

WDA 3 WIOA LOCAL PLAN 2024-2027

Local Area: WOW Workforce Development Board

Units of Local Government: Waukesha, Ozaukee, and Washington Counties

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

Section I: Local Analysis

Not applicable due to the WIOA Regional Plan requirement.

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 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 Plan).

In WDA 3, there is a wide range of workforce development activities and programs, service providers, and training providers available for adults, dislocated workers, youth, and employers. Activities include:

- **Career Services:** All required WIOA elements for basic and individualized career services are provided through the various partners of the workforce system in WDA 3, with the majority provided by core partners within the one-stop system. Career services include a wide range of service types including those specific to adults, dislocated workers, and youth. Examples include assessments, job search assistance, career counseling, referrals to other programs and services, provision of labor market information, individual employment planning, career planning, financial literacy, identity protection, and more.
- **Training Services:** WDA 3 offers work-based learning opportunities as well as occupational training through career pathways, stackable credentials, and traditional programs. Training services are offered by multiple programs and partners within the local workforce system. Eligibility and program requirements are unique to each funding source. However, partners work together to coordinate service delivery to effectively maximize resources. Examples of services include on-the-job training, adult and youth apprenticeships, short-term training programs, post-secondary education programs, and more.

- **Business Services:** WDA 3's Business Services Team (BST) coordinates activities and services with workforce system partners to provide comprehensive and streamlined approach that reduces duplication and maximizes resources to employers. The WDA 3 BST meets regularly to collaborate to ensure that employers receive the best services available. Services include, but are not limited to:
 - **Hiring:** The WDA 3 BST offers a full range of services to assist businesses and employers with their hiring needs. Services include, but are not limited to: hiring assistance, job postings on Job Center of Wisconsin, tax incentives, labor market information, job accommodations, and more.
 - **Training:** The WDA 3 BST offers several training programs and incentives to help local businesses and employers stay competitive in today's economy. Services include, but are not limited to: on-the-job training, apprenticeships, youth apprenticeships, internships, work experiences, and more.
 - **Retaining Talent:** The WDA 3 BST provides educational opportunities for employers on retention issues to keep businesses informed. Services include, but are not limited to: incumbent worker training, human resource strategies, and more.
 - **Expansion:** The growth and expansion of area businesses contributes to the economic well-being of the region. The WDA 3 BST connects businesses and employers to expansion resources including tax credits, grants, capital finance, and more.
 - **Mass Layoffs and Business Closings:** When a business closes or experiences a mass layoff, a special process referred to as Rapid Response is used to quickly assess the reemployment needs of affected workers and to get information to those workers. Services include, but are not limited to: information sessions, planning sessions, onsite services for affected employees, and more.

Areas of strength in WDA 3's workforce activities include:

- **Collaboration and Partnerships:** WDA 3 has many long-standing and newly developed collaborations and partnerships with community-based organizations, employers, chambers of commerce, industry associations, local government, and more. These have allowed WDA 3 to leverage additional programs, funding opportunities, and capacity to improve services to customers.
- **Education and Training Providers:** WDA 3 has numerous institutions of higher education including three technical colleges, two regional campuses of UW-Milwaukee, and several private institutions. These colleges and universities, along with our high-performing K-12 system, provide a wide array of programming to prepare students for in-demand careers. These institutions utilize career pathways and collaborate with local employers to provide input into curriculum and program design.
- **Service Providers:** The workforce system in WDA 3 is comprised of non-profit, for-profit, and public service providers. This blend of service providers maximizes customer choice and

brings a unique set of programs and services to the table through leveraging diverse resources. Additionally, the providers have established a reputation for quality programs, good customer service, and strong performance.

Areas of weakness in WDA 3's workforce activities include:

- **Funding Levels:** Federal workforce funding in Wisconsin and WDA 3 has significantly declined over the past four years due to strong economic conditions. With declining funding, program capacities have become more limited. This has also impacted the level of funds available for training and support services.
- **Silos and Competing Outcome Measurements:** Having a variety of service providers, programs and services, and funding streams is overall a positive for WDA 3. However, the downside is that many of the programs and funding streams have their own unique set of eligibility requirements and outcome measurements which can be limiting as well as create confusion for the customer.
- **Lack of Common Intake and Data Systems:** Many of the programs and services in WDA 3 have their own set of reporting requirements. Each funder often has a unique data entry system and intake paperwork. The lack of having a common intake and data system across the workforce system creates an additional burden for both the customer and workforce development professional.

WDA 3 has the capacity to deliver high-quality workforce programs and services to employers and job seekers. The diversity of service providers, breadth of programs and services, and volume of partnerships and collaborations contributes to WDA 3's successes. The WDB routinely measures customer satisfaction and looks for areas of continuous improvement to ensure services are being delivered effectively and efficiently.

There are numerous post-secondary training providers who offer a range of program types, costs, lengths, and job placement programs. There are literacy programs designed for those with very low basic skills, bridge programs for those who need to upgrade basic skills, short- and long-term training programs, technical and associate degree providers, two- and four-year colleges and universities, and graduate programs.

Additionally, there are a large number of excellent service providers in the area for youth. The local technical colleges are the largest providers of effective training services and activities for youth including English as a second language instruction, GED and HSED completion programs, basic skill enhancement programs, occupational skills training, and youth apprenticeships. The technical colleges are adept in engaging youth and helping them see how their education will enhance their futures.

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:

The Board will be recognized as the catalyst for innovative workforce strategies and solutions, providing leadership and vision to advance the economic well-being of the region for employers, employees, and job seekers.

Mission:

The Board is dedicated to providing the highest quality, most effective, demand-driven workforce development services possible to the residents and businesses of Waukesha, Ozaukee, and Washington Counties, Wisconsin.

The WOW WDB strives to provide programs and services for clients at all places along their career and education journey. To ensure positive outcomes for all clients but particularly for clients with barriers to employment, the WOW WDB and its partners evaluate accessibility and the likelihood for client success when designing and revising services. The WOW WDB and its partners aim to be flexible when working with clients to barriers to employment. Additionally, career planners provide referrals and information on resources to address existing barriers that may affect employment and training outcomes. The WOWWDB aims to prevent employment barriers from impacting participation and success.

The WOW WDB participated in facilitated strategic planning from March 2023 – September 2023. The planning process included an in-depth environmental scan, creating a shared practical vision, developing strategic objectives and overarching directions, and creating implementation plans.

As a result of the hands-on planning efforts, four strategic objectives were created. Each objective will be reviewed annually and a 12-month plan will be created each year to guide the work of the WDB in preparing an educated and skilled workforce, meeting the needs of our customers, and remaining a high-performing WDB. Each 12-month plan will identify key goals and success indicators as well as tasks and deliverables.

