



WORKFORCE DEVELOPMENT BOARD MID-OHIO VALLEY

LOCAL PLAN

JULY 1, 2024-June 30, 2028

Counties Served:

**Pleasants, Ritchie, Roane, Mason, Jackson, Wood, Wirt,
Clay & Calhoun**

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Local Plan Requirements

Section 1: Strategic Planning

(A) An analysis of the regional economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of businesses in those industry sectors and occupations; and the employment needs of businesses in those industry sectors and occupations. The analysis should identify priority industries based on employer (and WIOA partner) input.

The Workforce Development Board Mid-Ohio Valley serves nine counties in West Virginia. Those counties are Calhoun, Clay, Jackson, Mason, Pleasants, Ritchie, Roane, Wirt, and Wood. The population of the combined nine counties is 184,656 individuals (2022 Census Data). Wood County is considered metropolitan with 2 municipalities having populations of 10,000 or greater. The Appalachian Regional Commission classifies 4 of the counties as distressed, 2 at risk, and 3 as transitional counties (County Economic Status in West Virginia, Fiscal Year 2024 ARC). Wood County is also the largest county with a population of 83,340. Wirt County is the smallest with a population of 5,091.

Demographics for the region:

*Population:	183,490 individuals (Table 1)
*Civilian labor force 16 years+:	regional average of 46.85%
*Median household income:	\$45,089 (2021 Data)
*People living in poverty:	*19.6% (2021 Data)
Labor Force:	78,200 individuals
Labor Participation Rate:	48.1%

Source: [http://lmi.workforcewv.org/EconomicReview/WV Economic Review 2022.html](http://lmi.workforcewv.org/EconomicReview/WV_Economic_Review_2022.html)

*Source : <https://data.arc.gov/data>

Table 1- Region 4 Population-US Census.gov

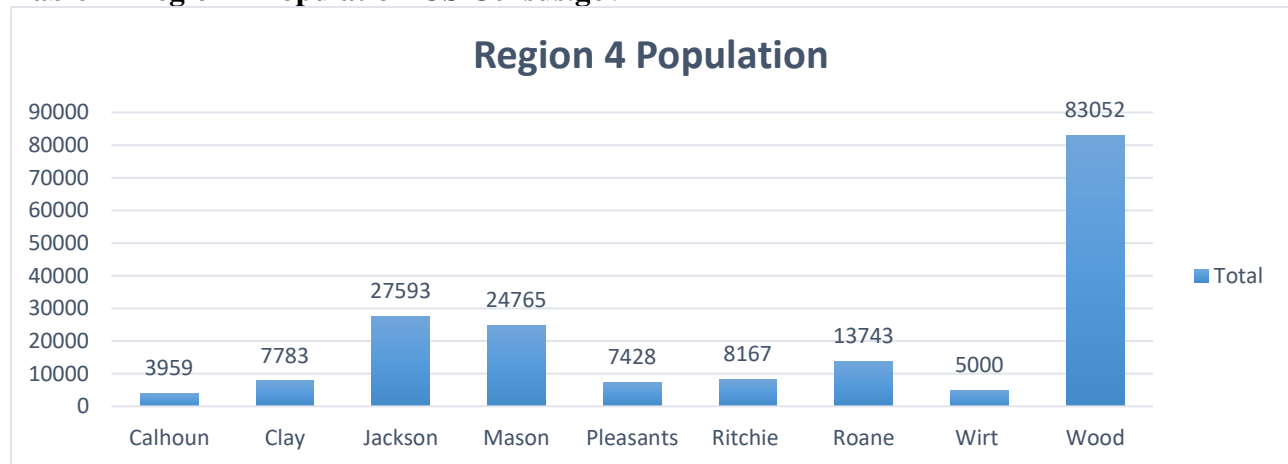


Table 2: Region 4 Population in Poverty

Percent of total population in poverty, 2021		
County	All people in poverty (2021)	Children ages 0-17 in poverty (2021)
West Virginia	16.8%	21.4%
Calhoun	23.8%	32.0%
Clay	22.3%	31.0%
Jackson	15.4%	21.6%
Mason	18.6%	24.7%
Pleasants	14.3%	18.1%
Ritchie	19.2%	25.6%
Roane	18.2%	26.3%
Wirt	17.7%	28.1%
Wood	14.7%	20.1%

<https://data.ers.usda.gov/reports>

Industry:

According to the US Census, Region 4 had 3,415 employer establishments. Each of the nine counties has a diversity of employers / businesses. In reviewing the 10 largest employers, by industry the following tables represents the top 5 industry employers (Table 3) for the 9 counties in 2022 as well as the Top 25 employers (Table 4).

Table 3- Largest Industry and employment in Region 4, 2022

Largest Industries of MOV	Employment 2022	% of Employment
Government	16,114	21.6%
Trade, Transportation and Utilities	14,472	19.4%
Education and Health Services	13,130	17.6%
Manufacturing	7,833	10.5%
Leisure and Hospitality	7,460	10.0%

Source: Workforce West Virginia Economic Review 2022

http://lmi.workforcewv.org/EconomicReview/WV_Economic_Review_2022.html

Table 4- WV Workforce LMI

Rank	Company Name
1	WVU MEDICINE
2	WAL-MART
3	CONSTELLIUM ROLLED PRODUCTS RAVENSWOOD LLC
4	CORNERSTONE BUILDING BRANDS SERVICES, INC
5	CHEMOURS COMPANY FC, LLC, THE
6	LINX COMMUNITY SERVICES LLC
7	MARSHALL HEALTH
8	DUPONT POLYMER PRODUCTS LLC
9	WESTBROOK HEALTH SERVICES, INC
10	HOSPITAL DEVELOPMENT CO., DBA
11	HINO MOTORS MANUFACTURING U.S.A., I
12	APPALACHIAN POWER CO
13	HALL DRILLING, LLC
14	WINCORE WINDOW COMPANY, LLC
15	WVUHS HOME CARE, LLC
16	IVS HYDRO, INC.
17	COMMUNITY HEALTH ASSOCIATION, TA
18	MINNIE HAMILTON HEALTH CARE CENTER,
19	LOWE S HOME CENTERS LLC STAR HOLDING COMPANY
20	UNITED BANK
21	AEP
22	GENERAL MILLS RESTAURANTS, INC WVNH EMP, LLC
23	KROGER LIMITED PTNSHP I
24	ON-BOARD PMO CORPORATION
25	PEOPLES BANK

LMI, job order postings, employer roundtables, discussion from the business engagement team, employers, building and construction trades, secondary and post-secondary, to include CTE programs have been gathered to identify local needs and development solutions.

Employers continue to identify a need for employment related skills across industry lines. Basic academic skills and “soft skills” continue to be identified as needed across multiple employment sectors. Lacking qualifications in multiple job categories include:

- Troubleshooting/Problem Solving
- Detail oriented
- Oral / Written communication
- Organizational Skills
- Overall work ethic

Industry projections from 2020-2030 show Government, Trade, Transportation and Utilities, Education and Health Services, Manufacturing, Leisure and Hospitality As projected demand occupations. Many of the jobs in retail and service industries require short term, on the job training with lower-than-average wages. While WDBMOV recognizes the growth in those occupations, the board believes it more appropriate to target training dollars to higher skill jobs equal to or above self-sufficiency guidelines.

WDBMOV emphasizes training to meet the needs of current industries, the demand and emerging industries. As can be seen in table 5; information provided by the West Virginia State Plan, WDBMOV, growing industries projections for 2020-2030 are below.

Table 5: WIOA Region 4 Industry Employment Projections 2020-2030

Workforce Development Region 4 Industry Employment Projections 2020-2030				
Industry Title	Estimated 2020 Employment	Projected 2030 Employment	Numeric Change	Annual Growth Rate
Growing Industries				
Food Services and Drinking Places	5,392	6,020	628	1.1
Ambulatory Health Care Services	3,655	4,210	555	1.4
Hospitals	3,023	3,389	366	1.1
Social Assistance	1,975	2,307	332	1.6
Heavy and Civil Engineering Construction	4,032	4,300	268	0.6
Declining Industries				
Clothing and Clothing Accessories Stores	556	465	-91	-1.8
Merchant Wholesalers, Durable Goods	717	650	-67	-1.0
Gasoline Stations	1,076	1,014	-62	-0.6
Health and Personal Care Stores	575	514	-61	-1.1
Support Activities for Mining	1,012	971	-41	-0.4

Source: Workforce West Virginia Combined Plan 2024-2027

Within the WDBMOV region, there are the following proposed projects which will create an estimated building and construction trade and renewable energy manufacturing workforce of about 3,000 individuals, see Table 6.

Table 6: Proposed Projects in Region 4

Known Proposed Projects	Total Investment value	est start	Completion	County	State	Est Trade Manpower
WV Methanol	\$ 350,000,000.00	2025	2026	Pleasants	WV	100
Our Next Energy	\$ 22,000,000.00	2024	2026	Jackson	WV	50
Nucor	\$ 3,000,000,000.00	2024	2027	Mason	WV	2000
Timet	\$ 300,000,000.00	2024	2026	Jackson	WV	250
Berkshire Hathaway Solar	\$ 200,000,000.00	2024	2026	Jackson	WV	100
TC Energy-Chemours	\$ 80,000,000.00	2024	2025	Wood	WV	250
Omnis	\$ 50,000,000.00	2027	2028	Pleasants	WV	150
Quantum	\$ 2,000,000,000.00	2027	2029	Pleasants	WV	400
Constellium	\$ 150,000,000.00	2025	2026	Jackson	WV	100
Celanese	\$ 88,000,000.00	2024	2025	Wood	WV	100
Wood Co. Schools	\$ 98,000,000.00	2024	2027	Wood	WV	150
Camden Clark	\$ 260,000,000.00	2025	2025	Wood	WV	200
Willow Island	\$ 70,000,000.00	2024	2028	Pleasants	WV	100
Total	\$ 6,668,000,000.00					3950

According to the WV Metro News and Buddy Malone; *Parkersburg-Marietta Building & Construction Trades Council's* business manager, the Nucor project President is investing \$3.1 billion in the region to produce steel by using recycling materials. Initially, nearly 2,000 jobs will be vacant, then once in full operation, the plant will provide 800 permanent, full-time, non-union jobs. The average salary for a Nucor manufacturing employee is \$133,000. Berkshire Hathaway has initiated a significant project in Jackson County, WV, which includes the construction of a solar plant by Berkshire Hathaway Energy Renewables. The project is expected to create an additional 200 jobs within three years, with the potential to expand up to 1,000 jobs. This is part of a larger plan to revitalize the area with new manufacturing facilities, including a titanium melt facility and a factory for utility-scale battery storage systems by Our Next Energy Inc., which alone is projected to add an additional 105 jobs. The new plant, which will operate under the PCC subsidiary Titanium Metals Corporation, Inc., (TIMET), will employ approximately 200 people and expects to use 100% renewable energy to manufacture titanium products for aerospace and other industries. Quantum Pleasants is the new name for the Pleasants Power Plant near Wood County and Pleasants County, West Virginia. The power plant is currently burning coal but is being converted to run on clean hydrogen which will require about 400 construction workers and upon completion will create around 600 jobs.

Additional projects just outside of WDBMOV's region estimate an additional 800 building trade workforce, see Table 7.

Table 7: WDBMOV’s region estimates an additional 800 building trade workforce.

Known Proposed Projects	Total Investment value	estimate start	Completion	County	State	Est Trade Manpower
New Light	\$ 600,000,000.00	2024	2026	Monroe	OH	250
Doral Solar	\$ 60,000,000.00	2024	2025	Meigs	OH	100
Memorial Health	\$ 30,000,000.00	2025	2026	Tyler	WV	150
Memorial Health	\$ 125,000,000.00	2024	2025	Washington	OH	100
Athens Schools	\$ 53,000,000.00	2024	2025	Athens	OH	200
Total	\$ 868,000,000.00					800

With projects just outside of our region such as the ARCH2 and Intel, as well as multiple jobs in Columbus, with total investment values of \$146 million and needing 13,000 in trade labor force as well, many of the state’s building trades workforce has been called to these jobs leaving a deficit in trade labor in our region.

Table 8: WIOA Region 4 Occupational Projections 2020-2030

Source: Workforce West Virginia Combine Plan 2024-2027

Workforce Development Region 4 Occupational Employment Projections 2020-2030 Top Occupations by Projected Openings		
31-1120	Home Health and Personal Care Aides	710
35-3023	Fast Food and Counter Workers	330
35-2014	Cooks, Restaurant	260
29-1141	Registered Nurses	160
53-3032	Heavy and Tractor-Trailer Truck Drivers	140
35-3031	Waiters and Waitresses	130
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	130
47-2061	Construction Laborers	90
53-3058	Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	90
31-9092	Medical Assistants	80
29-2061	Licensed Practical and Licensed Vocational Nurses	70
11-9111	Medical and Health Services Managers	70
25-2021	Elementary School Teachers, Except Special Education	70
15-1299	Computer Occupations, All Other	70
11-1021	General and Operations Managers	70
29-1171	Nurse Practitioners	60

Table 8; information provided by the West Virginia State Plan, “Workforce Development Region 4 of West Virginia Occupational Employment Projections for 2020-2030” reveal key occupations with projected openings. Home Health and Personal Care Aides lead with 710 anticipated openings, emphasizing the region's focus on healthcare and support services. Fast Food and Counter Workers and Restaurant Cooks reflect the continued demand in the hospitality industry, with 330 and 260 projected openings, respectively. Registered Nurses and Heavy and Tractor-Trailer Truck Drivers follow suit, showcasing the importance of healthcare and transportation sectors. Construction Laborers and First-Line Supervisors of Food Preparation and Serving Workers also feature in the projections, indicating a diverse range of occupational needs. These insights provide a foundation for regional workforce planning and strategic economic development initiatives.

B) An analysis of the knowledge and skills needed to meet the employment needs of the businesses in the Local Area, including employment needs in in-demand industry sectors and occupations

Education entities in the region routinely review current curriculum and modify training programs and individual course content, including soft skills, to better meet the needs of the region’s employers.

The skills, knowledge, and abilities in demand by employers in our region show that critical thinking, written and oral expression, reasoning, and customer service-related skills are in highest demand. The three areas that work together to provide a holistic view of what an employer is looking for in an individual are Knowledge; which is a level of information or experience that an individual must have to be qualified for a position, Skills; which are learned or trained and Ability: Enduring attributes of the individual that influence performance. (Source: O*Net online, <https://www.onetonline.org>)

The three tables below give a good indication of what abilities, skills and knowledge are sought after in our region. It also shows that these top ten areas are the ones with the largest in demand, so it gives good indication of skills, knowledge and abilities needing addressed in our region.

According to the WV WIOA State Plan 2024-2027, the Projected Number of Occupational Openings by Knowledge Discipline are as followed: “English Language (2,369) emphasize the continued demand for effective communicators. Customer and Personal Service (2,290 openings) and Education and Training (2,139 openings) signify the importance of service-oriented roles and educational expertise. Public Safety and Security (1,369 openings) highlights the region's commitment to ensuring community safety. The presence of Mathematics (1,308 openings) and Administration and Management (1,298 openings) underlines the significance of analytical and leadership skills. Furthermore, the inclusion of Mechanical (852 openings) and Computers and Electronics (665 openings) suggests a growing need for individuals with STEM related competencies.”

Table 9: Top 8 areas of knowledge demands across Region 4

Knowledge	Demand
English Language	2,369
Customer and Personal	2,290
Education and Training	2,139
Public Safety and Security	1,369
Mathematics	1,308
Administrative and Management	1,298
Mechanical	852
Computers and Electronics	665

Table 10: O*Net online defines each item listed in the above tables for reference purposes.

Table 5: Knowledge

Knowledge	Knowledge Description
<i>English Language</i>	Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
<i>Customer and Personal Service</i>	Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
<i>Education and Training</i>	Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
<i>Public Safety and Security</i>	Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
<i>Mathematics</i>	Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
<i>Administrative and Management</i>	Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
<i>Mechanical</i>	Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
<i>Computers and Electronics</i>	Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

(Source: O*Net online, <https://www.onetonline.org>)

The skill groups listed below are what employers use to assess employees’ skills within the workplace. The employers look at 6 different groups when assessing employees’ skill levels; and within those groups various skills have been identified as the top skills an employer is looking for.

Table 11: Skills Assessment

Group	Description	Skills
<i>Basic Skills</i>	Developed capacities that facilitate learning or the more rapid acquisition of knowledge	Active Learning, Active Listening, Critical Thinking, Learning Strategies, Mathematic, Monitoring, Reading Comprehension, Science, Speaking, and Writing
<i>Social Skills</i>	Developed capacities used to work with people to achieve goals	Coordination, Instructing, Negotiation, Persuasion, Service Orientation, Social Perceptiveness
<i>Complex Problem-Solving Skills</i>	Developed capacities used to solve novel, ill-defined problems in complex, real- world settings	Complex Problem Solving
<i>Technical Skills</i>	Developed capacities used to design, set- up, operate, and correct malfunctions involving application of machines or technological systems	Equipment Maintenance, Equipment Selection, Installation, Operation and Control, Operation Monitoring, Operation Analysis, Programming, Quality Control Analysis, Repairing, Technology Design, Troubleshooting
<i>System Skills</i>	Developed capacities used to understand, monitor, and improve socio-technical systems	Judgment and Decision Making, System Analysis, System Evaluation
<i>Resource Management Skills</i>	Developed capacities used to allocate resources efficiently	Management of Financial Resources, Material Resources, and Personnel Resources, Time Management

Employers utilize the criteria below to determine individual abilities.

Table 12: Ability Assessment

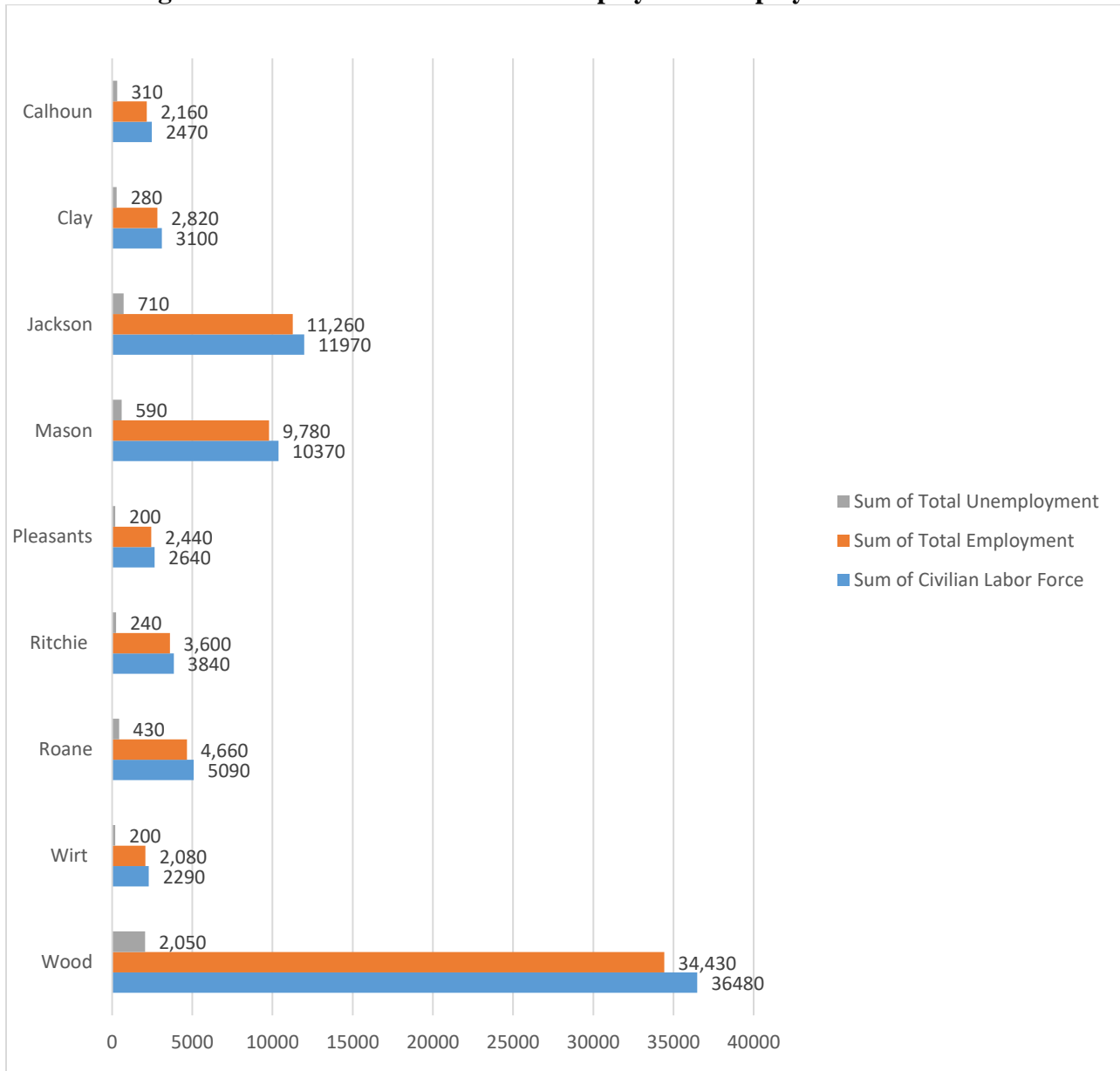
Group	Description	Elements
<i>Cognitive Abilities</i>	Abilities that influence the acquisition and application of knowledge in problem solving	Category Flexibility, Deductive Reasoning, Flexibility of Closure, Fluency of Ideas, Inductive Reasoning, Information Ordering, Mathematical Reasoning, Memorization, Number Facility, Oral Comprehension, Oral Expression, Originality, Perceptual Speed, Problem Sensitivity, Selective Attention, Spatial Orientation, Speed of Closure, Time Sharing, Visualization, Written Comprehension, Written Expression.
<i>Psychomotor Abilities</i>	Abilities that influence the capacity to manipulate and control objects	Arm-Hand Steadiness, Control Precision, Finger Dexterity, Manual Dexterity, Multi-limb Coordination, Rate Control, Reaction Time, Response Orientation, Speed of Limb Movement, Wrist-finger Speed.
<i>Physical Abilities</i>	Abilities that influence strength, endurance, flexibility, balance and coordination	Dynamic Flexibility, Dynamic Strength, Explosive Strength, Extent Flexibility, Gross Body Coordination, Stamina, Static Strength, Trunk Strength.
<i>Sensory Abilities</i>	Abilities that influence visual, auditory and speech perception	Auditory Attention, Depth Perception, Far Vision, Glare Sensitivity, Hearing Sensitivity, Near Vision, Night Vision, Peripheral Vision, Sound Localization, Speech Recognition, Speech Clarity, Visual Color Discrimination.

