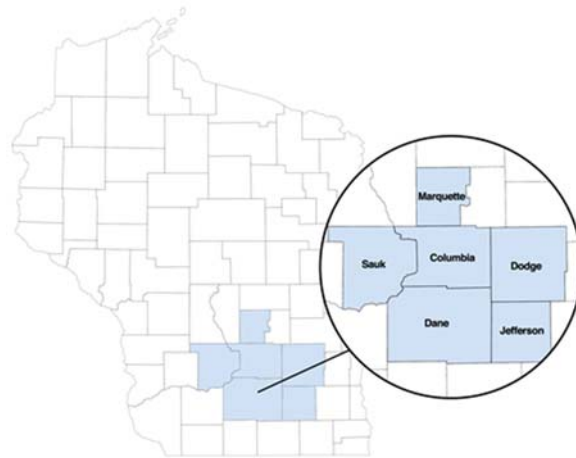




**WORKFORCE  
DEVELOPMENT BOARD**  
OF SOUTH CENTRAL WISCONSIN

Proud partner of the American Job Center Network

# 2020-2023 WIOA Local Plan



## Workforce Development Area 10

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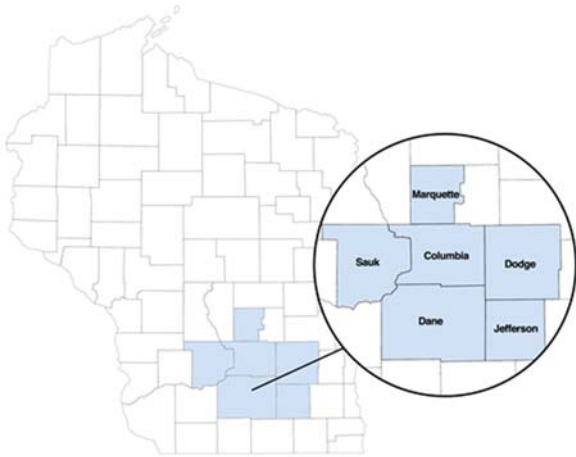
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Date Submitted: June 15, 2020  
Rev. October 12, 2020; December 9, 2020  
Contact: Seth Lentz, Executive Director

The Workforce Development Board of South Central Wisconsin is an equal opportunity employer/program service provider. If you need assistance to access our services in a different language or need this material in an alternative format, contact us. Deaf, hard of hearing, or speech impaired callers may reach us by using Wisconsin Relay Services at 711. Proud partner of the American Job Center network.

Learn more about us and our regional impacts at [wdbscw.org](http://wdbscw.org)



## Background

The Workforce Development Board of South Central Wisconsin (WDBSCW) provides the strategic and operational oversight to develop a comprehensive and quality talent development system (the public workforce system) in six counties of south central Wisconsin: Columbia, Dane, Dodge, Jefferson, Marquette and Sauk. This region is referred to as Workforce Development Area 10. 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 WDBSCW is a private, not-for-profit 501(c)(3) organization.

## Local Plan

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: where the needs of business and workers drive workforce solutions; where One-Stop Career Centers provide excellent customer service to all job seekers and businesses; local, state and federal resource alignment for integrated service delivery; and, where the workforce system supports strong regional economies, as well as alignment with updated State and local priorities.

1. **Provide an analysis of regional labor and economic conditions in the local area including:**
  - a. **Existing and emerging in-demand industry sectors and occupations; and**
  - b. **The employment needs of employers in those industry sectors and occupations**

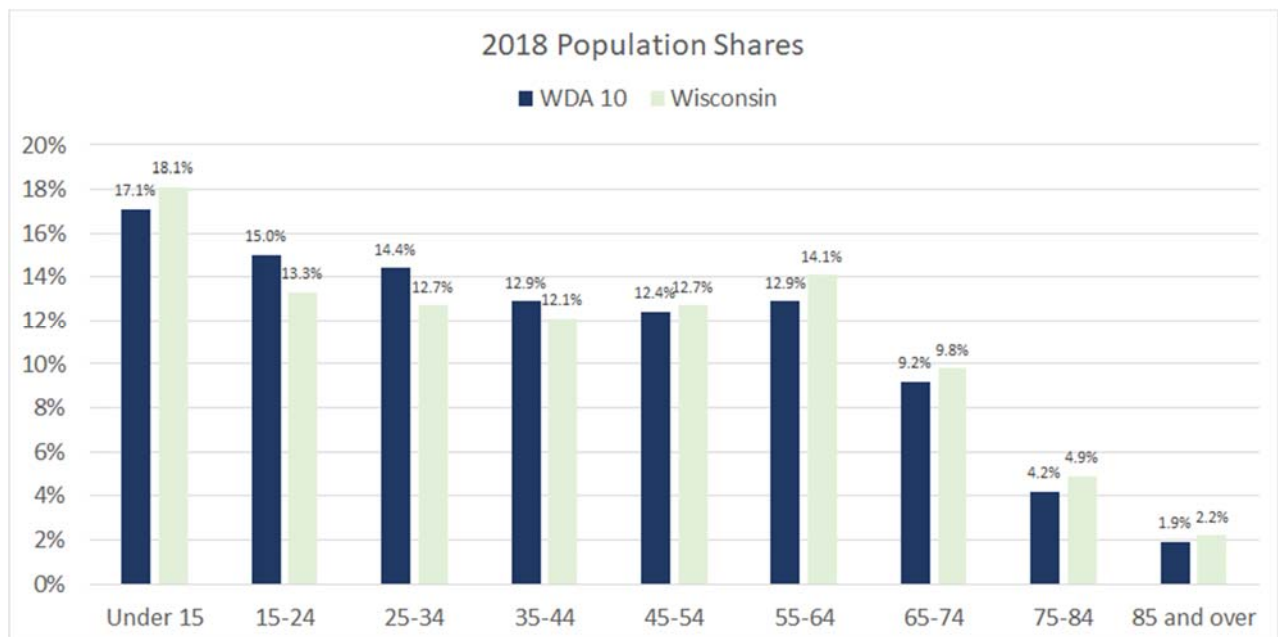
The WDBSCW continues to assess and predict changing labor market conditions in the region to improve and adapt its integrated talent development system. With the power of data and information, we can improve the efficiency and effectiveness of services and increase the capacity and utilization of resources to better serve our job seekers, businesses and communities.

We extract and analyze data from multiple sources (Wisonomy, EMSI, Bureau of Labor Statistics) to give us the most complete, up-to-date view of the labor market possible. We also utilize our regional Economist for additional data needs and insight. The data guides us in selecting target industries, sectors and evolving economic cluster analysis based on a number of factors, including key growth rates, total number of jobs available, median earnings that lead to self-sufficiency and occupational laddering options to career pathways.

Below are tables providing workforce analysis insights for the region. Sources include Wisonomy (Quarterly Census of Employment and Wages, Local Area Unemployment Statistics) and the Office of Economic Advisors (OEA) within the State of Wisconsin Department of Workforce Development. Data queries range from November 2019 to January 2020. From the analysis, notable trends include:

- Industry employment:** From 2015 to 2018, the South Central Wisconsin region added nearly 18,000 jobs. The fastest growing supersectors (among those with data available) are Construction (12.8%) and Professional and Business Services (9.1%). Education and Health Services added the most jobs (5,678).
- Labor force:** The regional labor force rate increased 2.0%, outpacing the state’s growth rate of 1.0%. Our region also holds the lowest unemployment rate (as of November 2019) amongst the 11 workforce development areas and its counties hold some of the highest labor force participation rates, as well. The South Central WDA recorded a labor force participation rate of 72.6% in 2018. Dane County boasted a labor force participation rate of 74.4% in 2018, the second highest in the state. Wisconomy’s 2019 County Workforce Profiles show labor force participation rates of WDA 10 counties as follows: Columbia: 70.3%; Dodge: 70.1%; Jefferson: 67.6%; Marquette 60.9%: and Sauk: 71.8%.
- Industry projections:** Our region is projected to add 44,786 jobs, growing 8.8% by 2026. This is faster than the state’s growth rate of 6.8%. All major sectors are projected to add jobs, with Education and Health Services leading the way with more than 25% of the job growth. Professional and Business Services has the fastest expected growth rate at 17.7% (9,894 jobs).
- Occupational projections:** Personal Care and Service has the fastest expected job growth (22.5%) over the period, with the major group's growth being driven by Personal Care Aides. The two occupation groups with the highest percentage of openings as growth are Computer and Mathematical (20.4%) and Healthcare Practitioners and Technical (19.2%).
- Ageing workforce:** While we feel the impacts of the aging population of Wisconsin as a whole, we have a competitive advantage with a younger workforce residing in South Central Wisconsin. With the exception of the under 15 age group, WDA 10 has higher percentages of its population in younger age groups as compared to Wisconsin as a whole. Ages 15-24, 25-34, and 35-44 are higher in WDA 10, while all age groups 45 and older are higher in Wisconsin. (See Figure 1.)

