

# Local Plan 2024-27

## Workforce Development Area 10

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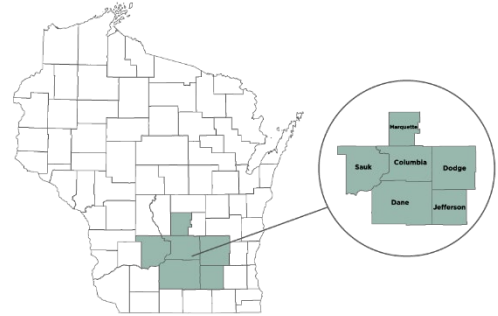
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Learn more about us and our regional impacts at [www.wdbscw.org](http://www.wdbscw.org).

## 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 (WDA 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 Purpose

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.

**Local Area:** Workforce Development Board of South Central Wisconsin (WDA 10)

**Units of Local Government:** Columbia, Dane, Dodge, Jefferson, Marquette, Sauk Counties

**Plan Period:** July 1, 2024 – June 30, 2028

## Section I: Local Analysis

1. Provide an analysis of the labor market data 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 analysis may include:

- An assessment of industry sectors that are considered mature but still important to the local area's economy.
- A discussion of geographic factors (advantages or disadvantages) that may impact the local area's economy and the distribution of employers, population, and service providers in the local area.

The Workforce Development Board of South Central Wisconsin (WDBSCW) continues to advance the region's integrated workforce development system with innovative strategies that focus on good jobs and opportunities for workers. With a firm commitment to advancing job quality as outlined by the Department of Labor's Good Jobs Principles, the WDBSCW, as a proud member of Wisconsin's Job Quality Academy team, is dedicated to creating stronger strategies that expand access to stable and secure jobs, especially for those from underserved communities. By integrating the principles into our approach, we aim to design strategies that foster access to stable and secure employment, especially for those in underserved communities. In this pursuit, the collaboration and perspectives of both business and labor are indispensable, serving as vital voices in our approach.

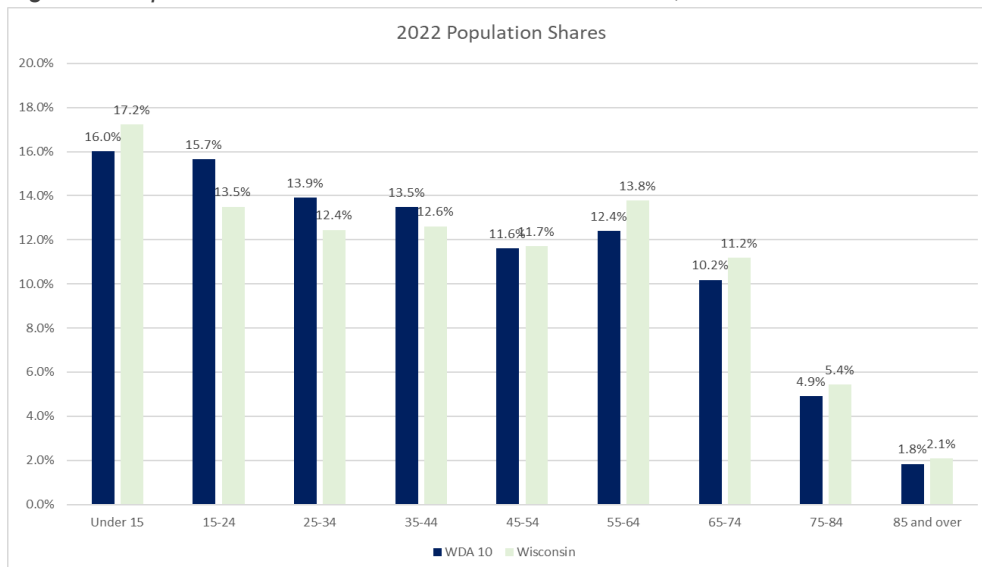
Furthermore, our approach is data-informed with the latest labor market information to obtain a comprehensive understanding of the labor market landscape. We extract and analyze data from a diverse array of sources such as WisConomy, Lightcast, Bureau of Labor Statistics, U.S. Census. Moreover, we leverage the expertise of our regional Economist with the Department of Workforce Development's Office of Economic Advisors for insight. This approach guides us in pinpointing target industries and 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 advancement.

Below are tables providing workforce analysis insights for the region. Sources include WisConomy (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 2023 to February 2024. From the analysis, notable trends include:

- **Industry employment:** As sourced from WisConomy and the Workforce Development Area profile developed by the Office of Economic Advisors, WDA 10 is expected to lead the state in job availability in the coming years. All super sectors are expected to add jobs between 2016-2026. The fastest growing super sectors (among those with data available) based on long-term employment projections (2020-2030) include: Education and Health Services (adding 16,696 jobs); Leisure and Hospitality (adding 11,474 jobs); Professional and Business Services (adding 7,139 jobs).

- Labor force:** WDA 10's labor force participation rate (LFPR) reached 67.6% in 2022 (down from 72.6% reported in 2018), and continues to outpace the state's LFPR, which was 64.3%, per data provided by the Office of Economic Advisors with the State of Wisconsin. WDA 10 had the highest LFPR amongst the 11 workforce development areas, with Dane County holding the second highest LFPR statewide at 73.4% in 2021. WisConomy's County Workforce Profiles show labor force participation rates of WDA 10 as follows: Columbia: 69.6%; Dodge: 69.2%; Jefferson: 66.8%; Marquette 61.3% (the only county with an increased LFPR in our region as of 2021); and Sauk: 68.4%.
- Industry projections:** As sourced from WisConomy and the Workforce Development Area profile developed by the Office of Economic Advisors, WDA 10 is expected to lead the state in job availability in the coming years. 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%.
- Occupational projections:** The Office of Economic Advisors released its 2020-2030 "Hot Jobs" report update in January 2023 for South Central Wisconsin WDA 10. The report lists projected growth occupations that meet the following criteria: (1) Median salary must be above the WDA media; (2) Percentage change must be greater than the WDA average; and (3) Have the most projected openings. Table 2 reflects an excerpt from the Hot Jobs Report highlighting occupations that align with the WDA 10's driver industries.
- 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.)

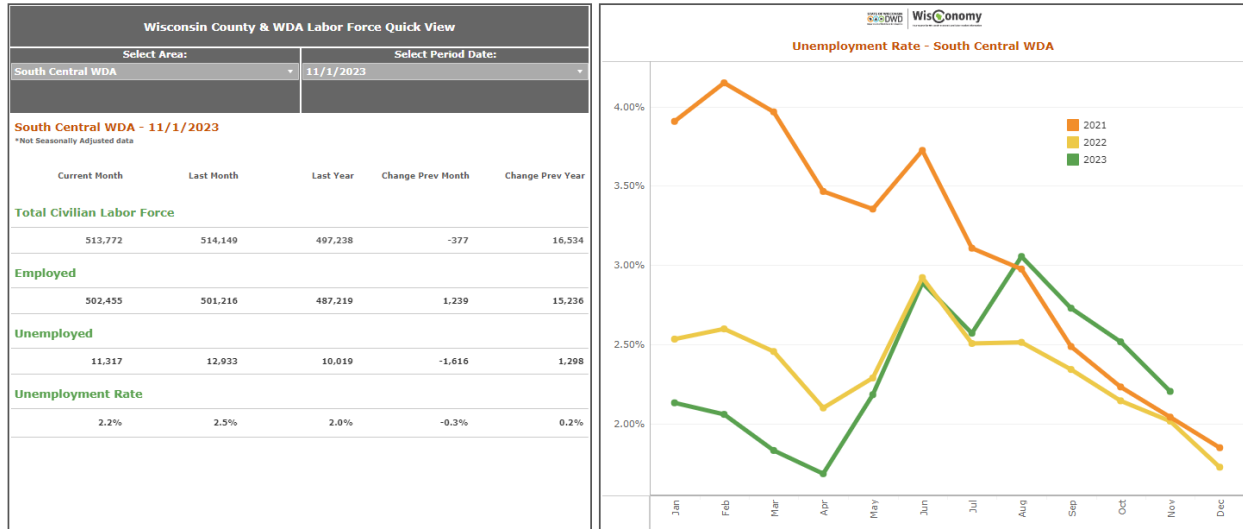
Figure 1: Population Shares for South Central Wisconsin, 2022



\*Data comes from the US Census Bureau's Population Estimates Program (2022)

- **Record Low Unemployment Rates:** WDA 10 continues to experience record low rates of unemployment post-pandemic, with the unemployment rate for the region hovering at 2.1% as of December 2023 (See Figure 2.)

Figure 2: Unemployment Rates for South Central Wisconsin, 2021-2023



### 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.

- 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 individuals entering the workforce.

