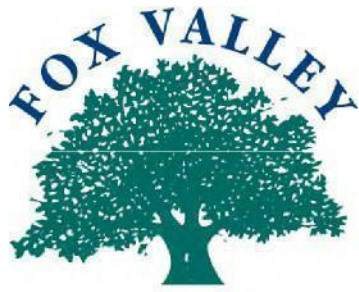


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Workforce Innovation and Opportunity Act (WIOA) Local Plan 2024-2027



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WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA) LOCAL PLAN PY 2024-2027 WDA 4

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Fox Valley Workforce Development Board (FVWDB) Local Plan 2024-2027

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

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

Section I: Local Analysis

The Fox Valley Workforce Development Board (FVWDB), Workforce Development Area 4 (WDA4) has been identified as a planning region with Workforce Development Area 5; therefore, Section I, questions 1-3 have been removed from the Local Plan submission per the Wisconsin Department of Workforce Development's (DWD) guidance since it duplicates the questions in the Regional Plan.

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 Fox Valley Workforce Development Board (FVWDB), Workforce Development Area 4 (WDA4) is the state-certified Workforce Development Board Serving Calumet, Fond du Lac, Green Lake, Waupaca, Waushara, and Winnebago counties. FVWDB's mission is "Working collaboratively in our communities to create and sustain a fully engaged, talented workforce for tomorrow, and beyond." FVWDB does this by planning, coordinating, convening, collaborating and monitoring workforce initiatives with employers, partners and community stakeholders at the local, regional and state level to ensure a skilled and productive workforce for the 21st Century.

FVWDB convenes and collaborates with partners to lead efforts in WDA4 to align workforce development services and investment with education and training programs to supply skilled and educated workers to employers. The WDA4 labor supply is represented by organizations,

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agencies and training providers making up our Job Center Required Partners, along with a slew of other interested groups. They engage with job seekers and students to connect individuals to the workforce system and to promote career pathways and training programs and recruitment/hiring events. The WDA4 labor demand is represented by employers and associations we connect with through our Board of Directors and our industry and association partners, who help us define needed skills, credentials and certification requirements and request customized training and candidate recruitment services (such as job fairs) from our Business Solutions Team.

The WDA4 workforce area includes six (6) counties, but also extends across these boundaries into other neighboring workforce boards, thanks to a robust commuting culture along I-41. This allows us to connect our workforce to regional employers and education training partners. Our employers also connect with a larger, regional labor supply to these adjacent workforce development areas and systems within the NEW North area. WDA 4 operates the Oshkosh Job Center, which opened in January 2026 replacing the prior Menasha Job Center and temporary site at the Oshkosh Public Library.

We have a robust workforce development system supported by a statewide service provider offering a wide range of programs and support opportunities. We regularly measure customer satisfaction and we look for ways to practice continuous improvement to ensure services are being delivered effectively and efficiently.

WDA4 is home to numerous post-secondary training providers who offer a range of program types, costs, lengths and job placement programs. There are youth programs, 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.

Workforce development activities include:

Community Engagement and Outreach: FVWDB has worked with our job center and subrecipient partners to establish regional workforce development activities across many of counties to more effectively provide workforce services to job seekers and businesses through a place-based approach, especially in high poverty, high unemployment areas and focused on target populations in our rural communities needing assistance.

Career Services: All required WIOA elements for basic and individualized career services are provided through the various partners of the workforce system in WDA4, with the majority provided by core partners within the American Job Center (AJC) system. Basic and individualized 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, mentoring, and more. EMI provides digital literacy learning. WIOA-eligible clients seeking individualized career assistance are assigned to a Career Planner who serves as a case manager and career coach. These services are

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delivered through a human-centered perspective, with an understanding of regional employer demand, and focus on industry-specific skill needs, career pathway exploration, upskilling, and job matching.

All Career Planners, regardless of funding stream, work one-on-one with clients, beginning with the delivery and interpretation of a comprehensive/objective assessment, development of an Individualized Employment Plan (IEP) and/or Individual Service Strategy (ISS). The Career Planner follows the client's experience, beginning with their engagement with the AJC and followed by other workforce services that are administered and documented in either a group or one-on-one session. Interactions continue with the client until successful job placement occurs, at which point the Career Planner provides follow-up services for a duration of time to assist the client with job retention needs.

We are especially proud of our co-enrollment strategy, which ensures we have all the resources we need to address the needs of a client.

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

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

- Basic Career Services - Examples of basic and individualized career services (including those required under WIOA) include: Outreach, Job placement services, Orientation, Information on Unemployment Insurance, Intake, Information about supportive services, Eligibility determination, Program performance information, Initial assessment, Program cost information, Hiring Events, Assistance applying for financial aid, Local performance information, Job search assistance, Labor Market Information and more.
- Individualized Career Services - Examples may include: comprehensive and specialized assessments, testing, in-depth interviewing and evaluation, individual and group counseling, career planning and workforce preparation activities, financial literacy, mentoring and more.
- Training Services - The FVWDB offers a variety of training opportunities through the workforce system that align with the Career Pathways framework. Training options vary by program partner and eligibility conditions. The regional workforce system offers work-based learning, short-term career pathway (stackable credential) training,

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apprenticeships and occupational classroom training in the traditional setting. Examples may include: on-the-job training, youth apprenticeship, pre-apprenticeship and registered apprenticeship, post-secondary programs, and more. Individual Training Accounts are established to finance training from an approved list of eligible training providers managed by the State of Wisconsin Department of Workforce Development.

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

Training and Work-Based Learning Services: For clients needing skills development beyond the resources available at American Job Centers, Career Planners recommend occupational skills training and/or work based learning. Training is provided through certificate or degree-based programs that include career pathways and stackable credentials when possible. Training types include virtual learning, short-term training boot camps, customized industry-recognized cohorts, and traditional post-secondary programs funded through Individual Training Accounts (ITAs). Training services are offered by multiple providers and partners within the local workforce system. Eligibility and program requirements are unique to each funding source. Partners work together to coordinate service delivery to effectively maximize resources. Examples of work-based learning include On-the-Job Training, Registered Apprenticeship, Youth Apprenticeship, transitional jobs, and various types of paid work experience opportunities. We've also been exploring the use of virtual reality headsets, which allows a youth to explore a career during a meeting with a career planner. This is especially important for our rural clients who lack employers willing to allow for a Board developed work experience on site.

Business Services Team: FVWDB's Business Services Team coordinates business services and solutions with workforce system partners to provide a comprehensive and streamlined approach that reduces duplication and maximizes resources to employers. Our team meets regularly to collaborate to ensure that employers receive the best services available.

- 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.
- Hiring: The BST provides services to help employers with their hiring needs. Services include, but are not limited to: hiring assistance, job postings on the Job Center of Wisconsin website, tax incentives, labor market information, and more.
- Training: The BST connects businesses to world-class education and training platforms to cultivate a highly skilled and creative workforce. Services include, but are not limited to: on-the-job training, apprenticeships, youth apprenticeships, internships, work experiences, and more.

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- Talent Retention: The BST helps businesses identify strategies to keep its talent skilled, productive and satisfied. Services include, but are not limited to: consultation with companies on workforce layoff aversion strategies, like work-share, education on incumbent worker training grants via Fast Forward, WAT grants or other entities, labor market analysis, educational events centered on human resources, like our workforce education summits, collaboration with entities like WEDC to identify talent development and retention offerings, and more.
- The Fox Valley Industry Liaison Group (ILG) has given the WDA an opportunity to connect with local federal contractors who would like to learn more about OFCCP and EEOC compliance in a non-audit setting. Because of the current OFCCP focus on hiring Veterans and people with disabilities, both OVES and DVR Business Services Representatives attend quarterly ILG meetings. I

Placement and Follow Up: Sustainable, long-term placement in high quality jobs is the goal for all Board programs. Once clients are placed into unsubsidized employment and have a planned exit to employment, our subrecipient staff maintain routine contact to ensure they are receiving necessary job retention assistance or services. Career Services staff document and ensure that clients successfully meet their planned outcome goals and successful outcomes on the WIOA performance measures. Career Planners, when appropriate, also provide services necessary to help prevent job loss and support job retention.

WDA4 has the capacity to provide such services and address the needs of individuals with barriers and employers through its robust partnerships, which include but are not limited to, WIOA Required Partners including the Division of Vocational Rehabilitation, Job Service, Unemployment Insurance, and Adult Education, local CAP agencies, industry associations, and other employer groups.

Local technical colleges have strong industry collaboration which helps to shape and support local programming. Advisory Councils/Committees guide programming and training based on local needs and demands. Trainings can be customized through Business & Industry Services or from programs already offered at the colleges. Both FVTC and MPTC publish Graduate Outcomes Reports indicating high student success and high job placement numbers. FVTC's Graduate Outcomes Report can be found at <https://www.fvtc.edu/our-grads-get-jobs> and MPTC's Graduate Outcomes Report can be found at <https://libs.morainepark.edu/docs/college-wide/reports/grad-outcome-report-2022-23-accessible-41124.pdf>. Data in both reports is based on information received from graduates who complete the survey. Survey responses vary from college to college and can range from 35% to 65%. Additionally, both colleges report that 96% of students completing the job placement surveys feel satisfied or very satisfied with their training. FVTC reports an average starting annual salary 6 months after graduation for 2022-23 graduates at \$58,131 while MPTC reports an average starting annual salary at \$58,068 for 2022-23 graduates.