(Source: O*Net online, <https://www.onetonline.org>)

(C)An analysis of the workforce in the Local Area, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the Local Area, including individuals with barriers to employment.

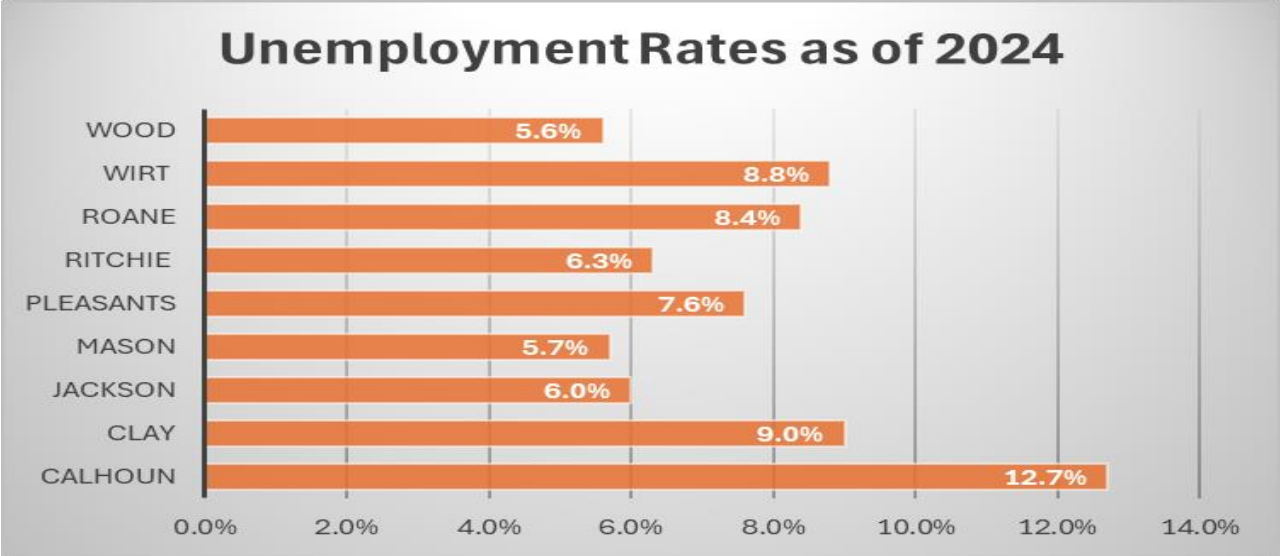
Per the U.S. Census Bureau’s, Region 4’s estimated population is 183,490 (Table 1). Approximately 46.59% of this population is in the civilian labor force; while 92.2% of this group is employed, an average of 7.8% of this group is unemployed (Table 13 and 14).

Table 13: Region 4 Civilian Labor Force with Employed/Unemployed



Source: Workforce West Virginia LMI data <http://lmi.workforcewv.org/>

Table 14: Region 4 County breakdown Employment/Unemployment Rates



Source: Workforce West Virginia LMI data

<http://lmi.workforcewv.org/>

Educational attainment: The chart below shows educational attainment for our region’s counties compared to the percentage of West Virginia. Counties highlighted in red rank lower in percentage than West Virginia. Three of our counties rank lower than WV in high school dropouts. Two of our counties rank lower than WV for completing high school only. Four of our counties rank lower than WV for completing some college and all our counties rank lower than WV for completing college. These percentages further reflect the need for addressing barriers to training and education (Table 15).

Table 15: Region 4 Educational Attainment

2017-2021	Completed high school	Completed High School Only	Completed Some College	Completed College
Calhoun	89.8%	53.3%	21.1%	10.2%
Clay	88.0%	52.0%	16.1%	12.0%
Jackson	82.7%	43.2%	28.8%	17.3%
Mason	85.3%	44.5%	27.3%	14.7%
Pleasants	88.1%	48.2%	29.0%	11.9%
Ritchie	90.4%	49.6%	22.2%	9.6%
Roane	86.6%	45.7%	21.2%	13.4%
Wirt	85.9%	40.0%	27.8%	14.1%
Wood	78.2%	35.0%	34.0%	21.8%
West Virginia	88.1%	40.1%	26.2%	21.9%
Education (usda.gov)				

(D) An analysis of the workforce development activities (including education and training) in the Local Area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the Local Area

WDBMOV is comprised of nine local counties with the one (1) comprehensive America's Job Center in Wood County.

All core programs participate either by physical presence or part of a shared electronic referral system. Further, required partners participating include:

- Trade Adjustment Assistance
- Second Chance Act
- Jobs for Veterans Grant (LVER/DVOP)
- Job Corp
- Community Services Block Grant (CSBG)
- Temporary Assistance for Needy Families (TANF)
- National Farmworker Jobs Program
- Senior Community Services Employment Program (SCSEP)
- Unemployment Compensation
- Housing and Urban Development (HUD)
- Career and Technical Education (Perkins)
- Indian & Native American Programs
- Adult Education/Spokes
- West Virginia Division of Rehabilitation
- SNAP Employment and Training (SNAP E&T)
- Jobs & Hope

The American Job Center serves as the entryway into the workforce development system. The AJC is uniquely poised to welcome customers into the workforce system via the One-Stop service delivery model and provides comprehensive and targeted referrals to core partners through the No Wrong Door platform to reduce duplication of service delivery.

Customers are provided career services through the AJC system. Once customers are deemed ready for gainful employment after receiving career services, AJC staff assists customers with job search and placement. Customers needing training services are given information about training opportunities and may be referred to appropriate core partners to address any other barriers identified.

WDBMOV and the AJC system strive for quality, career-based employment outcomes for its job seeking customers to include a wide range of education and training paths. AJC partners include but are not limited to:

West Virginia Division of Rehabilitation Services offers individuals with disabilities opportunities to prepare for the West Virginia labor force. Pre-employment transition services, including job exploration, work-based learning experiences, counseling on enrollment

opportunities, workplace readiness training, and instruction in self-advocacy, are provided for those who need assistance in finding a career path that matches their interests and abilities. Once a career path has been selected, post-secondary education and training programs are made available with West Virginia Division of Rehabilitation Services funds to help individuals get the specialized college, apprenticeship, or employment supports they need to be successful in the workplace.

West Virginia Department of Human Service (DOHS) provides oversight of the SNAP E&T Supplemental Nutrition Assistance Program Employment and Training for five of the nine counties within the WDBMOV region. Through these funds, WDBMOV assists those required to work to continue receiving benefits through career services.

Adult Education partners with WDBMOV System in a collaborative effort to promote and provide soft skill development and increase the basic skills required to find success within our customers' chosen career paths. This plays a vital role in meeting employer needs and creating a talent pipeline that reduces turnover and training costs for employees. This effort has led to the WDBMOV maintaining positive DOL required performance outcomes.

Circles Campaign utilizes a multigenerational, relationship-based strategy to achieve this goal. Meeting weekly, participants work to increase nine assets needed to thrive, these include: financial, emotional, mental or cognitive, spiritual, physical well-being, support systems, relationships/role models, knowledge of the hidden rules, and coping strategies. The program is eighteen months in length. The average participant increases their income by 71% during this time due to the combined increases in financial and social capital.

Family Resource Network (FRN) supports and promotes the collaboration of all citizens to develop strategies for communities to succeed. **FRN** participates in a variety of activities aimed at maximizing a community's potential through assessing needs and problem solving, without providing direct services

Community Resources Network (CRI) aids in a multitude of ways to include, rental assistance, weatherization assistance, case management services, free tax preparation, basic living essential to stabilize families, childcare and food pantry initiatives to mention a few.

Jobs and Hope is the state's comprehensive response to the substance abuse crisis created by the WV Legislature and led by Jim Justice. This program offers support through a state-wide collaboration of agencies that provide individuals in recovery the opportunity to obtain career training and ultimately secure meaningful employment.

The AJC/One-Stop Coordinator and its system managers meet monthly and are tasked with coordinating the activities of the mandated partners agencies, as well as engaging non-member agencies that can assist in a holistic manner. To ensure the delivery of all appropriate services to their shared customer base, the One Stop Management Team (OSMT), triages customers and alike to provide oversight and direction for the participating agencies and the operation of the

AJC. Coordination of agencies and workforce activities is guided by the WDBMOV's vision and mission statement.

The WDBMOV OSMT provides opportunities for the staff of its partner agencies to empower and assist each customer to envision, develop and achieve their career goal by providing opportunity for individualized case management. This is achieved through the provision of a variety of services made available by the mandated partner agencies, all of which are focused upon equipping the customer to become gainfully employed in a career path that will provide a sustainable level of income.

Employer needs are addressed through employer funding such as, work-based learning, apprenticeships, job shadowing, customized training, incumbent worker training, on-the-job training as well as the launching of a virtual reality platform to engage secondary, post-secondary education and the Building and Skills Trades to address current employment needs. Individuals are offered realistic career exposure to current and emerging industries.

Through sector-focused training fairs and engagement with employers across sectors, provide a direct link to employment opportunities and offer information on necessary skills and competencies. Monthly business engagement meetings address employer training and hiring needs, with efforts to expand pre-apprenticeship and apprenticeship opportunities. Additionally, the WDBMOV secures additional funding to enhance and expand community impact and offset WIOA allocations.

(E) A description of the Local Board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in Section 116(b)(2)(A) of WIOA in order to support Local Area economic growth and economic self-sufficiency

Our strategic vision is to have "A quality, skilled workforce that advances economic development of the region by meeting the current and future needs of employers while attracting new businesses to the region." Meeting the needs of job seekers, incumbent workers, dislocated workers, and youth is a vital element of our overall service delivery. With our vision focusing on the result of employment, WDBMOV is dialed in on focusing our mission on the cultural aspects and the barriers that our regions citizens face related to securing viable employment and sustainable careers. With that said, our Mission is "Capturing Appalachian Prosperity and Economic Success (CAPES.) Engaging and encouraging our customers to take "a leap of faith" towards their own economic future is our driving force. Providing customers with pertinent and specific information and services related to job training, professional development, and industry-specific training as it relates to in-demand occupations, as well as emerging industries is critical. However, guiding them and creating hands on experiences to acquire the pertinent skills that lead to these opportunities is key.

WDBMOV has embraced incorporating the use of a career-centric virtual reality platform and galvanizing our relationship with the Building and Skill Trades. The virtual platform creates a safe and realistic exposure to a library of careers including healthcare, culinary, aviation and all

the skilled trades jobs. We rely heavily on our partnerships not only within the AJC, but with the local building and trades council to help us penetrate secondary education (through additional dollars leveraged) to begin the development of talent pipelines relevant to our area's employers, while simultaneously looking towards future emerging industries. As part of our overall goal, we will seek to leverage additional dollars to secure a facility large enough to provide apprenticeship readiness curriculum that will be driven by the building and trades industry. We will incorporate hands-on experiences that address the workplace shortage and support our mission of developing workforce ready communities that meet the needs of industry and business.

We are equally focused on the equity of our delivery of service to adults and youth alike who need supportive services and are provided with opportunities for work-based learning through work-experience, job shadowing on-the-job training, apprenticeships, and employment. Our Career Specialist provides core services such as interviewing techniques, assistance with writing resumes, identifying impactful supportive services available to address training and work-related expenses, and transportation barriers. An integrated approach is utilized consisting of engaging the entire AJC partnerships to provide services. This includes the business services team as well as, the One Stop Management Team that "triages" our businesses and job seekers alike to ensure accurate and appropriate trainings and supportive services that lead to referrals that meet the fluid needs of our employer population.

This pro-active approach reduces or eliminates the burden of multiple duplicative appointments, cuts down on travel time and expenses to various partner agencies. This further ensures that appropriate referrals are being placed, thus, reducing skill mismatches.

Referrals consist of including partner agencies that can help with barriers such as reentry, substance abuse, low educational attainment, and transitional work experience opportunities. Overall, this leads to increased retention and upward mobility.

By providing timely and relevant information related to labor market analysis, creating hands-on experiences directly tied to the work skills and competencies required among different professions and addressing the various barriers to employment, we can equip job seekers with the necessary resources, skills, and knowledge to help lead them towards a sustainable future. This allows our customers to ultimately "choose their career path as opposed to settling for their future."

To further outline the WDBMOV commitment to expanding our footprint and having a true impact on those we serve (industry, employers and jobseekers), the WDBMOV will position our efforts to align with the WorkForce West Virginia State Plan's goals and initiatives. It is imperative that we leverage and secure additional funding outside of WIOA to strengthen existing partnerships as well as expand our efforts to have a true economic development impact for our region.

The following provides specific activities in support of those goals.

GOAL #1 WORK-BASED LEARNING:

STRATEGY 1.1 Provide opportunities for job seekers/incumbent workers to gain occupational skill training to gain sustainable employment and career advancement.

Virtual Reality Skills Training: Hands-on simulation training provides an immersive learning environment that gives individuals real-world experience in the skills they need for well-paying jobs. Guided by a digital coach, they receive expert, personal instruction that teaches them how to perform essential tasks, gives feedback based on their specific actions and assesses performance to help them improve.

WDBMOV integrates virtual reality skills training into the AJC system and services through a variety of formats targeted for education, workforce partners, and employers. VR skills training is integrated into secondary education through class integration, special events, and CTE Camps. In addition, workforce partners (including Adult Education, SPOKES, Circles, Jobs and Hope, Corrections, WIOA programs) have provided VR instruction for integration into credential obtainment (such as blood borne pathogens), basic skill increases (such as precision measurement math skills), basic life skills to overcome barriers (basic automotive, culinary), general job readiness (workplace safety, customer service). Exposure to the various disciplines of manufacturing, skilled trades, health care, automotive, diesel tech, aviation tech, electrical, and welding serves not only to increase skill sets but also confidence prior to entering more advance work experience such as OJT, apprenticeship, or unsubsidized employment.

Immersive, simulated training modules have been used to help workers build skills, increase job placement rates, and improve job retention rates. Transfer takes an existing workplace environment and replicates it into VR, mimicking all aspects, equipment, and potential scenarios that employees are faced with in their day-to-day jobs through an in-depth design and development process.

The VR curriculum contains more than 300 simulations and organizes the Virtual Training Facility simulations per discipline, denoting modules within each discipline. Some training modules are applicable to multiple disciplines. Simulations align with OSHA 10, OSHA 30, MSSC-CLT, MSSC-CFT, MSSC, CPT, MSSC-CLA, i-CAR, ASE, NCCER Core, NIMS, FAA, AAFCS, NATEF, SACA, and Siemens Mech. Certifications. Additionally, Transfr's Career Exploration Facility is organized per career cluster and denotes the simulation that correlates to a specific occupation. For example, the career cluster entitled Skilled Trades offers a simulation entitled Plant Safety - Welding Safety: Mig Welding Safety for prospective welders.

Customized Training: Training designed to meet the special requirements of an employer (including a group of employers) and is conducted with a commitment by the employer to employ an individual upon successful completion of the training for which the employer pays for at least 51% of training costs. Training should focus on jobs involving the introduction of new technologies, production or service procedures; upgrading to new jobs that require additional

skills or workplace literacy; or other appropriate purposes identified by WDBMOV. Trainings are designed mainly for the individual without the related education, training or work experience required for the job. It may be provided in various occupational areas and often lowers the employer's risks in hiring and training new personnel. Processes are outlined in WDBMOV **Policy #14**.

Promote and facilitate opportunities available for job seekers to gain new skills and credentials especially in simulated and work-based models: WDBMOV will promote work-based skill development through multiple partner and community-based organizations such as MC3 certification, community service opportunities such as Red Cross disaster relief, etc.

STRATEGY 1.2 Develop Apprenticeship Readiness/Pre-Apprenticeship Programs.

Pre-apprenticeship programs provide instruction and/or training to increase math, literacy, and other vocational and pre-vocational skills needed to enter a Registered Apprenticeship program (RAP). Implementing Registered Apprenticeship and pre-apprenticeship models aligned with the needs of key industry sectors creates opportunities to advance students, job seekers, and workers along the talent pipeline. WDBMOV processes for pre-apprenticeships are listed in **Policy #44**.

Establish pre-apprenticeship opportunities within secondary education and CTE programs: Pre-apprenticeship/apprenticeship readiness programs within the high school career and technical education divisions are needed to support Traditional RAPs in construction and building trades as well as other in demand or emerging industries such as health care, automotive, manufacturing, and IT. Some of the traditional trades that have training facilities within our region that will be supported are bricklayers, boilermakers, electricians, pipefitters, laborers, roofers, carpenters, millwrights, insulators, cement masons, iron workers, operating engineers, industrial painters, and sheet metal works.

Establish pre-apprenticeship with adult learners that directly link to the Union Trades: Pre-apprenticeships within the region will increase opportunities for individuals to enter career pathways by enhancing their readiness for a registered apprenticeship. This also gives the individual an understanding about registered apprenticeships and the confidence to enter union apprenticeships which promote safety, while providing potentially high wages with access for quality benefits. Also, promoting Adult Education's math programs will give access for individuals to increase math scores, thus, increasing the likelihood of getting into apprenticeships while simultaneously earning college credit.

Additionally, creating these pre-apprenticeships programs that directly link to labor union apprenticeships will ensure that the good jobs principles are adhered to because labor union apprenticeships are pivotal in upholding good job principles by establishing standards, advocating for workers' rights, and providing structured training and oversight. Through collective bargaining, unions negotiate agreements with employers to ensure fair treatment, job security, and adherence to labor laws. They protect workers from discrimination and unsafe

conditions, oversee apprenticeship programs to maintain quality, and prioritize health and safety through advocacy and training. By representing workers' interests, unions secure agreements that promote fair treatment and safe workplaces. Overall, labor union apprenticeships are essential for promoting good job principles through their advocacy, training, and collaborative efforts with employers.

Through the creation of the Skilled Trades pre-apprenticeship program, high school, and adult learners will be linked to existing building trades RAP's. The traditional building trades unionized model ensures higher paying wages, safer working conditions, and access to quality healthcare benefits. Participants through this grant will make a livable wage without accumulating insurmountable college debt.

Collaborate with the development of new pre-apprenticeship programs within correctional facilities as appropriate: The WDBMOV will utilize and maximize our relationships with the Department of Rehabilitation and Corrections (DRC) to include the offender population in the pre-apprenticeship opportunities that lead to entry into apprenticeships and benefits the reduction of recidivism.

STRATEGY 1.3 Grow opportunities for Registered Apprenticeship Programs (RAP):

The WDBMOV is positioned to launch new RAP programs and continues to work closely with the WV Office of Apprenticeship (WVOA). A RAP is a formalized, structured training program that combines on-the-job training with related practical and technical classroom instruction in highly skilled occupations. The Registered Apprenticeship is industry driven where employers determine the skills essential to sustain a quality workforce. Registered Apprenticeships target customers who need training and prepares them for in-demand occupations. WDBMOV processes for Apprenticeship Training Accounts are listed in **Policy #33**.

Creation of new RAP's, while continuing to support the trade union apprenticeships is the key focal point of this initiative. Nontraditional RAP' will be supported through the creation of new programs within the following industries: Healthcare, IT, Renewable Energy, and Construction industries.

WDBMOV believes that supporting and implementing strong apprenticeship opportunities will address the poor economic position WV currently holds. Through the creation of non-traditional, new pre-apprenticeships as well as the expansion of traditional RAPs, efforts have been undertaken to support hard to fill, high turnover, and positions with necessary levels of on-the-job learning.

Expand traditional apprenticeship programs in building and trades:

The WDBMOV is fortunate to have a great working relationship and true partnership with the local Building and Trade Unions. There are 15 different building and trades apprenticeships currently within the WDBMOV region.

Develop new registered apprenticeship programs in emerging and in demand occupations including IT, construction, renewable energy, and healthcare: Not only will the traditional unionized RAPs benefit from the apprenticeship readiness pre-apprenticeship, but when an employer needs, a non-unionized, non-traditional RAP will be created allowing entrance into other skilled labor positions within the construction industry.

Nontraditional RAP' will be supported through the creation of new programs within the following industries: Healthcare, IT, Renewable Energy, and Construction industries.

- Provide Apprenticeship Training Accounts to fund participation in RAPs.
- Support OJTs for Apprenticeship Programs.

WDBMOV provides on-the-job training activities which may be used to help support Registered Apprenticeship programs (RAP). WDBMOV processes for Apprenticeship OJTs are listed in **Policy #40**.

STRATEGY 1.4 Utilize on the job training models to promote job retention

On The Job Training (OJT): Training provided by an employer in the public, private non-profit, or private sector. A contract may be developed between the employer and the WDBMOV in exchange for the reimbursement of 50 or 75 percent of the wage rate to compensate for the employer's extraordinary costs of providing the training and supervision related to the training.

OJT is designed mainly for the individual without the related education, training or work experience required for the job. It may be provided in various occupational areas and often lowers the employer's risks in hiring and training new personnel. For the participant, OJT allows him/her to gain the knowledge and skills necessary to perform a job after he/she has been hired. Processes are outlined in WDBMOV **Policy #13**.

Transitional Worker Training: Provide limited work experience, that is subsidized in the public, private, or non-profit sectors for those individuals with barriers to employment because of chronic unemployment or inconsistent work history; these jobs are designed to enable an individual to establish a work history, demonstrate work success, and develop skills that lead to unsubsidized employment. Processes are outlined in WDBMOV **Policy #22**.