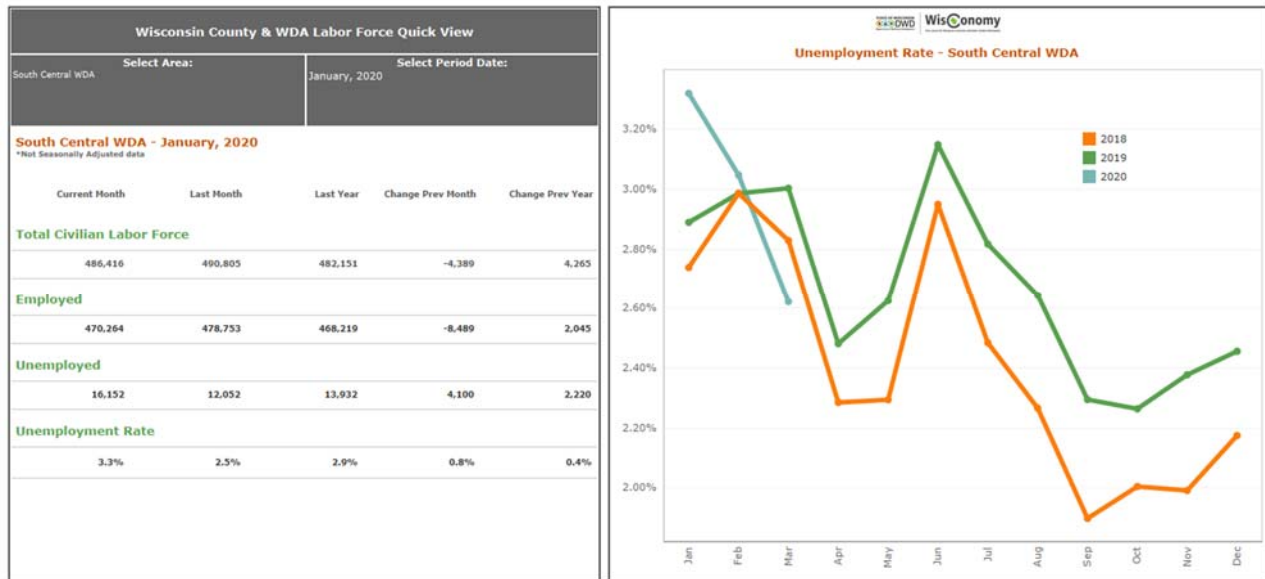
Figure 1: Population Shares for South Central Wisconsin, 2018



\*Data comes from the US Census Bureau's Population Estimates Program (2018)

- **Record Low Unemployment Rates:** The South Central WDA continues to experience record low rates of unemployment. From September 2019 through January 2020, the unemployment rate for the region hovered between 2.29% and 3.32%. (See Figure 2.)

Figure 2: Unemployment Rates for South Central Wisconsin, 2019-2020



### Driver Industries and Sectors

Driver industries play a critical role in the economic health of the region and set the stage for our work and investments to prepare talent for the needs of industry. The WDBSCW takes a close review of the region’s occupational clusters and concentrations, including a look at the wages and employment growth of those in the region over specified time spans. We work closely with our economic development partners including Madison Regional Economic Partnership, and economists with the State to review a variety of labor market and economic research indicators and data to identify driver industries and sectors. The process included a review of occupational clusters and concentrations that show projected job growth at all education levels and wage progressions to support upward mobility and continuation along a career pathway.

In light of our industry analysis, we’ve identified five key industries and clusters that drive our region’s economy, as these areas present opportunities for high employment growth, and often high-paying jobs. The majority of the jobs in driver industries offer average earnings of \$20.00 per hour.

- **Construction**
- **Healthcare**
- **Manufacturing**
- **Information, Communication and Technology (ICT) Cluster**
- **Tourism Cluster\*\***

Previously referred to as the “Grouping of Cross Industry Sectors”, the WDBSCW adopted the definition of “Industry Cluster”, which is a group of industries connected by skills, technology, supply chains, demand sources and other linkages as referenced by the Madison Region Economic Partnership in its 2018 economic analysis report. The ICT Cluster includes: Professional, Scientific and Technical Services; Finance and Insurance; Information; and, Company Management. The Tourism Cluster includes Retail Trade, Arts, Entertainment and Recreation, Accommodation and Food Service.

\*\*The Tourism Cluster is not a driver industry from a family-supporting wage perspective but it is an important Driver Sector for the South Central Wisconsin region. The Cluster employs a large volume of people in WDA 10 (see Table 1.) and plays an important role as an economic driver for our region. The Cluster includes many different occupational groups and offers entry-level jobs for youth entering the workforce.

Table 1: WDA 10 Region Job Projections, 2018-2024

NAICS	Industry	2018 Jobs	Projected 2024 Jobs	2018-2024 % Change
<b>Driver Industries</b>				
23	Construction	31,269	33,686	7.18%
31	Manufacturing	60,017	62,054	3.28%
62	Healthcare and Social Assistance	58,376	64,297	9.21%
<b>Information, Communication, Technology Cluster</b>				
51, 52, 54, 55	Professional, Scientific, and Technical Services, Finance and Insurance, Information, Management of Companies	100,594	108,636	7.40%
	54 - Professional, Scientific, and Technical Services	38,943	42,786	8.98%
	52 - Finance and Insurance	30,153	31,131	3.14%
	51 - Information	18,314	19,957	8.23%
	55 - Management of Companies	13,184	14,763	10.70%
	Total	395,447	423,751	6.68%
<b>Tourism Cluster</b>				
44, 71, 72	Tourism (Industry mix: Retail Trade; Arts, Entertainment, and Recreation; Accommodation and Food Services (44, 71, 72))	116,176	119,930	3.13%

Table 2: WDA 10 Hot Jobs Analysis, 2016-2026

Note: Information is derived using May 2016 OES Survey, annual data 2016 QCEW and CES data. Unpublished data from the U.S. Bureau of Labor Statistics, CPS and U.S. Census Bureau was also used. To the extent possible, the projections consider anticipated changes in Wisconsin's economy from 2016 to 2026. It is important to note that unanticipated events may affect the accuracy of these projections. \*Hot Jobs are high projected growth occupations that must meet

the following criteria: (1) Has the highest projected employment; (2) Percentage change must be greater than the WDA average; and (3) Median salary must be above the WDA median.

RANK	SOC Code	Occupation	Employment 2016	Projected Employment 2026 (1)	Employment Change (2016-2026)	% Change (2016-2026) (2)	Education	Median Wages (3)
2	53-3032	Heavy and Tractor-Trailer Truck Drivers	5,330	6,000	670	12.6	Postsecondary non-degree award	\$44,370
11	15-1151	Computer User Support Specialists	2,620	3,000	380	14.5	Some college, no degree	\$47,330
12	41-3021	Insurance Sales Agents	2,030	2,250	220	10.8	High school diploma or equivalent	\$50,910
13	39-9031	Fitness Trainers and Aerobics Instructors	1,050	1,150	100	9.5	High school diploma or equivalent	\$39,260
15	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,570	1,730	160	10.2	High school diploma or equivalent	\$65,150
16	11-9051	Food Service Managers	1,310	1,510	200	15.3	High school diploma or equivalent	\$46,950
20	47-2152	Plumbers, Pipefitters, and Steamfitters	1,280	1,400	120	9.4	High school diploma or equivalent	\$73,710
23	15-1152	Computer Network Support Specialists	1,360	1,550	190	14	Associate's degree	\$69,100
24	47-2073	Operating Engineers and Other Construction Equipment Operators	1,090	1,210	120	11	High school diploma or equivalent	\$58,500
25	41-1012	First-Line Supervisors of Non-Retail Sales Workers	1,260	1,400	140	11.1	High school diploma or equivalent	\$78,020

- Employment is a count of jobs rather than people, and includes all part- and full-time nonfarm jobs. Employment also includes jobs among self-employed. Totals may not add due to suppression
- Typical education needed for entry is what most workers need to enter the occupation
- Wages estimates from the Occupational Employment Statistics (OES) survey May 2016.

**2. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area, including employment needs in in-demand industry sectors and occupations.**

Ensuring that the region’s workforce has the best knowledge and skill sets is a key challenge facing employers, educators, economic development agencies and the workforce development system in South Central Wisconsin. Technology and skill requirements for jobs are constantly changing. The workforce and education system must remain flexible and responsive to address



these evolving needs. The rapidly changing and more technologically advanced job skills require changes in the education and workforce training systems. The systems need to be flexible and focused on cross-functional skill sets to support industry agility. This points increasingly to a growing demand for career pathways and continued training for incumbent workers.

The WDBSCW holds strong relationships with employers in the region to identify and address evolving talent needs, including skill and knowledge needs. We draw insight through our industry partnerships, industry advisory groups and through informal dialogue with businesses across the region. These partnerships foster industry *Champions* and innovation to help us build responsive talent pipeline solutions. The ongoing dialogue with businesses and industry partners suggest a need for balance between technical skills and foundational workplace skills.

### Top Common (Workplace) Skills

- Communications
- Customer service
- Management
- Sales
- Leadership
- Operations
- Detail-Oriented
- Problem solving
- Valid driver's license
- Written communication

Business partners also provide insight into the critical technical skills needed to keep their businesses financially viable and competitive. Our assessment of skill needs stem from both employer dialogue and labor market data sources including 2019-20 Economic Modeling Specialist, International (EMSI) job posting analysis.

### Top Hard (Technical) Skills

The top hard (technical) skills demanded by employers in the region include, but are not limited to:

- Merchandising
- Restaurant operation
- Nursing
- Accounting
- Auditing
- Selling techniques
- Warehousing
- Basic life support
- Customer experience
- Customer satisfaction

While this is not an exhaustive list of in-demand skills, these examples validate the importance of cross-disciplined skill sets. Companies will need to maintain a flexible workforce to support business agility in a changing economic and technological environment.

Our businesses are confronted continually by the need to replace their retiring workforce with critical skills to keep their businesses financially viable and growing. Therefore, they are looking at two simultaneous strategies: grow and retain their current workforce, and at the same time, prepare a talent pipeline of new workers.

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

The population in South Central Wisconsin has grown by 4.3% over the past five years, to 578,849 people in 2018. This is compared to a statewide growth rate of 1.5%. There are 609,768 jobs with men comprising 52.3% of the workforce and women representing 47.7%. Local Area Unemployment Statistics (LAUS) estimates show there are 11,909 unemployed persons as of December 2019 with construction, manufacturing and retail trade still holding the largest volume of worker dislocation.