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Strengths include:

- Current education and training service provisions have been designed and implemented in conjunction using labor market information and are designed to meet customer needs.
- Short-term and industry recognized credentials as part of in-demand career pathways are emphasized.
- We recognize the challenges in real time and we are quick to review current goals, programs, procedures, and make changes for a positive outcome.
- Job seekers have access to current labor market information relating to growing and emerging industries.
- Local businesses are engaged to identify industry needs and education is consulted to develop customized training to address needs.
- Customers are counseled on an individual basis to assess work readiness, identify barriers and develop plans of action inclusive of education and training services.
- Customers are engaged at the first point of entry; customers are oriented to Job Center services that are inclusive of education and training services.
- Customers requiring more intense service are provided the opportunity to work individually with a Career Planner or partner staff in a holistic approach in addressing barriers of employment and the provision of resources, including training opportunities, to meet job seeker needs.
- Many companies sponsor apprentices through this training option which gives a learner the ability to be paid throughout the program for both work hours and hours in the classroom.
- Individual Employment Plans are developed with customers so that they are able to move strategically along a career pathway.
- Consistent with the WIOA emphasis on employer engagement and input on training program design, we have made great strides with engagement of businesses in planning and development of short-term training programs that focus on currently needed skill sets and that can result in post-training hiring commitments.

Areas for improvement include:

- Continued updates to outdated and overly-restrictive policies which kept us from supporting our customers to the levels they may have required.
- WIOA also allows for more focus and emphasis on combining focused skills training with work-based learning that enables individuals to not only receive hands-on experience but that also allows them to earn while they learn.
- With such a small number of dislocated workers, the Board is exploring ways to focus on more incumbent worker training programs, further upskilling our workers.
- The WDB will enhance its analysis of training placement results, graduation rates and LMI information to focus more sharply on sector approaches that produce both short- and long-term employment outcomes, including better information on which training providers produce the best trained graduates.
- The WDB will be looking at a Lack of Common Intake/Data Systems and Competing Outcome Measurements. The variety of service providers, programs, services, and funding streams in WDA 4 have unique sets of eligibility requirements and outcome measurements which can be difficult to coordinate and can create confusion for clients. Many of the programs and

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services in WDA 4 have their own set of reporting requirements. The lack of having a common intake and data system across the workforce system has created an additional burden for the client, partners, and workforce development staff.

- We continue to see clients struggling with declining (and expensive) childcare options and a lack of affordable and available mass transit, especially in our rural areas. How can we best use support service dollars to address these challenges?

- 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. Include specific goals relating to the performance accountability measures based on the primary indicators of performance described in WIOA Section 116(b)(2)(A).**

MISSION:

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

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

We develop workforce solutions that promote regional economic growth and employment opportunities for all job seekers by convening leaders from business and industry, economic and workforce development, education and training as well as community partners and policy makers.

FVWDB's goals are to connect job seekers to employment opportunities, to provide education and training options in high growth, high-demand sectors, and to provide a skilled and sustainable workforce to attract, retain and grow diverse businesses in the six-county WDA4 Wisconsin region, but also across all of NEW North.

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

- Engaging Businesses – Develop a deeper relationship with local businesses to fully understand their needs, collaboratively address those needs by creating innovative solutions that will provide a positive outcome
- Developing meaningful work experience opportunities for participants as well as the employers
- Collecting and analyzing data to determine if we are on target with program performance
- Identifying and monitoring outcomes to be sure that policies and procedures are on target for successful performance
- Enhancing Career Pathways by partnering with organizations that are focused in this area, researching best practices and applying them to the current process

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- Identifying and addressing systemic issues to eliminate duplication of services and provide a more fluid process to participants, businesses and service agencies
- Looking regionally as well as locally, for ways to support regional efforts and create a better program delivery system

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

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

The Board will ensure we are addressing the WIOA primary indicators of performance through the creation of strategies, goals and tracking. In order to operationalize the State of Wisconsin PY24-27 WIOA Combined State Plan, local objectives/activities aligns to the DWD/WIOA State Plan Vision, Goals, and Strategies:

<u>State Plan Goal</u>	<u>WDA 4 Activities Aligned With Goal</u>
"Goal #1 Education Focus: Reinvigorate Wisconsin's culture and value of education and innovation to fuel ideas, businesses, people, and the next generation for future economic well-being and ensure that	● Engage workforce, education and community partners in workforce events to identify opportunities and reduce duplication of effort. ● Connect local businesses to the array of services and educational opportunities that exist in the region.

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<u>State Plan Goal</u>	<u>WDA 4 Activities Aligned With Goal</u>
individuals from all backgrounds have access to the education, training, and support they need to achieve their full potential.”	● Promote training opportunities outside of the traditional program settings to move people into jobs as quickly as possible.
“Goal #2 Employers Focus: Engage all employers to drive, build, and utilize Wisconsin's Workforce Development Systems.”	● Local companies are encouraged to use www.jobcenterofwisconsin.com to post positions and recruit talent. ● Business Service Team cross promotes and connects service providers to companies in a collaborative fashion. ● Regular monthly meetings of the Business Services Team allows for a deeper understanding of partner services to effectively connect providers to companies. ● Rapid Response efforts are leveraged to quickly transition workers from one company to another.
“Goal #3 Workforce Focus: Increase Wisconsin's workforce participation by promoting infrastructure to improve access to job opportunities, incentivize workforce participation, and by improving the sustainability of work for individuals and families.”	The FVWDB regularly supports other workforce partners specifically charged with infrastructure work in our state and sustainable jobs. An example is FVWDB’s letter of support to the Appleton International Airport for its grant to expand the terminal and runways and our ongoing partnership with Forward Service Corporation on their Highway Construction Skills Training.
“Goal #4 Organization and Resource Alignment Focus: Advocate for resource alignment to maximize return on investment and use data for continuous improvement of the workforce system.”	The Fox Valley Workforce Development Board advocates for additional resources from state and federal sources typically through our engagement in local and state organizations or through educational communications with our state and federal legislators.

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.

In WDA 4, the following core programs and additional WIOA partner programs are delivered as follows, with program name and agency/organization name listed in the following table. These partners are also those listed in the WDA 4 WIOA Memorandum of Understanding. Core required partners/programs are listed in bold first in the list.

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WIOA Title I Adult	Forward Service Corporation
WIOA Title I Dislocated Worker	Forward Service Corporation
WIOA Title I Youth	Forward Service Corporation
WIOA Title I National Farmworker Jobs Programs (NFJP)	UMOS (United Migrant Opportunity Services, Inc.)
WIOA Title II Adult Education and Family Literacy Act (AEFLA) program	Fox Valley Technical College Moraine Park Technical College
WIOA Title III Wagner-Peyser ES	Wisconsin Department of Workforce Development
WIOA Title IV Vocational Rehabilitation	Wisconsin Department of Workforce Development Division of Vocational Rehabilitation
Senior Community Service Employment Program (Title V of Older Americans Act of 1965)	SER-National Indianhead Enterprises
Trade Adjustment Assistance (Trade Act of 1974)	Wisconsin Department of Workforce Development
Jobs for Veterans State Grants (Chapter 41 of Title 38)	Wisconsin Department of Workforce Development
Unemployment Compensation programs under state law	Wisconsin Department of Workforce Development
Career and technical education programs at post-secondary level, authorized under Carl D. Perkins Career and Technical Education Act of 2006	Fox Valley Technical College Moraine Park Technical College
Community Services Block Grant employment and training activities (Community Services Block Grant Act)	ADVOCAP CAP Services
Job Corps	LifeSkills Connection

The Strategic Programs Committee has been created to ensure current programming is in alignment with the strategic vision and goals set forth by FVWDB. The committee monitors program outcomes and performance, reviews policy, seeks out innovative solutions to program challenges, leads special projects and encourages innovation in career planning. The Board regularly reviews the work of the Committee and other committees to ensure solid program management, quality of outcomes and achievement of performance goals.

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Advocap and other programs provide specifics on supportive services, adult basic education, entrepreneurial training and small-business services (are an intermediary lender for SBA and USDA). Skills enhancement.

Community College partners implementing Title II and CTE programs offer direct training through ITAs and other methods, and for enrolled students provide internal supports for students through student centers, counseling centers, etc. FVTC provides assessment and career classes to individuals referred from WIOA partners to assist in identification of career goals. This assistance is intended to verify and align career goals with funding opportunities available from the WIOA partners for specific plans identified.

Rapid Response is a joint effort in WDA 4. In a defined process, FVWDB leads efforts and makes the first contact with the company and then connects Job Service, OVES, FSC and other partners as needed to plan Rapid Response activities. In addition to worker information sessions, the WDA 4 team collaborates to host and facilitate workforce system connections via workshops (for example resume creation or resume review), WIOA enrollment, and access to information about other employment opportunities and labor market data. When needed, a customized company-specific job fair is scheduled and supported by partners to reduce the time to re-employment for the dislocated workers. Other community partners such as chambers, economic development, and/or technical colleges are engaged to support both the company and the laid off workers.

7. Provide a description of the workforce development system in the local area that:
a. Identifies the programs that are included in that system

The following WIOA system partner programs are located in WDA4. These participate in the local Memorandum of Understanding (MOU) among required and other formal WIOA system partners. All provide services onsite at one-stop locations, through direct linkage and resulting service referrals, and/or through information provided by trained staff:

- WIOA Title I Adult, Dislocated Worker and Youth
- Title II Adult Education and Family Literacy Act (AEFLA)
- Title III Wagner Peyser / Employment Service
- Title IV Vocational Rehabilitation
- Title V Senior Community Service Employment Program (Title V of Older Americans Act of 1965)
- Carl D. Perkins Career and Technical Education
- Community Services Block Grant (CSBG)
- Jobs for Veterans State Grants
- TANF
- Trade Adjustment Assistance
- Unemployment Compensation
- Job Corps

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Additional Programs available through the workforce development system by referral and other partnerships outside the formal WIOA system partner programs, include:

- FoodShare Employment and Training (FSET)
- English Language Learner and English as a Second Language Programming as delivered by the AEFLA and through other program partnerships
- HUD workforce development programs
- Independent Living Programming
- Windows to Work Programming
- Wisconsin Works Programming
- Pathways Home Re-entry Programming
- And we coordinate with other public and community partner programs as they become available or develop and launch in our area.