Table 1: WDA 10 Region Job Projections, 2022-2028

NAICS	Industry	2022 Jobs	Projected 2028 Jobs	2022-2028 % Change
<b>Driver Industries</b>				
23	Construction	28,326	29,825	5.29%
31	Manufacturing	62,050	67,908	9.44%
62	Healthcare and Social Assistance	56,778	60,648	6.82%
<b>Information, Communication, Technology Cluster</b>				
51, 52, 54, 55	Professional, Scientific, and Technical Services, Finance and Insurance, Information, Management of Companies	81,512	84,666	3.87%
	54 - Professional, Scientific, and Technical Services	32,320	35,554	10.01%
	52 - Finance and Insurance	22,744	22,787	0.19%
	51 - Information	18,442	19,769	7.19%
	55 - Management of Companies	8,006	6,556	-18.11%
	Total	524,935	546,025	4.02%
<b>Tourism Cluster</b>				
44, 71, 72	Tourism (Industry mix: Retail Trade; Arts, Entertainment, and Recreation; Accommodation and Food Services (44, 71, 72))	94,790	96,174	1.46%

Note: Information is derived using May 2020 OEWS Survey, annual data 2020 QCEW and CES data. Unpublished data from the U.S. Bureau of Labor Statistics, CPS and U.S. Census Bureau were also used. To the extent possible, the projections consider anticipated changes in Wisconsin's economy from 2020-2030. 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.

Table 2: WDA 10 Hot Jobs Analysis, 2020-2030

Rank	SOC Code	Occupation	Employment 2020	Projected Employment 2030 (1)	Employment Change (2020-2030)	% Change (2020-2030) (2)	Education	Median Wages (3)
1	15-1256	Software Developers and Software Quality Assurance Analysts and Testers	11,135	14,829	3,694	33.17	Bachelor's degree	\$95,139
3	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4,532	5,102	570	12.58	High school diploma or equivalent	\$55,230
5	11-1021	General and Operations Managers	5,028	5,657	629	12.51	Bachelor's degree	\$114,217
7	41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	2,928	3,404	476	16.26	High school diploma or equivalent	\$61,698
10	51-4121	Welders, Cutters, Solderers, and Brazers	2,204	2,460	256	11.62	High school diploma or equivalent	\$45,526
12	47-2111	Electricians	2,089	2,433	344	16.47	High school diploma or equivalent	\$58,053
13	15-1257	Web Developers and Digital Interface Designers	2,451	2,874	423	17.26	Bachelor's degree	\$65,996
14	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	2,018	2,278	260	12.88	High school diploma or equivalent	\$70,813
15	15-1232	Computer User Support Specialists	2,182	2,589	407	18.65	Some college, no degree	\$53,643
18	47-2073	Operating Engineers and Other Construction Equipment Operators	1,554	1,762	208	13.38	High school diploma or equivalent	\$60,853
<ul style="list-style-type: none"> <li>• 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</li> <li>• Typical education needed for entry is what most workers need to enter the occupation</li> <li>• Wages estimates from the Occupational Employment Statistics (OES) survey May 2020.</li> </ul>								



## **2. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area, including the employment needs of 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, including the arrival of artificial intelligence (AI), 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 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 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.

- Technical and Job-Specific Skills
- Soft Skills
- Problem-Solving and Critical Thinking
- Digital Literacy

While this is not an exhaustive list of in-demand skills, these examples validate the importance of cross-disciplined skill sets. Employers will need to maintain a flexible workforce to support 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 including youth.

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

The South Central region had the fastest rate of population growth from 2010-2018 among all eleven of Wisconsin's WDAs, driven largely by Dane County. It also has the lowest unemployment rate (2.1% as of December 2023) and highest labor force participation rate. From 2016-2026, the South Central WDA is projected to add 44,786 jobs, growing 8.8%. This is higher than the state's projected job growth (6.8%) and is the 2nd highest among the WDAs (Southeast, 12.9%). It is expected that by the end of the period, South Central will surpass Milwaukee County as the WDA with the most total jobs. All super sectors are expected to add jobs, with Education and Health Services accounting for over a quarter of the job growth. (Source: WisConomy.com, February 2024).

While these projections prove favorable for the region, industry continues to report struggles in finding an adequate supply of skilled workers to meet its needs. Contributing factors to this labor shortage include:

- Demographic changes (including the notable aging workforce across Wisconsin including a surge in baby boomer retirements);
- Economic growth (industry is experiencing growth and resulting in an increased demand for labor); and,
- Education or skill mismatch (rapid technological changes and shifts in industry can create gaps in the skills available in the labor market and those needed by employers)

With these challenges in mind, it will be important to support strategies aimed at eliminating barriers to employment, thereby fostering the development of a resilient, highly-skilled, and more inclusive workforce. To improve the success of this approach, strategies will also need to encompass opportunities to build industry awareness and skill-building opportunities for our available labor force populations.

**Education**

The South Central region has a highly educated workforce with 52.6% of the population holding an associate’s degree or higher as reported by the Bureau of Labor Statistics, QCEW, 2022 (see Table 3).

*Table 3: Educational Levels and Population, 2022*

Education Level	2022 Population	% of the State Population
Less Than 9th Grade	11,461	1.9%
9th Grade to 12th Grade	19,879	3.3%
High School Diploma	144,882	24.0%
Some College	109,138	18.1%
Associate’s Degree	61,625	10.2%
Bachelor’s Degree	158,009	26.2%
Graduate Degree and Higher	97,616	16.2%
Total	602,610	99.9%
Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2023.4 Class of Worker		

Disparities in educational credentials continue within our community as depicted in Table 4. Black, non-Hispanics; White, Hispanics; American Indian or Alaskan Native, Non-Hispanics; and Native Hawaiian or Pacific Islander, Non-Hispanics have a larger portion of the population possessing only a high school diploma or less.

Table 4: Race / Ethnicity and Education Levels, 2022-2028

Race / Ethnicity	2022 Population	Projected 2028 Population	2022 Less Than High School	2022 High School Diploma	2022 College Degree
White, non-Hispanic	519,361	540,150	18,787	222,320	278,254
Black, non-Hispanic	20,964	23,502	2,118	11,356	7,490
American Indian or Alaskan Native, Non-Hispanic	2,311	2,508	240	1,230	841
Asian, non-Hispanic	23,355	27,050	2,274	4,373	16,708
Native Hawaiian or Pacific Islander, Non-Hispanic	231	354	9	124	98
Two or More Races, Non-Hispanic	6,841	9,589	856	2,688	3,297
White, Hispanic	26,299	33,777	6,306	10,634	9,360
Black, Hispanic	1,023	1,336	233	400	390
American Indian or Alaskan Native, Hispanic	830	1,083	195	345	290
Asian, Hispanic	285	422	67	110	108
Native Hawaiian or Pacific Islander, Hispanic	112	171	26	42	43
Two or More Races, Hispanic	998	1,410	230	398	370
Total	602,610	641,351	31,341	254,020	317,250
Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2023.4 Class of Worker					

Looking at education levels by gender, there are a few notable trends in WDA 10. Compared to prior generations who held low rates of high school diploma attainment, 94 percent of males possess a high school diploma or higher and 95 percent of females possess a high school diploma or higher. (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. But with 5 percent of the population still possessing less than a high school diploma, we need to continue investment in and development of various education models to support high attainment levels.

Table 5: Educational Attainment by Gender, 2022-2028

Gender	2022 Population	Projected 2028 Population	2022 Less Than High School	2022 High School Diploma	2022 College Degree
Males	302,131	325,663	17,798	133,729	150,604

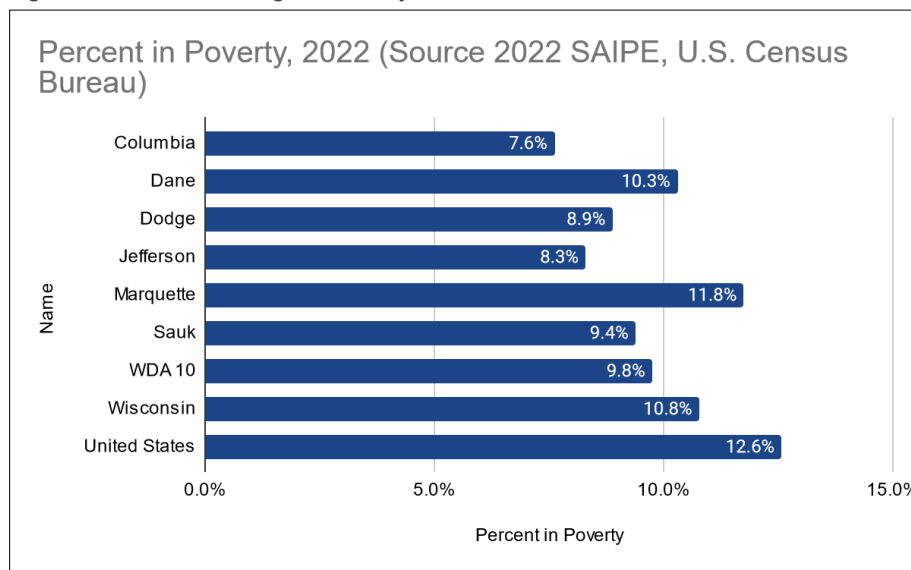
Females	300,479	315,688	13,543	120,291	166,646
Total	602,610	641,351	31,341	254,020	317,250

Source: QCEW Employees, Non-QCEW Employees, Self-Employed & Extended Proprietors - EMSI 2023.4 Class of Worker

### Impoverished Individuals

As portrayed in Figure 3, the poverty rates of residents in South Central Wisconsin are lower than the national levels for individuals living in poverty. The counties with the largest poverty rates are Dane County and Marquette County. While the percent living in poverty for WDA 10 falls beneath the national level, we have a significant number of individuals working in poverty or just outside of poverty limits.