STRATEGY 1.5 Provide special work-based learning for WIOA Youth participants to gain skills to enhance employability and retention

Youth work experience is a planned structured learning experience that takes place in a private for-profit, non-profit, or public-sector workplace for a limited period; it can be paid or unpaid. The Work Experience must include academic and occupational education either concurrently or sequentially with the work experience. Processes are outlined in WDBMOV **Policy #19**.

Examples include:

- Job Shadowing

- Subsidized Paid Work Experience
- Community Service
- Camps (CTE, Entrepreneurial)
- Mentoring

GOAL #2 REDUCE BARRIERS TO SUSTAINABLE EMPLOYEMENT: Provide equal access to services, training, and support to all job seekers in collaboration with core partners.

STRATEGY 2.1 Assess needs of individuals seeking employment/training:

- Assessments will be given to determine skill gaps, occupational needs, and training necessary to reach employment goals.
- Career counseling and career plan development will be part of comprehensive case management which is driven by informed case management as it relates to career pathways and facilitated in concert with those we serve, prompting customer choice.
- Co-enrollment in WIOA programs and partner programs will be used when appropriate to ensure all barriers are addressed.
- Support Services will be utilized to address the multi-faceted barriers that exist with participants and utilized as a tool to prompt positive progress.

STRATEGY 2.2 Provide equal access to all job seekers:

- WDBMOV is focused on providing access to all customers, regardless of barriers, and will provide reasonable accommodation as needed to provide services.
- The One Stop Management Team will conduct walk-through evaluations of the AJC offices to be sure they are physically accessible to our customers.
- Training will be incorporated into the AIM meetings to provide AJC staff with strategies and procedures on how to effectively serve customers with various barriers.

STRATEGY 2.3 Training will meet job seeker needs in pursuit of filling current in demand occupation needs :

- WDBMOV will work with local training providers to make short-term training available to meet job seekers' needs.
- Partner collaboration will provide an opportunity for job seekers to obtain micro credentials.
- Region 4 will continue to promote traditional and nontraditional apprenticeship programs.

GOAL #3 SECTOR STRATEGIES}

STRATEGY 3.1. Determine employer needs:

- Sector strategy meetings provide an opportunity to listen to employers' needs for specific skill sets, competencies, and required certifications/trainings.
- The Business Engagement Team will help gather regional employer needs through annual surveys, individual visits, and outreach to networking organizations such as Chamber of Commerce, Rotary, etc.
- Conduct Employer Surveys to determine the needs of the employers
 - Use the data to best serve the needs of employers within the region

STRATEGY 3.2 Connect Employers with job seekers:

- Conduct yearly job fairs such as; industry specific, 2nd chance, apprenticeship etc.
- Provide apprenticeship creation opportunities.
- Provide OJT opportunities.
- Provide adult and youth mentoring opportunities.
- Strategic effort to tie adult and youth caseload with industry specific employer opportunities such as trade show, roundtable discussions and more that is related to their individual service strategy or plan of action.

STRATEGY 3.3 Adhere to WIOA Career pathways development:

- WDBMOV will continue to work with Employers, Post-Secondary and Secondary providers to ensure that the career pathways are developed and implemented in accordance with WIOA law and regulations.
- Will continue to collaborate across all partner organizations in defining the pathways and promoting them.

STRATEGY 3.4 Ensure alignment of career pathways:

- For each stage in the youth participant's life, a clear path to success will be determined. Through case management youth skills will be assessed and career interests discovered.
- Work with mandated partners and employers to align training and education with employer needs.
- Career pathways leading to post-secondary credentials will be emphasized.
- Utilize integrated sector groups to continue alignment of training and curriculum development to ensure career pathways are leading to gainful employment.
- Encourage pre-apprenticeship/apprenticeship programs to help align career pathways within demand occupation fields.
- WIOA employer programs will be used to align career pathway opportunities.
- A plan of action will be created with the Career Specialist and each youth to identify a clear path to success. The POA will be updated regularly for any milestones or goals met.

STRATEGY 3.5 Encourage full implementation and utilization of career pathways in training and employment environments:

- Promote and support the creation of pre-apprenticeship and Registered Apprenticeship Programs in non-traditional occupations as part of the career pathway model.
- Provide career guidance to all individuals with barriers about programs and services that provide an effective pathway to meet their career goals.

GOAL #4 – INTEGRATION AND INNOVATION IN SERVICE DELIVERY:

Maximize efficiency of the WDBMOV workforce development system AJC staff and partners with an established service delivery system in place. Through memorandums of understanding (MOU), system meetings and AJC practices, services are cooperative for our participants.

STRATEGY 4.1 Core partners will continue to collaborate to maximize American Job Center Service Delivery:

- Annually update memorandums of understanding (MOU) with all partners.
- Conduct monthly American Job Center management team meetings.

STRATEGY 4.2 Cross training of American Job Center Staff:

- The WDBMOV American Job Center training manual will be utilized to help cross train all AJC staff on all partner programs and delivery.
- Local region will comply with online cross-training implementations made at State level
- Utilize team-based/ and holistic case management practice for all AJC customers.
- Area interagency meetings will provide a platform for education on serving individuals with all barriers to employment.
- All WDBMOV staff will attend technical assistance training provided on the state management information system.
- Utilize survey data to drive changes within the AJC to make sure the needs of participants are being met.

STRATEGY 4.3 Communicate with all partners within the workforce development system:

- Local policies are included on our www.wdbmov.com website as well as a connecting link to the state website.
- WDBMOV will attend monthly state WDBMOV director meetings. All pertinent partner information will be communicated at the AJC management team meetings.

STRATEGY 4.4 Comply with the State IT system:

- WDBMOV staff will attend state training on the integrated state management information system.

STRATEGY 4.5 Increase Youth program awareness:

- Regular presentations will be given to local agencies to help gain participants and strengthen partnerships.
- Employer Forums are held to increase awareness of employer's programs including youth work experience opportunities.
- Youth Mentoring Events are held quarterly with partner agencies, business and industry members, and community organizations. This event allows for better awareness of the youth program and the barriers they face.
- Regular attendance at County School Board meetings to promote and strengthen relationships.
- Utilize varying means of outreach to reach the hardest to serve populations.
 - Community Teen groups
 - Social media
 - Increasing presentations to various community groups

(F) Taking into account analysis described in subparagraphs (A) through (D), a strategy to work with the entities that carry out the core programs to align resources available to the Local Area, to achieve the strategic vision and goals described in subparagraph (E)

The WDBMOV will continue to work collaboratively with the Partners of Core Programs to align and access resources available in the region and support our vision, mission, and goals. Memorandums of Understanding (MOUs) in place with each of the partners help facilitate an integrated local workforce development system. Partner staff, housed full or part-time at our comprehensive or affiliate American Job Centers, create seamless access to a variety of Programs and Services. Partners have agreed to use a combination of co-location and technology strategies to ensure access to integrated services. The following strategies have been developed to carry out Core Programs, align resources, and to achieve the vision and goals described in Subparagraph (E).

The WDBMOV created the following committees/teams responsible for ensuring goals of the local workforce development system are being met. They are:

- The One Stop Managers Team
- The Youth Committee
- Business Engagement Team

The WDBMOV will support the mission and vision of the region by adhering to the following:

- Program and fiscal oversight of WIOA Title I funds in the Mid-Ohio Valley.
- Assist eligible adults and dislocated workers to develop skills needed to obtain and retain employment, including assisting with tuition, books and supplies required for training in specific occupations leading to self-sufficiency.
- Provide a comprehensive program to help eligible youth up to 24 years of age with emphasis on out-of-school youth. Services include career exploration, support services,

life skills, training assistance, work experience, career training, credential attainment and more.

- Provide quality access points to and for multiple state and local employment organizations, for individuals looking for employment or training, and companies seeking qualified employees.
- Ensure that business is the primary customer. Address the needs of employers by listening and developing solutions to individual sector needs, including OJT, incumbent worker, customized training, transitional job, youth work experience, and apprenticeship opportunities.
- Convene to build collaboration with workforce, education and economic development partners to meet the needs of the region and reduce duplication.
- Evaluate and identify the current and upcoming workforce needs of the region to meet the needs of businesses and job seekers.

Section 2: Alignment of the Local Workforce Development System

(A) A description of the workforce development system in the Local Area that identifies the programs included in that system and how the Local Board will work with the entities carrying out workforce development programs identified in the State Plan. The description should also include how the Local Board and the programs identified plan to align and integrate to provide services to customers. The description should also include programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.);

Required partners of the one-stop delivery system are the entities responsible for administering the programs and activities in the local area. Per 20 CFR, 678.400, these partners are:

- Adult
- Dislocated workers
- Youth
- Job Corps
- Native American programs; and
- Migrant and seasonal farmworker programs
- Wagner-Peyser Act Employment Service program;
- Adult Education and Family Literacy Act (AEFLA) programs;
- Vocational Rehabilitation programs;(physical presence)
- Senior Community Service Employment Program; NCOA
- Carl D. Perkins Career and Technical Education Act programs;
- Trade Adjustment Assistance (TAA);
- Jobs for Veterans State Grants;
- Community Services Block Grant programs;
- Department of Housing and Urban Development programs;
- Unemployment programs;
- Second Chance Act programs
- Temporary Assistance for Needy Families (TANF)

All the required partners are accessible in the WDBMOV one-stop system through electronic or a physical presence. Partner MOUs outline if the partner is providing services through electronic means or as a physical presence in the AJC.

AJC system of Mid-Ohio Valley operates with an inclusive model that integrates partners into service delivery using:

MOV Cross Training Manual

The WDBMOV Region has created a Partner Cross Training manual shared and utilized by all partners. This training manual outlines all partner agencies' specific services provided that WDBMOV customers can access. This training manual provides a resource to partner agency staff who can utilize the manual for reference and referrals to other agencies.

Co-Location of Partners

Every effort is made to co-locate workforce partners within joint space across the region. Due to the remoteness of some regional offices and the staffing models by each organization, partners are scheduled in some locations on a limited or fluctuating basis.

Electronic Triage Process

The WDBMOV has created a process where the most difficult to serve customers with restricting barriers can be discussed with partner agencies through a triage process. This process is used when an agency is assisting a customer who has a barrier that cannot be addressed by that specific agency. The staff member from that agency can then reach out to other agencies via electronic communication who can help resolve the customer's issue and proceed with the participant's goal. Staff utilize the Partner Cross Training Manual to determine which agency might be of assistance, but if no answer is found that customer will then be discussed through the triage process.

Special Events

- Career Fairs
- Partner Events
- Hiring Events
- Trade Days
- World of Work
- Summer Camp
- Community Expo
- 2nd Chance
- Training Fairs

Opportunities for Communication and Collaboration

The AJC Manager facilitates communication and collaboration through:

- Routine email blasts to program managers and frontline staff regarding events, updates, and opportunities.
- AIM (Area Interagency Meetings) held bi-annually in two separate subregions that offer training and skill development opportunities to managers and frontline staff
- Partner Staff meetings held for frontline staff for networking, system improvement and planning.
- Business Engagement Team held monthly with the business service staff of partner agencies to communicate and coordinate employer needs, visits, services, development of new initiatives and special events.
- One Stop Management Team meetings are held monthly for top regional management of system partners to discuss system improvements and planning as well as identify and resolve issues.

(A) A description of how the Local Board, working with the entities identified in A, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment, including how the Local Board will facilitate the development of career pathways and co-enrollment, as appropriate, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable);

WDBMOV, in collaboration with entities identified in (A), follows a multi-pronged approach to expand access to employment, training, education, and supportive services for all eligible individuals, with a particular focus on those facing barriers to employment. These goals will be achieved by the following:

- **Increase Awareness and Outreach**
 - Utilizing a comprehensive communication plan utilizing multiple channels (social media, community events, local media) to raise awareness about available programs and services.
 - Partnering with community organizations to reach underserved populations and those facing specific barriers.
 - Organizing job fairs and career exploration events to connect individuals with potential employers and training opportunities.
- **Streamlined Service Delivery**
 - Utilize the centralized access points (AJC and satellite offices) for individuals to navigate available services.
 - Agencies will utilize the Region IV Referral form to efficiently refer individuals to the most suitable programs and services.
 - Encourage collaboration among service providers to ensure seamless transitions between programs and eliminate duplication of efforts while leveraging funds among agencies.
- **Targeted Services for Individuals with Barriers**

- Conduct a community needs assessment to identify the specific barriers faced by different populations (e.g., childcare needs, transportation issues, language barriers).
- Continue cross training of agencies to ensure knowledge of programs and support services specifically to address these barriers, such as transportation assistance, childcare subsidies, ESL courses, and disability accommodations.
- Provide career counseling and mentoring programs to offer personalized guidance and support.
- **Facilitating Career Pathways and Co-Enrollment**
 - Collaborate with educational institutions and training providers to design clear career pathways with defined skill requirements and corresponding training programs.
 - Encourage co-enrollment in programs that allow individuals to simultaneously earn industry-recognized credentials while acquiring foundational skills (e.g., GED + job training).
- **Promoting Industry-Recognized Credentials**
 - Partner with local businesses to identify in-demand skills and qualifications.
 - Encourage the development of training programs that lead to industry-recognized certificates and certifications valued by employers.
 - Provide assistance for individuals to access programs and obtain valuable credentials.

WDBMOV is committed to increasing the Labor Force participation rate to become closer with the National average within our Region. Part of this strategy is to include the following:

- Engage partners to assist in referring individuals to basic education by utilizing the referral system to address our participants basic educational needs.
- Utilize career matching/skill survey software to assist individuals in choosing pathways that correspond to their specific skill sets.
- Facilitate career pathways with the youth population, ages 16-24.
- Participate on committees focused on increasing the labor participation rate across the region and state.

WDBMOV is working with local training providers to explore options for short-term training and training that can be presented using alternative delivery methods. The ability to take training through online programs will increase the options as well as the availability for training of individuals living in rural counties with limited post-secondary options and or transportation barriers.

By working collaboratively with its partners and focusing on these key areas, the Local Board can create a more inclusive and accessible workforce development system that empowers all individuals to achieve their full potential.

(B) A description of the steps taken by the Local Board to engage entities identified in A in the formulation of its Local Plan.

The WDBMOV has connected with each of the entities and partners outlined in subsection A and has gathered input from all in developing the Local Plan. The steps that have been taken are as follows:

- Each partner agency was notified of the Local Plan development and encouraged to provide feedback through electronic surveys.
- Key areas of the plan were presented at the AIM and business services meeting and feedback/brainstorming encouraged.
- In-person meetings were conducted and facilitated by the WDBMOV with partners to obtain feedback and in-depth analysis of key issues, especially regarding sections 5-8 focused on Wagner Peyser, Adult Education, rehabilitation, and veteran services.
- Each partner was notified of the public posting and review period for final feedback.

(D) A description of the strategies and services that will be used in the Local Area—

- To facilitate engagement of businesses, including small businesses and businesses in in-demand industry sectors and occupations, in workforce development programs
- To support a local workforce development system that meets the needs of businesses in the Local Area
- To better coordinate workforce development programs and economic development
- To strengthen linkages between the American Job Center delivery system and Unemployment Insurance programs;

The following strategies and services will be used in the Local Area to better serve our business customers:

WIOA emphasizes employer services and the WDBMOV prioritizes services to businesses/employers in the region. This includes allocating funds for incumbent worker training, on-the-job training, customized training, apprenticeship, participating in Sector Strategy meetings, providing resources, and identifying the needs of employers in the region.

The WDBMOV facilitates a monthly Business Engagement Team (BET) meeting. The team members are comprised of WIOA partner and community agencies that provide services to employers. The team provides one point of contact that can explain the AJC system and resources available to an employer.

The BET team reports monthly on employer visits made and any employer needs identified. Together needs are met from employer job fairs, hiring events, on the job training, and connections to other agencies.

Presentations are made to partner agencies, Lions Clubs, Chambers of Commerce and Rotary Clubs. The Team has members who divide up meetings within the counties so that representation is present within the communities. The WDBMOV meets with local Economic Development

Authorities (EDA) yearly to keep them aware of new initiatives and be readily accessible for employer needs the EDA's may have discovered.

The BET team host resource and job fairs that are industry themed such as healthcare, apprenticeship, tucking, which are determined based on employer need. Employers are surveyed after each event to determine if any hirings were done through attendance of the events and to gather feedback. The WDBMOV attends sector meetings hosted by West Virginia University of Parkersburg in Manufacturing, IT, Automotive and the solar industries. Through the WVUP partnership, employers can have access to the WDBMOV employer programs.

Surveys are done yearly with nine county employers to keep ahead of any demand sector or industry needed training necessary for current and new hires.

To strengthen the linkages between the American Job Center delivery system and the Unemployment Insurance program (UI), UI offices are co-located located in the WDBMOV American Job Center Parkersburg, WV office. The Unemployment Insurance Division also has representation at our BET, One Stop Management, and the AJC Partner Staff meetings. Additionally, the adult program Career Specialist staff have scheduled weekly office hours at the Workforce West Virginia Parkersburg Lakeview Center. For the remaining 8 counties, even though the Wagner Peyser staff are not co-located, staff are easily accessible through email and phone. Referrals are made when appropriate.

(E) A description regarding the implementation of apprenticeship, incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, integrated education and training, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies, designed to meet the needs of businesses in support of the strategy described in Section 1.

The WDBMOV is proactive in meeting the needs of the region and strives to provide services, programs and activities that best provide for success of the individual and employer. Through employer driven trainings such as, apprenticeship, incumbent worker, on-the-job training customized training, industry and sector strategies, integrated education and training, career pathway initiatives, utilization of effective business intermediaries, and other business strategies, the employer needs are met within the Region.

Implementation of Registered Apprenticeships (RAP)

The WDBMOV encourages employers to set up registered apprenticeship programs when it is determined to be an employer's need. The WDBMOV works closely with the West Virginia Office of Apprenticeship to help an employer implement RAP. The WDBMOV is set up as an intermediary for employers so that the administrative responsibilities can be lessened, and staff can assist with the reporting process of a RAP. The WDBMOV can assist an employer with finding a training provider for classroom training necessary for a RAP. If the training is not available, the employer can provide the training in house, or the WDBMOV can connect and assist local community and technical colleges with the creation of necessary training (**Policy #33**).

Incumbent Worker Training

It is provided for employers when they need current employees employed longer than 6 months to be trained. This third-party training is meant for new industry demands that will help prevent any potential layoffs or closures. The WDBMOV works with the WV UI Compliance Division to ensure that employers are in good standing with WV UI before providing a portion of the incumbent worker training funds. Employers are responsible for paying a minimum percentage of the training (**Policy #29**).

On the Job Training

On the job training is made available to employers to assist with new hire training that is necessary to train a new employee in skills required to be proficient within the occupation hired. OJT is for permanent, full-time employment. Employers are eligible for a wage reimbursement of either 50 or 75% (small business). Employers work with WDBMOV staff to create a training outline that identifies the skills that the employee will be training in, and how many hours of training until proficiency (**Policy #13**).

Customized Training

Customized training is provided to employers when training is necessary for an employee to retain employment. Employers are responsible for paying at least 51% of the training. The training is for third party training and does not include wages (**Policy #14**).

Industry and Sector Strategies

The BET team and WDBMOV staff host resource and job fairs that are industry themed such as healthcare, apprenticeship, trucking and are determined based on employer need. Employers are surveyed after each event to determine if any hirings were done through attendance of the events and to gather feedback. The WDBMOV attends sector meetings hosted by West Virginia University of Parkersburg (WVUP) in Manufacturing, IT, Automotive and Solar industries. Through the WVUP partnership, employers can have access to the WDBMOV employer programs.

Integrated Education and Training

The WDBMOV sits on many committees responsible for integrating education and training. CTE consortium, ICT, FRN, Chamber of Commerce, Economic Development, FSN, etc.

Career Pathway Initiatives

The WDBMOV works closely with employers and community and technical colleges to make sure that career pathways are identified and available through our career specialists. Career Specialists work with new customers interested in a new occupational skills training through an Individual training account or on the job training.

Utilization of Business Intermediaries

When an employer has determined that creation of a RAP would help them with their business, the WDBMOV not only can provide the intermediary role, but we can make connections to other Community and technical colleges that provide an intermediary role as well.

(F) A description of how the Local Board will coordinate workforce development activities carried out in the Local Area with economic development activities carried out in the Local Area in which the Local Area (or planning region) is located, and promote entrepreneurial skills training and microenterprise services;

WDBMOV promotes Entrepreneurial skills training through referrals to the Small Business Development Center (SBDC) for assistance with creating a new business. The Youth program does a Camp that incorporates creating a business plan and sales pitch to help get the problem-solving small business thought process started.

Through the BET The WDBMOV works closely with the business representatives of the WV State Department of Commerce working within the WDBMOV. Services to businesses are coordinated through ongoing open communication between these business representatives and the local WDBMOV staff to provide the most comprehensive services to the local businesses, without duplication, as possible. Both the local WDBMOV staff and the economic representatives will provide information to employers they contact about each other's programs and services, including entrepreneurial skills training and microenterprise services, to educate local businesses on the wide array of programs and services available to them. Funding provided by the local and state programs is coordinated to provide the most comprehensive coverage of training costs for the employer.

(G) A description of how the Local Board will leverage and coordinate supportive services in the delivery of workforce development activities carried out in the Local Area. Specifically, the Local Plan should address how the Local Board will work with Local Management Boards and other providers to deliver supportive services to jobseekers

WDBMOV understands the importance of providing supportive services to individuals with barriers to employment and people with disabilities. In coordination with partners, supportive services will be provided when a participant is unable to obtain supportive services through other programs providing such services.

For Adult and dislocated workers supportive services can be in the form of:

- Transportation
- Accommodation expenses
- Child/dependent care
- Work related and/or training/work required expenses such as tools, safety equipment, books, fees, and other required supplies.