The following Federal WIOA partner programs are not located in WDA 4:

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

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

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

- 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,**

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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.

See above for a table showing alignment of WDA 4 activities in relation to State Plan Goals.

The FVWDB aims for the full integration of WIOA Title I, II, III, and IV programs. To support this goal, the board must create and maintain a network of providers including community-based organizations, education and training providers, business and government agencies. The board will use the One-Stop Operator system, business services and contracted sub-recipients to ensure the highest level of service to our community.

- The One-Stop Operator (OSO) system - is responsible for facilitating integration efforts and convening required partners to successfully serve people across the WDA4 region.

Goals:

- support technical assistance, resource sharing, lead collaborative meetings, and training, to improve program and partner alignment.
- meet regularly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.
- ensure co-enrollment opportunities exist for potential clients

- Business services - responsible for understanding the needs of local businesses and integration with WIOA core programming.

Goals

- Promote workforce participation through local job fairs
- Community Surveys
- Convenes representatives from all core and partner programs monthly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery to employers.

- Contracted sub-recipient responsible for administering the WIOA Core programs

Goals

- engage other community resources to ensure collaboration and with all partners
- reduce the potential for duplication of services across all programs
- develop detailed outreach plans to engage specific populations across WDA4
- Develop and support career planners in a human centered design and trauma informed care.

8. Describe how the local WDB, working 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).**

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

- Low-income individuals
- Individuals with disabilities (including youth with disabilities)
- Veterans
- Older individuals (aged 55 years and older)
- Ex-offenders or justice-involved individuals
- Homeless individuals (including homeless youth)
- Youth who are in or have aged out of the foster care system
- English language learners
- Individuals with basic skill deficiencies (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society)
- Individuals facing substantial cultural barriers
- Single parents (including single, pregnant women)
- Indigenous Peoples, Alaska Natives, and Native Hawaiians
- Eligible migrant and seasonal farmworkers
- Long-term unemployed individuals
- Individuals within 2 years of exhausting lifetime TANF eligibility
- Displaced homemakers.

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

- Strategic positioning and design of American (One-Stop) Job Centers. WDA 4 currently operates one Comprehensive AJC in Oshkosh. The Board and partners will continue to monitor circumstances and work to have our AJC(s) located in the most effective locations for serving job-seekers, workers and businesses and ensure 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. FWVDB 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 provides basic info on partner programs with contact

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information. Partner agencies meet to discuss co-enrollment and action plans to increase system and resource alignment at the administrative and field staff levels. This can also include the sharing of scheduled activities -- dates, times, locations, etc. for dissemination to staff and customers at the AJCs. The FVWDB and the OSO monitor co-enrollment data via State reporting tools to evaluate effectiveness of co-enrollment goals and adjust strategies.

- Online services and platforms. We are progressively moving toward more virtual and mobile platforms to reach and serve customers where they are. Tools include web sites (Job Center of Wisconsin, FVWDB website), video conferencing platforms (Zoom, Microsoft Teams), and social media platforms. Career Planners are equipped to virtually enroll customers into WIOA programs via video conferencing tools, electronic forms and email/text communication systems. We also use these platforms to promote career pathway programs, services and initiatives to diverse audiences.
- Cross-training. Staff engage in training throughout the program year, to learn about referral and co-enrollment practices for shared participants, the roles of each One-Stop program partner (i.e., available services and target populations served), customer service techniques, accessibility and equal rights expectations and the range of career and training services made available through the various Title and mandated partner programs in the One-Stop system.

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

The FVWDB collaborates with its K-12 secondary education providers, and its technical colleges. We are especially proud of HSED/GED and alternative school programming with WIOA Title II service providers to support out-of-school youth and adults. These efforts keep us connected to our education and training providers, and lend an inside look at opportunities for resource, service and partner alignment. We also continue to support the alignment of traditional postsecondary learning with work-based earning strategies. This is done in partnership with our K-12, technical college, industry and apprenticeship partners. As an example, we maintain a strong relationship with the Bureau of Apprenticeship (BAS) to help promote and support customers in the pursuit of work-based learning opportunities including youth apprenticeship, pre-apprenticeship and registered apprenticeship. We're working closely with our partners including BAS, education and our local sector and apprenticeship advisory teams to support bridgework for youth apprenticeship to registered apprenticeship.

The FVWDB works with a variety of industry sectors to provide its voice in the design of career pathways. We seek input from employers via industry partnership meetings, engagements with technical colleges, and discussion with economic development partners to create new pathways to respond to emerging skill needs of industry. All of this aligns toward industry-

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recognized certificates and credentials that are stackable and portable and support the Career Pathways model.

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.**

Manufacturing continues to comprise a large percentage of positions within the WDA and surrounding counties (which align with local commute patterns). In the past, entry level jobs were often filled with candidates who recently graduated from high school. However, as more high school students have been encouraged to pursue a four-year degree, local employers say that it has become more difficult to encourage students to take these positions after graduation (which often include additional training in apprenticeship or other employer funded training which can lead to family sustainable wages). Having regular engagement with these manufacturing entities at regional hiring events and allowing them to recruit at the local job center allows us to assist with making connections when job seekers realize the value of these family sustaining jobs.

Partners across the WDA are engaged in regularly scheduled Business Services meetings and this engagement includes chambers (often having the closest ties with high school students as they transition out of the K12 education system), technical colleges (engaged in post-secondary education and short-term training certificates), in addition to other workforce partners (WIOA Dislocated Worker, Adult, Youth, OVES, DVR, Job Service). By aligning efforts and engaging partners, we are better able to align career pathway efforts with partner initiatives.

In addition to available labor market data, regional partners actively engage in the process to plan/host annual job fairs which helps give additional transparency to the local labor needs which further ensures we are staying abreast of local trends from a variety of perspectives.

Sector initiatives have also included partnering with NEW Manufacturing Alliance, Fox Valley Healthcare Alliance, NEW Digital Alliance, NEW Construction Alliance and Amplify Oshkosh. At this time, it is important to note that the Healthcare Alliance continues to be on hold since 2020 but we remain committed to further engagement with this group once they re-group. All sector initiatives provide an important way to provide direction for local in-demand industry/occupational needs and at the same time allow us to align rather than duplicating efforts.

In all areas of partnership, both Fox Valley Technical College and Moraine Park Technical College are actively involved. Their involvement provides significant leadership in creating new

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training opportunities to find and leverage training solutions when WIOA funds are not sufficient to address the needs of local employers.

Over the last decade, several WDA 4 projects have leveraged Wisconsin Fast Forward (WFF) funding to launch short to intermediate term training for a specific skill set. WFF projects have launched new technical college training programs and have given local businesses a way to continue to upskill employees and open new entry level opportunities for job seekers. We remain interested in future WFF projects to further meet industry needs for skilled talent when opportunities arise and funding is available.

In addition to WFF funding, Wisconsin Advanced Training (WAT) grants offer a good way for upskilling incumbent workers who would benefit from a skill upgrade. Because WAT grant funding updates are regularly provided for partners, this provides additional clarity about the skills that are needed at local companies and the ongoing trends in training available in the community.

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

WIOA funded partners with access to JCW Business will log outreach using that platform but at this time, outside partners do not have capability to do so.

b. Coordination of workforce development programs and economic development.

WDA 4 maintains strong regional economic development partnerships and a network of connections for business start-up, expansion, growth and other economic development. FVWDB and partners connect with regional economic development through Board membership at Waupaca Economic Development Corporation and Fox Cities Economic Development Professionals. Additional collaboration exists with economic development partners for large community job fairs and transitioning laid off workers to new opportunities when layoffs or company expansions occur. Networks/connections are strengthened by New North attendance at WDA4 Business Solutions monthly meetings, NEWREP attendance (and 18-county regional economic development consortium) and collaboration with Wisconsin Economic Development Corporation local contacts.

As a region, WDA 4 is fortunate to have strong entrepreneurial training and support readily available from a number of local entities such as FVTC (specifically the E-Seed training), MPTC, Ignite (a program of Envision), Small Business Development Center at UWO, ADVOCAP and SCORE. Consistent with our stance to support and collaborate with other regional partners

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rather than duplicating services, we connect with those partners as needed to support entrepreneurial training.

CSBG Partner CAP agencies deliver entrepreneurship activities, supporting entrepreneurs in developing business plans, building supply chain partnerships, and other tools and resources. In coordination with county economic developers, the WIOA system partners support loan funds and pools of funds available for startups and expansion.

The area's technical colleges and UW Oshkosh support worker training when a company is launching or expanding, coordinating with the company as needed to develop curriculum and coursework to ensure the workforce is ready for opening.

And the group of WIOA system partners periodically team with regional economic developers on grant proposals for further resource development as opportunities arise.

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

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

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.

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

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

Regional alliances have worked to identify career pathways and opportunities to get students into careers that will need to be filled in the future. We have seen a resurgence in youth apprenticeship opportunities (for example, our regional CESA organizations have staff who are working directly with employers and high school students to support existing and future youth apprenticeship opportunities). NEW North INSPIRE has been a particularly well-organized effort to connect K-12 Academic and Career Planning (ACP) programs with regional businesses.