Figure 3: Percent Living in Poverty



### Justice-Involved Individuals

WDA 10 supports the justice-involved population as there are benefits both for the individuals (incarcerated and released), and for the economy. The State of Wisconsin Department of Corrections provides annual release data for its Wisconsin DOC adult prisons or contracted facilities. Wisconsin reported 6,612 releases in 2023 (per the DOC Prison Release Dashboard). Dane County ranked third in volume (329 individuals) based on Release County data, behind Milwaukee (1,932 individuals) and Brown & Outagamie County (516 individuals). Columbia & Marquette received 57 individuals, Dodge received 68 and Jefferson received 77 individuals after release. (See Figure 4).

Table 6: FY 2023 Releases in South Central Wisconsin

	Columbia & Marquette	Dane	Dodge	Jefferson	Sauk	Totals
Individuals	57	329	68	77	58	589

Source: State of Wisconsin Dept. of Corrections Prison Release Dashboard, February 2024

### **Youth in Out-of-Home Care (Foster Care)**

The Department of Children and Families releases its annual report focused on Wisconsin's out-of-home-care system, the Out-of-Home Care Report. In 2022, a total of 6,454 children were in Out-of-Home Care (commonly referred to as foster care) placements. Of those children in OHC statewide, 16% are youth with disabilities. Forty-five percent of youth in OHC identified as White, while 33% of youth identified as Black/African American.

*Table 7: Children in Out-of-Home Care in South Central Wisconsin, 2022*

	Columbia & Marquette	Dane	Dodge	Jefferson	Sauk	Totals
Individuals	37	210	81	52	59	439

Source: State of Wisconsin Dept. of Children and Families 2022 Out of Home Care Report, Appendix B - Child Age Range by County

### **Veterans**

The National Center for Veterans Analysis and Statistics provided an update to its VetPop projections in 2020. Wisconsin's veteran population is projected to decline through 2050. In WDA 10, 43,319 veterans were projected to reside in South Central Wisconsin as of 2023. The previous model (VetPop2016) had projected the population to decline to 39,000 by 2023, but the count of veterans has held steady. Wisconsin's veteran population is forecasted to drop 44% by 2050.

### **Individuals with Disabilities**

More than 342,000 individuals (9.7%) of Wisconsin's population ages 18-64 have a disability according to the 2022 American Community Survey (ACS) 5-Year Estimate DP02 Report. That same data set indicates WDA 10 is home to more than 42,600 individuals with a disability in this age group. The WDBSCW continues to deepen its partnership with Title IV (Vocational Rehabilitation) and local community-based organizations serving this population to explore and utilize available programs and services for our customers with disabilities.

### **English Language Learners**

With the release of the 2022 American Community Survey (ACS) 5-Year Estimate tables, WDA 10 saw a 6.58% increase in the number of individuals (28,725) who speak another language other than English at home. The most common languages spoken include Spanish, Chinese, Hmong and Korean.

The WDBSCW will continue its work to support workers--including these underrepresented communities--with the needed skills, tools and opportunities to access high quality jobs available all while helping employers promote the jobs that give them a clear competitive advantage in the fight for talent in the region.

## Section II: Local Strategies

4. Provide an analysis of the workforce development activities (including education and training) in the local area.

*Include an analysis of the strengths and weaknesses of such services.*

*Evaluate the capacity of the available services within the local area to address the education and skill needs of the workforce (as identified in Section I, Question 3 of the Regional or Local Plan), including individuals with barriers to employment, and the employment needs of employers in the local area (as identified in Section I, Question 2 of the Regional or Local Plan).*

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 continued opportunity to advance and innovate. 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.

- **Education and 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, adult basic education, GED/HSED and diploma recovery options, English Language Learning offerings, apprenticeships and occupational classroom training. 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 actively identify and respond to the needs of our employers and industry. WDA 10's Business Services Team (BST) has established robust partnerships with businesses in high-growth, high-demand sectors through staffing and support of Industry Partnerships (Councils) to evaluate the capacity of services for workforce needs. (See question 27.)

- **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, registered 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, education on incumbent worker training grants (e.g. Wisconsin Fast Forward, WAT grants), labor market analysis, educational events centered on human resources (e.g. Winning with Wisconsin initiatives), collaboration with entities like WEDC and other economic development partners 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.

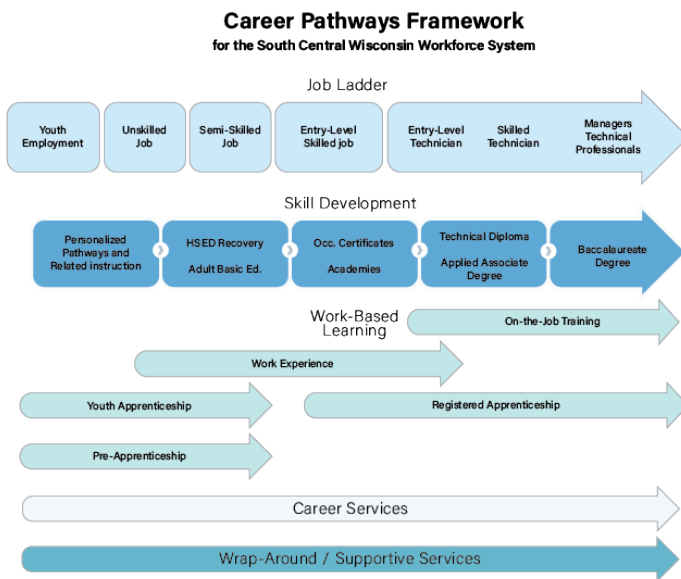
### **Strengths of Workforce Development Activities**

- **Career Pathway Focus:** The South-Central WDA was an early adopter of the Career Pathways framework (see Figure 5), seeing the value of stackable credentials and industry-influenced skill training for its customers. 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 to good jobs.

- **Collaboration and Partnerships:** The South-Central region is considered resource-rich, as the workforce system is surrounded by a diverse network of community, education, labor, industry, 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 worker 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 aimed at job quality and good jobs.
- **Apprenticeship Utilization:** South Central Wisconsin is a leader in apprenticeship development and utilization in Youth Apprenticeship, Certified Pre-Apprenticeship, and Registered Apprenticeship. We're an administrator for the Youth Apprenticeship programming in South Central Wisconsin serving more than 700 students and 500 employers annually. We consult with employers and connect them to available talent and resources for apprenticeship development and implementation, including grant opportunities available through the State of Wisconsin and the U.S. Department of Labor (e.g. Wisconsin Fast Forward, and State Apprenticeship Expansion 2020). The South Central region also leads in pilot initiatives for apprenticeship, including the Apprenticeship Navigator program. The role is helping to connect individuals to youth apprenticeship, certified pre-apprenticeship and registered apprenticeship pathways. The Navigator is working with the Department of Corrections to increase awareness and connections for apprenticeship to those soon-to-be released from correctional institutions.
- **Innovation:** The WDBSCW is dedicated to driving workforce development through a relentless pursuit of innovation. We strive to build and implement groundbreaking initiatives (i.e. The Good Jobs Initiative) that not only address the evolving needs of workers but also propel industries forward, ensuring a dynamic and future-ready workforce.
- **Resource Braiding and Diversification:** The WDBSCW prioritizes a strategic approach to grant management, emphasizing both resource braiding and the necessity for diversification. By intertwining and diversifying our grant funds, we ensure a resilient and adaptive resource base, allowing us to better serve our customers with targeted and sustainable initiatives that make a lasting impact.



Figure 5: Integrated Career Pathways Framework for the South-Central Wisconsin Workforce System



### 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.
- **Program Service Integration:** 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.

The South Central One-Stop system is well positioned with ample resources, innovation, a strong career pathway framework 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 support the skill needs and education of the workforce, including those with barriers to employment. To add, the WDBSCW, as required by WIOA, collaborates with the One-Stop Operator to coordinate this cross-partner alignment to ensure adequate capacity and access to services.