For the youth population supportive services can be provided in form of the following:

- Transportation assistance and auto repairs.
- Childcare and dependent care costs.
- Housing and utility assistance.
- Groceries, meals, and hygiene items (including haircuts).
- Assistance with medical and prescription (including eyeglasses) services.
- Interview clothing, uniforms, and other appropriate work attire.
- Tools or other work or training-related materials.
- Job-related adult basic education and English as a Second Language training.
- Translation services.
- Non-commercial driver's license training and assistance with driver's license fees.
- Work and training-related licenses, permits, and fees.
- Assistance with special services and materials for individuals with disabilities.
- Out-of-state job search and relocation to a new job; and
- Legal aid services are meant to reduce barriers to employment and establish employment.
- eligibility such as by helping secure a driver's license, expunging criminal records, and
- addressing debts or credit reporting issues.

The priority of service level policy is adhered to when approving support service requests.

(H) A description of how the Local Board intends to provide a greater business voice in the delivery of workforce development activities carried out in the Local Area. The description should include how the Local Board will engage businesses on decisions regarding the type and content of training activities;

WDBMOV's Business Engagement Team members meet in person or virtually with employers to explain employer programs provided through the AJC system. Needs are shared monthly with the team members to provide solutions. These challenges are shared with resource partners so that a proposal of services can be given to the employer. Employers from varying sectors participate in roundtable discussions to address training and/or hiring needs.

The WDBMOV attends Chamber of Commerce meetings in our represented counties and presents WIOA employer programs when given the opportunity. Presentations are also made to Rotary Clubs, Lions Clubs and any other employer-based organization that allows us to attend.

WDBMOV's Local Board is business driven. The Local Board membership is held at a minimum of 51% business. This greater emphasis on our region's business membership helps to make sure the business voice is being heard in the implementation of activities.

Area Economic Development Directors will serve on the WDBMOV Board; this connection will promote shared information related to economic development within the region.

(I) A description of how the Local Board will promote and cultivate industry-led partnerships in the delivery of workforce training opportunities.

In addition to the BET, Mid-Ohio Valley has initiated a sector strategy, facilitated by staff at WVUP. In this approach, businesses from a specific industry sector come together to identify common challenges, concerns and solutions. While these challenges frequently include workforce related issues, they are not limited in scope. Currently there are 3 sector groups meeting in the area who have identified the following as areas of concern:

Manufacturing

- Education and recruitment of the next generation of workers within the industry. Activities include meeting with training providers in WV/Ohio region to discuss common curriculum, recruitment strategies, and business training needs.
- Companies have collaborated with WVU-P to provide a tour and round table discussion for High School guidance counselors related to the industry and projected hiring needs.
- Common job descriptions to assist in recruitment.
- Collaborated with WVUP and Washington County Career Center to train in areas of need.

Information Technology

- Infrastructure across Mid-Ohio Valley with specific needs in rural areas.
- Security concerns / hacking.
- Perception of IT responsibilities and capabilities – education of public.
- Training / Internship Opportunities.
- Networking after hours.
- Coordination and sharing of partner resources.

Automotive

- Recruitment and retention.
- Learn and Earn (WVUP) Automotive Technician.

In addition to partnering with WVUP to provide Sector Meetings, the WDBMOV works with Washington County Career Center (WCCC) to provide customized training opportunities to employers in the Healthcare Industry. Trainings range from Medical Assistant, Certified Nursing Assistants, and interest in the creation of RAPs in the Emergency Medical Service.

(J) A description of the role (if any) of local faith or community-based organizations in the local workforce development system.

The WDBMOV partners with Community Resource, Inc. (CRI). CRI provides services in Jackson, Pleasants, Ritchie, Roane, Wirt and Wood counties. Career Specialists for CRI are part of the OSMT and participate in the Customer Triage Process. Through partner referrals case management assistance is provided for: Budgeting, Education, Nutrition, Housing, Health, Substance Abuse/Recovery and Vehicle Repair

WDBMOV partners with Circles Campaign of the Mid-Ohio Valley. A nonprofit organization with the mission to help families and communities thrive. The focus of Circles is poverty reduction, rather than poverty management. Circles utilizes a multigenerational, relationship-based strategy to achieve this goal. Participants are paired with Allies that help increase exposure to networks they would not have had access to otherwise. The program is eighteen months in length. The average participant increases their income by 71% during this time due to the combined increases in financial and social capital.

A nontraditional partner of the WDBMOV is First United Methodist Church located in Parkersburg, WV. A faith-based organization which allows the WDBMOV to utilize their common space for specialized events, training and meetings conducted by the WDBMOV.

WDBMOV partners with Community Action. Community Action is one of sixteen community action agencies in West Virginia. All Community Action Agencies are designated by the governor to provide services to low-income families and communities. EnAct serves five counties in WV; Kanawha, Boone, Fayette, Clay, and Putnam.

The WDBMOV has a strong connection with the WV Family Resource Network (FRN) organization throughout the region. This organization responds to the needs and opportunities of the community much like the WDBMOV. The WDBMOV partners with WV FRN to provide needed resources for the community and local areas.

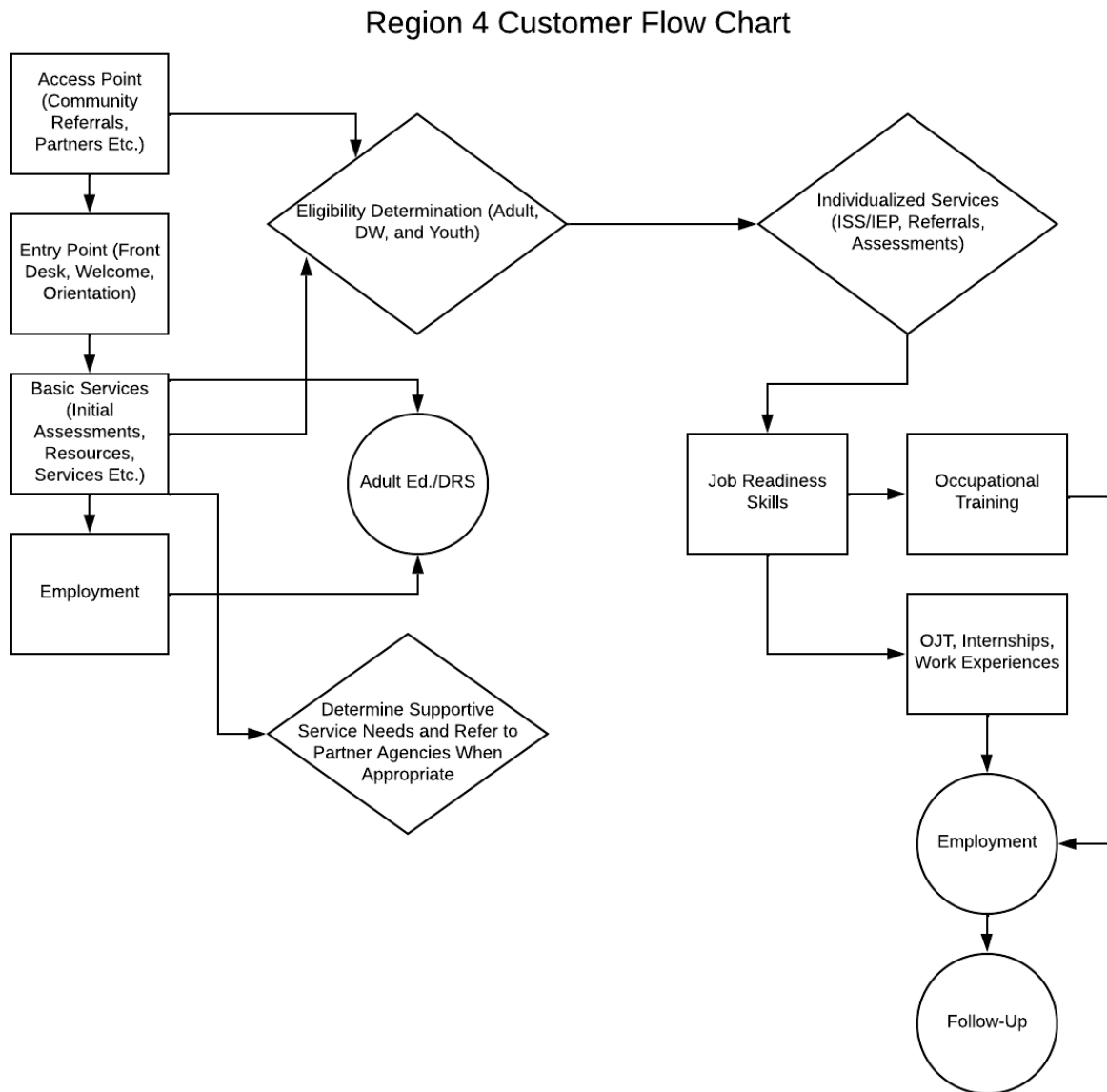
Section 3: American Job Center Delivery System

(A) List the American Job Centers in your Local Area, including address and phone numbers. Indicate the One-Stop Operator for each site and whether it is a comprehensive or satellite center.

WDBMOV contracts the AJC Operator position which is currently with ROSS IES.

Comprehensive	
<p>Wood County 600 18th Street, 5th Floor Parkersburg, WV 26101 (304) 420-4531, (304) 424-6020 (fax)</p>	
Affiliate	
<p>Jackson County Workforce WV Center 206 Stone Drive Ripley, WV 25271 (304) 373-0313 (phone) (304) 373-0116 (fax)</p>	
Satellite	
<p>Ellenboro-Ritchie County 2479 Ellenboro Rd. Harrisville, WV 26362 (304) 643-2855 (phone)</p>	<p>Spencer-Roane County Committee on Aging Building 811 Madison Ave. Suite 315 Spencer, WV 25276 (304) 927-1909 (phone)</p>
<p>Clay County CAEZ/Valley Fork Learning Center 4208 Wallback Road Wallback WV 25285 (304) 587-7276 (phone)</p>	<p>Point Pleasant-Mason County 321 Viand Street Pt. Pleasant, WV 25550 (304) 812-5357 (phone)</p>
<p>Grantsville – Calhoun County 258 Court St. Grantsville WV, 26147 (304) 354-9265</p>	

(B) Customer Flow System - Describe the customer flow process used in the Local Area. This description should include eligibility assessment, individualized training plans and case management.



Basic and individual career services are provided at the American Job Center in the region.

- Customer enters the AJC system through an access point by various methods including referral, direct contact, outreach event, etc.
- Staff conduct an orientation to the AJC, either in a group setting or individually. During this orientation, the customer will learn about partner programs and services within the AJC system. This orientation will include an overview of the Workforce Innovation and Opportunity Act (WIOA) program, which funds core services offered at the center.
- The first appointment with WIOA case management staff is scheduled to further assess the customer’s specific needs and goals.

- AJC staff reviews eligibility proofs submitted by the customer to determine eligibility for specific programs. Staff determines if the customer qualifies for individual career services under the categories of dislocated worker, adult or youth programs based on WIOA guidelines.
- AJC Staff reviews programs/services available through the AJC system, ensuring customer is aware of all available options.
- Assessments are conducted to determine the needs of the individual. These assessments may evaluate basic skills (reading, writing, math), soft skills (communication, teamwork) or specific job-related skills.
- Based on assessment results and the customer's goals, a personalized plan is developed. Jointly with the customer, staff develop an
 - Individual Employment Plan (IEP) focuses on securing employment and may include job search assistance, resume writing workshops, interview skills training or work experience opportunities. and/or
 - Individual Service Strategy (ISS) focuses on developing skills and qualifications needed for training or education programs including basic skills, soft skills and training skills sets.
 The plan considers supportive services available through partners agencies to address any barriers to participation in training or employment.
- Training selection is a collaborative process, with staff helping the customer choose the most suitable training provider based on their needs and career goals. Customers can be placed in any of the following as appropriate:
 - On the job training
 - Apprenticeships
 - Incumbent worker training
 - Work Experience
 - Occupational skills training through ITA's
- Case management staff provide ongoing support throughout the customer's job search or training program. This ongoing support includes referral to appropriate partner agencies for services as needed.
- Upon obtaining employment, follow-up services will be offered to ensure a smooth transition into the new job. These services are offered for one year after employment.

(C) Describe how the Local Board will ensure meaningful access to all customers.

WDBMOV recognizes the importance of providing meaningful access to workforce development services for all residents, regardless of location, disability, or language proficiency. WDBMOV will address the challenges of a diverse, geographically spread population by:

Overcoming Geographic Barriers

Satellite and Affiliate Sites: WDBMOV has established a network of satellite/affiliate sites across the nine counties, bringing services closer to residents in rural areas with limited or no public transportation.

Partner Locations: Utilize partnerships with community organizations (libraries, schools, partner agencies) to offer services at convenient locations outside the main career centers, creating a "one-stop" experience for accessing various resources.

Promoting Accessibility and Communication

- **Virtual Services:** Utilize computers and electronic communication tools to facilitate virtual interaction between customers and Career Specialists or potential employers. This allows for remote service provision, especially beneficial for those in remote areas or facing transportation challenges.
- **Reasonable Accommodation:** WDBMOV staff are trained to identify and address individual needs through reasonable accommodation. Jointly with WVDRS, accommodations might involve providing materials in alternative formats, utilizing assistive technology, or offering sign language interpreters.
- **Multilingual Services:** For customers with limited English proficiency (LEP), WDBMOV, through partnership with Adult Basic Education, can provide written, oral, and electronic interpretation services to ensure clear communication and access to information.

Community Outreach and Collaboration

- **Outreach Events:** Participate in community events and partner with local businesses to raise awareness about WDBMOV services and reach diverse populations.
- **Partnership Network:** Collaborate with local libraries, schools, partner agencies, and vocational rehabilitation organizations to offer comprehensive referrals and ensure customers receive the full spectrum of support services in one location.
- **Meeting at Alternative Locations:** When necessary, staff may arrange to meet with customers at their preferred location, such as a library, community center, or a partner agency, to facilitate service delivery and overcome accessibility barriers.

By implementing these strategies, WDBMOV strives to create a truly accessible and inclusive workforce development system. This system will ensure that every resident, regardless of where they live, their disability status, or language spoken, can connect with the resources and support needed to achieve their employment and training goals.

[\(D\) A description on the process the Local Board intends to provide for the solicitation and selection of a One-Stop Operator as identified in Section 107 of WIOA.](#)

The following is the process used by WDBMOV to procure, evaluate, and approve contract services for WIOA Title I activities and services:

1. WDBMOV contracts with a third-party entity to develop the RFP which outlines expected deliverables in a statement of work, including required documents and information.
2. Request for Proposal (RFP) is created and released. Advertisements are placed in newspapers in all nine counties, RFP is also posted on the WDBMOV website, and notices are mailed to organizations that requested to be notified of RFPs.
3. A bidder's conference is conducted by the third-party entity where questions are answered related to the proposal. A copy of the RFP evaluation form is also provided at this meeting.
4. When proposals are received, the third-party entity and staff review proposals to ensure standards are met to proceed through the process.
5. The Third Party reviews and evaluates proposals based on the RFP, statement of work, and evaluation sheet that was provided at the bidder's conference.

6. A separate fiscal review is completed for each proposal and a side-by-side comparison is developed by the Third Party and staff.
7. The Third Party will contact references identified in the proposals. Specific questions are asked related to areas identified by the Board as a high priority in the delivery of services in our regions such as but not limited to; performance, recruitment, and collaboration.
8. All proposals and fiscal comparisons are provided to the Board (or committee if designated) for review. The Board members use the same ranking tool provided at the bidder's conference to evaluate proposals.
9. Individual rankings by Board Members (not staff) are averaged, and a final score developed on totals.
10. Based on the combined rankings, interviews are scheduled with the top proposals. If a limited number of proposals are received, interviews are scheduled with all organizations.
11. A list of questions and evaluation criteria is developed for the interviews. Each organization is asked the same questions. Each member of the Board ranks each interview.
12. The individuals interview rankings are averaged for each question and a final score developed.
13. The Board and the Local Elected Officials consider the budget review, the proposal evaluation, reference checks, and the interview evaluations to determine selected provider.
14. The selected provider and those not selected are made aware of the final decision.

See Procurement and Selection of One Stop Operators Policy # 28, which communicates requirements for the procurement and selection of One Stop Operators and service providers under the WIOA, whose contracts are effective July 1, 2016, or later.

(E) A description of how the Local Board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local businesses, workers and jobseekers.

Continuous improvement is ensured through Workforce Development Board Mid-Ohio Valley (WDBMOV) monitoring the contractor for WIOA services, and in addition to DOL and State performance guidelines, negotiating local performance measures with the contractor. Contractors work with partners to offer non-duplicative services, and through the AJC Managers Team, monitors that services are provided, and that customer choice is the norm. WDBMOV staff monitor contractor performance and service availability and collaboration between partners. Access to programs and services for all customers is the expectation.

The Local Board (including the Local Elected Officials) have expressed a desire to identify ways that the WIOA funds can be used to assist area employers, job seekers and communities. Coordination with economic development activity to retain and expand area employment opportunities is a primary goal of the Local Board. Identification of skill needs, existing skill levels, and the gaps between the two continue to be a significant portion of our plan. It is the intent of the Local Board to plan training programs around those gaps. Employer site visits, and sector round table events provide much of the information needed from employers for the WDBMOV to develop plans with partners/providers to meet the needs of employers/businesses.

(F) A description of how the Local Board will facilitate access to services provided through the American Job Center delivery system, including in remote areas, through the use of technology and through other means;

WDBMOV recognizes the importance of providing equitable access to AJC services for everyone in our region, regardless of location. The local board is committed to overcoming geographical barriers and ensuring all residents can connect with the resources and support they need to achieve their career goals.

Technology Solutions for Remote Access

- **Resource Computers:** WDBMOV has a physical presence in 8 of the 9 counties. WDBMOV provides resource computer access at each location for use by individuals needing internet access to achieve their career goals.
- **Online Resources:** WDBMOV leverages online platforms like Level All, Khan Academy and My Next Move to offer WIOA participants skill-building tools and career exploration resources, even in areas with limited internet access.
- **Flexible Communication Options:** Career Specialists embrace various communication technologies to ensure accessibility. They connect with clients through text, Facebook Messenger/FaceTime, Zoom, Teams, email and Google Meets, catering to individual preferences and location limitations.
- **VR:** WDBMOV's VR team travels to the nine counties within our region to provide career exploration by virtual reality. The VR team has collaborated with high schools and middle schools in all 9 counties to provide this service to students preparing for graduation. Additionally, the VR Team hosts and attends multiple events throughout the year to promote career readiness through virtual reality.
- **WorkForce WV Virtual Job Fair:** Monthly, WFWV hosts a virtual job fair allowing job seekers to interact with employers through a virtual platform.

On-Site Support and Mobile Services

- **Frequent Rural Site Visits:** WDBMOV prioritizes regular visits to satellite AJC locations in rural areas. These visits ensure access to staff and that technology is up-to-date, resources are available, and staff are equipped to address challenges faced by rural residents.
- **Career Specialist Outreach:** Career Specialists travel to remote counties, modifying their schedules, when necessary, to meet with clients at convenient locations like libraries and schools. This strategy directly brings services to the community and reduces transportation barriers.
- **Transportation Assistance:** Youth participants can be provided with transportation including bus passes, direct transportation, or reimbursement for those who transport themselves, for participation in approved AJC services. Adult/DW transportation assistance is available through reimbursement while individuals are participating in training activities.

(G) A description of how entities within the American Job Center delivery system, including American Job Center operators and the American Job Center partners, will comply with Section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities;

AJC operators and partners will comply with Section 188 of WIOA through staff training, facility checklists, monitoring of processes, accessible technology for customers/employers. All partners sign an

MOU that includes compliance with Section 188 of WIOA and 20 CFR 38. The EO officer will conduct ADA accessibility reviews for each WDBMOV location in the region at least annually. Staff training will be documented by each partner, with suggestions for training coming from front line staff, the EO officer for the region and areas of concern to the One Stop Management Team. As an additional function of the One-Stop Management Team, ADA accessibility and accommodation are addressed in the region. The goal is to make staff and facilities accessible to all people who wish to have access. Materials in a language other than English will be provided upon request as needed for the employer/job seeker. Federal, State, and local policy will be followed to provide accessibility and accommodation for everyone seeking services within the AJC.

(H) An acknowledgment that the Local Board understands that, while Section 188 of WIOA ensure equal opportunity for individuals with disabilities, sub-recipients may also be subject to the requirements of:

- Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities by recipients of Federal financial assistance;
- Title I of the ADA, which prohibits discrimination in employment based on disability;
- Title II of the ADA, which prohibits State and local governments from discriminating on the basis of disability;
- Section 427 of the General Education Provisions Act;
- West Virginia Anti-Discrimination laws;

Through shared efforts, AJC partners will increase awareness and access to services for individuals with disabilities and barriers to employment. Efforts will include maximizing resources, co-enrollment, and cross-referrals, outreach and service delivery allowing for increased awareness and access to services, including providing reasonable accommodations as necessary (**Policy #23**).

(I) A description of the roles and resource contributions of the American Job Center partners;

A Memorandum of Understanding has been developed with the AJC partners in our region. The partners agree to provide a seamless delivery service to customers through various training and employment activities. The partners have agreed to support the one stop concept, to make services available through the AJC system, and to assist in the support of the AJC system. The partners provide resources, time, and assistance to customers through the AJC centers.

The MOVWDB also uses an IFA drafted to ensure that each partner provides service delivery and equal share of finances to sustain the AJC. This process allows the AJC partners a uniform and unique opportunity in the operation of the AJC. By having the AJC partners contribute both financially and through in-kind contributions, the partner agencies also strive for the success of the AJC which affects favorable customer outcome.

(J) A description of how the Local Board will use Individualized Training Accounts based on high-demand, difficult to fill positions identified within local priority industries identified in Section 1(A);

To be on the WDBMOV's Demand Occupation list for ITA's an occupation must be considered in demand per Workforce 's In Demand Occupation List. Please refer to **Policy #12 - ITAs**
WDMOV is working toward having high accountability to Eligible Training Providers (ETP) to ensure participants receive training that aligns with employer needs.