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

Incumbent Worker Training. Given the historically low unemployment rate and level of assistance needed for support services to help unemployed workers, local funding has been prioritized for training and support services to those needing a skill upgrade prior to employment. However, we are fortunate to be in a region where annually both technical colleges apply for and receive significant Workforce Advancement Training (WAT) grants to allow companies and incumbent workers to get access to ongoing skill upgrades. Annually, these WAT grant applications are submitted on behalf of companies seeking similar skill upgrades based on technology changes, leadership development and targeted training needs.

CSBG CAP agencies provide skills enhancement programs for workers in partnership with the technical colleges, supporting advancement, upgrade positions, and specific equipment, machine, process or other new opportunities.

Customized Trainings are a great opportunity for local companies and, to date, have shown most promise when aligned with non-WIOA funding sources due to the need to fill an entire training cohort (rarely does any one entity have enough of a particular type of job seeker interest to fill a cohort). Certainly, meeting the challenges of meeting multiple funding sources can be difficult but as we look at more alignment with traditional and new community partners.

On-the-job and customized training opportunities will be considered when they align with a job seekers goals, funding, and WIOA requirements. Due to ongoing reductions in local funding, we have seen more opportunity to secure other funding for incumbent worker training than to

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fund through WIOA. For example, over the last decade, FVWDB has written and administered over \$1M of Wisconsin Fast Forward grants to create customized training opportunities for companies in the region; while not WIOA specific funding, these projects provide a new training opportunity for local companies, upskilling for the employees and an internal career pathway that allow other entry level workers to enter the workforce and advance within their careers.

In particular, on-the-job training (OJT) has been limited due to companies expanding their willingness to hire entry level workers with little or no experience and then train newly hired workers as a standard operating process. From past monitorings, we understand that offering an OJT in those instances creates a wage subsidy situation and is therefore not allowed. However, as the economy shifts and companies become less interested in hiring/training people without the skills needed, we will continue to look for the opportunity to leverage OJT.

Sector Partnerships. Strong community relationships are at the core of all Business Services related activities in WDA 4. Company outreach includes connection to existing sector groups, programming at local chambers (for example youth apprenticeship), and local technical colleges; in addition, many of the local partners at chambers and colleges are also collaborative partners with sector activities.

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

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

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

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

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Sector Partnerships - Status and Objectives

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

- NEW (North Eastern Wisconsin) Manufacturing Alliance – Active/Established
- NEW IT Alliance – Active/Growing under a new executive director
- NEW Construction Alliance - Active/Growing
- NEW ERA (Coalition of all regional 4-year colleges) – Active/Reformulating following the merger of all 2-year UW schools into regional campuses of 4-year colleges
- The Fox Valley Healthcare Alliance – Pending next Steps (group has been on hold since the pandemic) Local healthcare providers and educators
- Amplify IT Oshkosh (A program of the Oshkosh Chamber on IT issues) - Active

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

Career Pathways. Adoption of the Career Pathways model was launched several years ago and continues to be a cornerstone for career planning in the region. Within the K-12 system, students are encouraged to learn more about potential career paths through assessments and then are often offered opportunities to connect with businesses in those industries of interest through the Inspire system. At the post-secondary level, technical colleges have robust advisory committees that steer local training to align with local needs. Other local alignment exists within apprenticeship advisory committees, sector initiatives, economic development planning, and grant opportunities.

Other Initiatives. FVTC and MPTC local training providers, have created programs funded through Integrated Education and Training (IET) grants. At FVTC, programs focus on non-native English speakers in Nursing Assistant, MS Office Suite, and Foundations of Teacher Education (FoTE). At MPTC, these programs include Automotive Technical and Medical Assistant. These programs are the first steps for students in pathways to technical diplomas and associate degrees. The lessons in these program courses are integrated with content instructors and AE/ELL instructors, offering academic and educational support to students they normally wouldn't get in non-integrated courses. At FVTC, a grant funded career and college transition program, called the "Hub", offers the opportunity to prepare learners who have a career interest and want to explore college classes while earning a GED or HSED.

Other promising programs have been created by local training providers and include boot camps in occupations like CNC at both FVTC and MPTC. MPTC has boot camps in Welding and FVTC has Medical Assistant training among others. All of these opportunities have been funded by other grant sources and are promoted to job seekers through the workforce system when trainees are being solicited by regional partners. Once again, active promotion of the opportunity helps all partners achieve positive outcomes and help trainees move forward in their careers. We will continue to work with local partners and companies to leverage these opportunities as they arise. FVWDB also utilizes a range of work-simulation and similar projects

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including acquisition of virtual reality technology/simulator headsets that facilitate training in an array of industries.

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

Our ongoing commitment to serving our immigrant refugee participants continues through a relationship with the World Relief organization across the Fox Cities and Oshkosh areas.

In general, we seek to make services more inclusive and welcoming to those who need access to WIOA and Job Center services.

Business Service Team as Hub for Partner Collaboration

Our local Business Service Team (BST) acts as a lens into the health of our local industries, providing on-the-ground intel from employers in real time. As such, the FVWDB garners valuable insight from its BST via employer dialogue and data. The BST collects and shares information via One-Stop system leadership meetings, industry partnership meetings, statewide BST meetings, and local meetings with partners and service providers throughout the region. These report-outs can also be made to stakeholders, including but not limited to: the FVWDB Board of Directors, economic development partners, and regional and state leadership.

The FVWDB ensures all career planners are capturing employer connection data and then reporting it to one FSC career planner who inputs it into JCW. In concert with our Business Services group, staff and sub recipients analyze business activities from hundreds of local employers using Job Center of Wisconsin's Business platform, JCW Business. These systems can help to quantify activities, identify trends and help stakeholders make actionable decisions based on quantitative and qualitative information. We receive feedback from our local technical colleges' industry advisory committees to gain insight, identify and articulate career pathways and occupational alignment for the needs of industry. Both dialogue and data give the FVWDB a clearer picture of the business landscape, including common challenges, choke points, talent needs and potential sector partnerships to support the development and evolution of Career Pathways in our region.

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

- Collect quantifiable and qualitative data on business outreach and relationship-building activities using designated data systems
- Maintain the network of its employer relationships and continue adding to the network
- Provide the aforementioned business services to employers in a coordinated fashion with other BST members to minimize duplication

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- Identify and explore new strategies to outreach to businesses in a collaborative and cost-effective manner (mobile and virtual platforms, web-based outreach, cross-industry events)
- Support the blending and outreach of work-based learning and bridgework of apprenticeship models
- These efforts are intended to help maximize our federal WIOA performance metric goals.

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 area has a strong local system to support people interested in entrepreneurship. Local partner FVTC's Venture Center supports startups and small businesses to launch and grow, with training and mentoring on business plan development, small business skills, E-Seed Express entrepreneurship training, marketing skills and many other topics. Other local partners such as regional economic development entities and WEDC provide assistance in launching businesses and promoting entrepreneurship. In addition to city, county and regional economic development efforts, NEWREP (Northeast WI Regional Economic Partnership) aligns economic development efforts across the region.

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

See also detailed content on these topics in item 9.b. immediately above.

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.**

The Board conducts monitoring of its service providers during the program year to measure effectiveness, programmatic and accessibility compliance, as well as data and fiscal integrity. The results of monitoring, data validation practices and contractual performance goals are shared with the service providers via reports and management-level discussions to focus on areas for continuous improvement. The FVWDB also takes this opportunity to gather insights from the lens of the service providers. We learn valuable information on customer needs, challenges and experiences from those team members that are on the ground, working directly with our customers. The FVWDB staff, OSO and the One-Stop System leadership team meet regularly to discuss such topics (i.e., customer satisfaction surveys that seek input on customer experiences with staff and services) to identify continuous improvement opportunities and then

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develop and implement action plans based on needs. The FVWDB coordinates with its OSO to implement meeting and communication models to help facilitate information, technical assistance and best practices to support continuous improvement. This includes: regular Board staff meetings, a monthly OSO meeting, regular meetings of service providers and workforce partners. The Board, OSO and One-Stop system partners work together to share best practices, innovative strategies and solutions to resolve any lapses in customer service strategies. These efforts are delivered routinely throughout the year via monthly team meetings, interagency staff meetings, webinars, performance reports, customer service satisfaction survey reports, and more.

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.

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

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

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

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.

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FVWDB, in conjunction with the One-Stop Operator (OSO) and its system partners, strives to comply and continually improve the accessibility and accommodation requirements set forth by federal and state law. The FVWDB Executive Director (ED) is the EO officer for the AJC. In coordination with the FVWDB with support from the ED, Board staff the OSO and an outside consultant conducts an annual review of Section 188 elements at the Comprehensive One Stop Center, to help ensure consistent and equitable access for customers across the region and to ensure that customers have fair access to the One-Stop system and services. The annual review examines physical and programmatic accessibility of facilities, programs and services, materials, and technology. Technology is often the area where the most changes occur and require the most attention. Examples of elements that are verified in the review include:

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

Results of the review are discussed among the ED and OSO to identify what was learned and recommendations for action. The ED, with guidance from the consultant, make changes or improvements where needed.

American Job Center system partners consult with DVR leadership and program experts to meet the needs of individuals with disabilities.

American Job Center 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 clients only, citizenship status, or because of an individual's participation in a program or activity that receives financial assistance under WIOA. All protected classes are protected.

Training for One-Stop Staff on Needs and Services for Individuals with Disabilities:

Training is provided for new hires and also periodically or on an as-needed basis, including after each review described above to provide updated information and discuss any changes. Training is customized 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. 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 clients with disabilities.
- Know how to assist people with disabilities during emergency evacuations, including the evacuation of persons with mobility impairments.