Ninety-three percent of South Central Wisconsin residents have at least a high school diploma; while sixty-eight percent of our residents have some college or more (see Table 3). The region is rich with leading class education institutions and training programs, and we will continue to help prepare our workforce with the technical skills and knowledge needed to compete for high-skilled, high-paying jobs in our driver industries.

*Table 3: Educational Levels and Population, 2018*

Education Level	2018 Population	% of the State Population
Less Than 9th Grade	13,448	3%
9th Grade to 12th Grade	24,118	5%
High School Diploma	147,501	32%
Some College	112,167	21%
Associate’s Degree	59,075	10%
Bachelor’s Degree	135,994	19%
Graduate Degree and Higher	86,546	10%
Total	578,849	100%
Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2019.11 Class of Worker		

The data over the past three years has shown us that we do have disparities in educational credentials within our community as depicted in Table 4. Black, non-Hispanics, white, Hispanics and Asian, non-Hispanics have a larger portion of the population possessing only a high school diploma or less.

*Table 4: Race / Ethnicity and Education Levels, 2018-2024*

Race / Ethnicity	2018 Population	Projected 2024 Population	2018 Less Than High School	2018 High School Diploma	2018 College Degree
White, Non-Hispanic	505,371	525,641	25,748	230,422	249,201
Black, Non-Hispanic	19,077	20,989	2,564	10,502	6,012
American Indian or Alaskan Native, Non-Hispanic	2,167	2,288	251	1,329	587
Asian, Non-Hispanic	21,049	25,652	1,833	3,911	15,305
Native Hawaiian or Pacific Islander, Non-Hispanic	222	265	39	156	27
Two or More Races, Non-Hispanic	5,583	6,566	264	2,457	2,861

White, Hispanic	22,592	23,803	6,128	9,721	6,742
Black, Hispanic	907	1,018	237	375	295
American Indian or Alaskan Native, Hispanic	749	819	202	317	230
Asian, Hispanic	238	297	63	101	74
Native Hawaiian or Pacific Islander, Hispanic	81	71	22	34	25
Two or More Races, Hispanic	813	899	215	342	256
Total	578,849	608,309	37,566	259,668	281,615
Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2019.11 Class of Worker					

In review of educational attainment level by gender, women hold a larger number of college degrees. Compared to prior generations who held low rates of high school diploma attainment, we now have over 90 percent who have completed high school, both males and females. (See Table 5.) These data points verify significant strides in educational attainment for our region’s workforce; however, as industry and technological advances continue, so must the skills and knowledge of the workforce to remain competitive and viable. We need to continue investment in and development of various education models to support high attainment levels.

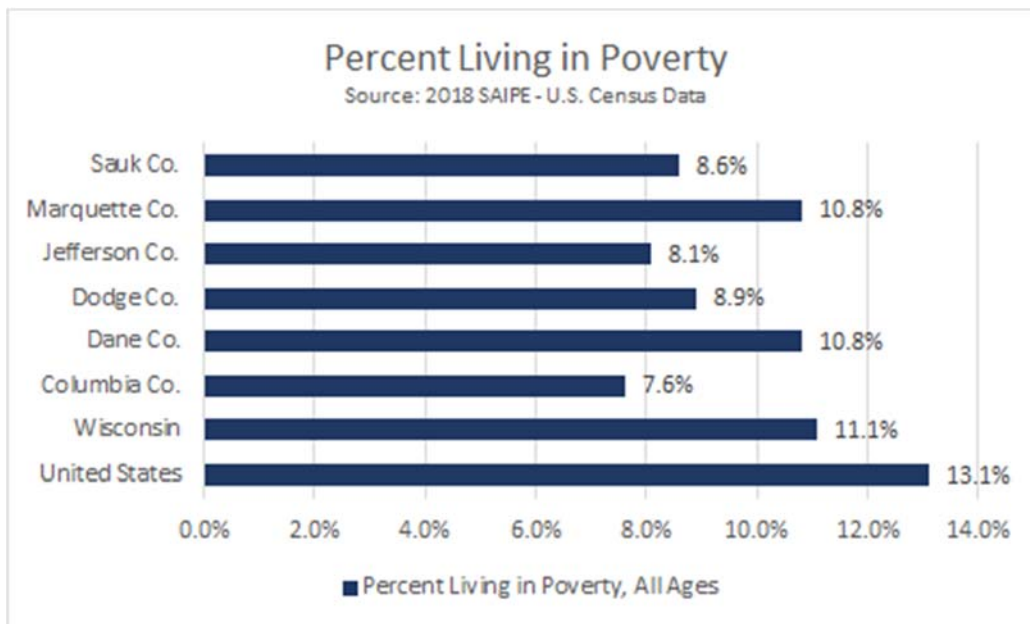
*Table 5: Educational Attainment by Gender, 2018-2024*

Gender	2018 Population	Projected 2024 Population	2018 Less Than High School	2018 High School Diploma	2018 College Degree
Males	287,811	302,786	20,900	131,807	135,104
Females	291,038	305,523	16,666	127,861	146,512
Total	578,849	608,309	37,566	259,668	281,615
Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2019.11 Class of Worker					

**Individuals Living in Poverty**

As portrayed in Figure 3, the poverty rates of residents in South Central Wisconsin are lower than that of Wisconsin and the United States. The counties with the largest poverty rates are Dane County and Marquette County. Our rates may fall under the State’s, but we have a significant number of individuals working in poverty or just outside of poverty limits. We will maintain a focus to support these individuals toward family sustaining wages, economic stability and upward mobility.

*Figure 3: Percent Living in Poverty*



### Language Barriers

According to the American Community Survey (ACS) 2012-2016, 26,952 individuals (5.94%) residing in our region speak another language other than English at home. The most common languages spoken include Spanish, Chinese, Hmong and Korean.

### Individuals with Disabilities

Nearly 22,000 individuals are part of our regional civilian labor force (ages 18-64 years old) according to ACS 2012-2016 data. The WDBSCW is also working collaboratively with Title IV (Vocational Rehabilitation) to explore and utilize its programs and services for our customers with disabilities. This includes proactive strategies to serve customers and businesses via DVR's pre-employment transition services (Pre-ETS) model. The Pre-ETS framework can provide eligible customers with real-life work experiences in an integrated setting to develop and demonstrate academic, technical and workplace skills and support businesses with skilled talent to grow.

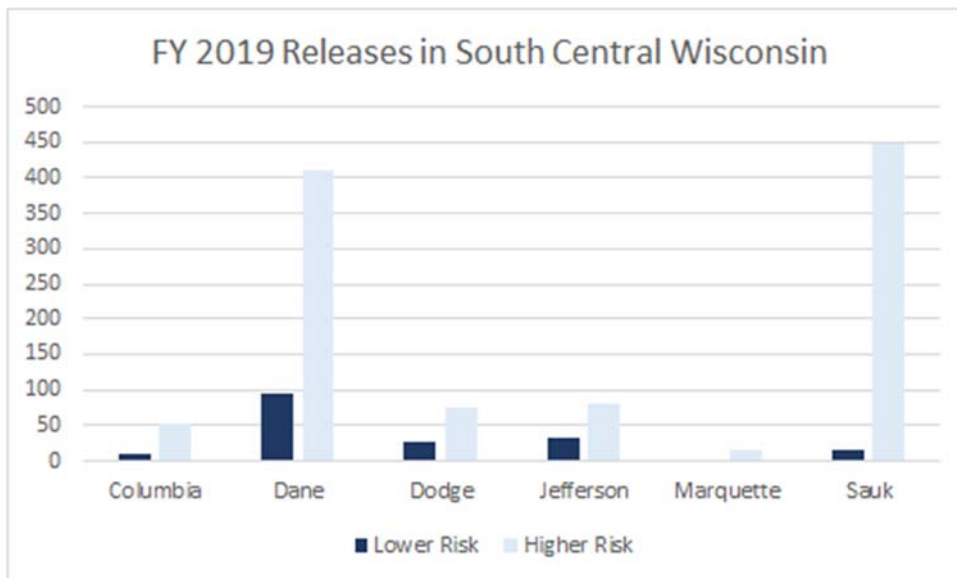
### Veterans

Estimates show that over 43,000 veterans reside in South Central Wisconsin according to the Department of Veterans Affairs' National Center for Veterans Analysis and Statistics and its VetPop2016 actuarial projection model. Projections show a decline in veterans in our region to just 39,000 veterans residing in our six-county area by 2023.

### Reentering Offenders

According to data from the Department of Corrections, just shy of 1,300 individuals are expected to be released to the South Central region from prison in fiscal year 2019. Dane County is the second highest release county in Wisconsin, behind Milwaukee County.

*Figure 4: FY 2019 Releases in South Central Wisconsin*



Source: Department of Corrections, 2019

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 WDBSCW 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. 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 South Central WDA 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 South Central WDA 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 WDBSCW supports a regional Business Services Team (BST) to coordinate and respond to the needs of our businesses. See question 6 for more information.

- **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.
- **Expansion:** The growth and expansion of businesses contribute to the economic vitality of the region. The WDBSCW works with the BST, economic and education partners to connect businesses to resources like tax incentives, site identification tools, workforce and labor market demographics, and economic and community resources to help businesses call South Central Wisconsin "home."
- **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 of Workforce Development Activities

- **Career Pathway Focus:** The South Central region was an early adopter of the Career Pathways framework, seeing the value of stackable credentials and industry-influenced skill training for its customers. More than 15 years later, the framework continues to evolve to support a region-centric service delivery platform. The model provides pre-college opportunities (technical and work-based learning) for customers to access college-level training and for semi-skilled customers to move toward higher levels of credentialed training and employment. The framework weaves together key partnerships with industry, workforce and education partners for optimal resource alignment and coordination of seamless pathways for customer success.