### 5. Describe the local WDB's strategic vision and goals to support economic growth and economic self-sufficiency.

- **Include goals for preparing an educated and skilled workforce, including individuals with barriers to employment.**
- **Identify specific goals relating to the performance accountability measures based on the primary indicators of performance described in WIOA Section 116(b)(2)(A).**

## **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 employers 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.

**Goal 1:** Assure a regional workforce ecosystem that provides opportunity for flexible, creative innovation space, that is inclusive for economic mobility, and is responsive to the drive and needs of industry, job seekers and workers.

### **Objectives:**

- Respond to driver industries and sectors, as well as knowledge, abilities, and needs of employers

to create a flexible workforce and innovative space with quality jobs

- Respond to job seekers and workers by assisting with acquiring new skills for quality jobs and overcoming barriers
- Support a collaborative environment to align education and regional economic strategies with partners to aid in providing access to economic mobility
- Provide a “One-Stop” at which any employer, worker, or job seeker may be provided with a responsive resource and program

**Goal 2:** Ensure a quality workforce ecosystem where programmatic and evaluation results are provided to partners and elected officials with data that is reliant on sound fiscal accountability with continuous improvements of system activity.

**Objectives:**

- Develop, implement and regularly access and update comprehensive training programs for workforce operators and partners to enhance their skills, knowledge, and align with industry standards/emerging trends
- Utilize data analytics and evidence-based practices to derive insights, identify patterns, and assess the effectiveness of workforce activities
- Enforce sound outcome and fiscal accountability for financial stability and sustainability

**Goal 3:** Continue to develop an effective Board that values partnership, creates positive economic change, and acts as a workforce development convener for the region.

**Objectives:**

- Continue to conduct regular training sessions with board members on governance, partnership building, and workforce development trends to understand the region’s economic landscape
- Actively seek and cultivate partnerships with industry, education, economic development, labor, government, and community organizations for partnership building
- Implement periodic assessments of effectiveness of programs and initiatives to ensure success and improve or tailor training and development programs
- Regular reporting to the board on key indicators for performance, partnership successes, and milestones

**6. Describe the local area's strategy to ensure that the entities carrying out WIOA core programs and the required one-stop partners align resources available to the local area to achieve the strategic vision and goals described in question 5 of this section.**

The WDBSCW engages required partners, including the State, to develop a Memorandum of Understanding (MOU) for the WIOA One-Stop System to support its strategic vision and goals. The MOU serves as a foundational document to foster collaboration, define responsibilities, establish mechanisms

for resource sharing among partners (including financial contributions and shared facilities), promote service integration (and referral processes) and to support common quality and performance standards.

The WDBSCW, as required by WIOA, designates the One-Stop Operator (OSO) to coordinate the cross-partner service alignment at Comprehensive and Affiliate American Job Centers to seamlessly serve employers and job seekers. The OSO is charged with bringing One-Stop system partners together regularly to support technical assistance, resource sharing and collaborative meetings, coordinated staff training, and more, to improve system, program and partner alignment as defined by the MOU.

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

**a. Identifies the programs that are included in that system; and**

**b. Describes how the local WDB will support the strategy identified in the State Plan and engage with the WIOA core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 USC 2301 et. seq.), to support service alignment.**

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
- Job Corps
- 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 and RESEA (Wisconsin Job Service)
- Wisconsin Works Programming
- YouthBuild

The WDBSCW 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 programs and services 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. We will also continue to cultivate relationships with: community- and faith-based organizations; education institutions (including recipients of Carl D. Perkins Act awards for CTE and regional career pathway programs as denoted below (\*)); labor organizations; public and government agencies; economic development entities; and, employers to grow our work and promote the One-Stop system, career pathways and good jobs, and workforce services available to employers and career seekers.

Partners who support the awareness, alignment and utilization of the regional workforce system, include, but are not limited to:

- Boys and Girls Club of Dane County (McKenzie Center)
- CESA 1, CESA 5, CESA 6
- Central Wisconsin Community Action Council
- Centro Hispano
- City of Madison
- Community Action Coalition of South Central Wisconsin
- Employment and Training Association
- Dane County School Consortium\*
- Forward Service Corporation
- Jefferson County Literacy Council
- Jefferson County School to Career Consortium\*
- Just Dane
- Latino Academy of Workforce Development
- Literacy Network of Dane County
- Madison College\*
- Madison Metropolitan School District\*
- Moraine Park Technical College
- Madison Regional Economic Partnership
- Operation Fresh Start
- Opportunities, Inc.
- People Helping People
- Industry/Sector Alliances (Manufacturing Alliance of Columbia, Sauk and Marquette Counties, Dodge County
- Manufacturing Business Alliance, Made in Dane Manufacturing Council, Healthcare Alliance)
- Senior Community Service Employment Program
- StartingBlock
- 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
- United Way of Dane County
- Youth Build and AmeriCorps
- United Way of Dane County
- Urban League of Greater Madison
- Veterans Employment and Training Services
- Wisconsin Economic Development Corporation
- Wisconsin Job Service
- Wisconsin Regional Training Partnership-Big Step
- Youth Employment Network of Dane County

**8. Describe how the local WDB will work with the entities carrying out WIOA core programs to:**

**a. Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.**

**b. Facilitate the development of career pathways and co-enrollment, as appropriate, 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 collaborates closely with WIOA core program partners to enhance access to employment, training, education, and supportive services for eligible individuals, particularly those facing barriers to employment. This includes strategic planning and routine meetings amongst partners to discuss how resources and services may be aligned and leveraged to meet the needs of eligible individuals. Collaboration may also include the blending and braiding funding to support innovative programs and initiatives that address the unique needs of target populations. We also work with our One-Stop Operator to assist entities carrying out WIOA programs in cross-training and technical assistance on program eligibility, service offerings and best practices. This may include coordinated efforts to expand access (e.g. assistive technologies) and awareness (e.g. community outreach presentations) of the public workforce system and its American Job Centers.

The collaboration between the WDBSCW and the public workforce system partners and its WIOA core programs is important in facilitating the development of career pathways and promoting co-enrollment as appropriate. We work together to ensure program offerings align to career pathways relevant to the needs of local employers. The needs of employers are fielded and shared by the Business Services Team, which includes several staff from WIOA core programs and the One-Stop Operator. Career Planners also provide career pathway education and information upon enrollment in WIOA programs to support personalized, informed career planning. This can include labor market information, a list of eligible training providers, and examples of career pathways that highlight projected job openings, earnings, skill and training requirements and advancement opportunities. This effort also ensures the individuals are trained with the skills and credentials necessary for good jobs in targeted industries.

The WDBSCW works closely with core program partners to improve access to activities leading to a recognized post-secondary credential. These programs may include the WIOA Title I Adult and Dislocated Worker program for diplomas, certifications and degrees at local technical colleges, and also certified pre-apprenticeship and registered apprenticeship affirmed by the State Office of Apprenticeship. The WDBSCW also supports WIOA Title I In- and Out-of-School Youth programs to support attainment of diplomas (GED/HSED), adult basic education, dual-enrollment through technical colleges and K12 schools, and also youth apprenticeship affirmed by the State Office of Apprenticeship. We work with Title IV (DVR) and the Department of Children and Families' supported TANF/W-2 program operators to align resources to assist shared customers seeking postsecondary credentials in identified career pathways.

Within the framework of WIOA, the public workforce development system's training services strategy places heightened emphasis on work-based learning, stackable credentials, and career pathways. We aim to prioritize short-term, portable and stackable credentials to support and increase access to good jobs and career pathways.

**9. Describe the strategies and services the local area will use to facilitate engagement of employers in workforce development programs. Include strategies and services aimed at small employers and employers in in-demand industry sectors and occupations. Specifically address:**

**a. Strategies to support a local workforce development system that meets the needs of businesses in the local area.**

**b. Coordination of workforce development programs and economic development.**

**c. Strategies to strengthen linkages between the one-stop delivery system and unemployment insurance programs.**

**d. Implementation of initiatives such as incumbent worker training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers.**

The Workforce Development Board employs a multifaceted approach to actively engage employers in workforce development programs. This can include tailoring strategies and services to address the unique needs of both large and small employers and those in in-demand industry sectors and occupations.