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- 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 workstations, accessible materials, etc.
 - Understand the list of the American Job Center's auxiliary aids and services for communication, assistive technology devices, and material in accessible formats is provided in writing for those who request it.
 - Understand and be able to support clients' rights to nondiscrimination and equal opportunity, including the right to file a complaint, during orientation sessions.
 - Ensure that communication with clients and potential clients with disabilities is as effective as communication with other clients.
- 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.**

The local WIOA MOU is found through a link from the FVWDB's main homepage at:

<http://foxvalleywork.org/index.html>

under the Governing Documents heading on the right-hand column.

As the MOU is updated annually it is placed at this same website location link.

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:

- Assessments
- Career exploration and readiness
- Case management services
- Workshops
- Job skills training
- Disability related services and programs
- Economic support programs
- Financial literacy services
- Support services
- Childcare and transportation assistance
- Referrals
- Labor market information
- Rapid response and re-employment services
- Job search assistance
- Follow-up and retention services
- English as a second language instruction
- Basic skill instruction

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- GED and HSED
- Internships
- Training (classroom, work-based learning)
- Occupational skills training
- On-the-job training
- Work experience, both paid and unpaid
- Apprenticeships

Using demographic data, employer input, and insight from our One-Stop system service providers, we identify opportunities to coordinate and leverage resources to support our target populations, including dislocated workers. The FVWDB is well positioned to support customers with career, postsecondary and work-based learning opportunities. We demonstrate this through our WIOA performance level achievements for adult and dislocated worker programs. With the surge of baby-boomer retirements, declining population rates and skills shortages, we continue to partner with One Stop partners to design and offer work-based learning opportunities to prepare available adult and dislocated worker talent for industry talent needs. The FVWDB continues to assess the economic climate, including review of unemployment rates and the scale and frequency of company dislocations in the region. Based on this review, the Board will identify needs for discretionary funding requests such as dislocated worker grants, additional assistance grants to increase the capacity levels to serve dislocated workers. The FVWDB also encourages program co-enrollment strategies to maximize and leverage resource sharing across WIOA programs.

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

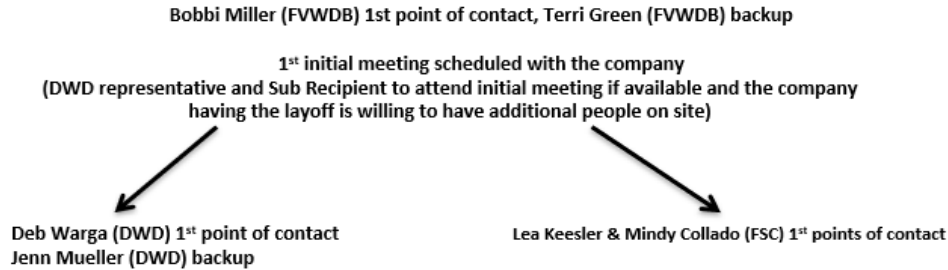
Since 2017, local partners have actively collaborated to design and execute a Rapid Response process to streamline activities and have clarity about which partner is responsible for which activities. While this process continues to be updated/refined, it continues to serve as our roadmap for connecting with the company, impacted workers, and amongst workforce partners. In addition to local efforts, WDA 4 regularly attends statewide virtual meetings, logs activities in the state RRETS systems and consults with state staff when needed. While we follow the state guidelines for rapid response based on the number of employees impacted, we note that ultimately, having company participation in these efforts is critical to our success.

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RAPID RESPONSE PROCEDURES

1. Announcement of company closing/layoff



2. Bobbi will schedule a presentation with the company. FSC will present the 20- or 60-minute presentation.

- a. Contact unemployment to attend the 60-minute presentation if the number of layoffs warrant UI attendance and UI is able to commit to the RR scheduled date(s).
- b. If the 20-minute presentation is given early in the process, 60-minute presentations will be provided closer to the layoff date(s).



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.

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

The in-school youth program focuses on providing services to students in our local high schools. The out-of-school youth programs focus more one-on-one or small group implementation of services. Currently the allocation of costs between in-school and out-of-school programs is 50% to in-school and 50% to out-of-school program services. All activities for either the ISY or OSY program are offered year round.

The rest of the out-of-school youth are serviced out of the Job Centers through individualized activities leading to employment or postsecondary placement. OSY customers are enrolled in technical education programs to increase the number of career opportunities. This includes the

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short-term credentialed academies. An emphasis has been placed on short-term industry recognized credentials. This priority creates an environment where dual or stackable credentials can be achieved thus shortening the length of time from basic education to careers, jobs, or higher education. We find retention and persistence increases as outcomes can be obtained simultaneously and with cohort support rather than by traditional sequential methods.

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

- Tutoring and study skills training: Referrals to partners providing educational services and the use of online tutorials. The FVWDB authorizes incentives for the participants that achieve benchmarks that contribute to their success. The primary goal of local WIOA youth programming is to ensure that in-school youth complete their high school education and receive a diploma. For out of school youth, who have not received their high school diploma, the primary goal is to ensure their completion of a GED/HSED.
- Alternative secondary school services, or dropout recovery services, as appropriate: WIOA youth programs will work closely with alternative schools in the region. Alternative schools will be one source for referrals for eligible WIOA Youth participants. WIOA youth services will be designed to complement activities occurring within alternative schools. The primary goal will be for the youth to obtain their high school diploma or a GED. Paid and unpaid work experiences that may have an academic and an occupational education component, may include (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities: Participants will prepare for employment opportunities through the provision of various services including, but not limited to:
 - Basic skill remediation
 - Supervised work experiences
 - Attainment of core employability/work maturity skills such as dependability, honesty, problem solving skills, initiative, enthusiasm, learning to work together as a team player
 - Interpersonal skills, appearance, leadership, and cultural sensitivity.
- Work and Unpaid Work Experience: these structured work experiences are focused on providing participants with opportunities to explore a career and increase skill development.
- Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are align with in-demand industry sectors or occupations in the local area
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Leadership development opportunities, which may include community service and peer-centered activities encouraging personal responsibility and other positive social and civic behaviors, as appropriate.
- Supportive services: Supportive services will be provided through direct assistance, in-kind, or by an arrangement with other human service agencies or providers when necessary and as funds permit to provide a participant with the necessary resources to achieve their career

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goals. Supportive services may include, but are not limited, to childcare or transportation expenses.

- **Adult mentoring:** The WIOA Youth program providers may arrange for mentors to provide the enrolled youth with guidance and advice for improving life and academic skills that lead to postsecondary education or employment.
- **Follow-up services:** Follow-up services for not less than 4 quarters after program completion, will be provided as appropriate. Sub-recipient staff will provide follow up services.
- **Comprehensive guidance and counseling:** All youth programs will provide referral to comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as appropriate. In-school programs will make the necessary connections with school guidance departments, as appropriate. Career counseling will be an integral part of youth programming and provide the basis for individual employment plans. Out of school youth will be encouraged to utilize career counseling services located within the various One-Stop centers.
- **Financial literacy education:** Financial literacy education is supported by activities such as partnerships with financial institutions and to provide workshops at community locations.
- **Entrepreneurial skills training:** Entrepreneurial skills training is supported by activities such as partnerships with economic development agencies and referrals to business development organizations.
- **Career Awareness, Career Exploration, and Career Counseling:** Services that provide labor market and employment information: Information is provided in the local one-stops or on-line systems such as the Job Center of Wisconsin/Wisconsin. Information about in-demand industry sectors or occupations is available in areas, such as career awareness, career counseling, and career exploration services.
- **Postsecondary Preparation and Transition Activities:** Activities that help youth prepare for and transition to postsecondary education and training: Individual guidance and counseling, including career pathway discussion; assistance with applications and financial aid forms.

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

All services are made available for all participants including youth with disabilities. We work to mainstream programming and make programs, materials and services accessible. As noted above, the AJC makes referrals to DVR when appropriate.

The FVWDB understands that supporting youth with disabilities through case management is crucial for ensuring they receive the necessary accommodations and services to succeed academically and socially. To support clients with disabilities, we have implemented the following case management strategies:

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- Schedule ASL interpreters for initial and ongoing appointments.
- Review initial assessments to understand the client's disability, strengths, challenges and initial needs.
- Review the student's IEP which provides information on accommodations needed.
- Work with schools, families, and community partners to ensure a coordinated approach.
- Provide warm referrals to community partners to assist with meeting student's needs. (Department of Vocational Rehabilitation, Winnebago Area Literacy Council, etc)
- Ensure that necessary resources (technology, specialized equipment, tutoring) are provided.
- Develop program plans with realistic and individualized goals based on the student's needs and abilities.
- Educate the students and their families about their rights and available resources.
- Advocate for the student's needs within the educational system.
- Provide access to mental health services if needed.
- Assist students with transition planning for post-secondary education, vocational training, or employment.

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.

WDA 4 WIOA system partners and the FVWDB maintain close relationships with education partners spanning K-12 through postsecondary, as education, skill attainment and credentials are vital components and measures of success within the Career Pathway framework.

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

FVWDB also engages in partnerships with postsecondary education institutions in the region, including two technical colleges. Our staff and Board members play active roles in varied initiatives at the postsecondary level, ranging from adult basic education services to entrepreneurial programs. Our Career Planners are well-informed of program and system changes occurring within the institution and continue to communicate those changes with the FVWDB and the One-Stop system. FVWDB also plays a strong role in work-based learning strategies that align to the K-12 and postsecondary education systems, including apprenticeship (youth apprenticeship, pre-apprenticeship, and registered apprenticeship models).

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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.