(K) A description of how the Local Board will provide priority of service that conforms with the State Plan. This should include a description of additional local requirements or discretionary priorities including data to support the need and how the local requirement and/or priority will be documented and implemented for the adult program.

WIOA Basic Career Services will be provided to all individuals seeking assistance without regard to specific eligibility criteria. WIOA Career and Training services that require significant staff time or assistance will be provided to individuals based on priority of service (**Policy #9**).

(L) A description of how the Local Board will utilize funding to create incumbent worker training opportunities.

Funds are utilized based on the needs of the employer or industry. Incumbent Worker training is promoted by the WDBMOV during face-to-face employer meetings, chamber events, rotary club meetings and area roundtable meetings. Promotional materials are developed to be distributed to area employers. This training will be designed to meet the needs of the employer and will follow the local and state policy (**Policy #29**).

(M) A description of how the Local Board will train and equip staff to provide excellent, WIOA-compliant customer service.

Staff participates in local and federal level training opportunities through the National Association of Workforce Development Professionals organization and the National Association of Workforce Boards. Service provider staff conducts monthly staff meetings to discuss any barriers that might need addressed and any training required. One Stop Management meetings are conducted monthly along with meetings with partners to address any specific customer needs. Trained staff uses customer focused design to meet the needs of the individual/employer in customer service training and disability awareness. Technical assistance is also available through the WDBMOV and State when needed. WDBMOV also has a customer survey to ensure continual improvements.

Section 4: Title I – Adult, Youth and Dislocated Worker Functions

(A) A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the Local Area;

Level of services offered to job seekers accessing assistance through the AJC system varies based on the barriers of the individual. Many customers use self-service in their search for labor market information, employment opportunities and job search assistance.

Information is available through web sites and public access information available in the WDBMOV offices. Partner staff offer workshops on various topics including resume development, interviewing skills, applying for Federal Job Opportunities, and personal finance/budget.

Job seekers who need staff assisted services may be served by various partners in the Workforce office. Individuals who appear job ready may be served through Wagner Peyser funded staff. Individuals who need more in-depth services may be referred to WIOA staff, Rehabilitation Services, and/or Adult Education. Based on the specific needs and eligibility of the individual, partners may work together to

assist the job seeker. Eligibility is determined if seeking services through WIOA. WDBMOV has established an adult priority of services policy. Self-sufficiency is defined within the policy.

Case management is the primary service delivery model for individual career services. Customers work individually with a case manager to develop an Individual Service Strategy and Employment Plan to meet the job seeker's needs. Steps in this process vary to meet the needs of each individual job seeker. Common services include career exploration, intensive job search assistance, practice interviews, etc.

If the customer's education, work history and assessments indicate a need, the job seeker is referred to Adult Education for assistance in developing and documenting the soft skills identified by employers. There are 4 primary components: Job seeking skills, job keeping skills, basic academics, and basic computer skills. This assistance may be provided concurrently with other WIOA services or may be required as a pre-requisite for WIOA funding training opportunities.

WDBMOV also offers child-care reimbursement if the participant does not qualify for assistance through another program. WIOA participants may receive reimbursement for other work-related expenditures such as uniforms, clothing, tools, etc. The amount of support services available to an individual is contingent upon availability of funds.

Individual Training Accounts (ITA) are used to offer training services to those individuals who need additional skills to obtain / retain employment at a self-sufficient wage. The ITA policy is used to establish guidelines in **Policy #12**.

Training providers have been invited to submit new and subsequent applications for training programs to the WDBMOV utilizing the WorkForce West Virginia website. Initial eligibility and subsequent eligibility are based on criteria outlined in the Workforce Innovation and Opportunity Act, as well as criteria established by the state WorkForce WV office. Criteria includes performance data.

Job Seekers are given information to make an informed decision in identifying occupational training opportunities. Customers are encouraged to evaluate the completion and placement rate of the various training providers, costs related to specific training, to include distance of travel and any other potential barriers before selecting a specific training provider or program. Trainings include, but not limited to, On the Job Training, Incumbent Worker and Customized Training programs.

On the Job Training (OJT): Provides reimbursement to employers to offset the costs of training a new employee. OJT is for permanent, full-time, non-seasonal employment. Training must meet the wage and /or benefit requirements outlined in the OJT policy. Currently, the policy allows reimbursement of up to 75% of wages depending on the size of the employer, as well as any other specific requirements as outlined by WIOA.

Incumbent Worker Training: Allows employers in the Mid-Ohio Valley to retain employees and prevent lay off through upgrading skills which can be paid for using WIOA funds. Employers must contribute a minimum percentage of the cost of training per WIOA. The employer share is determined by the number of employees and is at least 10, 25, or 50% of the training cost.

Customized Training: Used when an employee needs special requirements of an employer to obtain or retain employment. The employer must pay for at least 51% of the third-party training cost.

(B) A description of how the Local Board will coordinate workforce development activities carried out in the Local Area with statewide Rapid Response activities, as described in Section 134(a)(2)(A).

WDBMOV coordinates with the WorkForce West Virginia state office to provide Rapid Response activities for layoffs in the region. The AJC Coordinator contractor has primary responsibility for administering Rapid Response activities within the Region. Specifics are outlined by the State Rapid Response Unit.

When a layoff is announced, an initial meeting is held with the employer and union leadership if appropriate. Representatives from the WorkForce West Virginia Career Center, Employment Service, Unemployment Insurance, and local Workforce Development Board provide information concerning available services. The next step is to conduct a similar meeting for all affected workers, involving the above-mentioned partners and additional representation from WV Rehabilitation Services, Consumer Credit Counseling, WVDOHS, and Affordable Health Care Info. The Workforce Investment Labor Liaison Project is involved in the meeting as well. When appropriate, dislocated worker centers are set up on-site with employers facing significant layoffs.

Coordination has been established with Rapid Response and Trade Act programs to assist employees dislocated within the nine-counties of the Workforce Development Board Mid-Ohio Valley. WIOA funds are used to assist the workers in coordination with TAA funds. In addition, job and training fairs are held connecting diverse employers with those involved in dislocations.

Workforce Development Board staff has also developed linkages with the Workforce Development Boards in Ohio to coordinate rapid response service to provide representation at dislocations where residents of both states are involved.

(C) A description and assessment of the type and availability of youth workforce development activities in the Local Area, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce investment activities;

WDBMOV holds both the in school and out of school WIOA funded youth services in house in the Mid-Ohio Valley region. The Career Connections program serves youth in all nine counties emphasizing youth out of school. The WDBMOV Career Connections program provides services to those youth facing significant barriers to employment.

Career Connections Model For Youth:

Assessment and Eligibility: The first step in the Career Connections model for youth is to conduct an assessment to determine the eligibility of the participants. This assessment will include evaluating the skills, interests, and qualifications of the youth to match them with suitable career opportunities.

Testing: After the initial assessment, participants may undergo testing to assess their aptitude, cognitive abilities, and personality traits. These tests will help identify their strengths and weaknesses and provide guidance for career development.

Job Readiness: Once the assessment and testing are complete, the focus shifts to preparing the youth for the job market. This includes equipping them with essential job readiness skills, such as resume writing,

interview preparation, professional etiquette, and workplace communication.

Career Exploration: In this phase, participants will be introduced to various career options and pathways. They will have the opportunity to explore different industries, job roles, and educational requirements through career fairs, informational interviews, and online resources. This exploration will help them make informed decisions about their future career paths.

Job Shadowing: Job shadowing provides participants with hands-on experience in a specific job or industry. They will have the opportunity to observe professionals in their chosen field, ask questions, and gain insights into their day-to-day responsibilities. This experience will help them understand the practical aspects of the job and confirm their interest in pursuing a particular career.

Work Experience-: Once participants have acquired the necessary job readiness skills and explored various career options, they will be provided with opportunities for work experience. These experiences will be in real work settings, allowing participants to apply their skills and gain practical experience.

Career Counseling and Guidance: Throughout the Career Connections plan, participants will receive ongoing career counseling and guidance. This will include one-on-one sessions with Career Specialist who will provide individualized support, assist with goal setting, and offer advice on career development strategies. The counseling and guidance will help participants navigate their career paths and make informed decisions regarding education, training, and employment opportunities.

By following this Career Connections model for youth, participants will be better equipped to enter the job market, explore various career options, and make informed decisions about their future.

Further activities discussed in Section 4 (L)

(D) A description of how the Local Board will coordinate education and workforce development activities carried out in the Local Area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services;

Through the implementation of the “Seeing WV’s Future Through a Different Lens” initiative, the WDBMOV has gained effective penetration into, and collaboration with, the secondary school systems across the region. WDBMOV uses virtual reality experience to support the career exploration component of secondary education. This initiative assists in increasing the awareness of CTE program options and helping students discern their interest and aptitude for the associated careers. WDBMOV offers summer CTE Exploration and Apprenticeship Readiness Camps for high school students and recent graduates. In addition, career specialists provide virtual reality experiences during career fairs, special events, building and construction trade interaction, to expose students and their families to a vast array of work opportunities. Staff are cross-trained with the ability to deliver partner services and make appropriate referrals.

WDBMOV staff meet and collaborate with county school superintendents, guidance counselors, and teachers for strategic planning, new initiatives, special events, and course integration of workforce development into curriculum. Further, the WDBMOV is committed to the development and coordination of additional professional development opportunities with the intent to promote practical workforce development, increase labor participation rates, and improve local economic development.

Each of these efforts facilitate preparation for post-secondary educational opportunities, strong linkages between academic and occupational learning, preparation for unsubsidized employment opportunities, and effective connections to local and regional employers. The WDBMOV coordinates education and workforce development activities done in the local area by providing training services to those who meet the eligibility requirements for program acceptance.

WDBMOV and partners work together to provide non-duplicative services with secondary and post-secondary education. This includes collaboration on career fairs. WDBMOV has partnered with area schools to provide labor market data to high school students and their parents to assist them in making informed decisions for post-secondary education. These presentations are conducted at high schools in each of the counties in the region, based on their schedule/need.

In addition, through Sector partnerships, Guidance Counselors in the region received industry specific training to inform them of training and employment opportunities within the region, so they can provide that information to their respective students. Workforce partners participate in CTE consortium and industry sector meetings coordinated through post-secondary education.

[\(E\) A description of how the Local Board will coordinate workforce development activities carried out under this title in the Local Area with the provision of transportation, including public transportation, and other appropriate supportive services in the Local Area;](#)

WDBMOV recognizes individuals may face various barriers to employment and training participation. According to the US Census Bureau 2022 our region averages a 30-minute commute to employment. To address these challenges, a comprehensive **Supportive Service Policy #10** to assist adult and dislocated worker customers with costs associated with work and/or training activities. **Policy #47 Supportive Services and other Needs Related Payments for the WIOA Youth** – Career Connections Program.

One-Stop Manager Meetings, which are held regularly, provide a forum to allow partner agencies within the workforce development system (e.g. WIOA, vocational rehabilitation, CRI, etc.) to educate partners of the vast array of resources available to customers from their agencies. Career Specialists work collaboratively across agencies to identify and recommend the full spectrum of services and assistance a customer might need, such as training resources, support services, childcare assistance or transportation assistance.

The AJC Operator maintains a cross-training manual distributed to and reviewed by all partner agencies. The cross-training manual includes information about services provided by all partner agencies. Partner agencies always have access to the cross-training manual as a reference.

Joint funding is encouraged. Our triage model ensures partner agencies jointly address customer needs based on individual circumstances. Customers will be served by partner agencies in a manner that will most efficiently assist the customer with overcoming barriers. For example, WIOA funds may cover tuition costs for training, while Community Resources may provide supportive services and the Division of Rehabilitation Services (DRS) may purchase necessary equipment with required accommodation. Support is determined based on the needs of the customer.

(F) A description of how the Local Board will utilize Local Adult Funding, based on adult priority groups as specified in the State Plan.

WIOA Basic Career and training services will be provided to individuals based on priority of service. Please refer to **Priority of Service Policy #9** which establishes guidelines for priority of service to customers seeking assistance through adult and dislocated worker activities and includes the definition of self-sufficiency.

(G) A description of how the Local Board will utilize Local Dislocated Worker Funding

WIOA Basic Career and training services will be provided to dislocated workers. Employees who are dislocated due to down-sizing/closings will receive a rapid response service, comprised of all appropriate partners to ensure that those impacted have a clear path towards sustainability as well as armed with necessary resources and guidance to make an informed decision.

Fortunately, the WDBMOV region has not suffered many dislocations over the past few years. This has allowed us to transfer dislocated worker dollars to adult funding to better serve and meet the financial demand of the adult population.

(H) A description of how the Local Board will define “self-sufficiency” for employed Adult and employed Dislocated Worker participants.

The WDBMOV defines “self-sufficiency” in the **Priority of Service Policy # 9**

(I) A description of the Local Board’s definition of “unlikely to return to previous industry or occupation” when required for eligibility for Dislocated Worker services.

WIOA Adult/Dislocated Worker Registration Guidelines. Defines “unlikely to return to previous industry or occupation” for a dislocated worker whose 1) former occupation is not on the current demand occupation list for the region or 2) self-attestation (signed and dated statement).

Unlikely to Return to Previous Industry or Occupation an individual who is unlikely to return to previous industry/occupation due to no growth or decline in job openings or employment search, or has been laid off without a recall date, or the date has passed and needs more services or training.

Examples of No Growth, Decline in Job Openings or Employment Search:

- Skill Oversupply-State or Local supply of persons with the specific skills of the applicant exceeds current demand for those skills; OR
- Obsolete Skills-Applicants can no longer meet the minimum requirements of jobs available in their occupation (e.g. clerical worker without work processing skills, etc.); OR
- Local Layoff Impact-A local plan or business closing or layoffs has had a significant negative impact on the availability of jobs in the applicant’s primary occupation and accustomed wage/hour/skill level; OR
- No Job Offers Received-Applicant has been available and looking for work for a number of weeks and has not received an offer for work; “number of weeks” might range from 6-12 weeks, depending upon the occupation, economy, and/or applicant’s verified job search efforts; OR

- Physical Limitations or Disabilities-Newly acquired physical limitations or injuries occurring which limit the individual’s ability to perform the job from which they were dislocated may make an individual unlikely to return to the previous occupation. Such individuals could be eligible if they fit one of the categories of the WIOA Dislocated Worker program eligibility, but shall have a doctor’s release to work; OR
- Other Factors-Factors that can be recorded in the customer’s file from written or verbal sources, including staff judgment, indicating “unlikely of returning to the previous industry or occupation”.

The following forms of documentation can be used to demonstrate “unlikely to return”:

- Labor market information showing that the applicant skills are not currently in demand.
- Labor market information showing that the applicant cannot meet the skills requirements for jobs currently available in their chosen occupation.
- Labor market information showing no jobs or only stop gap jobs are available that match the applicant’s skills.
- Job search logs put together by the client that demonstrate no job offers received for a period of weeks prior to WIOA enrollment.
- Documentation of acquired physical limitations or injuries that make an individual unable to perform the same work as the job of dislocation.

Please refer to **Registration Guidelines Adult/DW Policy #8**

(J) A description of how the Local Board will interpret and document eligibility criteria for “requires additional assistance to complete an educational program or to secure or hold employment” as set forth in the State’s Guidance and WIOA Sections 129(a)(1)(B)(iii)(VII) and (a)(1)(C)(iv)(VII);

Please refer to **Youth Eligibility Policy #15**; which establishes and outlines eligibility criteria for youth participating in WIOA activities.

Additional Assistance:

An individual who requires additional assistance to complete an educational program or to secure and hold employment, and meets the following state set criteria:

1. Must be between the ages of 14 and 24 and;
2. Require additional assistance to complete an educational program or secure and hold employment, and;
3. Meet one of the following conditions:
 - a. Youth at risk of dropping out of school
 - b. Immigrant Youth
 - c. Youth with limited English proficiency
 - d. Youth deficient in occupational skills
 - e. Youth who resides in areas with high rates of poverty, crime and/or unemployment
 - f. Youth with serious employment barriers, including stated current or past substance abuse, truancy, absence of positive adult role models, and diagnosed emotional disorders.

(K) A description of the documentation required to demonstrate a “need for training.”

WDBMOV documents “need for training” utilizing one or more of the following:

Resume or work history: to display skills and experience and highlight areas where training could address skill gaps and enhance employability.

Previous education and certifications: Proofs of previous education or training to demonstrate commitment to learning and existing skill set.

Needs assessment results: Assessments to evaluate basic skills (reading, writing, math), soft skills (communication, teamwork), or job-specific skills. These assessments can identify areas where training would be beneficial, demonstrate learning potential and suitability for the chosen training program and/or career.

Detailed Career Plan: The career plan will be detailed in the Adult/DW IEP with a clear path defined. A Career Plan form will be completed for all youth participants.

Job Search Efforts: Customer must provide documentation of job search efforts including date, position applied for, employer and results verifying lack of job offers.

Case Note: AJC staff will document in case note format in MIS about the interview, evaluation, and assessment of the individual, to include specific wording to the effect that “the individual is unlikely to obtain/retain self-sufficient employment, or receive higher wages than before” without training in _____, a demand occupation in Region 4 due to _____.

(L) A description of how the Local Board will provide the fourteen required program elements for the WIOA Youth program design.

1. Tutoring, study skills training, instruction, and dropout prevention services.

WDBMOV partners with Adult Education to help provide tutoring, study skills, training and instruction services to the youth. Tutoring opportunities are provided for youth who are basic skills deficient or have been identified to benefit from remediation to achieve academic success. Tutoring needs will be evaluated based on subject proficiency related to the occupational goal and/or educational goal to determine tutoring needs. Participants who require additional academic services are provided with enrichment or remediation. Various assessments enable the Career Specialist to tailor assignments that address basic workforce literacy skill requirements of specific career or training areas. If appropriate, alternative school options are explored as appropriate based on the current age of youth.

In addition, to promote academic success of dropouts involved in (HSED) preparation, or preparing for post-secondary training, study skills workshops are offered. Skills training services are also provided through Khan Academy and GCF Learn free which are free online sites that can help customers in the subject area they are lacking through study skills, training, and instruction. In addition to providing training, workshops, and links to online resources, Career Specialist also transports participants to Adult Education and/or workshops.

2. Alternative secondary school services and dropout recovery services:

Referrals and coordination of services are provided to all alternative high school settings within the youth's area for delivery of educational services. The WDBMOV is required to develop MOU's and additional relationships as it relates to alternative school settings as warranted.

3. Paid and unpaid work experiences:

Paid and unpaid work experience is offered year-round. Staff develop work experience opportunities based on career interest/needs/availability. When developing these opportunities, Career Specialist focus on placements that may lead to OJT's and future full-time employment. However, work experiences may take place in a private for-profit, non-profit, or public sector workplace for a limited time. The Work Experience must include academic and occupational education either concurrently or sequentially with the work experience. All work experience sites must meet the approval of the local WDBMOV. Fair Labor Standards Act and/or applicable state law apply.

Work Experiences may include:

1. Paid Work Experiences
2. Summer Work Experience
3. Short-Term Paid Work
4. Pre-apprenticeship programs
5. Internships and job shadowing
6. Transitional Jobs
7. On-the- job training (OJT) opportunities
8. Occupational skill training
9. Career Exploration (VR)
10. Community Service

4. Occupational skill training

Career Specialist-works with youth to establish vocational/job specific skills training for participants identified as requiring vocational training in demand occupations that are appropriate long-term career opportunities. The training programs available to customers are determined by local labor market information, WDBMOV, and local public-school career preparation systems. All occupational trainings are based upon a combination of factors:

- Assessment results are complete to ensure the interest and aptitude is linked to the skills training program;
- Vocational counseling has been provided with assigned Career Specialist;
- Research of the occupation(s) of interest and local labor market information has been obtained for the occupation(s) to determine the occupation is in a demand occupation;
- As appropriate, financial aid eligibility is obtained and documented in the referral recommendation;
- Support Services needs during training and to pursue subsequent employment are considered and documented and;
- A post-employment plan is completed with customer indicating his/her commitment to implement the plan and work with project staff to secure appropriate, training related employment.

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

Career Specialist provide opportunities for youth to explore career paths and goals including discovery of training, credentials, certifications and skill sets required for occupations in the participants selected Careers. By following this plan, career specialists can offer a holistic approach to education and workforce preparation, integrating virtual reality, LevelAll platform, and work readiness workshops to prepare individuals for success in a specific occupation or occupational cluster.

Galvanized relationships: We have built a strong relationship with the trades, and such have engaged our WIOA youth population with apprenticeship ready initiatives.

Secured Additional Funding: WDBMOV was awarded an Appalachian Regional Commission (ARC) grant to not only supplement our WIOA allocation but expand our footprint with serving in-school youth, strengthening our relationship with secondary education and creating early career pathways.

Work Readiness Workshops: Conduct work readiness workshops alongside education and training activities to help learners develop essential workplace skills. These workshops can cover topics such as resume writing, interview skills, professional etiquette, communication skills, and teamwork. By integrating these workshops, career specialists can prepare learners for the expectations and demands of the specific occupation or occupational cluster.

Virtual Reality Integration: Incorporate virtual reality technology into the curriculum to provide learners with immersive and interactive experiences related to the occupation or occupational cluster. Virtual reality simulations can help bridge the gap between education and real-world work environments, allowing learners to practice skills and gain hands-on experience.

Level All Platform: Implement a Level All Platform, which ensures that education and training opportunities are accessible to individuals at all skill levels. This approach recognizes and accommodates the diverse backgrounds and varying levels of prior knowledge and experience among learners. Provide multiple entry points into the program based on learners' existing skills and offer personalized learning pathways to cater to individual needs.

6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors. Participants can engage in leadership activities promoting responsibility, positive social behaviors, and civic engagement. The following are samples of leadership opportunities:

Wellness Event

- Event that focuses on promoting physical and mental well-being among participants.
- Plan activities such as yoga sessions, meditation workshops, fitness challenges, and nutrition workshops.
- Collaborate with local health professionals or organizations to provide informative sessions on topics like stress management, healthy eating, and self-care.
- Encourage participants to take leadership roles in organizing and promoting the event, such as creating posters, managing logistics, and leading wellness sessions.