- **Industry Advisory Groups:** The WDBSCW coordinates and supports industry advisory groups, locally known as Industry Partnerships or Industry Councils, comprising employers, educators, economic and workforce development professionals. These groups offer a forum to facilitate ongoing dialogue about workforce needs and inform program development. Together, we collaborate on designing relevant workforce development initiatives, and pursue resource opportunities in a collaborative manner to address industry-wide workforce challenges.
- **Business Service Team Outreach:** WDA 10's Business Services Team engages directly with employers to understand their workforce challenges, and present solutions that can include recruitment and retention services, training programs and even layoff aversion strategies via Rapid Response.
- **Industry-Specific Job Fairs:** We work with One-Stop partners to organize job fairs and networking events that focus on specific industries, allowing employers to engage directly with candidates and highlight their job opportunities. We play roles in coordinating and supporting job fairs onsite at our Job Centers, at community-based locations and at employer sites.
- **Apprenticeship and Work-Based Learning Strategies:** Part of our role is to develop sector and career pathway strategies utilizing apprenticeship and work-based learning. We convene the necessary partners for these strategies, including K-12 and postsecondary education institutions, labor partners, community-based organizations, economic development partners, and the State office of apprenticeship. Working together, we can offer expertise and guidance, share best-practices, facilitate collaborations, pursue and leverage resources to advance the utilization of various work-based learning strategies.

### ***Economic Development***

See question 10.

### ***Unemployment Insurance Program Connections***

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 Rapid Response services and teams to assist workers in layoff situations. The team can include partners including Title III and UI representatives to help educate and support customers in UI claim activities as appropriate.

### ***Industry-driven Workforce Strategies***

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); 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 goals and objectives to ensure that the workforce system is accessible to the region's career seekers and employers. Sample objectives 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, 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 and other itinerant sites where customers are seeking help. 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 employment 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 and work-based learning initiatives, 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; Operation Fresh Start and its YouthBuild programming; 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 dual enrollment, post-secondary credentials, stackable credentials and secondary education programming, but also supportive 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 traditional apprenticeship industries such as building/construction trades and manufacturing, but also building non-traditional apprenticeship opportunities in health care, child care, education, and energy/infrastructure.

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 customer's access to good jobs.

*10. Provide an examination of how the local WDB will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area. Include strategies to promote entrepreneurial skills training and microenterprise services.*

Economic development activities draw in new talent and business to the region. The WDBSCW partners 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 as part of the regional workforce ecosystem. 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, WWBIC, and UW Extension. These entities offer start-up consulting, courses and resources specific to entrepreneurship and microenterprises. 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.

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

**a. Describe 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.**

**b. Describe how the local WDB will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means.**

**c. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will ensure the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities as required by WIOA Section 188 and applicable provisions of the Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.). Include a description of how one-stop center staff will be trained to address the needs of individuals with disabilities.**

**d. Attach or link to a copy of the most recent One-Stop Delivery System Memorandum(a) of Understanding (MOU) describing the roles and resource contributions of each of the one-stop partners.**

### ***Continuous Improvement of Eligible Service Providers***

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.

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.

### ***Accessibility via Technology***

The WDBSCW staff coordinates with the OSO 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 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.

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.

### ***Physical and Programmatic Accessibility***

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 Language Line 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 OSO 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.

### ***One-Stop Delivery System Memorandum(a) of Understanding (MOU)***

The current MOU is attached to this Plan. See Appendix A.

## **12. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area.**

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;
- 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 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.

**13. Describe how the local WDB will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.**

Rapid Response is a strategy designed to provide timely and comprehensive services to workers and employers affected by layoffs and plant closures. The goal is to minimize the negative impact of these events on affected workers and communities by offering workforce services and support as early as possible through coordination and partnership.

- **Establish Communication Channels:** The WDBSCW and its Business Services Team partners aim to share information, updates, and feedback with its local and state partners to effectively coordinate Rapid Response services. This may include coordinated outreach campaigns to the employers and its workers; the joint provision of services and referrals (i.e. unemployment insurance, healthcare coverage, labor market information, dislocated worker program

presentations and intake sessions, reemployment workshops, job fairs), providing on-site services whenever possible to meet customers where they're at. We also prioritize data collection and reporting to support the exchange of information, and customer feedback loops to support continuous improvement efforts.

- **Pursue Additional Resources:** The WDBSCW continues to pursue additional financial resources (e.g. Dislocated Worker Grants) to support the affected workers with resources and services to support reemployment.
- **Engage in State and Local Rapid Response Meetings:** WDBSCW staff participate in meetings related to Rapid Response activities to stay informed about best practices, policies and resources to serve the employer and its affected workers.
- **Partnerships:** The WDBSCW staff and its Rapid Response team continue to engage various partners and stakeholders, such as educational institutions, state programs like Unemployment Insurance, and community organizations like UW-Extension's Covering Wisconsin and United Way of Dane County, ensuring a comprehensive set of resources is available to address the specific needs of affected workers and employers.

By fostering collaboration, sharing information, and aligning strategies, the WDBSCW aims to increase the effectiveness of Rapid Response and connect individuals with resources and supports needed to transition to new employment opportunities as efficiently and effectively as possible.

**14. Describe and assess the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities. Identify successful models of such activities.**

The WDBSCW works to ensure youth have access to a comprehensive menu of services to support their identified career pathway and postsecondary education goals. Prior to Youth Program enrollment, each youth is required to receive an assessment of their academic levels, basic skills levels, occupational skills, prior work experience, employability, interest and aptitudes, areas of strength, developmental needs and service needs, including supportive services. 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:

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



- 9. Leadership development opportunities;
- 10. Occupational skills training;
- 11. Postsecondary preparation and transition activities;
- 12. Support services;
- 13. Tutoring, study skills training, instruction, and dropout prevention and recovery services; and,
- 14. 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 including core partners like WIOA Title IV (the Division of Vocational Rehabilitation) into these conversations and seeking their input strengthens the alignment and integration of services for those individuals with disabilities. The WDBSCW's continuous evaluation process aims 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 youth design framework prioritizes a career pathway 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 design 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, youth apprenticeship, pre-apprenticeship, registered apprenticeship, job shadowing, internships, and on-the-job training (OJT). This can include tools like Road Trip Nation and Xello (to name a few) to help youth in defining their customized pathway and planning.

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. Additionally, continuing education opportunities are explored through Wisconsin's Eligible Training Provider List (ETPL), 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 address and resolve barriers to their employment and educational goals to obtain a quality job.

**15. Describe how the local WDB will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.**

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 through the advancement of obtaining a quality job.

The WDBSCW also engages in partnerships with postsecondary education institutions in the region, including local technical colleges. WDBSCW 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 its WIOA Title I services to local technical colleges to encourage alignment to postsecondary resources, such as disability resources, financial aid services, academic advising support and more. The Career Planners (locally referred to as 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 while reducing duplication where possible.

**16. Describe how the local WDB will coordinate WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.**

The WDBSCW recognizes that individuals with barriers to employment can benefit greatly from supportive services, including transportation, to maximize their success.

WIOA Career Planners conduct needs assessments with clients to identify barriers and can help to implement strategies to overcome these barriers. Strategies can include: collaboration with local transportation authorities and community programs to leverage available transportation services (i.e. auto loan programs, WETAP); education to clients on available transportation resources (e.g., public transit options and routes, rideshare services, and community transportation programs); job location consideration (job placement based on a customer's geographic location and transit options); and, direct financial assistance to help clients with transportation needs, including subsidized public transportation costs (bus passes), rideshare services and mileage reimbursement, to pursue training programs, job interviews and employment opportunities.

Career Planners work to coordinate with and leverage existing supportive services in the community to maximize the impact of available resources. This strategy helps to ensure adequate funding is available for customers in WIOA programs when options are limited. In such conditions, Career Planners may request WIOA funding to address supportive service needs like transportation. Extenuating circumstances for WIOA 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 Program Guide for the processes in making requests for supportive service payments.

Financial assistance for supportive services available through the workforce development system include:

- Academic and institution fees
- Work attire
- Tools
- Required physicals
- Books
- Testing fees
- Required school supplies
- Mileage reimbursement
- Bus passes
- Parking passes or permits
- Car repairs
- Childcare
- Rent/housing assistance
- Technology

**17. Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 USC 49 et. seq.) services and other services provided through the one-stop delivery system.**

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 workforce 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 staff 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.

**18. Describe how the local WDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. Include a description of how the local WDB will carry out the review of local applications submitted under Title II, consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.**

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.

**19. Attach, or link to copies of, executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system. This includes cooperative agreements between the local WDB and DWD's Division of Vocational Rehabilitation 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 One-Stop Memorandum of Understanding (MOU) fulfills the WIOA requirements to document and reach agreement among State and other required parties for negotiating cost sharing, service access, service delivery and other matters required and essential to the establishment of the local one-stop delivery system. The MOU describes the commitment of the parties to provide integrated workforce services at Comprehensive and Affiliate American Job Centers. AJC partners work together to engage in integrated service delivery strategies to better serve job seekers and employers. Routine meetings and convenings assist with resource and information sharing, cooperative efforts with employers, and common staff training, among other collaborative benefits.

WDA 10's designated OSO is responsible for facilitating integration efforts and convening all required partners in the AJC system. The WDBSCW staff and OSO meet monthly with WIOA Title partners (including Title IV DVR 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.