- **Collaboration and Partnerships:** The region is considered resource-rich, as the workforce system is surrounded by a diverse network of community, education, economic and public sector partners that share in the vision of regional economic vitality. The WDBSCW continually invests in building relationships with these entities to refine the workforce system and respond to business and career seeker needs to move the region's economy forward. The WDBSCW also pursues additional local, state and federal resources to introduce new strategies and scale existing workforce strategies.
- **Customer-centric service:** The South Central workforce system partners continually work together to coordinate resources and services to best serve the needs of the customer. The WDBSCW works with the One-Stop Operator to continually assess, design and implement high quality customer service practices and experiences within One-Stop System. Staff are trained to engage, inform and refer customers to the full range of One-Stop System career, training and support services.

### Areas for Improvement of Workforce Development Activities

- **Information Access and Sharing:** The WDBSCW collaborates with its One-Stop System partners to reduce service and resource duplication for its customers as much as possible. But this duplication is often difficult to identify without a shared information system. Independent data systems limit the options for customer record sharing and referrals across agencies and WIOA core partners.
- **Programmatic Silos:** The WDBSCW recognizes that there is still work to be done to reduce duplication, streamline services and improve alignment with partners within the One-Stop system. With the support of the One-Stop Operator and program leadership, the WDBSCW will call for core and system partners to come together and address areas where the system can refine processes, bolster communication, share resources and improve customer outcomes.
- **Assessment of Data and Performance Indicators:** As noted in Wisconsin's WIOA PY20-23 Combined State Plan's Strategic Goal for Accountability, the WDBSCW will need to enhance its assessment and monitoring of data that drives the WIOA primary indicators of performance. Regular review of data systems, labor market information, program dashboards and program-level data to identify opportunities for sector needs and partnerships, customer service needs and performance outcome enhancements.

The South Central One-Stop system is well positioned with ample resources, service providers, technology and partnerships to support its customers. The WDBSCW executes Memoranda of Understanding (MOU) with its One Stop partners to ensure the operations and resources within the system optimally align. To add, the WDBSCW, as required by WIOA, collaborates with the One-Stop Operator to coordinate the cross-partner alignment.

As part of our strategic planning, the WDBSCW reviews its current design and completes an initial assessment of both projected customer needs and service configuration. This review included an exam of choke points, bottlenecks and best practices within the system. The WDBSCW convenes stakeholders, including One-Stop system leaders and industry representatives to evaluate the service delivery model. These stakeholders provide recommendations and refinements to improve the system for improved customer access, service and satisfaction.

Key design elements discussed and proposed during Program Year 2019 strategic planning:

- Anchored staffing design at the Comprehensive American (One-Stop) Job Center and support to affiliate locations



- Cross-training of One-Stop system partners to improve knowledge of programs and services available to ensure a “no wrong door” customer service approach
- Career Pathways-focused career services and training strategies
- Geographical service delivery to ensure coverage for customers throughout the region
- Responsive and flexible scheduling options to accommodate customer needs
- Virtual service solutions with a focus on mobile platforms and technology
- Increased efficiency in participant engagement to reduce handoffs
- Alternative locations/hours beyond normal site operations to accommodate customers schedules

Figure 5: Integrated Career Pathways Framework for the South Central Wisconsin Talent Development System



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 accountability measures based on primary indicators of performance described in WIOA Section 116(b)(2)(A) to support economic growth and economic self-sufficiency.

### Mission

Our mission is to build public and private partnerships that support innovation and excellence in workforce development.

### Vision

Our vision is to build public and private partnerships that support innovation and excellence in workforce development by maximizing access, alignment and accountability to build a talent pipeline for companies and workers guided by the following principles:

### Principles:

- **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.

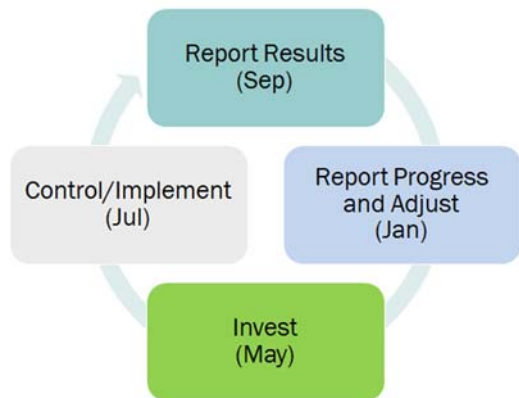


- **Flexibility**  
Assure that the workforce development system is able to anticipate, adapt and respond creatively to economic growth and downturns.
- **Innovation and Improvement**  
Utilize continuous improvement methods to discover and create more effective processes, technologies, and ideas/strategies 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.
- **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.

### **Strategic Planning**

Strategic planning is conducted every four years and a check-in every two years (at minimum) by the WDBSCW. This process guides the WDBSCW in its work to support emerging education and skill needs for an effective talent pipeline to support economic self-sufficiency and a healthy regional economy. The WDBSCW draws insight and feedback from its Board of Directors, Chief Local Elected Officials, industry partners, as well as economic development, education and community partners to design, evaluate and implement strategic goals.

*Figure 6: Continuous Improvement Cycle*



The WDBSCW conducted its strategic planning from August 2019 through January 2020 to set the framework for integrated service delivery through the regional One-Stop system for businesses and career seekers. The process includes a comprehensive analysis of the environment, setting a shared vision, creation of guiding principles and strategic goals to set the direction and plan for implementation.

As part of this process, we engage the WDBSCW's Planning and Development and Youth Committees to review the talent development system service delivery model. The Committees follow a Continuous Improvement Cycle (see Figure 6) to

help evaluate and refine system needs and strategies on a regular basis. Next, the WDBSCW Board of Directors review and confirm strategic goals and plans to effectively address the workforce needs of the region through high quality programs, resource alignment and comprehensive services.

**Goals:**

**Goal 1: Deliver a results-driven “Talent Development System” providing the opportunity for the region's job seekers, workers and businesses to sustain economic viability and self-sufficiency.**

**Strategies:**

Work to create a “Talent Development System” that is built on a Career Pathway framework that:

- a. Supports training in the skills for the driver industries and sectors in our region;
- b. Provides strategic entry points to the stages of skill development for our job seekers;
- c. Provides the essential skills to support the job ladders within our region’s driver industries and sectors

The Career Pathway System is a theoretical framework, long adopted by this organization, which grounds our talent development system.

**Goal 2: Assure that the “Talent Development System” can respond to:**

- a. Changes in driver industries and sectors, as well as the skills and knowledge, abilities, and needs of employers;
- b. The needs of workers and job seekers, by assisting with acquiring new skills and overcoming barriers;
- c. The need for alignment of activities with education and regional economic strategies and partners that will aid in providing access to self-sufficiency

**Strategies:**

- a. Conduct ongoing research and analysis of driver industries and sectors in our region;
- b. Invest in service and training solutions that provide access to family sustaining wages for our customers and a trained workforce for our region’s driver industries;
- c. Continue to assure that all efforts align with our regional Partners, including educational and economic development organizations, to build career pathway

solutions

**Goal 3: Assure that the "Talent Development System" provides a "One Stop" at which any employer, worker or job seeker may enter into the talent development system with aligned resources and programs.**

**Strategies:**

- a. Design and nurture a "One-Stop" system which supports and maximizes:
  - A flexible delivery strategy;
  - One comprehensive American (One-Stop) Job Center;
  - A One-Stop Operator to coordinate the comprehensive Job Center resources
  - Technology solutions;
  - Sector alliances and partnerships which encourage the engagement and access of businesses;
  - Contractor staff technical assistance via WorkSmart Network contractor training

**Goal 4: Assure that programmatic and evaluation results provide partners and elected officials with data to ensure continuous improvement of system activity.**

**Strategies:**

Continue a commitment to organizational continuous improvement:

- a. The WDBSCW's Planning and Development, and Youth Committees (standing committees of the Board) are designed on a continuous improvement model;
- b. These efforts are supported by the workforce development WDBSCW staff who are informed by federal, state, regional, local policies and daily engagement with customers, contractors and partners;
- c. The WDBSCW staff have designed and maintained a strong data management system that utilizes State and local tools to monitor the effective flow of customers through the workforce system (WIOA and other programs) and enables the WDBSCW to understand and manage and evaluate the quality and impacts of workforce system services at a programmatic, contractual and systemic level.
- d. The WDBSCW utilizes this performance data (including but not limited to WIOA performance accountability measures based on primary indicators) along with labor market information and industry research to keep the Workforce Development Board Leadership and Chief Elected Officials informed of economic and programmatic performance trends. This is prepared and shared regularly to support the WDBSCWs leadership in making data-driven informed decisions relating to WDBSCW resources to maximize the support workers in attaining self-sufficiency and promoting economic growth.

**Goal 5: Continue to develop an effective Board that values partnership, enables workforce development and creates positive economic change.**

**Strategies:**

Utilize the Board Members and Committee structure to bring together leaders from diverse sectors in collaborative partnerships dedicated to building innovative solutions that produce meaningful outcomes for our customers and the region as a whole.