- Emphasize the importance of responsibility by encouraging participants to prioritize their well-being and inspire others to do the same.

Cook-Off

- Host a cook-off event that promotes culinary skills, teamwork, and healthy eating habits.
- Invite participants to form teams and participate in the cook-off competition.
- Encourage teams to create innovative and nutritious recipes using fresh and local ingredients.
- Assign each team a responsibility, such as menu planning, ingredient sourcing, cooking, and presentation.
- Encourage teams to incorporate sustainable practices, such as minimizing food waste and using eco-friendly cooking methods.
- Promote social and civic behaviors by encouraging teams to share their recipes and cooking techniques with the community, fostering a culture of healthy eating and culinary exploration.

Community Service Projects

- Initiate community service projects that allow participants to actively contribute to their community.
- Identify local organizations or causes that align with social and civic behaviors.
- Encourage participants to take leadership roles in planning and executing these projects, such as organizing fundraisers, volunteering at local shelters, or participating in environmental clean-up activities.
- Emphasize the importance of responsibility and positive social behaviors through reflection sessions after each project, discussing the impact of their actions on the community and the importance of continued engagement.

The wellness event and cook-off will specifically contribute to their well-being, culinary skills, and teamwork. Through community service projects, and leadership workshops, participants will develop a sense of responsibility and actively contribute to their community's betterment.

7. Supportive services:

Career Connections funds are budgeted for other supportive services for participants, which include assistance in obtaining birth certificates, state photo identification, the cost to take educational testing for post-secondary opportunities (ACT and SAT), obtaining a driver's license and bus transportation; referrals for medical services; and assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.

Staff have developed partnerships with several agencies to which customers are referred for supportive services. These include DHHR, ABE, HUD, DRS, Community Resources Inc., Gabriel Project (benefits families without adequate financial resources to meet the tangible needs of a new baby.), and other pertinent community/civic organizations. Referral to additional agencies help with housing costs, child-dependent care costs, and transportation costs (**Policy # 47**).

8. Adult Mentoring:

Adult mentoring is provided through one-on-one meetings with a mentor from members from local government, school systems, businesses, and industries. Mentors will meet with their assigned Youth to share information regarding career opportunities and resources available to assist them in finding and

pursuing a career path. Community members may become an identified Mentor for a participant who would benefit from a short term or long-term mentoring relationship.

Participants can meet regularly with a Mentor to create and strengthen a committed relationship between adult and participant, while focusing on developing the character and capabilities of that person.

The role of the Mentor is to develop a positive rapport with participating youth, to coordinate training and employment opportunities on their behalf, to assist them in resolving personal barriers to employment, and to counsel and coach youth throughout their journey to education, employment, and self-sufficiency.

Mentors/positive influences are secured in the following manner:

- Youth Career Specialist determines need of the participant in that caseload.
- Appropriate Mentor is identified.
- Mentor is approached to help.
- Mentor is provided training.
- Mentor is matched to appropriate Youth.

9. Follow-up service for not less than 12 months after the completion:

Once a participant has completed services, staff employs follow-up techniques for 12 months to ensure:

- Completion of goals noted on their Plan of Action
- Youth Career Specialist coordinate with referring agencies to provide services and share relevant information on common customers, related to reaching benchmarks such as job placement, retention, credentialing,
- Identification of potential problems by asking probing questions related to both work, and personal issues that may affect continued placement success.
- Identification of problems related to: Ability to perform work; satisfaction or problems with type of work and/or school; family or personal problems, financial issues, job retention topics, etc.;
- Scheduled follow-up contacts are conducted on a monthly basis;
- Continued case management services including career and life skills counseling with primary responsibility remaining with the initial assigned Youth Career Specialist during the placement retention period;
- Support service counseling and referrals based on needs identified in monthly follow-up contacts or on a voluntary basis. Attention is given to barriers to retraining employment and to ensuring the provision of childcare, medical coverage, housing assistance, and transportation assistance.
- Career Specialist will explore post completion incentives to increase positive outcomes and to continue to encourage and reward hard work.

10. Comprehensive Guidance and Counseling

Career specialists play a crucial role in supporting participants with mental health issues including drug and alcohol addiction in their career development journey.

Assessing Mental Health

- Use validated tools and techniques to identify symptoms of addiction, co-occurring mental health disorders, and any underlying issues that may affect their career development.
- Create a safe and confidential environment for participants to share their experiences, concerns, and challenges related to mental health and/or addiction.

Referring to Health Providers

- Collaborate with network of trusted health providers, including addiction specialists, therapists, and psychiatrists.
- Based on the mental health assessment, make appropriate referrals to professionals who specialize in mental health, addiction treatment and recovery.
- Provide participants with information about available resources and treatment options, such as rehabilitation centers, support groups, and outpatient programs.

Educating Participants and Staff

- Sessions on addiction, mental health, and the impact on career development.
- Provide information about the signs and symptoms of addiction and mental health, available resources, and strategies to manage addiction and maintain mental wellness while pursuing career goals.
- Promote awareness about the importance of seeking professional help and reducing stigma around addiction and mental health.

Status Updates

- Regularly check in with participants to assess their progress, challenges, and any additional support needed.
- Maintain a supportive and non-judgmental approach, providing encouragement and reinforcement for positive steps taken towards recovery.

By incorporating mental health assessments and referrals to health providers, career specialists can address the holistic needs of participants overall mental wellness including drug and alcohol addiction. This approach helps participants in their recovery journey, supports their mental well-being, and empowers them to make informed decisions about their career development.

11. Financial Literacy Education:

Financial literacy education is essential for participants, skills learned help them make informed financial decisions. Below are activities that are included in Career Connections financial literacy education:

Creating Budgets: Teach participants how to create and manage a budget to track their income and expenses. This activity can include identifying necessary expenses, setting financial goals, and finding ways to save money.

Setting Up Checking Accounts: Guide participants through opening a checking account. Explain the benefits of having a checking account, such as easy access to funds and the ability to make electronic payments. Demonstrate how to write checks, use online banking, and manage account statements.

Managing Spending: Provide strategies for managing spending habits and avoiding unnecessary expenses. Help participants differentiate between wants and needs and encourage them to prioritize their financial goals.

Understanding Credit Reports: Educate participants on the importance of credit reports and how they impact financial well-being. Explain how to read and interpret credit reports, including credit scores.

Identity Theft: Teach participants about the risks of identity theft and how to protect themselves from fraud. Discuss common identity theft techniques and provide tips to safeguard personal information, such as using strong passwords, monitoring financial accounts, and being cautious of phishing scams.

By incorporating these activities into financial literacy education, Career Specialist can empower their participants to make informed financial decisions and improve their financial well-being.

12. Entrepreneurship skill training:

Entrepreneurial skills training is a valuable opportunity for youth to develop the skills needed to start and operate a business. Career Connections provides hands-on learning experiences, mentorship, and guidance to help young entrepreneurs turn their ideas into successful ventures through our entrepreneurial camp. By participating in an entrepreneurial camp, youth learn skills such as business planning, financial management, marketing, and leadership. They also network with experienced entrepreneurs and gain real-world insights into the challenges and rewards of running a business.

13. Labor Market Information, career awareness/career counseling:

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Career Connections staff research and access current employment trends, projected training requirements and cost, wage information, and new emerging fields in the Mid-Ohio Valley workforce area. Each Youth Career Specialist provides information to participants and teaches Youth how to self-explore labor market information. Through the exploration of workforce information, Youth can get a realistic view of the opportunities located in a community, identify viable career paths, and gain understanding of the cost of living within a particular area and how salaries compare in different localities.

Labor Market presentations are also given to Youth as well as community outreach in our 9-county region. These presentations include Labor Market and employment information.

14. Transition to postsecondary education and training:

Career Connections Post Secondary Prep Services:

FAFSA (Free Application for Federal Student Aid) Assistance:

- Provide guidance and support to participants in completing the FAFSA application accurately and on time.
- Explain the importance of FAFSA and how it helps in securing financial aid for post-secondary education.

Shadowing Opportunities:

- Organize job shadowing programs to give participants an opportunity to observe professionals in various fields.
- Connect participants with professionals who can provide insights into their career of interest.
- Help participants understand the skills and experience required for different careers.

Career Exploration Workshops:

- Conduct workshops to introduce participants to a wide range of careers and industries.
- Provide resources and information on different career paths, job growth projections, and educational requirements.
- Assist participants in identifying their interests, strengths, and skills that align with potential careers.

Campus Visits:

- Arrange visits to local colleges, universities, and vocational schools.
- Coordinate with institutions to provide campus tours, information sessions, and meeting faculty staff.
- Help participants gain a first-hand experience of college life and understand the available academic programs.

Scholarships and Financial Aid Guidance:

- Educate participants about scholarships, grants, and other financial aid options available for post-secondary education.
- Assist participants in researching and applying for relevant scholarships.
- Provide resources and support in understanding the financial aspects of attending college.

College Application Support:

- Guide participants through the college application process, including selecting suitable colleges, completing applications, and writing essays.
- Help in organizing and submitting required documents, such as transcripts and recommendation letters.
- Ensure participants meet application deadlines and help them present their qualifications effectively.

Test Preparation:

- Offer test preparation resources and strategies for college entrance exams, such as the SAT or ACT.
- Provide practice tests, study materials, and guidance to improve participants test-taking skills.
- Help participants understand the importance of standardized tests in college admissions.

College Readiness Workshops:

- Conduct workshops on essential college readiness skills, such as time management, study skills, and effective communication.
- Teach participants strategies to succeed academically and adjust to the college environment.

- Provide resources and support for managing stress and mental health during the transition to college.

College Fair and Information Sessions:

- Transport participants to college fairs and information sessions where they can interact with representatives from various colleges and universities.
- Provide opportunities for participants to learn about different institutions, majors, and admission requirements.

(M) A description of the steps the Local Board will take to ensure at least 20% of Youth Funds are used for work-based training activities;

WIOA dictates that a minimum of 20% of youth funds will be spent on youth work experience that will explore careers and develop skills. The WDBMOV Director meets with the youth staff at the beginning of each contract year to discuss budget and fund allocations. The meeting details allocated amounts targeted for designated service delivery. Targeted strategies are employed, and continual meetings and status updates are conducted to maintain updates, ensuring that the 20% target is being met. Youth activity reports are submitted each month to include financial reporting to the WDBMOV Director, staff and the Youth Committee. These check points are in place to make sure funds are budgeted and being spent accordingly.

Please refer to **Youth Work Experience Policy #19**

(N) A description of the Local Board’s plan to serve 75%+ Out of School Youth and identify specific steps that have been taken to meet this goal;

Career Specialists actively work with and engage community, social services, and youth organizations to help publicize Career Connections through informational flyers, personal contact with program Career Specialists, and presentations (if appropriate for the agency) to potential customers.

With WIOA’s focus on expending 75% of out of school youth WIOA funding, the following recruitment activities are conducted:

Regular meetings/presentations with the following agencies for recruitment of WIOA Out of School Youth participants:

- Adult Education programs in West Virginia serve the adult students who failed in the traditional school setting for one reason or another. Career Connections Career Specialists in Wood, Jackson, Mason, Ritchie, Roane, Clay and Calhoun counties have built a relationship with the instructors at their Adult Education sites. Youth Career Specialists are contacted by the Adult Education instructor if they have identified a student who falls within the 17-24-year-old age range. Career Specialists then go to the AE classrooms and meet with the potential participants individually. Career Specialists also give presentations to groups in Adult Education, which are done as needed. Continual contact between the Career Specialists and the AE instructor ensures they are contacted when there are potential candidates attending classes.
- S.P.O.K.E.S. classes- Career Specialists in Wood, Jackson, Roane, and Mason counties (counties with SPOKES programs) meet with SPOKES instructors regularly to discuss services and potential recruits for the Career Connections program. Youth Career Specialists are contacted by

the SPOKES instructor if they have identified a student who falls within the 17-24-year-old age range.

- Career Specialists then go to the SPOKES classrooms and meet with the potential participant(s) individually. Career Specialists also give presentations to groups SPOKES classes- these are done as needed. Continual contact between the Career Specialist and the SPOKES instructor ensures that they are contacted when there are potential candidates attending classes.
- Day Report Centers- Career Specialists maintain contact with the directors/instructors of Day Report centers in their counties. They make sure to make contact at least quarterly to inquire about referrals and to update any contact information and services offered.
- Juvenile Drug Court- & Teen Court: Referrals are made to the Career Connections program by the judge/probation officer/other Treatment Team members.
- Family Resource Networks- Career Specialists attend monthly Family Resource Network meetings in all nine counties in the region. Career Specialists present information on the Career Connections program and update it with any programmatic information.
- Community Resources Inc.- Career Specialists are familiar with their Community Resources counterpart in each county with a CRI. Career Specialists maintain regular contact with the CRI rep and refer customers as appropriate.
- County Attendance Directors (AD)- Career Specialists maintain regular contact with ADs in their counties. In the past this has proven to be a successful recruitment tool. The AD identifies students who are on the verge of or recently dropped out of high school. Due to HIPPA laws the AD can only refer the student to our Career Specialists and cannot give the Career Specialists the students information. Career Specialists maintain regular contact with the AD's and follow up on referrals.
- Children's Home Society of West Virginia- Transitional Living Program-(TLP) TLP provides homeless youth with stable, safe living accommodations for up to 21 months (about 2 years). The TLP provides services to help young people develop skills necessary to move to independence and live as healthy, productive adults. They serve youth aged 16-22 Career Specialists maintain regular contact with the TLP director and make sure that they are aware of all the services Career Connections offer Youth in the area. The referral process is ongoing.
- Attendance officers at High Schools across the region- Career Specialists are in contact with the attendance officers at the high schools across the region. The contact is ongoing. Career Specialists make sure that the high schools have up to date contact information and that they are fully aware of services (modifications to services and new services) provided by Career Connections.
- Community and Technical Schools- Career Specialists attend meetings at the Community and Technical schools within their counties. The contact is at least quarterly. Career Specialists determine a single point of contact at each school/center and ensure that they are maintaining communication and updating contact and services info. Career Specialists also participate in career fairs and job fairs at CTCs across the region, strengthening the relationship with the school.
- DOHS/TANF programs- Career Specialists maintain regular contact with their DOHS counterparts in each of their counties. They ensure that they are maintaining communication and updating contact and services info.

Career Specialists recruit at special events/community events across the region:

- Youth Expos- There are "Youth Expos" or activities of the sort in all nine of our counties. They are annual events where Career Connections Career Specialists set up a table and the Career Connections display and try to recruit anyone within the 17-24 age range.

- Parades and local festivals- Career Specialists in multiple counties attend local festivals and parades to promote and recruit for the Career Connections program. In the past, Clay County participants promoted Career Connections at the Golden Delicious Apple Festival parade. Roane County Career Specialists set up recruitment tables at the Walnut Festival. In the past, Career Specialists and participants set up recruitment tables at the West Virginia Interstate Fair and the West Virginia Arts and Crafts Festival and the Jackson County Junior Fair.
- Career Days- Career Specialists participate annually in the Mid-Ohio Valley Technical Institute Career Day for their students, High School Job Fairs held throughout the region.
- Community Baby Showers- Career Specialists in each county participate in the annual Community Baby Shower. The baby showers are free to the public and designed to educate parents on the best methods for raising a healthy baby. Career Connections-Career Specialists and participants set up a table with the Career Connections display to try to recruit any appropriate 17-24-year-old.
- Family Resource Network events- Career Specialists in all nine counties are continuously involved with the Family Resource Network. Career Specialists and participants in Jackson and Mason counties participate in the Family Christmas events in each county. Annually Career Specialists and participants participate in the "back to school" events hosted by the FRN in each of their counties.

Career Specialists use the following forms of outreach to recruit potential participants for the Out of School Youth Career Connections program:

- Newspaper articles and public service announcements promoting special events- Contact is made to the local news outlets when the Career Connections-program holds special events i.e. The annual Cook-Off etc.
- Flyer distribution in selected locations- Career Connections flyers are left at all partner agencies, high schools, local churches, DOHS offices etc.- Flyers are updated annually unless otherwise needed to update Career Specialists contact information.
- Social media-Facebook Pages-Career Connections has a Facebook page that they utilize to maintain contact with active participants, promote the Career Connections-program and recruit new participants.

Career Connections website:

In conjunction with the WDBMOV, Career Connections has developed an informational website highlighting the staff and providing an overview of Career Connections programming. The website is used to highlight events, provide information to active participants, and be used as a recruitment tool for new participants.

[\(O\) If the Local Area has contracted with youth service providers, provide a list and description of services.](#)

WDBMOV has both In School and Out of School WIOA funded youth services in house. The Career Connections program serves youth in all nine counties as contracted by WDBMOV to provide the 14 elements.

(P) A description of how the Local Board will provide basic and individualized career services to customers. The description should explain how individualized career services will be coordinated across program/partners in the American Job Centers, including Vocational Rehabilitation, TANF, and Adult Education and Literacy activities. This description should specify how the Local Area will coordinate with these programs to prevent duplication and improve services to customers.

WDBMOV strives to provide a seamless and effective system for career services through the American Job Center (AJC) network. This system ensures both basic and individualized support for all customers, fostering collaboration across core partners like Vocational Rehabilitation, TANF, and Adult Education and Literacy activities.

Regardless of where a customer enters the system (AJC, Vocational Rehabilitation, Adult Education), they receive a comprehensive initial assessment. This assessment gathers information on skills, experience, career goals, and any potential barriers to employment. This information is shared securely among core partners through the triage process as necessary, allowing for a holistic view of the customer's needs and efficient referrals for further services.

Following the initial assessment, customers are connected with suitable core partner for individualized career services. These services can be delivered at both AJC locations and affiliate sites for wider accessibility.

- **American Job Center (One-Stop):** As the initial point of contact for many job seekers, the American Job Center leverages its expertise of the partner agencies collocated on site. Once career goals and needs are established, staff can provide targeted referrals to other core partners for specialized support.
- **Vocational Rehabilitation:** Individuals with disabilities can connect with the West Virginia Division of Rehabilitation Services to receive specialized services tailored to their unique needs. This might include skills training, job coaching, or assistive technology to prepare them for successful employment in the regional economy.
- **TANF (Temporary Assistance for Needy Families):** The WDBMOV collaborates with the West Virginia Department of Health Services (DOHS) to deliver services for TANF recipients in Region IV. This collaboration ensures that individuals seeking employment alongside their TANF benefits receive career development opportunities tailored to their specific goals.
- **Adult Education:** Through a strong partnership with Adult Education services, WDBMOV offers valuable soft skills training programs for job seekers. These programs focus on essential communication, teamwork, and problem-solving skills highly sought after by employers.

Coordination, Preventing Duplication and Enhancing Services:

- **Memoranda of Understanding (MOUs):** To ensure efficient service delivery and avoid duplication of efforts, WDBMOV has established MOUs with core partners at both the state and regional levels. These agreements outline clear communication protocols, referral procedures, and collaborative processes for service provision.
- **Partner Agency Triage Process:** The one stop operator (OSO) has established a secure system for partner agencies to share information about a customer's needs. This allows all partners to work together and determine the best course of action for each customer, avoiding duplication of services.

- **Regular One-Stop Management Meetings:** Partner agency managers meet regularly to discuss the services offered by each organization. This communication helps identify potential overlaps and ensures efficient service delivery for customers.
- **Comprehensive Partner Cross-Training Manual:** The OSO maintains and distributes a manual that details the services offered by each partner agency. Partner managers are responsible for ensuring their front-line staff are familiar with this manual to effectively guide customers.
- **Partner Staff Meetings:** The OSO facilitates meetings for front-line staff from partner agencies. This forum allows staff to share information about their services, discuss any common challenges they encounter while assisting clients, and collaborate on solutions for specific customer needs.
- **Virtual Reality:** As mentioned earlier, the WDBMOV's partnership with Transfr allows career staff to utilize a virtual reality platform to engage customers and create a true exposure to the world of work. The VR platform allows a first-hand experience in each of the trade positions, healthcare, culinary and aviation. The VR initiative also allows the system to cross-train staff in utilizing this experience for customers throughout the entire system. This will allow us to create talent pipelines with youth, create awareness and tap into unfound talent with adults and ultimately better serve the employer population.

By fostering close collaboration among WIOA core partners and integrating service delivery, the WDBMOV creates a comprehensive system that empowers customers with the necessary skills and resources to achieve their career goals. Customers can navigate the system seamlessly, receiving targeted support from the most qualified partner at each stage of their career development journey.

[\(Q\) Describe the Local Board's follow-up services policy. This should include follow-up requirements, frequency of contact, and required documentation.](#)

Adult/DW Requirements:

Follow-up services are made available, as appropriate, for at least 12 months following the first date of unsubsidized employment to registered participants. Career Specialists will notify the customer that follow-up services are available, and the customer will be contacted by a staff person at least once a quarter for twelve months to offer assistance or workplace counseling.

Youth Requirements:

Follow-Up services are made available for 12 months after exit to all youth after program completion. All youth must be offered an opportunity to receive follow-up services. Career Specialists will notify the customer that s/he will be contacted by a staff person at least once a month for 12 months to provide assistance including support services, adult mentoring, financial literacy education, labor market information, and or transitional activities to post-secondary education, or other services determined to lead to success in employment or training. Contact/contact attempt for documentation purposes only is not follow up.

As services are requested, the appropriate MACC service is to be assigned and documentation of the service will be provided in note form. Services provided may include financial literacy, support services, adult mentor, labor market information/career counseling, or transition to employment/education.

The purpose of contact is to be sure the customer is successful, and to offer additional assistance for them to be successful as they transition into employment or training. Conversation and questions should be focused on this and what may be provided to assist in their being successful.

Adult/DW/Youth Documentation Requirements:

The Follow-Up service must be assigned in MACC and services must be offered to assist the participant with workplace issues. Attach a note for each contact / attempt to contact and include the following:

- Type of service provided and outcome/next steps
- Time of attempt
- Type of attempt (phone or social media type)
- Date of attempt and result (no answer, left message, talked to spouse/parent, etc.)