Strategic Objectives:

- 1. Become more knowledgeable regarding the needs and barriers job seekers face to access the world of work.**
To continue the WOW WDB tradition of having a customer-centered focus and recognizing the ongoing importance of data-driven decisions, WOW WDB has identified a goal of creating a shared understanding of the customer experience. This understanding will then be used to identify opportunities for continuous improvement and innovation to improve customer outcomes, performance, and self-sufficiency. Measures of success may include improving customer outcomes. Year 1 activities are planned to include identifying common data to use in analysis, identifying common barriers experienced by customers that do not complete programming, and analyze the associated policies in place to ensure they are supporting an individual's ability to obtain credentials and show measurable skill gains.
- 2. Expand the strategic convening of partners to increase awareness and collaboration.**

Building on the work of prior strategic plans, this goal looks to strengthen the existing network of stakeholders while identifying key stakeholder gaps. As federal workforce funding continues to decrease, organizational structures continue to evolve. The long-term goal is to continue to explore how collaboration can increase the capacity of the workforce development system to support economic growth. Measures of success may include increases in stakeholder awareness and engagement. Year 1 activities are planned to include the creation and implementation of a stakeholder engagement and communication plan.

3. **Broaden knowledge regarding current workforce challenges and projected needs for WOW businesses.**

Utilizing a sector-strategy based approach, WOW will engage with employers to better understand current challenges and projected needs for workforce development. This will also build awareness of WOW programs to improve outcomes for WOW businesses. Measures of success may include feedback from businesses via surveys, convenings, or increases in the numbers of business utilizing services. Year 1 activities include creating data analysis, issue analysis, and priority issue convenings for key industry sectors.

4. **Build understanding around metrics of success for the WOW Workforce Development Board.**

The WOW Workforce Development Board understands that increasing awareness and sharing success stories to the larger region will help the workforce ecosystem continue to grow stronger. This will in turn create stronger collaborations and support further economic growth. Measures of success may include the ability of board members to use KPIs and success stories to explain the impact of the WOW Workforce Development Board and connections and interactions on social media. Year 1 activities include creating and implementing a strategic communications plan, increasing board networking and communication opportunities, and identifying KPIs helpful in storytelling.

Overarching Directions:

- Develop comprehensive outreach programs for all customers.
- Address barriers to workforce well-being.
- Prepare and inform future workforce for career readiness in concert with educational institutions.
- Strengthen strategic relationships to make data-driven decisions to support workforce programs, customers, and businesses.
- Investigate revenue streams to supplement federal funding for programs.
- Leverage regional and state-wide partnership for effective workforce collaboration.
- Ensure access to match workforce needs with diverse demographics.

In addition to the above objectives and overarching directions, the WOWWDB places a strong emphasis on WIOA's primary indicators of performance. The WOWWDB and its service providers aim to exceed all performance accountability measures. This ultimately results in client success and positive long-term outcomes. To ensure a high level of performance, the WOWWDB monitors performance measures quarterly along with key demographics and other related data elements. When needed, this allows for quick adjustments to policies, service delivery, and/or outreach efforts.

6. Describe the local area’s strategy to ensure that the entities carrying out WIOA core programs and the 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 one-stop partners were engaged throughout the development of the strategic plan. Representatives from key one-stop partners have been asked, as they are able, to participate in ad hoc workgroups that are addressing the implementation of the plan. Regularly scheduled updates on plan progress is provided to board members, several of whom represent WIOA core programs. In addition, updates and opportunities for engagement and feedback are provided to one-stop partners through regular partner meetings and convenings.

More broadly, all four strategic objectives look at strengthening collaboration and engagement throughout the system. This, combined with a commitment to make data-driven solutions will help the WOW WDB and its partners be more effective navigators, convenors, and collaborators to improve outcomes for WOW customers and businesses.

The One-Stop Memorandum of Understanding (MOU) fulfills the WIOA requirements to document and reach agreement among state and other required parties for negotiation cost sharing, service access, service deliver, and other matters required and essential to the establishment of the local one-stop delivery system. This agreement describes the commitment of the parties to provide integrated workforce services. WOW’s designated One-Stop Operator (OSO) is responsible for facilitating integration efforts and convening all required partners in the American JC system.

- 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 2601 et. seq.), to support service alignment.**

WOW Workforce Development Board’s OSO is responsible for facilitating collaboration and alignment efforts and convening all required partners in the one-stop system. The following partner programs are located in WDA 3.

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

The following partner programs are not located in WDA 3:

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

The roles and resource contributions can be found in the annually updated local WIOA memorandum of understanding for one-stops. A copy of the fully executed document is available at each one-stop location. All partner services in WDA 3 provide services on site at the American Job Center location through service referrals and/or through information provided by trained staff.

Primary activities include efforts to maintain strong collaborations and program alignment. Meetings are used to encourage the regular sharing of information, identifying best practices for integrated service delivery, and capturing success stories. Examples include:

- Operations Team: Front-line supervisors or managers from each core and partner program meet monthly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.
- WDA 3 BST: Business services representatives from all core and partner programs convene at least quarterly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery.
- All-Staff Meetings: Meetings for all staff who are part of core and partner programs are convened quarterly to provide and/or receive workforce system updates, participate in shared training, and more.
- All-Career Planner Meetings: Career planners from core and partner programs are convened at least annually to participate in program updates, shared learning, and discuss co-enrollment and areas for alignment.
- Other: Lunch-n-learn events and topical educational and training events are held on an as-needed basis for front line and supervisory staff of core and partner programs to enhance service delivery.

- 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 providers of core services in the local area are all actively engaged partners in the one-stop center. Core partners meet routinely to solidify working relationships, partnerships, and processes as well as explore additional resources to support customers in WDA 3. Additionally, coordinated targeted outreach is conducted with local community-based organizations whose mission it is to serve those with barriers. This also helps bring that population to the one-stop system.

Since the passage of WIOA, additional attention is given to expanding access to individuals with barriers to employment. This includes expanded outreach efforts in key areas, ensuring effective assistive technology is available, training staff, and more. Currently, the one-stops are piloting the use of “ambassadors” to assist first-time visitors with determining which programs and services will best meet their needs. This ensures that visitors learn about all partner programs and services in which they might be eligible.

The local one-stop system has over twenty years of experience designing, implementing, and modifying program access protocols to accommodate customers. The one-stop centers were founded with a goal of providing streamlined, non-duplicative, customer-focused services from the moment of first contact by a citizen or business. This is a continuing priority of the one-stop centers and has been throughout their history. Onsite leadership teams address program access and intake continually within their monthly meetings. Customer feedback from first time visitors is conducted through a formal survey process on an ongoing basis. Results are used to evaluate success and make improvements.

In WDA 3, career pathways have been developed for several industry sectors and occupations, with many more under development. Many core partners have aligned training policies to maximize the utilization of career pathways. The career pathway principles of aligning resources locally and regionally, targeting low-income adults, and providing industry driven programs will continue to be incorporated into WDA 3 programming.