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?**
- b. **How will the Business Services Team be utilized for this purpose?**
- c. **How will the members (particularly business members) of the local WDB and Youth Council/committee support these efforts?**
- d. **How will sector partnerships be utilized for this purpose?**
- e. **What are the goals and objectives for these activities?**

Employers are a critical voice and customer of the region's workforce system. The WDBSCW believes that services to businesses must be responsive and require a coordinated approach. The WDBSCW, in collaboration with One-Stop System partners, formulated a Business Services Team (BST) to identify and address workforce needs of industry. Representatives on the BST can include staff from the WDBSCW, Bureau of Job Service, Division of Vocational Rehabilitation (DVR), Registered Apprenticeship (RA), Office of Veterans' Employment Services (OVES), and other WIOA partner programs who can connect businesses to services and resources available in the workforce system. The BST aims to develop industry partnerships in driver and emerging industries. Additionally, the BST can help promote and provide a comprehensive suite of services that address workforce needs in an efficient, cost-effective and quality manner. We will evaluate our effectiveness by using local dashboards to measure our activities against federal performance metrics.

The BST meets regularly to discuss trends, identify the immediate and future industry needs, and share best practices and business service strategies. The goal for these activities is to maximize the impact of available resources to support common programmatic goals and target populations. The BST maintains a focus on activities that can help create a sustainable, skilled talent pipeline to support our regional and state economy.

Members of the BST foster, grow and maintain new and existing employer and industry relationships through, but not limited to: individual meetings, site visits, industry partnership and council meetings, job fairs and economic development events. The BST actively engages in activities including: workforce-focused summits, industry and workforce advisory councils and employer events to discuss talent needs, skill training opportunities, talent retention solutions and layoff aversion strategies as outlined below. Other activities of the BST can include: surveys to employers, presentations to business and industry, and provision of labor market information and data analysis. The BST can also support WIOA program and partner program co-enrollment strategies to support the current and future skill and credential needs of businesses and industry.

- **Hiring:** The BST provides services to help employers with their hiring needs. Services include, but are not limited to: hiring assistance, candidate screening, job fairs, job postings on the Job Center of Wisconsin website, education on work-based learning services, 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, pre-apprenticeship, registered and 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: incumbent worker training via grants like Wisconsin Fast Forward, surveys and focus groups to assess employee satisfaction, educational events, labor market analysis, and more.
- **Expansion:** The growth and expansion of businesses contribute to the economic vitality of the region. The WDBSCW works with the BST, economic and education partners to connect businesses to resources like tax incentives, site identification tools, workforce

and labor market demographics and economic and community resources to help businesses call South Central Wisconsin “home.”

- **Mass Layoffs and Business Closings:** When a business closes or experiences downsizing, the BST deploys its Rapid Response strategy to connect both the business and its workers to information and available workforce system resources and services. This proactive strategy is designed to quickly respond to layoffs and business closures in an effort to mitigate the adverse effects on the local economy. The BST will work with the employer (or employer representative) to quickly assess the needs of the business and workers to maximize and coordinate resources and services to support the transition. Services can be customized and provided on-site to accommodate schedules and enhance access to services, but services can also be coordinated in a virtual environment as needed. Topics can include, but are not limited to: information on Unemployment Insurance, healthcare coverage options, employment linkages through Job Center of Wisconsin, re-employment services through WIOA programs and partners, skill upgrading or retraining options, career-focused workshops, community resources for food, shelter, clothing or other emergency assistance needs, on-site recruitment options with area employers, and more. Additionally, the BST can help to identify transferable skills of impacted workers and engage employers seeking similar talent needs to minimize workforce disruption as much as possible.

The WDBSCW will establish and support industry and sector partnerships in the region to align and support the WDBSCW’s strategic goals and plan. These partnerships will convene employers in the sector with representatives of workforce, education and economic development on an on-going basis to examine the corresponding workforce needs of the industry. These partnerships aim to identify common skill shortages and align and leverage resources of industry, workforce, education and the community to support these needs. These efforts will inform operational decisions, build system capacity, and help identify regional and local collaborative opportunities to address critical workforce challenges.

Small businesses play a key role in driving the regional economy and can benefit from a variety of the One-Stop system’s services. The WDBSCW and the BST engage with local economic development and chamber organizations to engage and connect small businesses to services and resources. This will ensure that workforce development services and business resources will be integrated to maximize service and effectively respond to their needs. What’s more, the WDBSCW Board of Directors includes several members representing small businesses in our region to help augment the voice and needs of small businesses.

WDBSCW leadership actively engages in economic development associations, as well as city and county designated workgroups to keep a pulse on employer and industry needs. Examples of workgroups and memberships include: City of Madison’s Economic Development Committee, Madison Regional Economic Partnership Board of Directors, Wisconsin Workforce Development Association, State of Wisconsin Bureau of Apprenticeship Council, Youth Apprenticeship Advisory Council, and more.

Members of the WDBSCW 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. Notably, many Board members are active with our sector teams and/or our Youth Apprenticeship Advisory Council, serving as *Champions* of our work. We also require that Board members participate on at least one committee of the Board to support knowledge transfer for informed decision making. The WDBSCW is 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.

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 (WBL) is a key strategy the WDBSCW supports to connect customers to driver industries and sectors and career pathways. The strategy allows for career seekers to develop readiness for work, knowledge and skills that support entry and advancement in a career field or pathway. The WDBSCW encourages its service providers and One-Stop system partners to utilize WBL options including, but not limited to, on-the-job training, work experience, internships and apprenticeship to support career seekers and employers. WBL is promoted through a variety of channels, including BST engagements with employers, One-Stop system partner meetings and presentations, academic and career planning with customers, print and electronic materials, technology platforms including Xello (Inspire), customer orientation, and more.

The WDBSCW utilizes incumbent worker training and customized training (WBL strategies) in conjunction with One-Stop system partners, employers and community partners primarily through alternative financial resources, such as Wisconsin Fast Forward, Workforce Advancement Training (WAT) grants and other available federal and state funding opportunities.

The WDBSCW is also working collaboratively with Title IV (Vocational Rehabilitation) to explore and utilize its pre-employment transition services (Pre-ETS) model to serve youth with disabilities. WBL is a key component of the Pre-ETS framework, and provides youth with real-life work experiences in an integrated setting to develop and demonstrate academic, technical and workplace skills. This strategy allows for the WDBSCW and its One-Stop system partners to leverage a partner funding source (up to 15 percent of Title IV's annual budget) to better prepare youth participants for success in their career pathway.

The WDBSCW strives to adhere to the State's goal to expend at least 35 percent of its WIOA Adult and Dislocated Worker fund allocation on training. Similarly, because WIOA prioritizes work experience through a 20 percent minimum expenditure rate for the work experience program element, we strive to promote and engage youth in work-based learning opportunities, such as work experience and pre-apprenticeship strategies, to meet this requirement.

- **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 PY2020.**

As a long-time proponent of sector partnerships, the WDBSCW commits time, talent and resources to ensure we maintain a focus on the needs of industry. Industry-led dialogue and partnerships continue to help guide our workforce strategies to ensure they effectively prepare workers with the technical and employability skills to meet the needs of industry. We work to identify *Champions*--industry leaders who are implementing new workforce ideas--to guide our work and rally support from industry to improve the



regional talent system.

The WDBSCW also 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 WDBSCW on 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 WDBSCW uses this insight to refine its services and system design to be more responsive and results-driven for industry.

The WDBSCW 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 WDBSCW 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 utilization of youth apprenticeship in K-12 schools; and,
  - Increase co-enrollment across WIOA Title programs
- **Sector Partnerships - Status and Objectives: Identify what sector partnerships the local area is currently engaged in or plans to engage in during PY2020? Indicate the current status of those partnerships, (active, emerging, or exploring), plus PY2020 planned objectives and measurable outcomes.**

The WDBSCW 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:

- Made in Dane Manufacturing Council (active)
- Dodge County Manufacturing Business Alliance (active)
- Sauk, Columbia Marquette Manufacturing Council (active)
- Long-Term Healthcare Alliance (active)
- Construction Workforce Diversity Alliance (active)
- Bio / Healthcare / IT group (emerging)
- Wisconsin Energy Workforce Consortium (active)

The WDBSCW intends to draw insight and support idea-sharing from sector partnership groups to better inform and align the design of the workforce development system, including its resources and strategies to improve our region. Whenever possible, the WDBSCW aims to participate in existing sector partnerships (led by chambers, economic development entities, industry groups) so as to avoid duplication of efforts, but continues to explore new partnerships with employers of like industries. As noted above, the WDBSCW is convening employers connected to biotechnology, healthcare and information technology and sees this as an emerging sector partnership.

Many of the sector partnerships groups the WDBSCW engages with have set objectives and engagements planned, to which we will participate. These can include: K-12 outreach activities, like *GuidEd* industry tours, regular networking amongst peers, pipeline development and best practice sharing, regional visibility and awareness. We will



maintain active engagement and participation to collaborate and support these sector groups in their pursuits.

- **Career Pathways: Explain how the local area will utilize information gathered through its 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 the local area. Indicate specific PY2020 planned objectives and measurable outcomes.**

The 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 WDBSCW 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 WDBSCW Board of Directors, economic development partners, and regional and state leadership.

The WDBSCW also maintains a robust and responsive customer relationship management (Salesforce) system to capture data and analyze business activities from hundreds of local employers. This system is used in conjunction with 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 WDBSCW 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 WDBSCW 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, including: the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential 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).**

The WDBSCW 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); Indians, 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

The WDBSCW sets a strategic goal (Strategic Goal #1) to ensure 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 within county-designated facilities to increase public 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**  
The WDBSCW 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 describes the core partner programs, services and contacts. 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, WDBSCW website), video conferencing platforms (Zoom, Google Hangouts Meet), social media platforms and video workshops (YouTube) to name a few. For example, 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, often led by the One-Stop Operator, 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 WDBSCW collaborates with its K-12 secondary education providers, and its technical college partners on key training and education strategies to support students and workforce customers. We partner on initiatives including: the Madison Metropolitan School District's Pathways to Prosperity project, which gives high school students an early start on a career pathway; Dane and Jefferson County School Consortiums to deliver Youth Apprenticeship programming for in-school youth; HSED/GED and alternative school programming with WIOA Title II service providers to support out-of-school youth and adults; and more. These efforts keep us connected to our education and training providers, and lend an inside look at opportunities for resource, service and partner alignment. Our WDBSCW Board of Directors roster includes representatives from the public school system and from Wisconsin Technical College System-affiliated colleges and schools to ensure the voice of education is present in the discussion and design of career pathways. Their involvement also helps articulate the needs for post-secondary credentials, stackable credentials and secondary education programming, but also supportive (wraparound) services to support customer access and easy entry points into the regional workforce system.