If two (2) unsuccessful attempts are made within a month, the note should indicate that no contact was made. If this happens for 3 months straight, make a note that the customer cannot be located or contacted, and the follow-up service may be closed. Attempts must not all be made on the same day but spread throughout the month.

*Either Adult/DW or Youth participants may opt out of follow up services by providing a written request to end services. Any request to opt out of follow-up services MUST be documented in a MACC note and a copy of the request must be placed in the customer's paper file and uploaded to MACC images.

Section 5: Wagner-Peyser Functions

(A) A description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the Local Area through the American Job Center delivery system, to improve service delivery and avoid duplication of services.

Wagner Peyser (WP) services are provided in the local Workforce WV office, as well as, the comprehensive AJC center, promoting communication and coordination between the various partners. The Wagner Peyser employer service representative attends the WDBMOV monthly business engagement team meetings to communicate with partners and staff about business visits and hiring needs as well as follow-up with business that have placed job orders previously. Job seeker services are coordinated as WP staff refer to WIOA Career Specialists who, in turn, refer customers back to WP for job referrals upon completion of training. In addition, the WP manager serves on the One Stop management team, sharing information with partners and identifying duplication of services.

(B) A description of how the Local Board will utilize the Wagner-Peyser program to provide access to local workforce development services for Unemployment Insurance claimants.

WIOA Career Specialists participate in orientations for UI claimants to make them aware of opportunities through WIOA. WDBMOV contracted Adult and Dislocated worker career specialists are on site of the Workforce WV location in Wood County each week to ensure dual representation of WIOA staff and Wagner Peyser staff for adequate accessibility. Career Specialists provide an overview of AJC System services during this time and engage in the eligibility and enrollment process if appropriate.

(C) If applicable, a description of how the Local Board will ensure that migrant and seasonal farm workers in its Local Area will be provided employment services.

Migrant and Seasonal Farm workers will be provided with the same level of access to all services available as other customers.

Section 6: Title II – Adult Education and Family Literacy Functions

A. A description of how the Local Board will coordinate workforce development activities in the Local Area integrating the provision of adult education and literacy activities under Title II of WIOA, including, but not limited to the implementation of the career pathways model;

WV Adult Education plays the primary role in implementing education and literacy activities into the workforce development system by integrating with career development and employment and training activities. WIOA calls for cross-system alignment; education and training that is focused on the needs of high-demand industry sectors and occupations; regional collaboration focused on the skill needs of regional economies; and the establishment of career pathways systems that make it easier for students to attain the skills and credentials needed for family-supporting jobs and careers.

WVAdultEd has transitioned to preparing students to enter career pathways providing Bridge Programs and Integrated and Education Training Programs. Our classes must provide skills needed for college and career readiness (not simply high school equivalency). Career Pathways is a term that means a “series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment within that sector,” as quoted in *The Career Pathways How-To Guide* by D. Jenkins.

Bridge programs help adult students identify career and education goals and develop the skills, content knowledge and learning strategies they need to enter and succeed in post-secondary education and employment. They combine basic skill instruction in reading, math, writing and English language, including preparation for the high school equivalency, assessment, with occupational content, employment skills and college success strategies.

Integrated Education and Training Program development follows the definition and requirements set forth in WIOA and the final regulations as established by the Department of Education on August 19, 2016, in the Federal Register. Under WIOA, an IET Program is defined as, “A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training and a specific occupation or occupational cluster for the purpose of educational and career advancement. Examples of IET Programs WVAdultEd offers include Manufacturing, Hospitality & Tourism and Service Personnel Training.

B. A description of how the Local Board will coordinate efforts with Title II providers to align basic skills and English language assessments. The description should include:

An outline of the agreed upon steps that will be taken to align basic education skills and English language assessments within the local area, including, but not limited to, any Memoranda of Understand entered into by the workforce development and adult learning partners;

In accordance with the first of the 13 Considerations of WIOA, WVAdult Ed serves individuals in the community who are identified as most in need of adult education & literacy activities, including

individuals who have low literacy skills or who are English language learners. Basic education skills and basic literacy instruction are both aligned to the English language assessments. CASAS is the English language assessment used for English Language Learners who participate in the English Language Acquisition Program. The Test of Adult Basic Education (TABE) gives guidance on a student's academic levels in reading and math.

In addition, there is a yearly MOU between partner agencies, including WVAdultEd and the Workforce Development Board to ensure individuals are served to the best of our ability through collaboration of efforts.

[An identification of how assessment scores will be shared among WIOA Title I areas and Title II providers \(Consideration must be given to the Federal Education Rights and Privacy ACT \(FERPA\)\):](#)

Assessment scores will be shared, with a signed release of information, between partner agencies. If the student chooses not to sign a release, scores will be given to the student to share at his/her discretion. With appropriate releases, assessment information is available through the LACES data system and MACC system collaboration.

Ideally, data will be shared between the management information systems of the Workforce Development Board (MACC) and WVAdultEd (LACES). However, an MOU to share data has not been established at the time of writing this local plan. Currently, the only way to share assessment scores with other providers would be from WVAdultEd staff to partner agency staff, assuming the appropriate releases of information are signed and on file. This same procedure would apply to any kind of test scores, including high school equivalency-related testing.

[An identification of who will conduct which of the approved assessments \(including for Trade Participants\) and when such assessments will be conducted consistent with this policy;](#)

Within WVAdultEd, staff members must be trained on any NRS approved assessments prior to giving the assessment. TABE training is part of the pre-service training for all WVAdultEd Instructors and other staff, on an as needed basis. CASAS training is provided upon request to the WV Professional Development Coordinator when the need for the test arises if the class site is not already established as an ESOL classroom. According to NRS regulations, all students must complete an assessment prior to the 12th hour of instruction. A second assessment should be given in accordance with the publisher's guidelines, which indicate between 30 and 60 hours, depending on the EFL level. There is an Assessment Waiver that can be used in rare circumstances (less than 5% of the program) for a student to take the second assessment earlier than in accordance with publisher's guidelines. The Trade Participants typically also complete assessments during the orientation process if they are doing so on an individual basis. If large group testing is needed for the Trades due to a business closure, Workforce Development Board staff should contact the Regional Adult Education Coordinator to work out a specialized time for group testing.

[An outline of how the Local Area will coordinate testing between workforce development and adult education providers;](#)

Individuals will be referred to Adult Education for initial testing. WIOA and Adult Ed both utilize TABE for program eligibility and performance measures. Entry testing is typically part of the WVAdultEd enrollment process. Based on scores, educational and workforce plans can be coordinated between

programs. If alternate arrangements need to be made, it can be handled on a case-by-case basis to ensure success for the student and the program.

An outline of how the Local Area will ensure that test administrators are to be trained in accordance with this policy and application testing guidelines are set forth by the applicable test publisher.

As previously stated, test administrators go through rigorous training about test policies and procedures. Follow-up training is available, as well as one-on-one support from state staff members. To confirm training, WVAdultEd has a portal where all WVAdultEd staff have their professional development records.

C. A description of how the Local Board will ensure that the individual appointed to represent Title II serviced on the Board will coordinate with all Title II Grant Administrators in the Local area in a uniform, regular and consistent manner;

The Regional Adult Education Coordinators are the appointed representatives on the Local Boards in all regions of the state. In the Mid-Ohio Valley Adult Education region, the Regional Adult Education Coordinator directly supervises all the programs in the region, with one part-time program exception. This allows for consistency in all areas related to the Board and coordination with meetings, activities, outreach events, etc. All staff have the same expectations. The Regional Adult Education Coordinator has a great working relationship with the Director of the Calhoun-Gilmer Career Center, which is the one program not directly under the same supervision. It is the only part-time program in the region. The relationship is also strong and consistent because the Calhoun-Gilmer Adult Education Instructor is employed by MSESC in the MOV region during the daytime hours, Monday through Friday.

D. A description of how adult education services will be provided in the American Job Center system in the Local Area.

Mid-Ohio Valley Adult Education does not have the same nine counties as the Region IV (MOV) Workforce Development Board, but the majority overlap. Adult Ed is co-located in four of the six Workforce site including the American Job Center in Wood County at St. Joseph's Landing; the satellite office in Jackson County; and two of the affiliate sites in Roane and Clay Counties. This co-location allows participants to obtain various services all in one place.

In Mason County, the Workforce Development Board and Adult Education are located next to each other, creating an American Jobs Center campus-style setting. Staff from both agencies can walk participants to the other location to meet the partners or easily check in with each other to ensure a smooth process for the participants.

All services provided by Adult Education are available at all class locations. If it is a specialized need, some notice may be required to have the appropriate materials and/or equipment in the classroom.

Section 7: Vocational Rehabilitation Functions

(A) A description of the cooperative agreements (as defined in section 107(d)(11)) between the Local Board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under Title I of such Act (29 U.S.C. 720 et seq.) (**West Virginia**

Division of Rehabilitation Services) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) 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.

A memorandum of understanding has been developed with the WDBMOV AJC system partners within our region. Under the MOU the partners agree to provide a seamless delivery of service to customers through career development activities. WDBMOV partners have agreed to support the One Stop concept, to make services available through the AJC system, and to assist in the support of the AJC system. Emphasis has been placed on collaboration and reduction of duplication in services. The MOU also identifies the projected financial contribution (IFA) each partner expects to contribute to the AJC system in the Mid-Ohio Valley area. The WDBMOV MOU is based on the WV ICT MOU between partners at the state level. In some instances, state agencies have opted to use the state MOU as the document of choice rather than sign an individual MOU with the region.

(B) A description of how individuals with disabilities will be served through the American Job Center system in the Local Area.

American Job Centers (AJCs) refer individuals who disclose having a disability and are interested in West Virginia Division of Rehabilitation Services (DRS) services to the DRS Liaison Counselor. DRS Counselors refer their clients to AJCs for job services. All parties use the common Partner Referral form. DRS Staff share information with all customers interested in employment to AJCs for assistance.

DRS currently has personal office space located within the AJC where DRS Counselors can meet with newly referred or current customers. The AJC has provided a mailbox in which to place all referrals and other necessary information for the DRS Counselor to be up to date and share resources involving AJC and all other partners. The DRS Liaison Counselor is physically available weekly to meet with referrals and current clients from AJC. The DRS Liaison Counselor is available to assist all AJC staff with questions/concerns and information about DRS services. With the DRS Liaison in the AJC office, the DRS counselor can access information to share with the local DRS office to share with all customers in need of AJC services. As the DRS Liaison can physically connect with AJCs, this allows for the local office to maintain a relationship in which it is able to determine training needs for all partners.

The DRS Liaison relationship also allows for services coordination for all partners. The DRS Liaison can assist customers with disabilities that may be struggling in the AJC process and provide resources to those customers and Career Specialists. The DRS Employment Specialist is part of the Employer Solutions Network team meeting in which through employer need sharing, any employer challenge regarding meeting necessary accommodations, discussion opportunities about lawful interviewing and application questions, how to meet employer needs, and what people with disabilities can offer in employment are shared with the DRS Employment Specialist and they are included as a resource on the proposal of network partner services available to the business.

DRS plays an important role in the AJC system and can assist in regarding resources and information in providing an inclusive and accessible environment in AJC and all partner facilities. DRS attends the Youth Council meeting and works closely with the Career Connections program to ensure transition

services in all partner agencies are coordinating services and have working relationships to serve those in and out of high school with disabilities.

Various AJC partners have received training and participated in meetings and presentations on how to identify persons with disabilities from various local agencies (such as the Arc and DRS) to become aware of functional limitations, barriers to employment, ways to include/accommodate individuals with disabilities, and how to address such needs in employment.

Section 8: Jobs for Veterans State Grants Functions

(A) A description of how the Local Board will provide priority of service to veterans and their eligible spouses.

WDBMOV local Priority of Service Policy states that Veterans and certain qualifying spouses will receive priority of service over non-veterans in each priority of service category and must meet eligibility requirements for the program. If WIOA funding is limited with an enforced waitlist for training funds veterans and certain qualifying spouses receive WIOA funding first. **Please refer to Policy #9**

(B) A description of how the Local Board will engage Local Veterans Employment Representatives in engaging and providing services to local businesses.

The WDBMOV has a great working relationship with the local Veteran Representative. This position serves in the LVER capacity, providing employer outreach, training of AJC Staff and placement services to Veterans. The local representative also serves as the DVOP which works with Veteran that are economically and/or educationally disadvantaged and potentially faced with the challenge of a disability.

The Veteran Representative serves on the Business Engagement Team to coordinate service delivery to employers and play a role in triaging our customer base.

Section 9: Fiscal, Performance and Other Functions

(A) An identification of the entity responsible for the disbursement of grant funds described in Section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i)

Workforce Development Board Mid-Ohio Valley have entered a Memorandum of Understanding with Mountain State Educational Services Cooperative (MSESC) to serve as the entity responsible for the disbursement of grant funds as well as provide administrative and fiscal services for WIOA activities. MSESC was selected by our Board of Elected Officials as our fiscal agent because of their financial capabilities and capacity of working with federal and non-federal dollars.

(B) A description of financial sustainability of the American Job Center services with current funding levels, and a description of the ability to adjust should funding levels change.

The WDBMOV is consistently looking for new ways to offset WIOA dollars while leveraging funds through other sources. Financial reviews are done regularly to ensure that funds are spent in the most efficient and frugal way possible. We currently operate one comprehensive American Job Center (AJC) in Wood County, one affiliate location in Jackson County, and four satellite locations in Mason County, Calhoun County, Clay County, and Roane County within our region. There is also an Infrastructure Agreement in place so that partners are regularly contributing to the AJC monetarily, as well as in-kind contributions to offset overhead costs. If WIOA funding was to decline further, the lesser utilized sites that are operated using WIOA dollars would be closed first. If more severe cuts were to take place, all but our comprehensive AJC would be closed. The WDBMOV would look at downsizing our location in Wood County as the last step regarding a fund declination.

The WDBMOV has also taken the initiative to seek out other options for funding from multiple sources as a valiant effort to prevent shutting down our satellite locations. The efforts to seek out other sources to offset WIOA dollars will always continue even when funds are not declining.

(C) A description of the competitive process to be used to award the sub-grants and contracts in the Local Area for activities carried out under this title, including risk assessment of potential subgrantees and contractors;

The following is the process used by WDBMOV to procure, evaluate, and approve contract services for WIOA Title I activities and services:

1. WDBMOV contracts with a third-party entity to develop the RFP which outlines expected deliverables in a statement of work, including required documents and information.
2. Request for Proposal (RFP) is created and released. Advertisements are placed in newspapers in all nine counties, RFP is also posted on the WDBMOV website, and notices are mailed to organizations that requested to be notified of RFPs.
3. A bidder's conference is conducted by the third-party entity where questions are answered related to the proposal. A copy of the RFP evaluation form is also provided at this meeting.
4. When proposals are received, the third-party entity and staff review proposals to ensure standards are met to proceed through the process.
5. The Third Party reviews and evaluates proposals based on the RFP, statement of work, and evaluation sheet that was provided at the bidder's conference.
6. A separate fiscal review is completed for each proposal and a side-by-side comparison is developed by the Third Party and staff.
7. The Third Party will contact references identified in the proposals. Specific questions are asked related to areas identified by the Board as a high priority in the delivery of services in our regions such as but not limited to; performance, recruitment, and collaboration.
8. All proposals and fiscal comparisons are provided to the Board (or committee if designated) for review. The Board members use the same ranking tool provided at the bidder's conference to evaluate proposals.
9. Individual rankings by Board Members (not staff) are averaged, and a final score developed on totals.
10. Based on the combined rankings, interviews are scheduled with the top proposals. If a limited number of proposals are received, interviews are scheduled with all organizations.

11. A list of questions and evaluation criteria is developed for the interviews. Each organization is asked the same questions. Each member of the Board ranks each interview.
12. The individuals interview rankings are averaged for each question and a final score developed.
13. The Board and the Local Elected Officials consider the budget review, the proposal evaluation, reference checks, and the interview evaluations to determine selected provider.
14. The selected provider and those not selected are made aware of the final decision.

(D) A description of the local levels of performance negotiated with the Governor and Chief Elected Official pursuant to section 116(c), to be used to measure the performance of the Local Area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the American Job Center delivery system, in the Local Area;

WDB MOV does include negotiated performance measures in both the AJC and Youth contracts for WIOA Title I services. In addition to the DOL performance measures, WDB identifies specific areas of emphasis for intensive review each program year. These measures have a fiscal tie that leads to a reduction in reimbursement if not met over the year.

The following are the PY 22 & PY 23 negotiated measures: * Negotiated performance measures will be established for the AJC operator and case management contractor following Board approval for each beginning program year.

Table 16: PY 22 & PY 23 State Negotiated Performance

LWDA	4		
PY22	Adult	DW	Youth
Employment (Second Quarter after Exit)	73%	77%	64.50%
Employment (Fourth Quarter after Exit)	71%	79%	62%
Median Earnings	6,200	9,300	3,200
Credential Attainment Rate	79%	80%	62%
Measurable Skill Gains	40%	43%	43.50%
PY23	Adult	DW	Youth
Employment (Second Quarter after Exit)	73%	77%	64.50%
Employment (Fourth Quarter after Exit)	72%	79%	62.00%
Median Earnings	6,300	9,400	3,200
Credential Attainment Rate	80%	81%	62%
Measurable Skill Gains	41%	43%	43.50%

Table 16: AJC Performance Expectations 23-24

	American Job Center Coordinator Performance Measures	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	1st QTR-Conduct bi-annual OSM Team Survey on coordinated partner outreach events (job fairs, training provider events etc.) Gather feedback on past events, what they would like to see in the new PY. 2nd QTR begin working on event ideas.		X	X	
2	1st QTR Implement Common Referral form for all AJC partner utilization. Report quarterly on Partner referrals from common form and MACC.		X	X	X
3	Implement Triage process for OSM staff, report out on outcomes quarterly.		X	X	X
4	Update IFA Bi-annually. Meet with partners at least every other month to obtain information on square footage, keep up to date on staffing and other areas of IFA which directly relate to numbers. Utilize staffing information to keep AJC desktop guide and AJC contact list updated.	X	X	X	X
5	Promote AJC services, events, job fair etc., including outreach materials through social media. Posting at minimum semi-monthly.		X	X	

American Job Center Management Performance Measures		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	Conduct quarterly training based on WIOA DOL/State performance (such as outcomes, credential attainment etc.)	X	X	X	X
2	Conduct 1 Activity per month per case manager that constitutes outreach effort (offsite).	X	X	X	X
3	Ensure 1 Contact per month for participants in follow-up with min 2 attempts documented in MACC	X		X	
4	Program Director and case management staff will follow AJC triage and ensure new partner referral is captured with Adult Program director reporting outcomes to AJC coordinator.	X	X	X	X
5	All OJT customer Midpoint Reviews and training outlines uploaded in MACC, as well as in customer files, and outcomes as appropriate.	X			X

Table 17: Youth Performance Expectations

Additional Performance Expectations
YWE participants will all have a midpoint review with a note in MACC, as well as a business visit to the employer in MACC. Staff should be visiting Youth at place of WE to do Mid-point evaluation.
At least 2 Monthly Recruitment Activities for each county will be submitted to the WDBMOV Director by the last day of each month. The reports must include Contacts, # of referrals from the contact, # of customers enrolled because of the contact.
Outcomes-credential obtainment and/or entered employment shall be entered for all customers.
Measurable Skills Gain- all youth participants should have an MSG entered in for completion of a training milestone, ex. Report card.
Follow up services will be provided and documented in MACC for each exited youth. See WDBMOV Policy #26 Case Management and Follow Up and refer to 20 CFR 681.580

(E) A description of the actions the Local Board will take toward becoming or remaining a high-performing board; This should include a description of the process used by the Local Board to review and evaluate performance of the local American Job Center(s) and the One-Stop Operator.

The WDBMOV will continue to function at a high-performance level through continual monitoring of the contractor and participants in the region. Monthly reports are received from the contractor for the AJC services providing information on the effectiveness of programming, enabling staff to address performance promptly. The WDBMOV also uses a third-party consulting firm to provide monitoring to our in-house Youth staff as internal control. Additional monitoring is done by WDBMOV staff using MACC reports, and monthly and quarterly reports to stay apprised of performance. Necessary action is taken immediately and continually monitored/compared to state requirements. As performance measures are met/exceeded, staff are debriefed, and best practices are determined.

(F) A description, including a copy of, of the Local Area's Individual Training Account policy. The description should include information such as the selection process, dollar limits, duration, etc.

The WDBMOV has established guidelines to be used in implementing ITA's, if funds are available: A maximum of \$5,000 in funding may be available for the first year of training to be used for tuition, and/or fees as billed by the training provider. The customer has 36 continuous months to complete training, calculated from the start date of the term. Funding will be distributed proportionally considering the length of training, program of training, financial aid, and projected expenses over the course of training. Please refer to **Policy #12-ITAs**.

(G) A description of how training services under Chapter 3 of subtitle B will be provided in accordance with Section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of Individual Training Accounts under that Chapter and how the Local Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided;

WIOA customers will be assessed by case management staff for possible referral to occupational training. Occupational skills training will be offered through Individual Training Accounts. Case Management will use the state-approved list of eligible training providers matching occupational goals with the WDBMOV targeted demand occupation list. Customers will be directed to the State of West Virginia website: www.workforcewv.org and customer choice will be maintained.

Training contracts will be used for OJT, incumbent worker, customized and transitional work experiences for eligible customers. A training contract will be developed with the employer outlining the skills/tasks to be learned/attained by the customer, after an initial assessment of skills. The customer determines if this is the right career choice for them and moves forward to complete the contracted training. A customer who has completed an ITA can move into an OJT in the same or related field.

Likewise, a customer who has participated in transitional work experience may choose to pursue additional training through the ITA process or through an OJT. It is up to the customer to choose the training that best meets his/her needs both now and in the future, using the Demand Occupation List as a guide and referring to the ETPL for training providers. Career Specialists are trained to assist the

customer in making an informed choice and work closely with the customer to ensure their success through regular contact and support.