Job seekers are provided with career pathway education and information upon enrollment in WIOA programs so that job seekers can view long-term career pathways with educational options for vertical advancement. Career pathway awareness has increased in recent years as more pathways have been developed. Career planners in all core programs play a key role in educating job seekers on their options for industry-recognized credentials which helps the client make an informed choice that best meets their individual needs. Job seekers receive labor market information with projected job openings and salary levels to assist their understanding of the various steps along a career pathway.

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WOW works closely with the Wisconsin Technical College System, the public K-12 system, and our core program contractor to support alignment and provision of services of core programs. These programs include the Adult and Dislocated Worker Program for attainment of certificates, diplomas, and two-year degrees at the local technical colleges. The NWWIB also supports the In-School and Out-of-School Youth Programs which include core programs such as: HSED, GED, Adult Basic Ed, Pre-employment workshops, and dual enrollment through the technical colleges and area’s public schools. Under WIOA, the public workforce development system's approach to training services places a greater emphasis on work-based learning, stackable credentials, and

career pathways. Short-term and portable/stackable credentials will continue to be emphasized in order to inform consumers and increase access to entry points in key 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.**

Employers are one of the primary customers of the public workforce system. To ensure an effective process that reduces duplication and unnecessary steps for employers, integrates workforce development programs, and maximizes and leverages resources available, a multi-partner team has been engaged to meet local and regional needs. The WDA 3 BST includes business service staff and managers from one-stop partner agencies. The WDA 3 BST meets regularly to share trends they are seeing in the WDA, discuss future employer needs that could benefit from multi-partner engagement, and plan collaborative service delivery approaches. The WDA 3 BST meets with businesses one-on-one, at industry partnership meetings, and at numerous employer events to discuss hiring, training, and layoff strategies and activities. Oftentimes staff work collaboratively with economic development entities to identify and address employer needs.

To identify business requirements within the local area, staff engage in the following activities:

- Business services staff meetings with employers, industry associations, chambers, and other business groups;
- Serve on business and industry advisory groups and committees;
- Surveys to employers, industry associations, and other business groups;
- In-demand industry partnership and/or association meetings;
- State labor market data;
- Employer educational events;
- Presentations to chambers and business associations; and
- Credible studies (e.g., Manpower, Wisconsin Policy Forum).

Employer programs and services are designed to include employers of all sizes and all industries. The WOW Board has created a stakeholder engagement plan to identify in-demand industry sectors and utilizes business convening organizations such as economic development organizations and local chambers to ensure businesses of all scales and sizes are aware of and engage with WOW services. Based on local demand, industry-specific offerings are made available if needed. Current strategies and service offerings include:

- **Hiring:** The WDB offers a full range of services to assist businesses and employers with their hiring needs. The WDB uses the Job Center of Wisconsin to post jobs and review resumes. Staff can also provide employers with current information on available tax incentives, labor

market information, and labor laws. Information is provided to employers such as data related to a specific industry, hiring trends, and/or labor market forecasts, to assist employers in making informed decisions. Additional assistance around labor laws and job accommodations are also available upon request.

- **Training:** The WDB offers several training programs and incentives to help local businesses and employers stay competitive in today's economy. On-the-job training funds are available to help businesses offset the cost of training new hires that lack job-critical skills. OJT funds from Titles 1 and 4 are used to provide training wage reimbursements to employers who hire job seekers who have the aptitude and ability to do a specific job but who may not have previous on-the-job experience in that occupation or industry. Reimbursements are designed to help offset the extraordinary costs of training new hires and close the skills gap. The length of the on-the-job training and wage reimbursement is dependent on the amount of training needed and the complexity of the job. Other training services include apprenticeships, youth apprenticeships, internships, and work experiences.
- **Retaining Talent:** The WDA 3 BST provides educational opportunities for employers on retention issues to keep businesses informed. Information and research on human resource strategies and trends affecting employment are also be provided. Incumbent Worker Training (IWT) provides both workers and employers with the opportunity to build and maintain a quality workforce. IWT can be used to help avert potential layoffs of employees, or to increase the skill level of employees so they can be promoted within the company and create backfill opportunities for the employers.
- **Expansion:** The growth and expansion of area businesses contributes to the economic well-being of the region. The WDA 3 BST connects businesses and employers to expansion resources including tax credits, grants, and capital finance. Additional connections are often made to technical colleges, economic development entities, and local chambers of commerce to provide additional training, economic development, and tax-incentive resources to employers.
- **Mass Layoffs and Business Closings:** When workers are laid off due to a business closing or mass layoff, a special process referred to as Rapid Response is used to quickly assess the reemployment needs of affected workers and to get information to those workers. Information sessions are held to discuss unemployment insurance benefits, alternative pension and insurance programs, occupational skills training course availability, reemployment services, and Veteran's benefits. Additional services to businesses may include: facilitating an initial planning meeting, defining an in-plant assistance committee, planning orientation sessions for workers, conducting a worker survey to determine reemployment services, coordinating services among private and public employment and training agencies, and organizing onsite specialized recruitment events with other local employers.

WDA 3 has a history of strong employer engagement and routinely works with hundreds of employers. In addition to providing the above-mentioned services, special focus will be given to the following activities:

- Continuing to refine the collaborative process of multiple one-stop partners working with the same businesses;

- Researching additional avenues to reach more employers with less capacity and resource constraints; and
- Redesigning collaborative business services offered through the one-stop system such as onsite recruitments and job fairs.

WOW WDB has a strong relationship with local economic development organizations. Conversations with local businesses, including small businesses and those in key industries and sectors are coordinated among the economic development organizations and board staff. At times coordinated visits and planning meetings are also held. Economic development organizations are key stakeholders and routinely coordinate with board staff.

Many first-time visitors to the one-stop system are often individuals who are receiving or are attempting to receive unemployment insurance. In some cases, the unemployment insurance program requires individuals to visit a one-stop center and attend a Re-Employment Services and Eligibility Assessment workshop. In other cases, individuals need assistance with understanding their eligibility for unemployment insurance or with their application. In both scenarios, DWD Job Service staff assist individuals in the workshop, the resource room, and/or through one-on-one meetings. In addition to DWD Job Service staff, other one-stop partner staff attend unemployment insurance training to be able to effectively help clients navigate the unemployment insurance program.

Work-based learning including incumbent worker training, OJTs, customized training programs, and other similar strategies are shown to be an effective way for customers to learn new skills, quickly acclimate to a new employer's processes and procedures, and improve retention outcomes. Due to the success of these programs, WOW sets specific goals and funding objectives related to work-based learning and plans to spend no less than 35% of adult and dislocated worker program funds on training which includes work-based learning and no less than 20% of youth funds on work experience activities. The board works in partnership with the service provider to continually evaluate policies and best practices that can help ensure the success of these goals.

WOW aims to be responsive to the needs of regional employers. Utilizing a sector-strategy approach, WOW will convene workforce-focused organizations, employers, and barrier addressing social organizations to ensure awareness of regional services, including services available through the WDB, and build comprehensive career pathways and whole sector-strategies. Sector strategies for key industries, including advanced manufacturing and healthcare, are opportunities for collaboration. These also ensure that all stakeholders including WOW WDB members have a clear understanding of key issues, opportunities, career paths, and LMI related to in-demand sectors.