**20. Identify the entity responsible for the disbursement of grant funds, as determined by the chief elected official (i.e. fiscal agent). Attach or link to the Fiscal Agent Agreement, or similar agreement, if applicable.**

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

**21. Describe the competitive process used to award the subgrants 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.

**22. Provide the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA section 116(c), to be used to measure the performance of the local area and to be used by the local WDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I 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 2022 and 2023 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 PY22 and PY23*

Program	Measure	PY22-23 Negotiated Levels
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Adult	Q2 Unsubsidized Employment	75.0%
Adult	Q4 Unsubsidized Employment	72.0%
Adult	Median Q2 Earnings	\$7,300
Adult	Credential Attainment Rate	72.0%
Adult	Measurable Skills Gains	79.0%
Adult	Indicators of Effectiveness in Serving Employers	Baseline
Dislocated Worker	Q2 Unsubsidized Employment	81.0%
Dislocated Worker	Q4 Unsubsidized Employment	79.0%
Dislocated Worker	Median Q2 Earnings	\$9,800
Dislocated Worker	Credential Attainment Rate	70.0%
Dislocated Worker	Measurable Skills Gains	74.0%
Dislocated Worker	Indicators of Effectiveness in Serving Employers	Baseline
Youth	Q2 Unsubsidized Employment	76.0%
Youth	Q4 Unsubsidized Employment	75.0%
Youth	Median Q2 Earnings	\$3,600
Youth	Credential Attainment Rate	65.0%
Youth	Measurable Skills Gains	79.0%
Youth	Indicators of Effectiveness in Serving Employers	Baseline

**23. Describe the actions the local WDB will take toward becoming or remaining a high-performing WDB, consistent with the factors developed by the State WDB including but not limited to:**

**• Local WDB Roles:**

*o Identify the role of the Local WDB and Youth Council/Committee in supporting Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning.*

*o What actions will be taken to ensure that these areas are a priority for the local area?*

*o What actions and commitments will be made of the local WDB or Youth Council/Committee members (in particular those representing business) to support these initiatives?*

**• Local WDB Participation:**

*o Describe how the local WDB will make businesses in the local area aware of opportunities to participate on the local WDB to ensure representation of industry sectors with the greatest labor force demand.*

*o Describe how the local WDB will maintain a minimum of at least 51% of businesses as active members and participants on the local WDB.*

As a key WDBSCW strategic goal, 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 as well as being educated and to build awareness using the DOL Good Job Principles.
- **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.

**24. Describe how training services outlined in WIOA section 134 will be provided through the use of individual training accounts. Identify whether contracts for training services, as described at 20 CFR 680.320, will be used, and, if so:**

*a. Describe how the use of such contracts will be coordinated with the use of individual training accounts;*

*b. Describe the process the local WDB uses to determine that there are an insufficient number of eligible training providers in the local area to accomplish the purpose of a system of ITAs (see 20 CFR 680.320(a)(2)), including the process for allowing a 30-day public comment period for interested providers; and*

*c. Describe the process the local WDB will use to select the providers under a contract for services as required by 20 CFR 680.320(c).*

*Describe how the local WDB 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 in consultation with their Career Planner to select an approved training provider through Wisconsin's 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). The WDBSCW will prioritize WIOA Title I funding toward training programs offered in areas identified as in-demand occupations or high-growth industry sectors.

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.

WDA 10 WIOA Title I service providers utilize the WDBSCW's Program Guide for limitations to ITAs, as well as the funding request processes for customers seeking financial assistance for ETPL-eligible training. ITA limitations are outlined below:

- **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.
- **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 aimed at training to secure employment in a good job.



**25. Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.**

One-Stop system partners in WDA 10 are implementing and transitioning to integrated, technology-enabled intake and case management information systems to enhance the efficiency and effectiveness of programs under the Workforce Innovation and Opportunity Act (WIOA) and with system partners. The key aspects of this implementation include:

- Job Center of Wisconsin ([www.jobcenterofwisconsin.com](http://www.jobcenterofwisconsin.com)) is used by partners to support shared job search and intake strategies for WIOA programs including those managed by Title III (Wagner-Peyser). WIOA staff refer individuals to the portal and encourage self-registration as the platform is web-based and accessible by mobile devices and PCs.
- Intake documents can be emailed to clients to complete remotely.
- Career-related assessments help clients understand how their interests, values, preferences, motivations, aptitudes, and skills affect their potential success and satisfaction with different career options and work environments. Partners utilize tech-based assessment tools including RoadTrip Nation, Xello, WisConomy and Skills Explorer.
- Teleconferencing (through Zoom, Teams, Google Video) may be utilized by WIOA Title I service providers for case management, workshops and intake services when appropriate. Service providers also utilize text messaging to schedule appointments with clients and provide resources as appropriate.
- The Mobilize platform is used by the One-Stop Operator to disburse program information to One-Stop system partners.
- The One-Stop Operator maintains a strong relationship with the South Central Wisconsin Library System to ensure web linkages, materials, workshops, and reciprocal training about the One-Stop System are continually shared throughout WDA 10.

**26. Describe the direction given by the Governor and the local WDB to the one-stop operator(s) to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.**

The WDBSCW adheres to the DWD Priority of Service policy outlined in Chapter 8 of DWD's WIOA Title I-A & I-B Policy & Procedure Manual. This policy includes prioritizing adult career and training services for recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient (including those considered English Language Learners). "Priority of service" denotes the right to take precedence over individuals with lower priority when seeking employment and training services. Individuals with priority access services earlier in time than those with lower priority or, if resources are limited, may receive access to the service instead of those with lower priority. Priority of service is designed to underscore enhanced access to individualized career and training services for populations with higher needs -- not as an eligibility factor.

Priority of service is assessed during the eligibility determination phase, and participants are notified if they receive priority. If, during participation, a Career Planner learns of changes in an individual's status that allows them to receive a higher priority of service, they are given increased priority. For example, if someone who was not low-income at program entry becomes low-income during participation, they receive increased priority as soon as the Career Planner becomes aware of the change.



Veterans and eligible spouses receive priority of service in all WIOA Title I programs. For the Adult Program only, priority for individualized career and training services must also be given to participants who are designated low-income, and/or basic skills deficient for the Adult Program, including individuals who are English Language Learners (ELL).

**27. Describe the strategies, services, and activities employed within the local area to provide business services that meet the workforce investment needs of area employers. Include, if applicable:**

- a. Customized screening and referral of qualified participants in training services to employers.
- b. Customized employment-related services to employers, employer associations, or other such organization on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act Employment Service.

Customized screening and referral strategies are tailored to address the workforce investment needs of area employers. The WDBSCW's Business Services Team (BST) has established robust partnerships with employers within in-demand sectors through staff and logistical support of Industry Partnerships (Councils) in Manufacturing, Healthcare, IT, Tourism, Construction, and Biotechnology to name a few. These partnerships allow for a continuous feedback loop of skill and hiring needs and available, qualified candidates. Through our Industry Partnership and direct business outreach efforts by the BST network, our reach into communities has expanded by connecting with individuals and employers who were not previously engaged in the workforce system.

Through customized screening led by Career Planners, we ensure that job-ready candidates are matched with employers seeking their skills and qualifications. This matching can include job description review with the employer and preliminary assessment of the candidate's resume, cover letter and other relevant information speaking to their skills and qualifications and discussion with the employer on potential work-based learning or training strategies (via OJT, apprenticeship, work experience, etc.) to address any skill gaps. Additionally, we facilitate hiring events where we invite employer partners to engage directly with job-ready candidates, streamlining the recruitment process and fostering meaningful connections between job seekers and businesses.

**28. Describe any limitations the local WDB imposes on individual training accounts, such as limitations of the dollar amounts and/or duration. Describe any exceptions to such limitations that may be provided for individual cases. Provide assurance that any such limitations do not undermine WIOA's requirement that training services are provided in a manner that maximizes customer choice in the selection of an eligible training provider (ETP). Attach an updated Form DETW-18813-E for the local WDB.**

The WDBSCW may 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:

- **Dollar Amount Limits:**  
The WDBSCW will provide funding up to an annual maximum of \$4,000 (\$2,000/semester) for training and support services for eligible participants.
- **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 or designee 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. Additionally, the WDBSCW prioritizes the financial needs of continuing customers in training to ensure training completion.

WDBSCW's limitations do not undermine WIOA's requirement that training services are provided in a manner that maximizes customer choice in the selection of an eligible training provider because exceptions are included and customers have a wide variety of selections on the Wisconsin ETPL.

**29. Identify whether the local area will apply, for its WIOA Title I Youth program participants, the optional definition of "basic skills deficient" at 20 CFR 681.290(a)(2): "A youth is 'basic skills deficient' if he or she are [sic] unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, in the individual's family, or in society." If yes, include the local WDBs policy for determining whether the criterion is satisfied.**

Yes, the WDBSCW will apply the optional definition of basic skills deficient for its WIOA Title I Youth Program participants. Reference the policy in the Appendix C.