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. We're working together to scale the utilization of apprenticeship in the building/construction trades and manufacturing industries. New work includes the expansion and introduction of apprenticeship into other industries, including healthcare, biotechnology and information technology.

The WDBSCW also calls on industry 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.**

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 WDBSCW 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 WDBSCW 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 WDBSCW Board of Directors and is a key member of our comprehensive One-Stop management team.

The WDBSCW 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 vital role in the workforce system, providing temporary financial help to eligible unemployed individuals. These individuals are primary benefactors of other workforce system services available to support re-employment. The WDBSCW and its WIOA Title I service providers work collaboratively with WIOA Title III (Wisconsin Job Service) to connect job seekers to services to get them re-employed more quickly. This includes services in coordination with the Re-Employment Services (RES) program, which is a formalized offering to support those receiving UI benefits.

We also help WIOA Title I service providers connect to training about UI information and resources. This training is essential for One-Stop system customer referrals, resource rooms support, Rapid Response and related outreach events. The WDBSCW also coordinates a Rapid Response program and team to assist workers in layoff situations. The team can include partners including Title III and UI to help educate and support customers in UI claim activities as appropriate.

**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.**

Economic development activities draw in new talent and business to the region. That's why we partner with regional economic development agencies to respond to the evolving talent and workforce needs of industry. We're part of a strong network of regional and local economic development partners, including but not limited to: Madison Regional Economic Partnership (MadREP), the Greater Madison Area Chamber of Commerce, WEDA, ThriveED, and Sauk Economic Development Corporation. WDBSCW leadership also engages in city- and county-level economic development committees. Together, we support business needs such as: regional business retention and expansion efforts, coordinated responses to prospect inquiries, talent recruitment, education and training resources, and labor market information needs. It's all in an effort to foster economic and talent innovation. Members of our WDBSCW staff and Board of Directors sit on multiple boards and committees with these agencies, allowing for more insight and feedback on planning and service design.

The WDBSCW stays connected with local business and entrepreneurial service providers, including the UW Small Business Development Centers and UW Extension. These entities offer start-up consulting, courses and resources specific to entrepreneurship. Our local technical colleges, Madison College and Moraine Park Technical College, house internal business and entrepreneurial centers and we're working to integrate such services with our talent development system providers and partners. These relationships help to ensure our customers have access to help and resources to develop, grow and sustain their ideas, concepts and business ventures.

- 12. Provide a description of the workforce development system in the local area that:**
- **Identifies the programs that are included in that system; and**
  - **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 WDBSCW supports one Comprehensive American (One-Stop) Job Center and two affiliate sites in WDA 10. These locations are positioned to ensure adequate public access to the workforce system in the northern portion of the region, the metropolitan area, and the eastern portion of the region. 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 WDBSCW holds a focus on scaling the 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
- YouthBuild

The WDBSCW 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.

Partners who support the awareness, alignment and utilization of the Career Pathways framework, include, but are not limited to:

- CESA 1, CESA 5, CESA 6
- Centro Hispano
- Community Action Coalitions
- Employment and Training Association
- Dane County School Consortium
- Jefferson County Literacy Council
- Latino Academy of Workforce Development
- Literacy Network
- Madison College
- Madison Area Urban Ministry
- Madison Metropolitan School District
- Moraine Park Technical College
- Madison Metropolitan Schools Pathway for Prosperity Network
- Madison Regional Economic Partnership
- Operation Fresh Start
- Opportunities, Inc.
- Industry/Sector Alliances (Columbia/Marquette/Sauk, Dodge County Manufacturing Business Alliance, Made in Dane Manufacturing Council, Bio/IT/Healthcare)
- Senior Community Service Employment Program
- State of Wisconsin Bureau of Apprenticeship Standards
- State of Wisconsin Department of Children and Families
- State of Wisconsin Department of Corrections
- State of Wisconsin Department of Workforce Development
- State of Wisconsin Department of Workforce Development (Division of Vocational Rehabilitation)
- Youth Build and AmeriCorps
- United Way of Dane County
- Urban League of Greater Madison
- Veterans Employment and Training Services
- Wisconsin Job Service
- Wisconsin Regional Training Partnership-Big Step
- Youth Apprenticeship program providers



- Youth Employment Network

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

- a. Identify the locations of the comprehensive physical one-stop centers (at least one) within your local area; also list the locations of your network of affiliate sites, both physical and electronically linked, such as libraries.**

**Comprehensive One-Stop:**

- Dane County Job Center, 1819 Aberg Avenue, Madison, WI 53704

**Affiliate Locations:**

- Workforce Development Center of Jefferson County, 874 Collins Road, Jefferson, WI 53549
- Sauk County Job Center, 505 Broadway Street, Suite 232, Baraboo, WI 53913

Services are available at itinerant sites, including, but not limited to: Madison College campuses, Moraine Park Technical College-Beaver Dam Campus, the Dane County School Consortium, and the Oakhill Correctional Institution Job Center. We also utilize a network of community-based partners as itinerant locations, such as Community Action Council locations and libraries. Staff meet with customers both on-site at designated Job Centers, but off-site, as well, to extend access to customers across the region.

- 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 WDBSCW 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.

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

Roles and resource contributions of each of the one-stop partners can be found in the local WIOA Memoranda of Understanding (MOU), which are updated annually and available on the WDBSCW website.

- 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.**

The WDBSCW coordinates with the One-Stop Operator to conduct site accessibility audits



annually, following WIOA regulation requirements and guidelines, to ensure adequate access to system services.

Service providers are encouraged to utilize the latest technology to reach and serve customers both in the metro and rural 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 WDBSCW website provides 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.

As part of its strategic planning, the WDBSCW Board of Directors emphasized a focus on key design elements to improve the system. This included adequate geographical service access for customers throughout the region and virtual service solutions with a focus on mobile platforms and technology. The WDBSCW will continue to explore emerging technologies and strategies to increase access.

**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:

- Career Employment Planning Toolkit: Job Fit Review
- CareerLocker
- College entrance exams (i.e., Accuplacer)
- O\*Net Online
- RIASEC
- 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 WDBSCW 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 WDBSCW works with its One-Stop partners to ensure required documents are conspicuously posted and available in alternate languages. (The WDBSCW conducts demographic analysis annually to verify safe harbor requirements.) The OSO and the WDBSCW staff conduct on-site visits to designated service locations (as required) to review and verify posting requirements. Additionally, the WDBSCW and OSO create accessibility binders for field teams to use when engaging with customers in the community. The binders include information and tools to assist ELL customers, including LanguageLine services tools and available translated materials including vital documents like the WIOA Title I application.

The WDBSCW encourages the hiring of staff with bilingual skills sets to increase ELL service provision to customers in our region. To add, the WDBSCW maintains strong partnerships with community-based organizations that serve ELL populations. Examples include: Centro Hispano, Latino Academy of Workforce Development, literacy Network, Jefferson County Literacy Council, Omega School, Madison College, Moraine Park Technical College, and more.

**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.**

The WDBSCW, 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.
- Translation and interpretation services are available to individuals with limited English proficiency

The One-Stop Operator provides training to new and continuing staff within the One-Stop system on equal opportunity topics typically once a quarterly through team and all-staff meetings. The OSO is charged with educating system partners on best practices and the available resources to support customers with disabilities at our service locations. The WDBSCW and OSO consult with the State of Wisconsin Division of Equal Rights, Division of Vocational Rehabilitation, and the designated EO Specialist with the Department of Workforce Development as needed on accessibility needs and questions.

**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 WDBSCW 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.

But the WDBSCW 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 WDBSCW 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 WDBSCW 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: weekly management communications; monthly service provider conference calls; regional One-Stop system team meetings; quarterly training available to One-Stop system staff; and more.

The WDBSCW, 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. As well, the OSO provides an orientation to new staff members, including customer service training.

- i. **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.**

Customers with an assessed need and readiness for training services work with a Career Planner (a.k.a. Training Navigator) to select an approved training provider through the State-developed Eligible Training Provider List (ETPL) to maximize customer choice. The Career Planner will review the options with the customer and can discuss effectiveness of the training provider, program costs, program schedule and credentials (if available). Note that the WDBSCW has elected not to provide or offer customized training or incumbent worker training contracts at this time. The WDBSCW will prioritize WIOA Title I funding toward training programs offered in areas identified as in-demand occupations or high-growth industry sectors.

WIOA Title I service providers utilize the WDBSCW's Training and Supportive Services Guide for limitations to ITAs, as well as the funding request processes for customers seeking financial assistance for ETPL-eligible training.

The WDBSCW will fund tuition costs for a participant as long as all qualifications are met and all supporting documentation is completed and submitted to the WDBSCW with the Reservation of Funds Request. Tuition must be funded out of training funds. All reservations requesting funds for tuition should have an award letter from the training institution determining the Pell Grant amount or stating that the participant is not eligible for the Pell Grant. Pell Grants awarded are to be directed to tuition costs prior to the expenditure of WIOA funds. Also attached to the reservation should be a description of tuition costs for the participant. All reasonable efforts must be made to ensure that the WDBSCW pays the training institution directly for tuition rather than to the participant.