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.

The WDA has three strong county-wide economic development entities which work closely with the WDB. There are also municipal economic development organizations and a regional economic development organization that the board coordinates with to provide employer services. WDB staff collaborate closely with local economic development boards and serve committees to provide input and help coordinate activities. Additionally, there are economic development representatives on the WDB.

Members of the WDA 3 BST routinely work collaboratively with economic development entities to identify and address employer needs. This often occurs when a local employer is expanding their business or a new employer is moving into the WDA. WDA 3 Business Service Team members assist with making presentations, providing information on available programs and services, and providing labor market information. Team members also frequently serve as a connector to workforce system partners including educational institutions, training providers, and other workforce service providers.

There are existing resources in the area that already provide microenterprise and entrepreneurial training including the Small Business Development Center, UW-Whitewater, Business Solutions at Milwaukee Area Technical College, Moraine Park Technical College, and Waukesha County Technical College, and UW-Extension's small business courses. The mechanisms in place to support these programs include educating job seekers who show interest on the available resources and making referrals, having the business resources educate one-stop system staff on available services, and educating the business resource staff on WDA 3's workforce programs and services which can support small business development.

11. Describe the one-stop deliver 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.**

- a. The WDB monitors all WIOA Title 1-B programs during the program year and provides feedback to the provider on strengths and weaknesses. The WDB also meet with service providers bi-monthly to discuss program performance, technical assistance needs, and program updates. Additionally, the WDB participates in comprehensive annual State monitoring including fiscal, data validation, equal opportunity, and program compliance. WDB and State monitorings include the analysis of participant files and corresponding ASSET entries. Any issues needing correction are addressed through a corrective action process which often includes WDB-provided training.

A five-session staff certification program that includes all one-stop partners is provided to new staff in the one-stop system on an as-needed basis. The curriculum is focused on customer improvement. This leads to specific improvements and contributes to the one-stop system's

culture of continuous improvement. The one-stops ensure quality of service delivery and continuous improvement throughout the one-stops in several ways:

- Through the customer satisfaction process, staff routinely seek input from customers on their satisfaction with services and staff. The input received is reviewed by the WDB and by the Operations Teams, who responds to any issues and also to actionable items.
 - Local reviews of program compliance and service delivery are routine. These reviews help maintain a high level of service for customers.
 - Within the one-stops, leadership teams, operations teams, and all staff contribute to planning, reporting, integrating, and improving services based upon customer satisfaction reports, input from above and below, directives, and ongoing programmatic changes which occurs through meetings, electronic communications, planning events, training events, and ad-hoc initiatives.
 - The one-stop partners conducted a LEAN Six Sigma project to streamline front-end data collection and operations, and provide more efficient services.
 - The one-stop partners also undertook an “engagement pillar” project with the Studer Group to improve the customer experience and agency-to-agency communications.
 - Ongoing regional cultural competency workshops ensure continuous improvement in providing high quality services to individuals from diverse cultures and with diverse needs.
- b. Access to services is a primary goal of the one-stop system. The one-stop website, website linkages to partner sites, and web-based programs allow for web-based linkages to services. Each of the major partners in the one-stop offer web access so customers can gain information from county websites, technical college websites, State of Wisconsin websites, and the one-stop website. To assist customers navigating web resources, there is a live chat function on the one-stop website. The Workforce Network has also been developed to link to various partner agencies that provide a wide range of services where partners can self-serve and update their information. The site serves as a self-service portal for job seekers, businesses, students, and schools to find local workforce resources in a streamlined manner. This includes everything from WIOA services and libraries to local agencies providing support services and community-based organizations providing specialized programming.

All WIOA paperwork is able to be emailed and filled out by individuals remotely. Career planners can email and/or text individuals for appointments and resources including InterviewStream which allows for at-home or remote usage by customers and in-office review by career planners.

Partners display one-stop materials in their locations and the one-stop provides community partner print materials in the one-stop lobbies. Representatives of external partners are invited to present information on their services at one-stop inter-agency all-staff meetings and one-stop partner staff present information as needed. External partners are invited to inter-agency events and information sharing events on a regular basis. Relationship building and outreach remain a top method of communicating our services beyond the one-stop buildings.

Additionally, an ongoing partnership with the library system provides web linkages, materials, workshops, and reciprocal training.

- c. A yearly Section 188 review is conducted of the comprehensive one-stops. The yearly review examines physical and programmatic accessibility of facilities, programs and services, materials, and technology. With both comprehensive one-stop centers being located on college campuses, multiple reviews occur from multiple entities. Technology is often the area where the most changes occur and require the most attention. When needed, one-stop partners consult with the DVR to meet the needs of individuals with disabilities.

The WDB, in partnership with the one-stop operator, conducts annual reviews of facilities, programs, technology, and materials for compliance. Additionally, training is provided on an as-needed basis to ensure staff are aware of all resources available to clients and to ensure compliance. Ongoing training is also provided during interagency All-Staff meetings and in the form of Lunch-N-Learns. At minimum, the one-stop partner staff are expected to:

- Recognize the importance of making people with disabilities feel welcome and a basic awareness of how to meet the needs of customers with disabilities;
- Know how to assist people with disabilities during emergency evacuations, including the evacuation of persons with mobility impairments;
- Know how to procure and use various equipment and materials for assisting people with disabilities, including the one-stops' telecommunications devices for the deaf (TT/TTY/TDD), accessible work stations, accessible materials, etc.;
- Understand the list of the One-Stop's auxiliary aids and services for communication, assistive technology devices, and material in accessible formats is provided in writing for those who request it;
- Includes a presentation of customers' rights to nondiscrimination and equal opportunity, including the right to file a complaint, during orientation sessions; and
- Ensure that communication with customers and potential customers with disabilities is as effective as communication with other customers.

All protected classes are protected. One-stop partners do not discriminate on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, or for beneficiaries, applicants, and participants only, citizenship status, or because of an individual's participation in a program or activity that receives financial assistance under WIOA. The one-stop system has had a strong history of providing inclusive services and is continually striving to keep our services this way.

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

Programs available through the workforce development system include:

- Community Services Block Grant Employment and Training Assistance
- English Language Learner and English as a Second Language Programming
- FoodShare Employment and Training Programming
- Independent Living Programming
- Post-Secondary Career and Technical Education Programming
- Trade Adjustment Assistance
- Senior Community Service Employment Programming
- Specialized Grant Programming (e.g., Department of Labor TechHire)
- 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 Native American Programming
- WIOA Rapid Response Programming
- WIOA Wagner-Peyser Labor Exchange and Re-Employment Services
- Wisconsin Works Programming

The providers of core services in the local area are all actively engaged partners in the one-stop center. Core partners meet routinely to solidify working relationships, partnerships, and align services as well as explore opportunities to leverage resources to best support customers.