**30. Identify whether the local WDB will apply, for its WIOA title I Youth program participants, the eligibility criterion "requires additional assistance to enter or complete an educational program, or to secure and hold employment." If yes, provide the local area's definitions of the criterion for:**

- a. In-school Youth (see 20 CFR 681.310); and**
- b. Out of School Youth (see 20 CFR 681.300).**

Yes, 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;
- Not having a regular work history (unable to keep a job/sporadic work history);
- Youth is 18 years of age or older and is unable to complete FAFSA paperwork due to being estranged from parent/guardian;
- Has unstable living conditions due to traumatic events like abuse or neglect; or
- Lacks familial support to complete an educational program and is the first generation attending college

**31. Describe the design framework for youth programs in the local area, and how the 14 program elements required in 20 CFR 681.460 are to be made available within that framework.**

The WDBSCW continues to evaluate and refine the design of its youth program platform. Our existing design framework for WIOA youth programs is structured to incorporate the 14 program elements as required under WIOA. The youth design framework focuses on a holistic approach, ensuring that each element is seamlessly integrated to provide comprehensive support for youth development. This includes access to education and training opportunities, mentoring, work experiences, work-based learning strategies, and supportive services. Services are tailored based on the youth's objective assessment and individualized service strategy. Our goal is to create a robust and flexible structure that addresses the diverse needs of youth in our community.

The youth 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 (or equivalent), gaining job skills through work-based learning opportunities, and transitioning into postsecondary education and training available through providers including technical colleges and those through the Eligible Training Provider List. This also includes exposure and access to work-based learning strategies like: connecting to employment opportunities, paid or unpaid work experience, youth apprenticeship, certified pre-apprenticeship programs, job shadowing, internships, and on-the-job training (OJT).

The design also places an emphasis on mentoring, financial literacy, resource and wraparound support to help youth as appropriate to mitigate and resolve barriers to their career and education progress.

## Section III: Administrative Requirements

**34. Briefly describe the activities and steps taken to develop this Local Plan. Identify any stakeholders that were consulted in the development of the plan, including chief elected officials, economic development agencies, representatives of training and/or education, organizations serving youth, organizations serving individuals with barriers to employment, representatives of businesses in demand industries/sectors, and others.**

A comprehensive approach was undertaken when drafting this Local Plan, encompassing a series of activities and strategic steps. This included a comprehensive review of the WDBSCW's strategic goals to ensure alignment with the State's WIOA Combined Plan, an extensive review of labor market data for the region, and inclusion of DOL's Good Job Principles. Stakeholder engagement played a pivotal role throughout the process. We solicited input from chief elected officials, economic development agency members, representatives of training and education, community-based agencies that work with underrepresented groups, and representatives from business and industry groups throughout our region. This inclusive collaboration ensures a well-rounded and informed local plan that reflects the diverse needs and perspectives of our region's workers and industry.

**35. Briefly describe the process used by the local WDB in this local area to provide an opportunity for public comment, including comments by representatives of businesses and representatives of labor organizations, and other public input into the development of the plan prior to its submission. Identify the start and end dates of the public comment period (not to exceed 30 days). Include an accounting of any comments that express disagreement with 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. 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)

**Public Comment Period:** April 6, 2024 – May 6, 2024

Comments may be submitted via email or in writing. All comments and issues received will be reviewed and discussed with the Board to better direct the implementation of the Local Plan. Once approved by the WDBSCW Board of Directors, the Local Plan is submitted to the Department of Workforce Development.

Public comments received during the timeframe can be found in Appendix E.




**36. Include any attachments referenced throughout the Local Plan, if applicable (e.g., cooperative service agreements, memoranda of understanding, local policies, etc.)**

- Memorandum of Understanding (MOU) (Appendix A)
- Form DETW-18813-E (Appendix B)
- Basic Skills Deficiency Policy (Appendix C)
- Youth Incentives Policy (Appendix D)
- Public Comments (Appendix E)

## Section IV: Attestations and Signatures

I hereby attest that this WIOA Regional Plan was:

- Developed in partnership with the local WDB and appropriate chief elected officials;
- Put out for public comment for at least 30 days prior to submission to DWD for approval, and if comments were received that express disagreement with the Plan they are included with this submission; and
- Properly approved at the local level in accordance with the applicable local governance documents (e.g., bylaws, WDB-CEO Agreement, Consortium Agreement, or similar).

<b>Timothy McCumber</b>	 <small>Timothy McCumber (May 14, 2024 14:43 CDT)</small>	<b>5/14/2024</b>
Printed name of chief elected official	Signature of chief elected official	Date
<b>Todd Kearney</b>	 <small>Todd Kearney (May 15, 2024 15:31 CDT)</small>	<b>5/14/2024</b>
Printed name of local WDB chairperson	Signature of local WDB chairperson	Date
<b>Seth Lentz</b>		<b>5/14/2024</b>
Printed name of local WDB Director	Signature of local WDB Director	Date

**AMENDMENT NO. 1 TO MEMORANDUM OF UNDERSTANDING**  
**Pursuant to the Workforce Innovation and Opportunity Act of 2014**  
**WDB of South Central WI**

**This Amendment No. 1** to the above referenced Memorandum of Understanding (hereafter "MOU") is made and entered into as of the date of the last party's signature by and between the required parties for negotiating cost sharing, service delivery, and other matters required and essential to the establishment of the local one-stop delivery system named below.

**WHEREAS**, the parties have reviewed the MOU to ensure appropriate funding and delivery of services, and the parties determined that no substantial changes have occurred that require changes to the MOU's terms and conditions;

**WHEREAS**, the parties wish to extend the MOU for one (1) additional program year, July 1, 2023 through June 30, 2024; and

**WHEREAS**, pursuant to Section VII of the MOU, entitled "Modification," the MOU may be amended at any time by written agreement of the parties.

**THEREFORE**, the parties agree as follows:



1. Section VI of the MOU, entitled "Duration," is hereby amended to extend the term of the MOU. The MOU shall remain in effect for one (1) additional program year, July 1, 2023, through June 30, 2024, or until terminated by the repeal of the Workforce Innovation and Opportunity Act, otherwise by action of law, or in accordance with the MOU.
2. All other terms and conditions of the MOU and its attachments shall remain unchanged and in full force and effect.

The parties acknowledge that they have read this Amendment No. 1, understand it, and agree to be bound by its terms and conditions.

The individuals below have the authority to commit the party they represent to the terms of Amendment No. 1 and do so commit by signing below.

WIOA Required Party	Name	Title	Signature	Date
Chief Elected Official	Timothy McCumber	Sauk County Board Chair	DocuSigned by: <i>Timothy McCumber</i>	10/3/2023
Local Workforce Development Board	Seth Lentz	Executive Director	2E776C23CCDC49D... DocuSigned by: <i>Seth Lentz</i>	10/2/2023
WIOA Title I Adult	Seth Lentz	Executive Director	9945FC2683CC4F5... DocuSigned by: <i>Seth Lentz</i>	10/2/2023

WIOA Required Party	Name	Title	Signature	Date
WIOA Title I Dislocated Worker	Seth Lentz	Executive Director	DocuSigned by: <i>Seth Lentz</i>	10/2/2023
WIOA Title I Youth	Seth Lentz	Executive Director	9945FC2683CC4F5... DocuSigned by: <i>Seth Lentz</i>	10/2/2023
WIOA Title I Job Corps	William Marshall	President / CEO	9945FC2683CC4F5... DocuSigned by: <i>William Marshall</i>	10/13/2023
WIOA Title I National Farmworker Jobs Programs (NFJP)	Pamela McGillivray	Deputy Secretary	DE0B931E85324AD... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
WIOA Title I Native American programs			236276D77EED448...	
WIOA Title I YouthBuild	Greg Markle	Executive Director	DocuSigned by: <i>Greg Markle</i>	9/20/2023
WIOA Title II Adult Education and Family Literacy Act (AEFLA) program	Tim Casper	Vice President	B474A2C785TC49E... DocuSigned by: <i>Tim Casper</i>	10/2/2023
WIOA Title III Wagner-Peyser ES	Pamela McGillivray	Deputy Secretary	7D34BECEEE88444... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
WIOA Title IV Vocational Rehabilitation program	Pamela McGillivray	Deputy Secretary	236276D77EED448... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
Senior Community Service Employment Program (Title V of Older Americans Act of 1965)	John Schnabl	Executive Director	236276D77EED448... DocuSigned by: <i>John Schnabl</i>	9/13/2023
Trade Adjustment Assistance (Trade Act of 1974)	Pamela McGillivray	Deputy Secretary	6635F73A14324AD... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
Jobs for Veterans State Grants (Chapter 41 of Title 38)	Pamela McGillivray	Deputy Secretary	236276D77EED448... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
Unemployment Compensation programs under state law	Pamela McGillivray	Deputy Secretary	236276D77EED448... DocuSigned by: <i>Pamela McGillivray</i>	11/28/2023
Reentry Employment Opportunities (REO) program (Second Chance Act of 2007)			236276D77EED448...	
Career and technical education programs at post-	Tim Casper	Vice President	DocuSigned by: <i>Tim Casper</i>	10/2/2023