ITA limitations are outlined below:

**a) Dollar Amount Limits:**

Per-Person Semester Limit:

The WDBSCW will provide funding up to an annual maximum of \$4,000

(\$2,000/semester) for training and support services for eligible participants.

**b) Education-Level Limits:**

The WDBSCW will provide funding for industry-recognized credentials, technical diplomas and associate degrees.

Extenuating circumstances can be presented to the WDBSCW for consideration with proper justification. Approvals of extenuating circumstances are at the sole discretion of the WDBSCW Executive Director and will be considered on a case-by-case basis.

WIOA priority of service processes are in place to target and provide services to individuals with barriers to employment including veterans, eligible spouses, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. These populations receive high priority in the queue of training and supportive service fund requests.

**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?**

The WBDSCW works continuously with its Board representatives to increase awareness of our key populations. These populations include: individuals with disabilities, formerly incarcerated individuals, dislocated workers, economically disadvantaged adults and youth, returning veterans, out-of-school youth, long-term unemployed, youth aging out of foster care, and more. The WDBSCW staff presents information on our target audiences and customer groups, including those who face barriers to employment, to our members as part of WDBSCW meetings.

These presentations include customer stories, videos, talking points cards to demonstrate our impacts to these populations, as well as key demographic and performance data to keep our members well-informed of the services, strategies and resources we leverage to support our customers in attaining self-sufficiency in rewarding career pathways.

The education we provide to our Board members is regular, impactful and embedded in our strategic plan. The stories, data and impacts we present are carried on by our members to their networks. We do this through a variety of channels, including, but not limited to:

- Social media, as we ask and encourage our Board members to follow our accounts and share news and stories of our investments and impacts;
- Talking points cards with digestible data points and anecdotes to help Board members present workforce investment updates to their networks
- Outreach campaigns targeted toward specific populations

The WDBSCW plays an active role in community networks, and continues to grow

partnerships with organizations that show commitment to serving populations that face employment challenges. This relationship-building allows for more communication and information-sharing about the One-Stop system and the available services to support customers at any point of the career and education spectrum.

Moving forward, the WDBSCW will continue to maintain its vast network of partners and coordinate the alignment of services and outreach to these customer populations. Efforts will be made to cultivate new partners across the region to increase awareness of the One-Stop system and services through meetings with community partners, community presentations, and membership involvement with community, education and economic development organizations. The WDBSCW 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. Another objective is to maintain adequate programmatic diversification, labor force and historic trend data.

**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 WDBSCW 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.

The WDBSCW 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. The WDBSCW also contracts WIOA Title I services to the technical colleges to encourage alignment to postsecondary resources, such as disability resources, financial aid services, academic advising support and more. The Career Planners (a.k.a. "Training Navigators") are technical college employees and 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.

The WDBSCW also administers the South Central Youth Apprenticeship Consortium, which puts us in direct connection with K-12 leaders in our region. Moreover, we have K-12 representation on the WDBSCW Board of Directors, WDBSCW leadership engaged with technical college advisory

committees, and connections to industry partners that have K-12 engagement objectives.

The WDBSCW 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.

**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

We continue to refine our One-Stop system services and investments through strategic planning. This includes an analysis of our customer profiles. 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 WDBSCW 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 WDBSCW 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 WDBSCW 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 WDBSCW also encourages program co-enrollment strategies to maximize and leverage resource sharing across WIOA programs. The WDBSCW will also utilize the option to transfer funds between the adult and dislocated worker programs when appropriate.

As an example, in late 2018 the WDBSCW pursued and received dislocated worker grant resources to respond to large, unplanned layoff events causing major job losses in our region. These discretionary funds provided increased levels of training and career services to dislocated workers of the retail industry. The funding supported customers seeking reentry into the workforce with new skill sets and supports to transition into new career pathways within the region's driver industries.

**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.**

The WDBSCW 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. WDBSCW service contracts include assurance language that services must be accessible to all customers, including those with disabilities.

Activities and services available in the local area for youth include the required 14 youth program elements:

- Adult mentoring;
- Alternative secondary school services or high school dropout recovery services;
- Career awareness, counseling, and exploration (e.g., labor market information, assessments);
- Case management and coaching;
- Comprehensive guidance and counseling;
- Education offered concurrently with and in the same context as workforce preparation and training; Entrepreneurial skills training;
- Financial literacy services;
- Follow-up services;
- Leadership development opportunities;
- Occupational skills training;

- Postsecondary preparation and transition activities;
- Support services;
- Tutoring, study skills training, instruction, and dropout prevention and recovery services; and,
- Work experience, both paid and unpaid (e.g., pre-apprenticeship programs, internships, on-the-job training)

The WDBSCW 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. The current design (a.k.a. *Steps*) embraces a career academy approach, with 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.

The Steps program platform supports a range of customized pathways to education and employment that provide multiple entry and exit points for youth. This includes a variety of options for recovering credits and earning a high school diploma, gaining job skills, and transitioning into postsecondary education and training. This also includes exposure and access to work-based learning strategies like: connecting to employment opportunities, paid or unpaid work experience, pre-apprenticeship, job shadowing, internships, and on-the-job training (OJT). WIOA T1 Career Planners work with each customer to create individualized plans to increase a youth's chances of skill mastery and overall chances of success with high quality services and measurable outcomes. The WDBSCW and its service providers continue to scale the Steps Career Services Academy design to introduce content specifically relevant to OSY like financial literacy, tenant preparation and resources, food and nutrition management. Additionally, continuing education opportunities are explored through the Eligible Training Provider List, and work-based learning opportunities are explored and may include connections to available employment opportunities with area employers, pre- and registered apprenticeship programs, to name a few. The design also places an emphasis on mentoring, resource and wraparound supports to help youth as appropriate to mitigate barriers to their Career Pathways progress.

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

- **In-School Youth; and,**
- **Out-of-School Youth**

Our definition for "requires additional assistance" is the same for both In-school and out-of-school youth:

- Requires additional assistance to complete an educational program or to secure and hold employment and faces serious barriers;
- Not having had unsubsidized work history in the past two years;
- Not having had a job that was obtained without assistance;
- In the previous two years, has not worked for the same employer for longer than 6 months; is working more than one job; or works at a job with on-demand scheduling
- Youth is 18 years of age or older and is unable to complete FAFSA paperwork due to being estranged from parent/guardian;
- Due to traumatic events like abuse or neglect, has slept in more than one place over the last year; or
- Lacks familial support to complete an educational program and/or is the first-generation attending college

**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.**

Collaboration is a core principle of the WDBSCW. 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.

WIOA requires local areas to coordinate the review of local applications submitted under Title II. The WDBSCW participates in the review of applications to assess and verify alignment and consistency with its Local Plan. Feedback and recommendations from the WDBSCW are shared with the Wisconsin Technical College System review team as part of the final decision and selection process.

- 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 WIOA 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, enhance 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 convenes 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.

As an example, Pre-Employment Transition Services (Pre-ETS) are available to youth with disabilities in need of such services regardless if they have applied for or have been determined eligible to receive vocational rehabilitation services. The WDBSCW and the One-Stop Operator will continue its engagements with DVR to explore and consider processes for the deployment of Pre-ETS services to customers within the One-Stop system, and coordinate WIOA staff training to help increase awareness and utilization of these services.

The state-led WIOA Roundtables also serve as a cross-training for One-Stop system service providers. The events feature presentations from One-Stop system partners, including DVR, to educate service providers initiatives, employer relationships and practices, and opportunities for collaboration. The event also lends itself to networking and learning opportunities for WIOA staff and workforce system partners to further increase awareness and leveraging of resources available in the system. The OSO facilitates training quarterly for system staff, as well as maintains resources guides on referrals, contacts, services for One-Stop system and community partners to reference.

**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.**

The WDBSCW is charged to lead the MOU process to integrate the provision of wraparound services to eligible WIOA participants to support their engagement in allowable career and training services.

Career Planners may conduct supportive services needs assessments for customers as part of the intake process and throughout the program engagement time period. Based on identified needs, the Career Planner works with One-Stop system, education, and community-based partners to pool resources and coordinate supportive service offerings. This intentional alignment (and co-enrollment process, when appropriate) helps to minimize duplication of resources. Concurrently, this strategy helps the customer concentrate on their career planning and not on financial hardships.

Career Planners explore and vet other funding sources as appropriate before making requests for supportive service payments for the customer. This process helps to ensure adequate funding is available for customers in WIOA programs. Extenuating circumstances for supportive service payments can be presented to the WDBSCW for consideration with proper justification but funding is not guaranteed. Career Planners utilize the WDBSCW's Training and Support Services Guide for the processes in making requests for supportive service payments.

Financial assistance for support (wraparound) services available through the workforce development system include:

- Academic and institution fees
- Uniforms
- Tools
- Required physicals
- Books
- Testing fees
- Required school supplies
- Mileage reimbursement
- Bus passes
- Parking passes or permits

- Car repairs
- Childcare
- Rent/housing assistance

The South Central region is growing rapidly, and its public transit system is focused on extending and improving its transit routes to increase frequency and access for residents. The One-Stop Operator and WIOA service providers work to stay informed of evolving transportation options available for customers. This includes knowledge on bus routes, costs and schedules to support customers in workforce programming. For example, we maximize alignment with Madison College's student ID (OneCard), which provides students access to the Metro bus system and available campus shuttles, to support students with transportation needs.