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

When a business experiences a mass layoff or a closure, the Rapid Response team provides onsite information and/or workshops to affected individuals. Information sessions are often held to discuss unemployment insurance benefits, alternative pension and insurance programs, occupational skills training course availability, reemployment services, and Veteran’s benefits. Staff assist affected individuals with understanding their eligibility for the unemployment insurance program as well as how to apply for benefits. Additionally, there are other situations where a client or employer needs assistance with navigating the unemployment insurance program or understanding their responsibilities. In these cases one-staff assist to the extent feasible and then refer the individuals to the unemployment insurance program. When appropriate in the event of a multi-location event that crosses multiple WDAs, the local WDB coordinates with other WDAs providing services as well.

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.

In WDA 3, there is a wide range of workforce development activities and services available for youth workers across the workforce system. Activities and services are provided by public workforce and local government agencies, private nonprofit workforce agencies, and community-based organizations. There is a strong history of providing high-quality, results-oriented services to youth. Activities are designed to be accessible to all customers including those with disabilities and other barriers to employment.

Activities and services available in the local area for youth include:

- Adult mentoring;
- Alternative secondary school services or high school dropout recovery services;
- Career awareness, counseling, and exploration (e.g., labor market information, assessments);
- Comprehensive guidance and counseling;
- Education offered concurrently with and in the same context as workforce preparation and training;
- Entrepreneurial skills training;

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

In the WDA there are several successful models that are being used for youth workforce activities. DVR collaborates with several community-based partners to provide a year-round work experience program for youth. There are a large number of excellent service providers in the area for youth. The local technical colleges are the largest providers of effective training services and activities for youth including:

- English as a second language instruction;
- GED and HSED completion programs;
- Basic skill enhancement programs
- Occupational skill training; and
- Youth and adult apprenticeships.

The technical colleges are adept in engaging youth and helping them see how their education will enhance their futures.

Local partner agencies provide nutritional assistance, economic assistance, and family support services. Each county has literacy centers which provide basic skills education for significantly barriered youth. There are parenting support services in each county for young parents and homeless shelters in each county specifically for youth. For youth with disabilities, the DVR provides assessment, training, job placement, job coaching, and vocational counseling services.

The WDB's provider and DVR work to place youth with barriers into work-based learning experiences. DVR is required to spend a portion of their budget on specific Pre-employment Transitional Services for students with disabilities who are in high school. These services include:

- Job exploration counseling
- Work-based learning opportunities
- Counseling on post-secondary education
- Workplace readiness training
- Instruction in self-advocacy

The WDB has had a strong history of providing work experience opportunities for WIOA participants. To expand and enhance services for out-of-school youth program participants, in particular though work experience, internships, and on-the-job training, the WDB reassessed and adjusted hourly wage rates to promote increased participation. Rising wages due to low unemployment resulted in more youth taking unrelated jobs that did not have an associated program component such as mentoring or education and skill building. Increasing wages to better align with the current economic conditions has helped to drive interest in work experiences for out-of-school youth. Career planners discuss the importance of work-based learning with out-of-school youth.

Expanding and enhancing services for out-of-school youth has been an ongoing priority of the WDB since the passage of WIOA. The WDB rebranded the youth program to “employMEnt NOW!” and has changed outreach materials to reach the out-of-school youth audience. Through the WDB’s service provider, targeted outreach and social media have and will continue to be expanded. Additionally, the WDB uses its budget process to prioritize expanded work experience efforts. The WDB requires budgets to include all required work experience components at or above minimum levels.

Businesses have expressed a strong need for youth in their workplaces. With retirements and skills shortages, businesses are increasingly providing more opportunities for work-based learning opportunities. Through the WDA 3 BST, many successful connections with employers have already been made and this trend is expected to continue. The WDB works with its provider to ensure funding is allocated to maximize opportunities. The WDB monitors spending as well as services provided to ensure success.

Secondary and post-secondary education providers continue to represent some of our strongest partnerships. With educational programs being core to employment and training success, the WDB has placed a priority on coordinating workforce activities and service delivery with local educational programs. Career planners maintain strong connections with guidance counselors, academic advisors, and other key education staff, including staff at alternative schools, to share information and determine the most effective methods for connecting with students. When feasible, WIOA Title I outreach and activities are aligned with education activities for maximum input and reduced duplication. Career planners often educate clients about support services at local post-secondary providers, linking with advising and/or counseling staff, tutoring resources, academic and emotional support groups.

To ensure the WDB keeps a pulse on educational programs, activities, and trends, WDB members, staff, and service providers participate in advisory committees, workgroups, and other organized groups including School to Work consortiums, Youth Apprenticeship and/or Apprenticeship groups, Countywide education and workforce collaboratives, and more. The WDB also invites in-demand educational program providers to present at WDB meetings and discuss opportunities to collaborate. A recent example includes a high school-based information technology program provider. The WDB assisted by connecting the provider to K-12 districts and potential business champions.

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.

WOWWDB actively promotes increased coordination of activities and services, as outlined in WIOA Title II, with its secondary and post-secondary education partners. Regionally, WOW participates in education and workforce centered workgroups and initiatives. The goal of these regional workgroups is to connect stakeholders across the K-12, post-secondary, and workforce verticals to coordinate strategies, enhance services, identify and address barriers, and reduce duplication of services. As a part of the WOW WDB three-year strategic plan, WOW is identifying additional strategic partnerships to strengthen the relationships in this space with a specific focus on ensuring guidance counselors are informed about post-secondary options and regional workforce priorities and opportunities.

WOW WDB works closely with its service provider to ensure youth programming meets the needs of the customers. Through coordinated monthly meetings in the one-stop system, services are coordinated to reduce duplication, ensure cross-referrals and co-enrollment where beneficial.

WOW WDB is extending its sector strategies in key, in-demand industries. A portion of sector strategies is the use of career pathway information to ensure that customers understand the variety of on-ramps available. When possible, WOW WDB also facilitates conversations and feedback from businesses to secondary and post-secondary institutions regarding skills, knowledge and abilities for in-demand careers so there is a continual and trusted feedback loop between industries and educational partners.

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.

Supportive services, including transportation, can play a critical role in the success of a client. The WDB in partnership with its service providers and many other one-stop partners ensures clients are informed on all available supportive services. The WDB also ensures WIOA Title I policies support clients' needs and budgets include adequate funding for the provision of supportive services. One-stop partners inform clients of support services they may be eligible to receive as well as make referrals to other programs and services for co-enrollment to maximize benefits.

Career planners maintain up-to-date knowledge of transportation options as this can be a key component in helping a client obtain and retain employment. Career planners assist clients navigate the public transportation system including assistance with researching modes, schedules, costs, and reserving rides. Transportation resources include bus passes, gas cards, taxi tickets, and ride-sharing gift cards, as allowable by each individual program.