Our two technical schools are represented on the Board of Directors, our Business Services Team and our Finance & Personnel Committee. Their involvement ensures a coordination of strategies and a reduction in duplication of service. Examples of coordination include plans that identify, create, and develop career pathway opportunities within the local area by integrating efforts into our sector-based strategies. Other tactics include strengthening linkages between the American Job Center System and a variety of services to individuals with at-risk clients, including cross referrals and educating the network of providers and employers on workplace needs and barriers to employment, and cross-program coordination for WIOA clients.

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

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 successful completion of a client's program. The WDB in partnership with its service providers and many other one-stop partners ensures clients are informed that supportive services may be available to help support them throughout their program.

WIOA Title I policies and procedures related to supportive services are carefully developed and monitored. The WDA works collaboratively to craft supportive service budgets that will offer a reasonable maximum per enrollee.

Although supportive service funding is not a guarantee, career planners are encouraged to have an open dialog with the client to understand their needs while developing the IEP or ISS. Understanding, upfront, what the client may need throughout their program ensures clients understand what the program can provide and when additional resources may be needed. Here is where the career planner may have a conversation about co-enrolling with other programs to ensure the client has full support while completing their program.

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Experience shows us that transportation, housing and books were the top support requests for the clients in WDA4. It was surprising to see how few requests for child care were processed in the last two years. Transportation, as one of the top three requests, consists of bus passes, gas cards, taxi, and car repairs. This support is critical as it not only helps the client get back and forth to school, but is imperative to helping the client obtain and retain employment. Yet transportation is one of the most difficult, besides housing, to access and maintain.

Fortunately, Community Services Block Grant programs operated by the area's Community Action Program (CAP) agencies regularly operate the "Work and Wheels" vehicle purchase and repair service for workers to be able to secure stable transportation that supports them in keeping a job that may require a longer commute not served by other transit means. CAP agencies also deliver housing related programs that benefit workers including housing rehabilitation, weatherization, access to funds that support utility payments in emergency situations, and other related housing support.

Other community organizations that have partnered to support clients include Goodwill, LEAVEN, ADVOCAP, and FSET just to name a few.

To further support our clients, the board seeks to secure grants that support community challenges such as childcare. For those that are preparing to secure work, this can become a significant barrier to stable employment. QUEST is an example of a grant that provides funding for education to help expand the pool of childcare/daycare teachers. The board accepts grants such as QUEST as part of their strategy. In this scenario, the grant provides training and support to bring new workers into an in-need industry/occupation and also expands the availability and scale of this needed supportive service in our community.

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.

Wagner-Peyser is a critical partner in our efforts in the workforce development system. The Wagner-Peyser team are oriented to all visionary goals of the DWD and the FVWDB. We strive toward an integrated and braided approach to services that reflect the FVWDB's vision, strategy, and objectives. We believe strongly in the concept of integration and are attempting to further improve the entire workforce development system. Wagner-Peyser services are provided on-site in many locations and access to the JobCenterofWisconsin is available in all comprehensive and affiliate sites. There is a seamless transition for customers between Wagner-Peyser and WIOA programs.

An annual training has been provided to staff to adequately identify the applicable services for each employment program and ensure seamless referrals. Most importantly, however, is that customers experience excellent customer service regardless of the employment program

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serving them. This requires great coordination among internal teams and communication to ensure zero duplication.

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

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.

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

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

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

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Collaboration is a core principle of the FVWDB. We will utilize the Memoranda of Understanding (MOU) construct to formalize our relationships with core WIOA partners, including providers of adult education and literacy activities under Title II of WIOA. Key populations of the workforce system can benefit from these partner services to attain a secondary diploma or GED, and subsequently transition to postsecondary education and training or employment.

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

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

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

FVTC and MPTC align services and training programs to provide Adult Education (AE) and English Language Learning (ELL) students with opportunities to connect with career pathways. This alignment occurs as the result of the collaborative efforts of program-specific advisory committees and the AE/ELL staff. Partnerships that develop through this collaboration have, in the past, produced integrated education and training initiatives that provide education and training for in-demand careers. Using grant-funding, in-college collaborations, community partnerships, and industry guidance, FVTC has developed initiatives such as the “Hub”, program pathways at Rawhide Youth Services, and Career EXCElerate.

Developing activities for AE/ELL populations at FVTC and MPTC include building community partnerships that align with the goals and objectives of the college. Grant activities also need to support the college’s goals and objectives as well as the mission. The majority of AE/ELL grant funding comes from the Adult Education and Family Literacy Act (AEFLA) grant, which is a four-year competitive grant. FVTC and MPTC include feedback from FVWDB that informs the grant writing process. These grants, once written, are in place for four years, without many (if any) changes throughout those years. FVTC and MPTC are committed to meeting annually with FVWDB to discuss grant objectives and outcomes. Any services that have been coordinated by FVWDB will be shared with FVTC and MPTC to help the colleges understand the impact of the

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collaborative efforts, especially in regard to serving workplace preparation activities, workforce needs, and integrated education and trainings.

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

- 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.**

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Per the FVWDB CEO Joint Agreement Fox Valley Workforce Development Board, Inc., shall function as the Administrative Entity responsible for carrying out the goals and objectives set forth in the Plan, for the duration of this agreement.

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

WIOA One-Stop Job Center Resource Room/Career Center services are procured through a request for proposal process. Scoring is done by members of our committees or the Board of Directors.

Where possible, all contracts for training or services, other than those operated directly by FVWDB, are secured through a Request for Proposal (RFP) process. The RFP process is open and available to any agency or entity, including non- profit organizations, private for profit organizations, educational agencies or local government units capable of administering and operating job training programs which will align with the mission and goals of the FVWDB.

A public notice indicating the availability of the RFP is placed in area newspapers and the FVWDB website. Verification of posting in the newspapers is maintained by the FVWDB. Interested parties can request an RFP package by telephone, mail or access the RFP electronically on the FVWDB website. The RFP contains, at a minimum, a standardized proposal format and instructions for completing the proposal, the estimated amount of funding available for the WDA by Dislocated Worker, Adult and Youth categories, the expected amount to be allocated by county, all evaluation factors and their relative importance and the expected cost and performance outcomes for the WDA as a whole. In addition, the proposal format includes:

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

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

ACCEPTANCE OF PROPOSALS IN RESPONSE TO THE RFP:

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As a general rule, the grantor agencies like the FVWDB are limited to funding only responsive proposals from responsible proposers as those terms are defined below: A responsive proposal is one which:

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

A responsible proposer is one which:

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

RECEIPT OF PROPOSALS:

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

PROPOSAL REVIEW:

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

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

The DWD Wage surveys for the area and State LMI data and/or the local Job Service Labor Market Analyst will be consulted regarding information about wage rates for specific occupations or groups of occupations.

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

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

	PY 2025-2026		
	Adult	Dislocated Worker	Youth
Q2 Unsubsidized Employment	79%	74%	80%
Q4 Unsubsidized Employment	76%	74%	77%
Median Earnings	\$8800	\$9540	\$4500
Credential Attainment Rate	72%	71%	53%

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.

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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?**

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

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

The Strategic Programs Committee (SPC) is a versatile committee that meets monthly. This committee is made up of local business members, nonprofit leadership, board members and partners. The SPC supports a wide variety of projects and offers guidance from the strategic perspective. Responsibilities include the oversight of grant programming and performance, reviewing RFPs and approving sub-recipient partners, review of partner contracts, and innovation in program operations. This group has come together and helps influence the direction of the board based on their collective experiences and input from board staff.

- **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.**

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

The FVWDB 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 forging Strategic Partnerships for Innovation and Excellence in Workforce Development including:

- Business services, sector partnerships career pathways and work-based learning
The FVWDB continues to engage and educate its entire Board membership (and also 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. We used our 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.
- Proactive industry engagement and analysis of the labor market. FVWDB 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 FVWDB touts the active engagement level of its members, with committee meetings that seek to educate and not only focus on the typical board bureaucracy.

The FVWDB 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 FVWDB 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. FVWDB 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).

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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.

Training services are provided to Adults, Dislocated Workers and Youth. Training services for those who are identified as in need of such services, will be provided primarily by the educational entities that are on the Eligible Training Provider list maintained by the state through individual training accounts.

Training and training funds will be primarily utilized only in areas identified as in-demand occupations or growth industry sectors. In the case of on-the-job training, associated opportunities are individualized with the final decision determined and finalized with a joint agreement between board, employer and employee.

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

FVWDB has identified in-demand occupations that are critical to the success of our economy. However, not every person enrolling in WIOA programming fits into those occupations. When the person enrolls and becomes eligible for training, the client takes numerous assessments to identify their strengths and weaknesses, what they enjoy doing and what they don't. The assessments provide a guide for conversations between the career planner and the client to identify which career path the client is most likely to have the most success. Client's are

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encouraged to sign on to the state's ETPL website and review various opportunities that interest them. Although the board allows each client one ITA, there is room for an exception should the client find that the chosen career path is not working. For instance, if the individual chose nursing and found that they faint at the sight of blood, it requires a second look at their career path. In this case the career planners have the exception policy. The career planner and the client will go through the various assessment results and find the next opportunity and update the Individual employment plan.

In some instances where there is a group of participants interested and that can benefit from a particular training, the Title I Provider will work with a given training institution to set up a cohort. However, each participant still receives an ITA and is moved through training within that process and following local ITA policy, not as part of a bundled contract for training. This does not happen often but has occurred in the past in conjunction with our core training partners, Fox Valley Technical College, Moraine Park Technical College and locally led and nationally recognized virtual skills training program gener8tor (<https://www.gener8tor.com/>).

FVWDB 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, FVWDB will follow the requirements outlined in WIOA 680.320.

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 4 utilizes the Automated System Support for Employment and Training (ASSET) system provided by the State in keeping with State policy (see <https://dwd.wisconsin.gov/wioa/policy/12/12.8.htm>).