WIOA Required Party	Name	Title	Signature	Date
secondary level, authorized under Carl D. Perkins Career and Technical Education Act of 2006				
Community Services Block Grant employment and training activities (Community Services Block Grant Act)	Meghan Mietchen	Associate Director	DocuSigned by:  <small>D4998C331657446...</small>	10/2/2023
Department of Housing and Urban Development (HUD) employment and training programs	Margaret Porco	Assistant Director	DocuSigned by:  <small>9197AA625E4945B...</small>	9/27/2023
Non-Required but Allowable Party	Name	Title	Signature	Date



## Workforce Development Board of South Central Wisconsin - ITA Limitations

**Dollar Amount Limits?**  Yes  No

Per-Person Lifetime Limit \$ Enter any lifetime dollar amount funding limit	Per-Person Semester Limit \$ 2,000.00
Other Dollar Amount Limits (500 character maximum)	
Annual maximum limit of \$4,000.00	

**Duration Limits?**  Yes  No

Per-Person Lifetime Duration Limit Enter any time-length limits. Ex. Participants may take up to four total ITA-funded semesters of training.
Per Person Other Duration Limits (500 character maximum)

**Occupational Area Limits?**  Yes  No

(500 character maximum)
The WDBSCW will prioritize WIOA Title I funding toward training programs offered in areas identified as in-demand occupations or high-growth industry sectors

**Education-Level Limits?**  Yes  No

The following education-levels <b>cannot</b> be approved	
<input checked="" type="checkbox"/> Doctoral (J.D., PhD., M.D. PharmD, etc.) <input checked="" type="checkbox"/> Master's Degree <input checked="" type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Associate Degree <input type="checkbox"/> One-Year Degree ) <input type="checkbox"/> Other Type (please explain, below)
(500 character maximum)	

## Other Funding Limits

(500 character maximum)

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## Funding Limit Exceptions - Are exceptions allowed for any of the limits on this form?

Amount <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Duration <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Occupational <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Education-Level <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Other Funding Limits <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	

## WDBSCW Basic Skills Deficiency Policy

Issued Date: February 14, 2024

Approved: February 14, 2024

### Purpose

The Workforce Innovation and Opportunity Act (WIOA) identifies specific eligibility criteria for youth to participate in the WIOA Title 1 Youth program, which includes barriers such as disability, homelessness, foster care and basic skill deficiency. When evaluating basic skills status for the purpose of eligibility, the following policy applies.

### Definition

WIOA Sec 3(5) defines a basic skills deficient individual as an individual:

1. With English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test; OR
2. Who is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, in the individual's family, or in society.

### Allowable Basic Skills Deficiency Assessment Tools

When applying part 2 of the definition, allowable assessments for basic skills for the purposes of eligibility that may be used are outlined in the WDBSCW Program Guide. Examples of less formal screening tools for determining basic skills deficiency for the purposes of eligibility determination may include, but are not limited to the following:

- Performance on DWD-DET's Basic Skills Screening Tool;
- Records from an educational institution indicating below average GPA;
- Demonstration that the individual is unlikely to graduate secondary school

Results from a previous basic skills assessment in the assessment was performed within the past six months.

## WDBSCW Youth Incentives Policy

Issued Date: July 1, 2021

Approved: June 24, 2021

### Purpose/Policy

Incentive payments are intended to encourage and motivate youth participants to achieve specific goals and obtain positive outcomes. The Youth Incentives Policy details the policy and procedures that govern the use of incentives for programs administered by the Workforce Development Board of South Central Wisconsin, including the WIOA Title I-B Youth Program and by other funds as allowable.

### Limitations

Incentive payments are subject to the availability of funds and are not an entitlement. The WDBSCW may suspend or withdraw authorization for incentive payments at any time and at its sole discretion. Participants may earn no more than \$500 in incentives during a program year. Participants may not receive multiple incentive payments for the same activity.

### Allowable Activities for Incentive Payments

Activities and outcomes eligible for an incentive must be linked to an achievement directly tied to training, education, or work experience and appropriately documented as outlined in the WDBSCW Program Guide. Incentive payments shall be made available in a uniform and consistent manner that ensures all participants receive equal rewards for equal achievement.

The Workforce Development Board of South Central Wisconsin is an [equal opportunity employer and program service provider](#). If you need this information or printed material in an alternative format or in a different language (any of these free of charge), please contact us at 608-249-9001.

Deaf, hard of hearing or speech impaired callers may contact us through Wisconsin Relay Services at 7-1-1. Proud partner of the American Job Center network.

**Comment Received: April 6, 2024**

Dear WDBSCW Membership,

Congratulations on receiving a Workforce and Innovative Opportunity Act grant. I am a member of a network of citizens who are concerned about the disproportionate numbers of students of color and students without intellectual disabilities who are encouraged to prematurely accept diplomas before achieving proficient levels of literacy. This is resulting in the hemorrhaging of illiteracy into our workforce, our electorate, and our citizenry at large. UW-Madison literacy research exposes the deception involved in the provision of meaningful post-secondary pathways paved with illiteracy. I believe this grant could provide opportunities to showcase proficient levels of literacy as the critical component of workforce development.

As you review my feedback, I ask that you keep the following thoughts and questions at the forefront of your editing considerations.

- 1) What is the intent of FAPE (Free and Appropriate Public Education)? According to statute, FAPE is intended to create 1) a skilled workforce 2) an informed citizenry and 3) social mobility.
- 2) What are the WFD consequences of high school credits earned without literacy?
- 3) What are the WFD consequences of high school diplomas being earned without literacy?
- 4) What is the value of a diploma earned without literacy?
- 5) What are the mental health consequences for marginalized youth continuing to earn credits without literacy?
- 6) Are there identified post-secondary pathways that accommodate for illiteracy?
- 7) How does illiteracy impact WI's expanding income and employment disparity for citizens of color and citizens with disabilities?

The grant language outlines several areas of innovation, and our Local Plan is comprehensive. There are many opportunities for illiteracy to sabotage the best intentioned, lofty initiatives. Isn't literacy a critical component in the quest to "address the continuing modernization" of our workforce? The short-list of "in-demand skills" includes "digital literacy". Why doesn't this list include "proficient levels of functional literacy"? Do "Basic Career Services" include provisions for proficient literacy achievement? Can there be explicit "Career Pathway Focus" statements emphasizing "seamless pathways to good jobs" must be grounded in proficient levels of literacy?

How does our Local Plan reconcile statewide statistics documenting appr. 60% of WI. citizenry struggling with basic or below basic literacy levels? Where in the "Race/Ethnicity and Education" data reflects the disproportionate levels of illiteracy of graduates of color and graduates with disabilities in WI's five largest school districts? Has our Local Plan been influenced by employer surveys that have reflected the challenges and consequences of an applicant pool lacking proficient levels of literacy skills?

Have Youth Engagement and Apprenticeship programs considered adding a remedial literacy achievement component into their preparatory services? Can there be candid and frank discussions with disenfranchised youth about avoiding the inevitable risks of entering the workforce without literacy? Can there be evidence shared that our economy's "Hot Jobs" are not available to those without literacy?

I appreciate the opportunity to provide this feedback. I look forward to WDBSCWI discussions that address the critical importance of literacy in our WFD initiatives.

**Comment Received May 1, 2024:**

Thank you for the opportunity to comment on the Workforce Development Board of South Central Wisconsin's Draft Program Year 2024-2027 WIOA Local Plan. Since its inception in 2013, StartingBlock has been a vocal advocate for entrepreneurship in the greater Madison Community. Our 50,000 sq. ft. startup hub offers multiple programs and resources for entrepreneurs and young companies throughout the region. We believe that entrepreneurs and the young companies that they start are critical to dynamism in our economy and are a critical driver in the creation of jobs and wealth in our communities. In fact, research from the University of Wisconsin-Extension indicates that companies less than 5 years old are the only net new job creators in the State.

We are thrilled to see that the Workforce Development Board of South Central Wisconsin continues to support entrepreneurship as a viable workforce development pathway in its 2024 - 2027 WIOA Local Plan.

As Madison's startup hub, we offer a variety of programs and entry points for aspiring entrepreneurs in our region. We would welcome the opportunity to be included in the 2024 - 2027 WIOA Local Plan as a resource in paragraph 11 of the Plan.










# PY2024-PY2027 Local Plan WDA 10 FINAL FOR SUBMISSION

Final Audit Report

2024-05-15

Created:	2024-05-14
By:	Jackie Hall (jhall@wdbscw.org)
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