To assist clients as well as one-stop partners, the WDB created The Workforce Network website which lists supportive services and providers in the local area. Users can navigate the site to locate specific services and connect directly with the provider.

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.

Over the years, much time and energy has been spent at the local level on planning and strategizing to coordinate Wagner-Peyser Act services and other one-stop programs and services to avoid duplication. The system runs stronger when all partners are working together to reach common goals for shared customers.

The Operations Team meets regularly to discuss daily operations of the Centers, including Wagner-Peyser services offered such as Reemployment Services and Eligibility Assessments (RESEA). When an agency is determining if a new service is needed, the rest of the agencies are consulted to determine if that service is already being provided. One specific strategy used in the past to avoid duplication involved combining networking groups and job clubs. Partners shared topics and facilitation to make sure all agencies were satisfied with topics that were offered. Additionally, coordinating RESEA sessions with WIOA Title I information sessions has resulted in streamlined services for job seekers.

One-stops currently include sign-in reception areas that offer a first level of screening for all services offered through the system. First-time visitors are always shown the resource room and provided with information on Wagner-Peyser-funded services.

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.

The WDB has strong partnerships with Adult Basic Education (ABE) and English Language Learning (ELL) programs offered by the three local technical colleges (Waukesha County Technical College, Milwaukee Area Technical College, and Moraine Park Technical College) and community-based organizations. For example, both WIOA and ABE and ELL are co-located in Washington County, resulting in frequent interaction with staff and instructors. The one-stop in Waukesha County also has hoteling offices available for use by ABE and ELL staff. Collaboration with planning, grant writing, and overall coordination is common practice. Coordination has strengthened as a result of WIOA.

WIOA requires a coordinated review of local applications submitted under Title II. The WOWWDB will continue to participate in the review of local applications to determine alignment with the local plan. The WOWWDB will provide feedback and recommendations for stronger alignment as needed during the Wisconsin Technical College System's review process.

The WDB has a long-standing partnership with DVR and many of DVR's service providers across WDA 3. With the recent relocation of the Waukesha American Job Center, DVR and the AJC are now collocated. DVR and WIOA Title I career planners and business services staff routinely work together to coordinate service delivery, provide co-enrollment, and maximize benefits to clients and employers. DVR has provided WIOA Title I staff and the WDB with technical expertise and training on issues related to serving individuals with disabilities. This has created a common dialogue for staff which is helpful when working across both programs.

ABE and DVR programs are partners in the one-stop system and co-enrollments happen regularly. Managers of ABE programs are involved in one-stop planning meetings (Executive Leadership and Operations Teams) and information is shared on programs/services/changes at all levels. Coordination with ABE, ELL, and Vocational Rehabilitation programs has been happening since the one-stops were built over 20 years ago. DVR and ABE/ELL programs are an integral part of the one-stop system and WIOA planning/coordination has been part of daily business. Over the years, much work has been done to coordinate and co-enroll as much as possible for customer benefit.

An example of coordination is the WIOA Title I and DVR Pre-ETS programs which work to place youth into employment opportunities. Based on what WIOA is able to fund, it has been more difficult placing youth who are not able to work independently. Co-enrollments with DVR have provided youth with disabilities the ability to work productively during the summer and employers with the assistance they need to foster a productive and accommodating work environment.

With the passage of WIOA, Title I and ABE staff have worked together in the development of the ABE state plan as well as on the review of local applications. Strong relationships and coordination with education and training providers in the local area has helped to ensure applications align with

the WDB's local plan. WIOA Title I has had the opportunity to make recommendations to promote alignment and increased success.

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 annually updated WIOA memorandum of understanding for one-stops describes the service delivery system in WDA 3. One-stop partners work together to engage in integrated service delivery strategies to better serve job seekers and customers. Additionally, routine meetings and convenings with the below mentioned groups assist with sharing information, cooperative efforts with employers, and common staff training, among other collaborative benefits.

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

- Operations Team: Front-line supervisors or managers from each core and partner program meet monthly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.
- WDA 3 BST: Business services representatives from all core and partner programs convene at least quarterly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery.
- All-Staff Meetings: Meetings for all staff who are part of core and partner programs are convened quarterly to provide and/or receive workforce system updates, participate in shared training, and more.
- All-Career Planner Meetings: Career planners from core and partner programs are convened at least annually to participate in program updates, shared learning, and discuss co-enrollment and areas for alignment.
- Other: Lunch-n-learn events and topical educational and training events are held on an as-needed basis for front line and supervisory staff of core and partner programs to enhance service delivery.

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.

- Administrator: Waukesha-Ozaukee-Washington Workforce Development Board
- Fiscal Agent: Waukesha County

21. Describe the competitive process used to award the subgrants and contracts in the local area for the WIOA Title I activities.

The WOWWDB, in coordination with Waukesha County as the fiscal agent, competitively procures all WIOA Title I services through a formal request for proposals (RFP) process:

- The RFP must incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured and identify all requirements which the offeror must fulfill, including all other factors to be used in evaluating proposals.
- The RFP must be posted for a minimum of fourteen (14) days on the WOWWDB’s website and in the Milwaukee Journal Sentinel. Additional publications for posting may be considered on an as needed basis. The RFP notice is also sent to a bidders list. Proposals must be solicited from an adequate number of qualified sources.
- An evaluation tool is used to evaluate each proposal. The criteria used in the evaluation tool must match the requirements and factors included in the RFP.
- An evaluation committee independently evaluates each proposal using the evaluation tool and assigns a numerical score. Committee members must not be representatives of the offeror’s organization, be related to the offeror, or have a vested interest in any offeror’s proposal.
- The assigned buyer from Waukesha County’s Purchasing Division must meet with the evaluation committee to collect and average all scores, discuss comments, and determine if interviews are needed. The evaluation committee must recommend the award to the offeror whose proposal is most advantageous to the program while considering price and other factors.
- The WOWWDB Director prepares a memo to the appropriate decision makers, which includes a summary of all comments, average scores, the rationale for the method of procurement and selection of contract type, and the cost price analysis.

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.

WIOA Program	Performance Measure	PY22-23 Negotiated Level
Adult	Q2 Unsubsidized Employment	77%
Adult	Q4 Unsubsidized Employment	80%
Adult	Median Earnings	\$8,300
Adult	Credential Attainment Rate	68%
Adult	Measurable Skill Gain	79%
Dislocated Worker	Q2 Unsubsidized Employment	85%
Dislocated Worker	Q4 Unsubsidized Employment	82%
Dislocated Worker	Median Earnings	\$8,900
Dislocated Worker	Credential Attainment Rate	71%
Dislocated Worker	Measurable Skill Gain	72%
Youth	Q2 Employment/Education	87%
Youth	Q4 Employment/Education	87%
Youth	Median Earnings	\$5,700
Youth	Credential Attainment Rate	60%
Youth	Measurable Skill Gain	66%

Definitions of Primary Indicators of Performance:

- **Q2 Unsubsidized Employment:** The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.
- **Q4 Unsubsidized Employment:** The percentage of program participants who were in unsubsidized employment during the fourth quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.
- **Median Earnings:** The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as established through direct unemployment insurance wage record match, Federal or military employment records, or supplemental wage information.
- **Credential Attainment Rate:** The percentage of participants who obtain a recognized postsecondary credential during participation or within one year after exit from the program. Participants who receive a secondary school diploma or equivalent are successful if the participant was also employed or entered postsecondary education within one year of program exit.
- **Measurable Skill Gain:** The MSG indicator is the percentage of program participants who, during the program year are in an education or training program that leads to a recognized postsecondary credential or employment; and achieve documented progress in attaining academic, technical, occupational, or other forms of progress towards that credential or employment.

