Council/Committee members (in particular those representing business) to support these initiatives?**

The role, actions and commitment of the FVWDBB and its standing committees along with its collaborative partnership with other regional partners will support us in our efforts to become and remain a high-performing WDB in the following categories:

- a) Business services, sector partnerships, career pathways and work-based learning – by developing and maintaining a high-performing business engagement services. This will occur by convening, brokering and leveraging support among stakeholders, including local businesses, for workforce development activities conducted in the area.
- b) Continue to analyze local area and regional economic conditions to be proactive in the provision of career pathway efforts. Staff of the workforce development system will benefit by being on the forefront of best and promising practices of the industry led, career pathway services. The focus on short-term industry recognized and stackable credentials will help us forge new pathways for consumers who are looking to enter an industry.
- c) As discussed throughout this document, the Board will continue to support the area and regional business community by leading efforts within the area and the region to engage with a diverse range of employers to promote business representation, develop effective linkages with employers, ensure workforce investment and opportunity activities meet the needs of employers and support economic growth in the region.

The Strategic Programs Committee (SPC) has taken on the former role of the Youth Committee and works towards the specific needs of the Youth population. The SPC will evaluate any relevant activities that meet the needs of the not only the Youth population, but also the Adult and Dislocated Workers AND the local employers.

The group realizes that the needs/requirements of the employers are critical to the local economy; without the employers, there is no economy. The current structure of the SPC includes private and public sector representatives within the WDA. This group has come together and helps influence the direction of the board based on their collective experiences and input from board staff. The SPC is in a good position to positively impact the direction of the board's overall strategies. SPC members, and by extension, are asked to share their insight and how we can continue to improve both the local economy and the individuals we serve.

- **Local WDB Participation: Describe how the local WDB will make businesses in the local area aware of opportunities to participate on the local WDB to ensure representation of industry sectors with the greatest labor force demand. Describe how the local WDB will maintain a minimum of at least 51% of businesses as active members and participants on the local WDB.**

The FVWDB submits to the State an updated Board roster for certification every two years. When vacancies on the Board arise the open board seat is advertised to all Board members and county consortium leaders. It is also shared with all Job Center Required Partners and other workforce partners. Typically we find the greatest success if an outgoing or current Board member recommends the opportunity to a colleague. The Board's CEO follows up with the candidate to discuss the commitment and gauge interest. The state provides the ratio of private sector members that we must meet in our membership and that is reviewed every two years as part of the certification process. Board vacancies are communicated to DWD in between certification periods and new member information is provided when the seat is filled.

26. Describe the process used by the local WDB to provide an opportunity for public comment, including comment by representatives of businesses and representatives of labor organizations, and input into the development of the local plan, prior to submission of the plan.

Consistent with section 108(c), the FVWDB will make the local plan available on the Board website and shall provide an email address for the public to send comments during a 30 day public comment period. In 2020, a media release was sent to all local media indicating the plan was available for public comments. A paid classified ad was also placed in the local Gannett newspapers noting the comment period. All Board members were presented with a link to the plan on the web site with a request to review prior to the upcoming June 2020 Board meeting. These actions will take place during the 30-day public comment period and before the local plan is submitted to the State. An additional section will be added to the bottom of the local plan which will contain the comments received during the 30-day comment period and sections that were changed due to the comment period will appear italicized in the document. Subsequent changes will require a 7-day posting.

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