The FVWDB and WDA 4 WIOA system partners are aware that DWD is working on developing new ways to make and track referrals in the ASSET system. We do not currently have a local technology-enabled intake and case management system beyond what ASSET provides, but believe that this level of system development is best developed and coordinated state-wide by DWD and the WIOA system partners which are State agencies, in order that there be a common, standard system across all WDAs rather than individual areas attempting to develop their own systems. WDA 4 will continue to use ASSET and any further system the State provides and will work together within our area and across areas to adopt and utilize any developed system or provide input on the development of such a system.

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

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recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

WDA 4 has a "Priority of Service and Wait List Policy," Effective Date: December 1, 2023. This Policy outlines the priority for veterans, spouses of veterans, a priority order of other populations as outlined here in order.

Following is the content of the local Policy:

"Priority of Services

Higher need populations include, but are not limited to:

- Veterans and eligible spouses
- Those that are about to experience homelessness
- Those that are homeless
- Low-income
- Basic Skills Deficient (includes English language learners)

This policy is not intended for a participant with higher priority to subsequently "bump" a participant with lower priority who has already been approved to receive a service. Priority of service applies up to the point that the participant receives approval to begin services. At that point, the participant should continue to receive services as needed until the end of his or her episode, even if participants with higher priority must wait to receive services because funds are limited.

Waiting List

Local WDBs may periodically need to implement a waitlist for the WAI Program. Being on the waitlist does not deny an individual's opportunity to apply for the program. A waitlist may be for program entry or to receive services. Individual's will be notified that they will be on a waiting list and they will receive all documents for enrollment. Career planners will notify individuals when they are able to enroll and get an eligibility determination."

See local policy at the FVWDB resource page at
<http://foxvalleywork.org/ResourcePage.html>

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 organizations on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act Employment Service.

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Regular engagement of Business Services includes monthly strategic meetings and more informal weekly meetings. At each monthly meeting, members are provided a featured update from one of the many partner or community initiatives that impact the workforce (examples include training opportunities, transportation) in addition to updates from group members regarding their organization. This monthly collaborative meeting does an excellent job of sharing information and meeting minutes are sent out after the meeting to update those who were unable to attend. Weekly meetings are specific to updates about companies recruiting, planning partner workforce events and similar topics. Having meetings in both formats is important to keep the team connected and members are encouraged to share details of what is learned during a meeting with their respective teams.

Each year, partners plan community job fairs as needed and these collaborative events often have 70-100 companies in attendance at each event. In addition to larger events, OVES and Job Service lead a number of smaller monthly fairs as needed to address the ongoing need for talent in our region. Finally, as part of the Rapid Response efforts, custom job fairs for a specific workgroup will be scheduled as needed. Job seekers are encouraged to network with companies and make connections during the fair as opposed to getting bogged down in online or applicant tracking systems.

For each of the larger fairs, a full list of companies and the positions they are recruiting for is created and shared with planning partners. Following the fair, these lists are used to complement the list of current positions posted on www.jobcenterofwisconsin.com. Staff at the job center regularly encourage job seekers to apply for these positions and research companies that attend job fairs.

As noted earlier, placement rates for local technical college training are very high. As part of the training process, many students are able to secure employment as part of their program completion. Additionally, career planners are welcome to learn more about available positions at job fairs or other workforce events.

Because partners are often a collaborative effort, other workforce partners (for example economic development or chambers of commerce) are also included and encourage participation/alignment with community needs.

Finding skilled workers for local companies is also supported by collaborative efforts in non-WIOA provided training (for example, Wisconsin Fast Forward or Wisconsin Advancement Training grants). Because partners have awareness of those opportunities, co-enrollment or collaboration to support the participant through training is possible.

FWWDB does not provide customized fee-for-service activities.
See also section 9 above.

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- 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.**

ITA Limitations

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

Exceptions to Limitations

If supportive or training services are necessary for a participant to successfully complete their IEP goals but are not listed as approved, or exceed the maximum allowable amount, Career Planners may request exceptions on a case-by-case basis.

From WDA 4 local policy and procedure:

If circumstances arise that are in direct conflict with policy or procedures and are necessary for a participant to successfully complete their ISS or IEP goals, career planners may request exceptions on a case-by-case basis. To access this exception:

- The career planner will complete the Exception Form
- Get the approval from their manager, both will sign the exception request
- Send a copy of the exception request to the Program Manager at FVWDB for review. Program manager will confirm approval and send it back to the career planner.
- The career planner will then file and/or upload to the participant ASSET and Salesforce accounts.

If supportive services are necessary for a participant to successfully complete their IEP goals but are not listed as approved, or exceed the maximum allowable amount, Career Planners may request exceptions on a case-by-case basis.

Specialized funding from other grant(s) may have their own policies and funding limitations. If the participant has additional unmet needs that are not being met through those other grant(s), WIOA wrap-around assistance may be considered in accordance with this policy

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Assurance

WDA 4 and FVWDB commit and assure that limitations on ITAs 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).

- 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.

WDA does not currently have a policy to utilize the optional definition listed here but is considering developing one and including this optional definition in the future. The FVWDB staff and the FVWDB's Strategic Programs Committee would meet and consider this possibility and how to implement this definition.

- 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).**

WDA 4 does not currently apply this criterion. If WDA 4 chooses to apply the criterion, FVWDB staff and the FVWDB's Strategic Programs Committee would meet and consider this possibility and how to implement this criterion.

- 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 WIOA Title I Youth provider delivering services in WDA 4, Forward Service Corporation, works with each young adult to create a package of services to meet their unique needs, as determined by discussion and the assessment process. This includes intensive work to help clients understand themselves, their skills, their aptitudes, and their interests. Throughout this process, staff will help young adults make decisions about their services and plans, creating a sense of commitment and ownership over their program. Delivery of the 14 WIOA Youth program elements includes the following.

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1. Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies.

Forward Service Corporation's Career Services Specialists help clients earn a diploma or prepare for and earn a GED or HSED. This may include directly providing or coordinating tutoring services, including working with agencies like the Literacy Council and technical colleges, as well as using online resources like the Khan Academy. Khan Academy has proven an effective tool in helping young adults improve their basic skills as Career Services Specialists can monitor assignments, and the client is able to complete these offsite when they have the time. This is particularly useful for young parents and working clients.

2. Alternative secondary school services.

When a client is a high school dropout under age 18, our staff connect them with the local school district. If traditional schools are not a good environment for the youth, staff encourages them to enroll in alternative school options. Staff work with the local school districts, who help the youth tailor their high school completion plan by offering non-traditional schedules. This way, the youth can maintain their employment, if applicable, and complete WIOA activities. When appropriate, staff may refer youth to the Wisconsin Virtual Academy.

3. Paid and unpaid work experiences, including internships and job shadowing. Summer employment opportunities that are directly linked to academic and occupational learning.

Work experience provides clients with opportunities for career exploration and skill development. They are valuable to young adults who are engaged in training so they can gain hands-on experience while they learn about their career field. The proposed Career Services Specialists will develop work experiences, internships, and job shadowing opportunities for young adults, emphasizing the identified high-demand occupation sectors of transportation, advanced manufacturing, healthcare, information technology, and insurance/customer service. These work experiences will be tailored to the needs of the young person. If a client is unsure about a career path, job shadowing experiences and other career exploration activities may be part of the Individualized Service Strategy. For clients who have developed employability skills and have chosen a career of interest, the work experience may be an internship, which will allow them to learn important skills and put those skills into practice.

Additionally, the Career Services Specialist finds summer job opportunities that correspond to specific career pathways. For clients enrolled in post-secondary education, the Career Services Specialist will help them find summer employment that aligns with their career goals and enhances their academic success. Summer employment is crucial to keep young people on track. Plus, succeeding at a summer job is a huge self-confidence boost for these young people, who are still in their formative years. We will also provide financial literacy education and job readiness skills training prior to placement.

4. Occupational skill training.

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Forward Service Corporation helps clients develop these essential skills through individual activities and interactive group workshops, as well as through work experiences. We want to be sure that young adults have these lifelong skills that will serve them throughout their careers.

We also continue to work with technical colleges and other partners to provide clients the skills they need to get into a good-paying job, particularly in the high-demand industry sectors of transportation, advanced manufacturing, healthcare, information technology, and insurance/customer service.

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

Forward Service Corporation staff encourage clients to take part in volunteer opportunities within the community. Staff also engage the young adults in helping with job fairs and other events at the Job Centers and encourage them to talk to their friends about WIOA and refer them to the program. This generates pride and helps the youth really understand how the WIOA program is helping them.

6. Supportive services

Forward Service Corporation coordinates supportive services for clients in accordance with the Fox Valley Workforce Development Board's Supportive Service Policy. The coordination of services through Job Center partners and community resources are made available to clients when needed to address any barriers identified in the assessment process. Supportive services for youth enrolled in the WIOA program may include, but are not limited to:

- Assistance with uniforms or other appropriate work attire;
- Testing/Exam and licensure fees;
- Medical exams/services required for training or employment;
- Assistance with transportation;
- Assistance with dependent care;
- Education related application fees;
- Linkages to community services; and
- Referrals to medical services.
- Assistance with training-related tools or supplies, such as eyeglasses or protective eye gear, books, stethoscope as required;

7. Adult mentoring for the period of participation and possibly for a subsequent period, for a total of not less than 12 months.

Forward Service Corporation strives to build stronger families, with Career Services Specialists working with parents and guardians whenever possible to involve them in their child's career planning and growth. In addition, WIOA staff partner with a variety of organizations for additional positive adult influences, such as the Lions Club and the Rotary Club. WIOA youth who engage in Work Experience often develop a mentor relationship with their supervisor or colleagues at the worksite. Our staff continue to seek out additional adult mentors for WIOA clients.