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:**
 - **Identify the role of the Local WDB and Youth Council/Committee in supporting Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning.**
 - **What actions will be taken to ensure that these areas are a priority for the local area?**
 - **What actions and commitments will be made of the local WDB or Youth Council/Committee members (in particular those representing business_ to support these initiatives?**
- **Local WDB Participation:**
 - **Describe how the local WDB will make businesses in the local area aware of opportunities to participate on the local WDB to ensure representation of industry sectors with the greatest labor force demand.**

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

The WDB provides first-hand experiences and insights into the design of business services, sector partnerships, career pathways, and work-based learning programs. The WDB has helped shape processes for communicating and working with businesses, provided guidance on the application of career pathways in specific sectors, and helped reduce duplicative sector partnership efforts through partnering with other local and regional organizations. The WDB is tasked with participating in and/or promoting these efforts and services to other businesses and partners. The WDB plays a central role in ensuring programs and services remain successful.

Through the WDB's strategic planning process, the WDB identified opportunities to redesign agendas and meeting structure to ensure it was maximizing its time and efforts in the most effective way possible. The WDB utilize consent agendas to make room for more high-priority and high-impact conversations around its core board functions, including business services, sector partnerships, career pathways, and more. Additionally, the WDB Chair and staff will be working together to craft action-oriented and continuous improvement-focused questions at every WDB meeting to promote robust dialogue and positive results. The strategic plan also includes specific objectives with ad-hoc workgroups to ensure opportunities for continuous improvement and data-driven decisions remain a priority and are actioned upon. At the time of this plan ad hoc workgroups include: Client Experience and Engagement, Stakeholder Engagement, and Employer Engagement and Sector Strategies. Each workgroup has defined measures of success and Year 1 goals, as identified in Question 5 of this plan.

The WDB strives to maintain a balanced membership that is representative of our WDA. As board seats become available, opportunities are marketed to local and regional economic development and chamber partners to share with businesses. Additionally, local business services staff are also consulted to discuss outreach to potential businesses who have worked with the public workforce system.

The WDB utilizes labor market data and takes into account local industry demands to support the appropriate mix of industries on the board. The WDB utilizes specific board seats that align with WIOA requirements to ensure private sector business membership never dips below 51%.

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:

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

WDA 3 provides multiple options for training services through the various one-stop system providers and partners. Currently, the following offerings are available to clients who meet all program- and/or service-specific eligibility criteria, and in alignment with individual employment plans, documented needs, and local or regional occupational demand:

- Occupational skills training, including training for nontraditional employment;
- On-the-job training;
- Incumbent worker training;
- Programs that combine workplace training with related instruction, including apprenticeships;
- Skills upgrading and retraining;
- Entrepreneurial training;
- Job readiness training; and
- Adult education and literacy activities.

Occupational skills training under WIOA Title 1-B is provided through individual training accounts. Per the WDB's training policy, other locally approved training programs (e.g., GED/HSED provided in combination with another service) that meet the WDB's criteria can also be provided through individual training accounts. Other training services such as on-the-job training and incumbent worker training are provided through individual cost-reimbursement contracts with employers. These contracts must follow WDB policy which includes contract monitoring and reimbursement requirements. The WDB may consider utilizing contracts for other types of training services should the WDB determine there is an insufficient number of training providers, there is a program of demonstrated effectiveness, or it would be most appropriate and cost efficient to contract with an individual provider for the training of multiple individuals. In each of these instances, the WDB will follow the requirements outlined in WIOA 680.320. To determine if there are insufficient eligible training providers, WOWWDB and its service provider review the State-managed ETPL list. Due to the number of training partners in the region, no intervention is currently necessary. Should intervention be required, all requirements of 20 CFR 680.320(a)(2) would be followed with a public posting in the Journal Sentinel and a 30 day comment period. An RFP process completed by either the board or the service provider would be utilized to select the providers under a contract for services as required by 20 CFR 680.320(c).

The WDB has prioritized ensuring clients have sufficient information to make an informed choice for employment and training. The WDB and its providers utilize credible sources to provide labor market data, employment projections, and information on the performance of training providers. Per the WDB's training policy, Wisconomy's Long-Term Occupation Projections List for WDA 3 is utilized to provide individuals access to a wide breadth of training choices for local in-demand occupations. For occupations that do not have sufficient data available on Wisconomy, career planners must utilize other credible resources (e.g., Bureau of Labor Statistics, CareerOneStop) to determine positive projected openings and/or median wages. Career planners are trained to understand how to access, utilize, and explain information in a manner that is understandable by all clients.

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.

WDA 3 partners use www.jobcenterofwisconsin.com as an effective tool used for shared job search and data management of both required Wagner-Peyser and WIOA staff. American Job Center staff utilize www.jobcenterofwisconsin.com for intake and some case management for all customers, jobseekers, and businesses. Self-registration and referral through www.jobcenterofwisconsin.com is available from anywhere in the region where there is internet access and the extensive resources available through DOL, DWD, technical college websites, etc. WOW WDB oversees the AJC system and utilizes digital kiosks to conduct customer counts and collect information as customers enter the AJC to better coordinate and collaborate with its one stop partners.

All WIOA paperwork is able to be emailed and filled out by individuals remotely. Career planners can email and/or text individuals for appointments and resources including InterviewStream which allows for at-home or remote usage by customers and in-office review by career planners.

In the past, lean initiatives have streamlined the intake process for efficiencies. With the changing locations, advancements in technology, and greater comfort with digital literacy in the region, WOWWDB will revisit current practices to assess opportunities for greater technological integration as a part of the strategic plan.

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.