The One-Stop system partners utilize bus pass vouchers to support metro-area customers needing public transportation to participate in workforce-related activities. Additional transportation resource support for participants can include mileage reimbursement payments (based on WDBSCW-approved attendance and mileage ranges), car repairs and parking permits/passes. Historically, the WDBSCW has utilized cab services to support customer transportation needs. But we will continue to explore emerging transportation options like ride-sharing platforms (i.e., Lyft, Uber), for customers, as well.

**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.**

The WDBSCW will be engaging the partner agencies in the establishment of a Memorandum of Understanding (MOU). The process of establishing the MOU will provide an opportunity to outline roles and responsibilities regarding the coordinated service delivery at the Dane County Job Center (Comprehensive One-Stop) as well as costs associated with supporting this service delivery structure. This process will minimally involve the core WIOA-funded partners but will be extended to involve all agencies operating at the Dane County Job Center. It is anticipated those partners will include: TANF, Food Share, Employment and Training, Adult Basic Education (WIOA Title II), Registered Apprenticeship, Veterans, National Farmworker, Senior Community Service Employment Program, and Wagner-Peyser.

The intent is to have the MOU established and renewed by the beginning of the program year (July 1.)

As an example, at the Dane County Job Center, discussions with many of partner program managers and agency directors have already begun regarding the coordination of services, schedules, events and activities. The OSO can step in to assist in the facilitation of these discussions and support the development of schedules, referral structures, procedures, documents and training to support the coordinated service delivery model.

The South Central Wisconsin Talent Development System touts a strong, integrated American Job Center system partnership between WIOA Title I and Wagner-Peyser (WIOA Title III). Staff from both programs are currently co-located in our Comprehensive One-Stop and Affiliate sites and work together to provide quality customer experiences in a streamlined manner. This agreement is vetted and approved through the MOU process amongst the WIOA partners. The MOU aims to outline roles and responsibilities regarding the coordinated service delivery at One-Stops and the costs associated with supporting the service platform. The OSO delivers orientations to new staff on: front desk operations, resource room activities, workshops and job fairs, case management

and referral practices and performance expectations of each partner and the workforce system. This guidance helps to ensure staff (no matter the agency) can support One-Stop customers at every touchpoint for a positive customer experience.

The WDBSCW and OSO meet monthly with WIOA Title partners (including Wagner-Peyser staff) 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. Both 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.

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

The WDBSCW serves as the administrative entity and fiscal agent per the Chief Elected Officials Agreement and the CLEO/WDB Agreement.

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

The WDBSCW competitively procures for WIOA Title I services through a formal Request for Proposal (RFP) process as noted in the WDBSCW Fiscal & Accounting Policies and Procedures Manual. Procurements are issued in the following manner:

- The WDBSCW prepares and announces a Request for Proposals (RFP) for WIOA Title I services. The RFP typically includes:
  - A clear and detailed description of the nature of the service(s) sought;
  - An outline of the bidding process and contract terms;
  - Formatting requirements for a bid submission; and,
  - An overview of evaluation, scoring and selection process
- The Request for Proposals is posted to the WDBSCW website and via public notice. Additional sources and publications may be utilized as necessary. The RFP notice is also sent to the WDBSCW's public notice recipient list.
- Proposers may be required to submit a Letter of Intent, which should state the intent of the proposer to participate in the process and their acceptance of the RFP evaluation criteria, process, and instructions.
- An evaluation team reviews the proposals using a designated evaluation scoring tool. The WDBSCW also maintains detailed evaluation data on all contractors which can be used as background material to measure effectiveness of services. For any contractors that have not conducted business with the WDBSCW prior to procurement, they are required to provide references that can verify the quality of their past work.
- After review and deliberation, the evaluation team will recommend the proposer(s) who best meets the bid specifications (with consideration for the technical requirements, cost and other factors) to the WDBSCW Board of Directors in an open meeting format. The WDBSCW Board of Directors will make the final decision on all RFP awards.

The WDBSCW may award sole-source contracts for services in accordance with (2 CFR § 200.320) and with the State of Wisconsin concurrence when applicable.

Sole source purchases and/or contracts may be made when one or more of the following conditions apply:

- The item or service is only available from one source;



- The situation is an emergency and will not permit a delay resulting from competitive solicitation;
- The awarding agency expressly authorizes noncompetitive proposals in response to a written request; or,
- After solicitation, competition is deemed inadequate (insufficient bidders)

Procurements generally result in the issuance of a one-year contract with renewal/extension options.

**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.**

The WDBSCW is required to negotiate with the State to establish levels of performance for WIOA Title I adult, dislocated worker and youth programs. These measures aim to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the workforce development system’s core programs, including WIOA Title I. As described in U.S. Department of Labor’s Technical and Employment Guidance Letter (TEGL) 11-19, there are six primary indicators of performance:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program (for the title I Youth program, the indicator is the percentage of program participants in education or training activities, or unsubsidized employment, during the second quarter after exit);
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program (for the title I Youth program, the indicator is the percentage of program participants in education or training activities, or unsubsidized employment, during the fourth quarter after exit);
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who attain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program, provided that a program participant who obtains a secondary school diploma or its recognized equivalent is included in the percentage of program participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and,
- The effectiveness in serving employers

The WDBSCW reached an agreement with the State on its negotiated levels of performance for the 2018 and 2019 Program Years (PY), which operate on a July 1 through June 30 schedule (See Table 6.)

*Table 6: Negotiated Levels of Performance for WIOA Title I programs for PY18 and PY19*

Program	Measure	PY18-19 Negotiated Levels
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Adult	Q2 Unsubsidized Employment	76.0%
Adult	Q4 Unsubsidized Employment	72.0%
Adult	Median Q2 Earnings	\$4,800
Adult	Credential Attainment Rate	55.0%
Adult	Measurable Skills Gains	Baseline
Adult	Indicators of Effectiveness in Serving Employers	Baseline
Dislocated Worker	Q2 Unsubsidized Employment	83.0%
Dislocated Worker	Q4 Unsubsidized Employment	82.0%
Dislocated Worker	Median Q2 Earnings	\$7,100
Dislocated Worker	Credential Attainment Rate	69.0%
Dislocated Worker	Measurable Skills Gains	Baseline
Dislocated Worker	Indicators of Effectiveness in Serving Employers	Baseline
Youth Program	Q2 Unsubsidized Employment/Education	76.0%
Youth Program	Q4 Unsubsidized Employment/Education	67.0%
Youth Program	Median Q2 Earnings	Baseline
Youth Program	Credential Attainment Rate	66.0%
Youth Program	Measurable Skills Gains	Baseline
Youth Program	Indicators of Effectiveness in Serving Employers	Baseline

- 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 your Local WDB and Youth Council/committee in supporting Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning. What actions will they be taking to ensure that these areas are a priority for the local area? What actions and commitments will you ask your local WDB or youth council/ committee members (in particular business members) to make to support these initiatives?**
  - Local WDB Participation: Describe how you will market opportunities for participation on your local WDB to businesses in your local area to ensure representation of industry sectors with the greatest labor force demand. Describe how you will maintain a minimum of at least 51% of businesses as active members and participants on your local WDB.**

As a key WDBSCW strategic goal (see question 5), the WDBSCW is focused on developing an effective Board that values partnership, enables workforce development and creates positive economic change. Our Board members are critical voices in our work, especially in areas

including:

- **Business services, sector partnerships career pathways and work-based learning**

The WDBSCW continues to engage and educate its [entire Board membership \(including Youth Committee members\)](#) around these strategies to rally support, leverage partnerships, and scale resources to support these strategies to serve a greater customer volume to meet labor demands of industry. The WDBSCW sets a strategy to utilize its Board membership and committee structure to bring together leaders from diverse sectors in collaborative partnerships dedicated to building innovative solutions that produce meaningful outcomes for our customers and the region as a whole. All members are encouraged to serve as work-based learning hosts. All members are also encouraged to engage in cross-membership on critical groups such as industry partnerships and as members of economic development organizations to help influence the design of career pathways and services to support our career seeker and employer customer bases.

- **Proactive industry engagement and analysis of the labor market**

The WDBSCW members play a vital role as a voice of industry and employer needs. We continue to tap on our leaders for insight, labor market data and trends that can impact and influence our Career Pathways framework and One-Stop system service delivery design.

The WDBSCW touts the active engagement level of its members, with high attendance rates both with its meetings and sub-committees targeted toward special populations and initiatives.

The WDBSCW notifies the State of any Board of Directors membership roster vacancies and seat fulfillments between certification periods and also as part of the certification process every two years. The WDBSCW conducts a search for new members through a variety of channels, including outreach to our networks including industry and economic development organizations, our Board and our Local Elected Officials. This helps to cast the net for recruitment to ensure an adequate balance of private sector members that we must meet for membership requirements. The WDBSCW maintains internal tools to track its membership ratios, as well, to fulfill its membership requirements.

**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.**

The WDBSCW engages in a rigorous planning process to construct the WIOA Local Plan. Input for the Local Plan stems from:

- Strategic planning committees of the WDBSCW (Youth Committee and Planning & Development Committee)
- Meetings and communications with the WDBSCW's Board of Directors
- Meetings and communication with One-Stop system partners
- Communication with Local Elected Officials on the requirements of WIOA and the WDBSCW's strategic planning
- Review and comment by One-Stop system partners and the public

Note: WDBSCW meeting agendas are publicly posted and meetings are held as open meetings.

The WDBSCW will make its Local Plan available for public comment for 30 days leading up to the submission to the State of Wisconsin Department of Workforce Development. Comments may be submitted via email or in writing. The Local Plan will be made available to the public (including

representatives of business, education, and labor organizations) through:

- WDBSCW's website; and,
- Public notice(s)

Comments and issues received will be discussed and used to better direct the implementation of the Local Plan. Once approved by the WDBSCW Board of Directors, the Plan is submitted to the Department of Workforce Development.