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8. Follow-up services for a minimum of 12 months after exit.

After program exit, Career Services Specialists contact each client at least monthly, using appropriate means of communication as desired by the client (phone call, text message, etc). They discuss available job retention services, whether any new barriers have developed, short- and long-term goals, additional training needed, and any other services WIOA can offer. During contact, staff ensure that the client is fully aware of the availability of WIOA services.

When a client requires additional WIOA services, the staff member will provide assessments and develop an Individual Employment Plan (IEP) so the client can achieve his or her educational or career goals. Staff will appropriately document everything in ASSET.

If a client asks not to be contacted, the Career Services Specialist will record this in ASSET, and at that point follow-up services will conclude.

Follow-up services are provided to exited clients for twelve months. These services provide clients with support and guidance to ensure job retention and post-secondary credentials as well as discuss career goals and wage gains. The intensity of follow-up services may vary depending on the client's needs.

Career Services Specialists make monthly contact to discuss employment, address barriers, and offer services.

Follow-up services include, but are not limited to:

- Additional career counseling
- Supportive services
- Contact with the client's employer and/or academic advisor
- Peer support groups
- Information about education and training opportunities
- Referrals to community and Job Center agencies for services
- Workshops to continue building skills such as conflict resolution and time management

9. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral.

If a young adult is assessed as needing guidance and counseling beyond case management, they are referred to the appropriate professional counseling agency. Referrals may be needed for alcohol and other drug abuse, mental health, or other identified issues. For example, one of our WIOA/ILP youth had been in the foster care system his entire life and had a great deal of trauma in his past. With ILP assistance and Chaffee funding, this young adult started school at NWTC to study Digital Media Technology.

With the proper release of information on file, the Career Services Specialist (aka Career Planner) remains in communication with all guidance and counseling providers regarding the client's progress. The guidance and counseling will last as long as there is an assessed need.

10. Financial literacy.

Forward Service Corporation incorporates financial literacy training in our WIOA program, and our staff help all clients develop monthly budgets, which they review regularly. We

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recognize budgeting is a long-term learning experience and cannot be fully taught with one workshop or session, so financial literacy training will be woven throughout the program. It will be an ongoing discussion during group events and individual meetings throughout the program year. We also offer a suite of live, streamed financial wellness classes that include:

- Why Budget? Clients review the basics of budgeting and why budgeting is important.
- Budgeting 101: Clients will learn how to build a budget to meet their financial goals.
- Banking 101: Clients will learn how to make their money work for them.
- Credit & Debt 101: Clients will understand how credit and debt work either for them or against them.

11. Entrepreneurial training

Forward Service Corporation coordinates referrals for self-employment or entrepreneurial training with some of its existing partners to provide expert assistance in developing a business plan, conducting market research, accessing capital, and technical assistance in starting and sustaining a small business. Partners will include:

- Entrepreneurial Training Program, by the Wisconsin Small Business Development Center offered at all UW and UW-Extension campuses. The well-established 6-8 week course provides a wealth of information and connections for starting a new business.
- Veteran Entrepreneurial Transfer, Inc. is a network that can provide expertise and funding for veteran start-up businesses.
- Wisconsin Procurement Institute provides training to help small businesses sell their services or goods to federal, state, and local governments.
- CAP Services helps individuals develop their business plan and assemble a financing package, which can include gap financing from CAP.
- Advocap administers a Business Development Loan Fund which provides loans to start-up and existing eligible businesses.

Career Services Specialists help youth connect with community entrepreneurs to learn about starting a business.

12. Local labor market employment information

The Career Services Specialists work with staff from Forward Service Corporation, the Job Center, and the Workforce Development Board to utilize local labor market information to inform service delivery. Forward Service Corporation analyzes data from WisConomy, O*NET, and other sources to stay up to date and ahead of trends in our ever-changing economic climate.

For clients, this means staff provide an understanding of the local economy, what jobs are growing and declining, what kind of education and training is required, and the employers in the area. Knowing the occupation projections helps our staff stay ahead of the curve and gets participating young adults into careers with a real future. Some of the employers we work with in this region include:

- Kimberly Clark (SOC: Production): Positions include Machine Operators, Mechanics, and Electricians. Pay starts at \$20.00 per hour.
- Neenah Foundry (SOC: Production): Positions include Vacuum Operator, Maintenance Mechanic, Core Operator, General Labor, Melt, Finisher Support, Machine Operator,

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Chipper/Grinder, and General Foundry. The average starting wage for the positions are \$19.50-\$31.50 per hour.

- 4Imprint (SOC: Production): Positions include General Labor, Customer Service Representative, Sale Support Associates, and Accounts Payable. The average starting wage for the positions are \$15.00-\$23.50 per hour.
- USPS – Fond du Lac (SOC: Transportation and Material Moving Occupations): Starting wage is \$17.29 per hour city and \$18.56 per hour rural.
- Baker Cheese- Fond du Lac (SOC: Production Occupations): Positions include Cheesemaker or Table Operators. Positions generally start on 2nd shift at \$21.20 - \$22.70/hr.

13. Activities that help youth transition to post-secondary education and training

Forward Service Corporation has post-secondary education training materials it has adapted from its Upward Bound programming. Upward Bound is an educational program that prepares low-income, first-generation college-bound high school students for post-secondary education.

Our Career Services Specialists provide support as youth transition to postsecondary education, as well as throughout the college or training experience.

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

Forward Service Corporation has a training curriculum for job readiness. This training also covers math and reading skills.

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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.

The Local Plan was developed in coordination among Fox Valley Workforce Development Board staff, representatives of the WIOA system partners, FVWDB's sub-grantee delivering WIOA Title I services, the One-Stop Operator, and other local stakeholders. The WIOA system partners include local training institutions including Fox Valley Technical College and Moraine Park Technical College, the local Title II education providers as well as representatives from local and national nonprofits that deliver CSBG and other programs. We engaged the support of a national expert on Local Planning who brought insights and expertise from dozens of other local workforce areas across the Midwest and the nation.

The FVWDB convened several meetings of the WIOA system partners, and local plan development was conducted concurrent with WIOA Memorandum of Understanding negotiation process, to ensure that plans for on-the-ground activities at the American Job Centers reflected the goals and strategies being developed through the Local Plan.

Additionally, a team of FVWDB staff met several times over a two-month period to conduct a comprehensive review of initial draft content and collaboratively wrote all sections of the Plan in conjunction with the FVWDB Executive Director and our national expert consultant.

WIOA system partners met a final time during the public comment period to review a near-final draft and provide further content, and all agreed to the substance and specifics of the Local Plan.

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.**

Consistent with section 108(c), the FVWDB made the local plan available on the Board website and provided an email address for the public to send comments during a 30 day public comment period to begin on July 26, 2024 and end on August 25, 2024.

On July 26, 2024 the Plan was posted at the Fox Valley WDB's site at

<http://www.foxvalleywork.org/WIOA-WIALocalPlan.html>

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On the same day, July 26, 2024, a media release was sent to all local media indicating the plan was available for public comments.

During the public comment period, all Board members and system partners were presented with a link to the plan on the web site with a request to review prior to the upcoming Board meeting.

Several partners submitted minor additions including descriptions of service strategies and projects underway through their organizations. Two meetings of the WIOA system partners were held before and during the public comment period, including one on August 22, 2024 at which the partners conducted a final review of the Plan.

The Plan draft was brought to the Executive Committee of the Workforce Board during a meeting held on August 15, 2024, at which they approved the Plan.

There were no public comments received during the public comment period.

The Fox Valley WDB posted the Plan Modification for WDA 4, which is required at the end of year two of the four-year planning period, with a notice seeking public comment, on their website at <http://foxvalleywork.org/index.html> along with a press release on the Board's News and Events page and an advertisement in the Neenah. News, with direct link at <http://foxvalleywork.org/WIOA-WIALocalPlan.html>, as of April 22, 2026 for a one-month period. There were no public comments received. The Workforce Board Executive Committee and Chief Elected Officials approved the Plan in meetings on May 21, 2026.

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

Attached as referenced in this Plan are the following. All are within a single pdf being submitted to the State except as noted with *

- One-Stop Delivery System Memorandum(a) of Understanding (MOU)
 - PY2023 completed and signed MOU. (**This is a separate document. Due to having been "docusigned" it cannot be merged with the other materials.*)
 - PY2024 Draft MOU as submitted to the State and awaiting signatures
- Fiscal Agent Agreement for WDA 4
- Updated Form DETW-18813-E for WDA 4
- WDA 4 "Priority of Service and Wait List Policy," Effective Date: December 1, 2023
- WDA 4 "Priority of Service and Wait List Procedure," Effective Date: December 1, 2023
- WDA 4 "Training Services/ Individual Training Account (ITA) Policy," Effective Date: January 1, 2023
- WDA 4 "Supportive Service Policy," Effective Date: January 1, 2023

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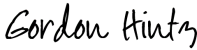
- **These and related materials can also be found at the following links:**
Public site for the Local Plan: <http://www.foxvalleywork.org/WIOA-WIALocalPlan.html>
- The WIOA MOU is found through a link from the FVWDB's main homepage at:
<http://foxvalleywork.org/index.html>

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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).

Gordon Hintz	Signed by: 	5/26/2026
Printed name of Chief Elected Official	Signature	Date
Sarah Pantol	Signed by: 	5/27/2026
Printed name of local WDB Chair	Signature	Date
Anthony Snyder	DocuSigned by: 	5/24/2026
Printed name of local WDB CEO	Signature	Date