WOW Workforce Development Board follows the DWD Priority of Service policy in Chapter 8 of DWD's WIOA Title I-A & I-B Policy & Procedure Manual which includes priority for adult career and training services to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. "Priority of service" means the right to take precedence over a person with lower priority in obtaining employment and training services. The person with priority receives access to a service earlier in time than a person with lower priority or – if the resource is limited – receives access to the service instead of the person with lower priority. Priority is not part of the eligibility determination; rather, it is meant to emphasize access to individualized career and training services for these higher-need populations. Priority of service is assessed at the time of eligibility determination, and participants are informed if they are to receive priority. If, during participation, the career planner learns of changes in an individual's status that allows them to receive a higher priority of service, the individual is given increased priority. For example, if someone who was not low-income at program entry becomes low income during participation, the individual starts receiving increased priority as soon as the career planner becomes aware of the change. Veterans and eligible spouses receive priority for all WIOA Title I programs. For the Adult Program only, priority for individualized career services and training services are also given to participants who are designated low-income, including public assistance recipients, and/or basic skills deficient for the Adult Program, including 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 Wanger-Peyser Act Employment Service.**

WOW WDB's business services are provided via the Business Services Team (BST) of the service provider. Both the Board and the BST have strong relationships with businesses in the WDA. There is also close alignment and coordination with neighboring BST teams in other WDAs as a part of the regional initiatives.

WOW WDB is expanding its use of sector-based strategies and through the development of the stakeholder engagement plan is deepening its connections to in-demand employment sectors including advanced manufacturing and healthcare to ensure a feedback loop of hiring needs and available, qualified participants. In regular conversations regarding services, employers are kept apprised of qualified participants and employer services such as job fairs, opportunities to participate in convenings, and other employment-related services through emails from the service provider; one-on-one meetings with the BST team, economic development partners, or WOWWDB representatives; and social media. Job ready candidates are informed of and invited to hiring events where employers and staffing agencies interview candidates who possess required skills or work experience.

28. Describe any limitation the local WDB imposes on individual training accounts, such as limitation 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 DWTW-18813-E for the local WDB.

The WDB has the following ITA funding limitations in place which are established through the WDB's training policy:

- Occupational Training: \$4,000 per fiscal year (July 1 – June 30)
- Other Allowable Training: \$1,800 per fiscal year (July 1 – June 30)
- Lifetime Limit: \$10,000

Funding limitations were put in place to maximize limited resources in an effective way while still allowing participants to enroll in eligible programs of their choice.

As identified above, the WDB has prioritized ensuring clients have sufficient information to make an informed choice for employment and training. The WDB and its providers utilize credible sources to provide labor market data, employment projections, and information on the performance of training providers. Per the WDB's training policy, Wisconsin's Long-Term Occupation Projections List for WDA 3 is utilized to provide individuals access to a wide breadth of training choices for local in-demand

occupations. For occupations that do not have sufficient data available on Wisconomy, career planners must utilize other credible resources (e.g., Bureau of Labor Statistics, CareerOneStop) to determine positive projected openings and/or median wages. Career planners are trained to understand how to access, utilize, and explain information in a manner that is understandable by all clients.

The WOWWDB has additional criteria which requires that all programs need to meet the following criteria:

- Be occupational in nature or other allowable training;
 - o Other Allowable Training: GED/HSED, remedial, adult literacy, and computer classes;
 - o Occupational: Occupational training covers programs which fall along a WTCS-approved career path and include programs ranging from short-term professional certificates up through Bachelor Degree programs;
- Be along a WTCS-approved career path (Note: This does not require that the selected training program be at a technical college) for an occupation title on one of the lists, as long as:
 - o The outcome leads to self-sufficiency for the individual or less if the individual requests it; and
 - o There is a documented need for the training in order to become employable; and
 - o Individual Employment Plans and ITA Career Goal must clearly list Occupational Goal and anticipated WTCS-approved career path pieces to be completed during current enrollment episode, as more than one training program will not be paid for during each program episode;
- The training provider and program must listed on the State Eligible Training Provider list.

Notes:

- ITA's for completion of baccalaureate degrees will be considered. The participant must be able to prove junior status in their chosen field. ITA's for post-graduate degrees will not be considered.
- Failed classes will not be paid for again, unless there was a documented, involuntary reason for the first failure.
- Individuals who voluntarily drop out of training programs will have to reimburse the service provider for tangible costs and will not be eligible for future funding. Tangible costs may include equipment, tools, supplies, and fees. Exceptions are made based on rare and exceptional circumstances and require official approval.
- Yearly Association or Union dues are not allowable expenses.

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.

WOW WDB does not apply the optional definition of "basic skills deficient".

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).

The WDB does not currently have an eligibility criterion for "requires additional assistance."

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.

WOW works to provide programming for both In School Youth and Out of School Youth, depending on interest. Services are provided year round and orientations are provided in-person and virtually. Outreach is conducted at local schools, community-based organizations, and partner agencies to promote services. Collaboration is maintained through one-on-one relationships with organizations, participation and convening of youth and education-focused committees and workgroups, and presentations about services to those who may have interactions with eligible youth. WOW's service provider provides additional outreach through social media. WOW WDB will continue to pursue discretionary grant funding, such as U.S. Department of Labor grants, to expand service.

WOW WDB works closely with partner agencies to collaborate and coordinate services. For youth with disabilities, WOW WDB works closely with DVR. Case management by career planners ensures that youth are connected to appropriate services.

Activities and services available in the region for youth include the 14 WIOA program elements. The determination of what specific services a participant receives is based on the participant's assessments and individual service strategy. The 14 elements are:

- Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies;
- Alternative secondary school services or high school dropout recovery services;
- Paid and unpaid work experience;
- Occupational skills training;
- Education offered concurrently with and in the same context as workforce preparation and training;
- Leadership development opportunities;
- Supportive services;
- Adult mentoring;
- Comprehensive guidance and counseling;
- Financial literacy education;
- Entrepreneurial skills training;
- Career Awareness, Career Exploration, and Career Counseling;
- Postsecondary preparation and transition activities; and
- Follow-up services.

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 this 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 variety of stakeholders provided input through various channels for the development of this plan. This included strategic planning and discussions at WDB meetings, individual meetings and communications with local workforce system partners, economic development stakeholders, and businesses. An online survey was distributed to WIOA, community, and business/labor partners for input prior to the draft being posted for public comment. These organizations and partners included representatives of training and education organizations serving youth, organizations serving individuals with barriers to employment, and representatives of businesses in demand industry/sectors from the WOW region. Comments to the plan are also accepted via email or in writing with specific instructions included in the public notice.

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 WOWWDB posts the local plan for public comment for thirty (30) days via the following methods:

- Posting a public notice in the Milwaukee Journal Sentinel which covers WDA 3;
- Posting a notice and the plan on the WOWWDB's website; and
- Making a hard copy of the plan available in the Waukesha American Job Center.

Comments can be made via email or in writing via mail to the WOW WDB Director.

- Email: aksmith@waukeshacounty.gov
- In writing: Waukesha County Parks and Land Use
Attn: WOW Workforce Development Board
515 W. Moreland Blvd.
Suite AC260
Waukesha, WI 53188

Plan comment dates: February 19, 2024 – March 20, 2024.

A section will be added to the bottom of the local plan that will contain the comments received during the 30-day comment period.

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

- MOU

- Consortium Agreement
- Joint Agreement
- Regional OSO Agreement
- Form DWTW-18813-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).

Signature Lines

DRAFT