In addition, WIOA customers can receive training through a registered apprenticeship either traditional or non-traditional. The Registered Apprenticeships are available to all WIOA eligible customers, provided they meet any additional criteria set forth by the participating employer or training provider. The above steps will be taken to secure an ATA (Apprenticeship Training Account) and OJT contract. Please refer to **Policy #33** regarding Apprenticeship opportunities.

(H) A description of the process used by the Local Board, consistent with Subsection (d), to provide an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, and input into the development of the Local Plan, prior to submission of the plan;

The Local Plan is released for public comment as required by WIOA. Advertisements are placed in local newspapers in each of the 9 counties served by the WDBMOV. In addition, the local plan will also be posted on the WDBMOV website. The plan is emailed to Local Elected Officials, Board Members, and partners for input. Comments are reviewed and presented to the appropriate WDBMOV personnel and the full Board. Modifications to the local plan are evaluated based on the input from the public.

(I) A description of how the American Job Centers is utilizing the MACC as the integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by American Job Center partners;

Financial expenditures and obligations are reported monthly via the MACC for the region. MACC is used to track customers who access the AJC system, including EO data collection; provides the Eligible Training Provider List for customers to find appropriate training, offers job matching with employers, as well as a Case Management tool for tracking services provided/offered to assist customers in upgrading skills, documents assessments, etc. MACC reports are used to track performance, review/monitor files for data validation and performance. Staff are continually working in MACC to provide the required documentation for WIOA programs.

(J) A description of the Local Board's procedures for conducting oversight and monitoring of its WIOA activities and those of its sub-grantee and contractors. The monitoring plan shall address the monitoring scope and frequency and shall include the following:

Please refer to Monitoring Policy #30- This guidance letter outlines the policy covering how the Workforce Development Board Mid-Ohio Valley (WDBMOV) will comply with the monitoring requirements of the Workforce Innovation and Opportunity Act of 2014 (WIOA).

The roles and responsibility of staff in facilitating this procedure;

- Staff monitors the performance of contracts quarterly and rotates between them. Staff also monitor financial reports weekly, and additionally as required.

A requirement that all sub-grantee agreements and contracts be monitored at least annually;

- The staff performs quarterly monitoring of contracts and rotates between them.
- In-house fiscal personnel monitor and track expenditures recorded by the fiscal agent, MSESC, on weekly, monthly, quarterly, and yearly basis.

Procedures for determining that expenditures have been made against the cost categories and within the cost limitations specified in the Act and WIOA regulations;

- All expenditures are reviewed weekly by internal fiscal personnel. A monthly report is prepared that is distributed to staff to report expenditures.

Procedures for determining compliance with other provisions of the Act and regulations and other applicable laws and regulations, including the method of monitoring to be used for sub-grantees and contractors;

- Per contract, contracted staff are fully aware of all regulations and will be monitored for compliance throughout the year. They also undergo an independent review/audit and provide that report to us.

Provisions for the recording of findings made by the recipients' monitor(s), the forwarding of such findings to the sub-grantee or contractor for response and the recording of all corrective actions;

- If an item is questioned by WDBMOV staff, then it is provided to contracted staff for more information. Depending on finding, funds may be withheld pending corrective action and funds may not be advanced if it is deemed not allowable.

Provisions of technical assistance as necessary and appropriate; and

- Technical assistance will be provided as needed to ensure the success of the programs.

Specific local policies developed by the Local Board for oversight of the American Job Center system, youth activities and employment and training activities under Title I of WIOA.

- Monitoring will be conducted quarterly by WDBMOV staff. AJC will be monitored quarterly with one negotiated performance, and one comprehensive monitoring review. The Youth program will receive monitoring twice a year, one remote and one in-person, performed by a third-party contractor. The comprehensive monitoring will review data entry, and WIOA eligibility documentation.
- The number of files to be reviewed in each measure will be negotiated at the start of each review. Files to be reviewed will be distributed, as much as possible, equitably between all Career Specialists.
- All monitored "findings" will be reported to the One-Stop and Youth contracted service provider staff. Staff will have the opportunity to rebut any findings and will also be required to correct any findings that can be corrected.

- Fiscal monitoring of the subgrantee will be performed monthly by the WDBMOV Staff and Fiscal Staff. The Subgrantee will submit detailed invoices monthly with copies of all supporting costs and their invoices. These will be tracked against the approved subgrantee budget. All costs will be evaluated for the applicable cost principles under 2CFR200. Any unallowable costs will not be allowed and deducted from the subgrantee invoice before payment.

(K) A description of the Local Board’s policy and procedures regarding the handling of personally identifiable and confidential information.

- All WDBMOV staff, contractor staff, grantees, sub-grantees, employees and any other individuals or groups involved in the receipt, handling and/or protecting of PII and sensitive data developed, obtained or otherwise associated with grantee funding MUST: Annually, by July 1, sign a disclosure acknowledging the confidential nature of the data and agree to comply with safe and secure management of the data in accordance with federal and state requirements.
- Policy #24 Securing Personally Identifiable Information-addresses the security of Personally Identifiable Information (PII), both sensitive and non-sensitive, for services offered through Title I of WIOA.

(L) A description of the Local Board’s procedures for handling grievances and complaints from participants and other interested parties affected by the local American Job Center system, including partners and service providers. Provide a separate description for the:

Please refer to **Policy #1-Equal Opportunity and Policy #1A-EO Discrimination Complaint Procedures, and Policy #4 Grievances and Complaints**

Policy # 1 Equal Opportunity establishes the Equal Opportunity Policy of the WDBMOV for services offered through Title I of WIOA.

Policy #1 An EO Discrimination Complaint Procedures is the attachment for Policy #1

Policy #4 for Grievances and Complaints Policy establishes and publishes a procedure by which individuals can file a grievance or complaint related to activities available through Title I of WIOA.

Complaints alleging discrimination on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in any WIOA Title I – financially assisted program or activity;

For any complaints alleging discrimination based on protected class, the person with the complaint will file the complaint with the designated EO officer for the region. The EO officer will forward the complaint to the State EO officer for investigation and further handling. The WDBMOV EO officer will assist as needed in the investigation and the outcome will be provided to the complainant in a timely manner.

Complaints and grievances not alleging illegal forms of discrimination. This includes grievances from individuals alleging labor standards violations.

Please refer to **Policy #4-Grievance and Complaint Policy**.

Policy #4 Grievances and Complaints Policy establishes and publishes a procedure by which individuals can file a grievance or complaint related to activities available through Title I of WIOA.

Guidance Notice for Grievances and Complaints Policy establishes and publishes a procedure by which individuals can file a grievance or complaint related to activities available through Title I of WIOA.

Remedies that may be imposed for a violation of any requirement under WIOA Title I, limited to, suspension or termination of payments under the title; prohibition of placement of a participant with an employer that has violated any requirement under WIOA Title I; reinstatement of an employee, payment of lost wages and benefits, and reestablishment of other relevant terms, conditions, and privileges of employment (where applicable); and other equitable relief as appropriate.

Please refer Policy #4-Grievance and Complaint Policy.

Policy #4 Grievances and Complaints Policy establishes and publishes a procedure by which individuals can file a grievance or complaint related to activities available through Title I of WIOA.

(M) A description of the Local Board's policy and procedures regarding aid, benefits, services, training, and employment, include a statement of assurance that you will provide reasonable accommodation to qualified individuals with disabilities unless providing the accommodation would cause undue hardship.

Please refer to the following Policies:

#10 Support Services

#12 ITA's

#13 OJT

#14 Customized Training

#19 Youth Work Experience

#22 Work Experience: Adult Dislocated Worker

#23-Accessibility and Accommodation

The WDBMOV is an equal opportunity program/employer. Auxiliary aids and services are available upon request to individuals with disabilities. Serving customers with disabilities is a priority and staff (including partner staff) receive training to be able to work with disabled customers and serve them according to their specific needs. Reasonable accommodations for qualified individuals with disabilities will be made unless providing the accommodation would cause undue hardship. The Inclusion Team makes recommendations for training for staff from sources such as the Civil Rights Center, ADA, and Job Accommodation Network to name a few.

Policy #10: WIOA Support Services/ Needs Related Payments identifies support services for adult and dislocated worker customers participating in WIOA activities, referral procedures and a referral form (hard copy and available electronically).

Policy #12: Individual Training Accounts provides information on award limits, distribution of funds, time and training limits, and requirements/restrictions of the ITA.

Policy #13: On the Job Training establishes policy on requirements and benefits available under WIOA and the WDBMOV funded OJT.

Policy #14: Customized Training establishes policy on requirements and benefits available under WIOA and the WDBMOV funded customized training activities.

Policy #19: Youth Work Experience provides the requirements and benefits available under WDBMOV funded Youth Work Experience activities.

Policy #22: Work Experience / Transitional Jobs Adult Dislocated Worker establishes policy for Work Experience, Internships, and Transitional Jobs for WIOA funded adults and dislocated workers.

Policy #23: Accessibility and Accommodation policy establishes that programs, services (including services using technology and the Internet), and facilities of the AJC centers in WDBMOV region are accessible to all.

(N) A description of how the Local Board will ensure compliance with the Americans with Disabilities Act. The description should include how the Local Board will provide reasonable accommodation regarding materials, technology, and physical and programmatic accessibility of facilities. The description should also include how the Local Board will provide staff training and support for addressing the needs of individuals with disabilities.

The EO officer conducts ADA assessments annually for all offices of Workforce WV in Region 4. In addition, the One Stop Managers assist with making sure the AJC is accessible and can accommodate ALL customers regardless of disability or limitations. Technology will be used to provide access to documents in an accessible manner to customers who may need them in a larger format, different language, etc. The lobby of the AJC is laid out to be friendly to people with various barriers; staff can access an office to accommodate persons, as necessary. AJC staff are provided with training at least annually to assist them in understanding how to best provide services to customers with various barriers to employment/training (for example: Welcoming Customers with Disabilities from the ADA website). Additional sources of training include Job Accommodation Network and the Civil Rights Center.

Please refer to WIOA Policy #23 Accessibility and Accommodation

Policy #23 Accessibility and Accommodation policy establishes that programs, services (including services using technology and the Internet), and facilities of the AJC centers in WDBMOV region are accessible to all.

(O) A description of the Local Board's policy and procedures in place to ensure that communications with individuals with disabilities, including individuals with visual or hearing impairments, are as effective as communications with others.

Computers and various accommodations are currently located in the Wood County and Jackson County centers for the purpose of aiding those with a variety of barriers: a Braille keyboard, roller ball and joystick "mouse", headphones, and voice amplifier are some of the tools available to be used by persons needing assistance. In addition, the computers have programs such as Dragon Speak, Microsoft, JAWS screen reader, and an on-screen keyboard. Documents will be provided in a larger format/font or on screen to best fit the needs of the individual.

Please refer to Policy #23; Accessibility and Accommodation

Policy #23: Accessibility and Accommodation policy establishes that programs, services (including services using technology and the Internet), and facilities of the AJC centers in WDBMOV region are accessible to all.

(P) A description of the steps the Local Board will take to meet the language needs of limited English-speaking individuals who seek services or information. The description should include how the Local Board proposes that information will be disseminated to Limited-English speaking individuals.

The WDBMOV will make reasonable accommodations for those Limited-English speaking individuals seeking services. The WDBMOV has a limited English Plan (LEP) and the MACC has the ability to be used in a variety of languages. An interpreter will be offered as needed to provide for individual customers, and translation websites will be used as needed.

(Q) A description of the Local Board's procurement system, including a statement of assurance that the procedures conform to the standards in D.O.L regulations set forth in CFR Part 95, Part 97, and 2 CFR 200.

WDBMOV operates using our MDESC's procurement policy. MDESC follows Policy 8200 in the WVDE Purchasing Policies and Procedures Manual for Local Educational Agencies. The WVDE handbook can be found at: [Policy8200 with Cover.pdf \(wvde.us\)](#)

2 CFR 200.318 states that non-federal entities will reflect applicable state laws and regulations "which conform to applicable federal law." All purchases must also follow West Virginia Code Section 5A-3-1 et seq., and the Code of State Rules Section 148-1-1 et. seq. The Purchasing Division Procedure Handbook can be found at: <http://www.state.wv.us/admin/purchase/Handbook/default.html>, which Region IV assures it is following.

(R). A description of any documentation to demonstrate that the acquisition, management, and disposition of property adhere to the Property Management Procedures taken from D.O.L regulations 29 CFR Part 97 and 29 CFR Part 95.

Policy #6: WIOA Property Guidelines establishes policy to inventory and track personal and/or real property purchases made by the WDBMOV for WIOA activities and services.

(S) A description of any policies or procedures the Local Board adopted to avoid conflicts of interest or the appearance of such conflicts in the exercise of their responsibilities, particularly those related to the awarding of contracts.

A Conflict-of-interest Memorandum is signed annually by all Staff, Board Members, and Partner agencies. At times of RFP or the awarding of any contracts, Conflict of Interests are also signed to be sure the policy is strictly followed. Please refer to **Policy #27- Conflict of Interest and Form**.

(T) A description of the Local Board or fiscal agent's accounting procedures, including the procedures used in preparing reports to the State. In addition to the requirement that all financial transactions be conducted in compliance with Generally Accepted Accounting Principles (GAAP), the fiscal management system must include the following in the accounting procedures. This description must address how the fiscal system:

- a. tracks funding types, funding amounts, obligations, expenditures and assets;
- b. permits the tracking of program income, stand-in costs, and leveraged funds.
- c. is adequate to prepare financial reports by the State;

MSESC uses the West Virginia Educational Information System (WVEIS) for all financial transactions. A fund accounting system is used to track all types of income and expenses. Grants are tracked using a program code, with each grant having a unique program number and the corresponding revenue is recorded under the same program code so it is always matched with the grant budget. Program revenues received by check are recorded under a separate code and expenses are transferred into that revenue stream. Revenue such as rents paid by another MSESC program are accounted for using a journal entry to credit the lease amount to the WIOA grant and charge the appropriate offsetting account.

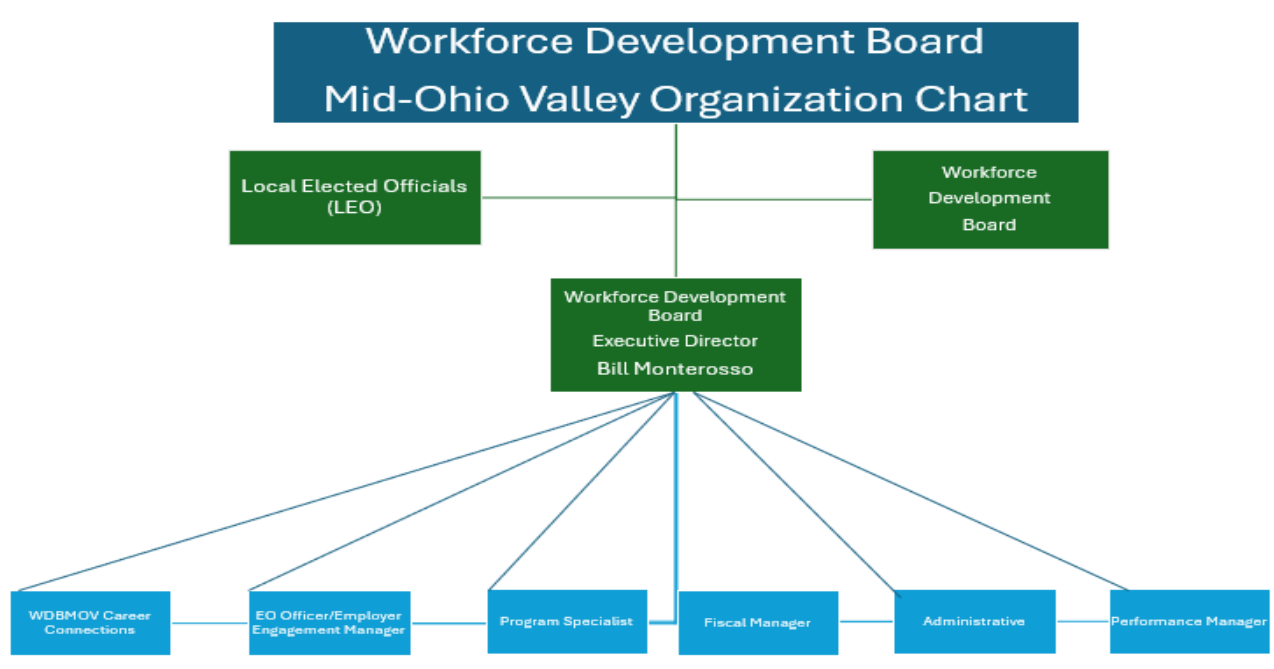
Please refer to WDBMOV and MSESC Fiscal Handbook of Procedures to Account for Workforce Funds for more detailed information.

(U) An identification of key staff who will be working with WIOA funds.

MSESC Staff:

1. Tinessa Williamson- Chief Financial Officer
2. Lisa Fulk- Accounts Payable
3. Trina Barrett- Payroll

Table 17: Workforce Development Board Mid-Ohio Valley Organizational Chart



(V) A description of how the Local Board's (or fiscal agent's) financial system will permit tracing of funds to a level adequate to establish that funds have not been used in violation of WIOA standards or DOL regulations.

All expenditures are reviewed to ensure they are per regulations. All expenditures are identified as a cost objective. All expenditures are reported monthly against the funding stream and are tracked by grant award. Weekly reports are sent to the Chief Local Elected Official, and monthly reports are prepared and shared with the fiscal agent and office staff.

(W). Provide a brief description of the following:

Fiscal reporting system

- WVEIS is used for the fiscal reporting system. Please refer to the WDMBOV and MSESC Fiscal Handbook of Procedures to Account for Workforce Funds.

Obligation control system

- WVEIS is used for the obligation control system. Please refer to the WDMBOV and MSESC Fiscal Handbook of Procedures to Account for Workforce Funds.

ITA payment system.

- Please refer to Region 4 WIOA Policy #12-ITA's.
- ITAs are handled as any other Accounts Payable within the WVEIS accounting system.

Chart of account system

- An abbreviated and unique chart of accounts has been implemented within WVEIS for WIOA funds.

Accounts payable system

- WVEIS is used for the accounts payable system. Please refer to the WDMBOV and MSESC Fiscal Handbook of Procedures to Account for Workforce Funds.

Staff payroll system

- Timesheets are maintained by each employee. Executive Director approves those; MSESC will process the payroll checks. Each timesheet records time by the cost center and is directly charged to the appropriate grant.
- WVEIS is the accounting system used for staff payroll.
- Please refer to the WDMBOV and MSESC Fiscal Handbook of Procedures to Account for Workforce Funds

Participant payroll system

- Timesheets are collected by the Youth contract staff. They are checked and summarized on an excel spreadsheet. That spreadsheet is provided to the MSESC, who then processes the checks. Each youth is coded to In or Out of School so that the payroll and related fringe can be charged to the appropriate cost center expenditure report.
- WVEIS is the accounting system used for staff payroll.

Participant stipend payment system

- Receipts are collected by staff and processed using MSESC's voucher through the payment system and logged in spreadsheet.
- WVEIS is the accounting system used for participant stipend payments.

(X) A description of the Local Board's (or fiscal agent's) cash management system, providing assurance that no excess cash will be kept on hand, and that procedures are in place to monitor cash.

No actual cash is maintained; all funds are maintained in the checking account. Cash requests are submitted promptly to cover actual on-hand and estimated invoices for services already rendered. When funds are received, the on-hand invoices are paid immediately. MSESC monitors and balances cash monthly for the entire entity. The bank balance is reconciled to the balance sheet monthly.

(Y) A description of the Local Board's cost allocation procedures including:

- Identification of different cost pools.
- Procedures for distribution of staff costs between cost categories (Administrative cost, program cost and indirect cost).
- Procedures used for distribution of funds from each cost pool.
- Description of funds included in each cost pool.
- Description of cost allocation plans for American Job Centers.

See attached Cost allocation plan for 2023-2024.

(Z) A description of the Local Board's (or fiscal agent's) procedure for collecting debts involving WIOA funds

As most funds are received from the State Auditor's office through the OASIS payment system, very little debt collection guidance is needed. Other potential issues would be collection of ITA funds in case of student withdrawals or subsequent PELL grant awards. WDBMOV staff track the ITA's and pursue any funds due back to MSESC from ITA's.



2024-2028 Local Plan Assurances

Check the following boxes to accept the assurances listed below.

		Assurance	References	Reviewer
✓	1.	The Local Board has processes and timelines, consistent with WIOA Section 108(d), to obtain input into the development of the local plan and provide the opportunity for comment by representatives of business, labor organizations, education, other key stakeholders, and the general public for a period that is no less than 30 days. The Draft Local plan will be put out for comment for no more than 30 days in accordance with WIOA Section 108(d).	WIOA Sections 108(d); 20 CFR 679.550(b)	WIOA
✓	2.	The final Local Plan is available and accessible to the general public. The local plan is available for review to the public on our website at www.wdbmov.com	20 CFR 679.550(b)(5)	WIOA
✓	3.	The Local Board has established procedures to ensure public access (including people with disabilities) to board meetings and information regarding board activities, such as board membership and minutes. The WDBMOV will provide notice of scheduled WDBMOV meetings by publication (on the 15th of the month) in local newspapers within the Region 4, on the website (www.wdbmov.com), and on social media sites to ensure that the public is aware of meeting times and locations. Board membership criteria and minutes from WDBMOV board meetings are published on the website (https://wdbmov.com/boardresources). In order to assure public access to all persons (including persons with disabilities), WDBMOV board and committee meetings are held in an accessible facility and reasonable accommodations are made available upon request. WDB MOV WIOA activities are posted in the comprehensive and affiliate One Stop Centers and posted on social media to keep the public informed and assure accessibility.	WIOA Section 107(e); 20 CFR 679.390 and 679.550	FAM
✓	4.	The Local Board makes publicly available any local requirements for the Local Area, such as policies, including policies for the use of WIOA Title I funds. The WDBMOV policies are available on our website https://wdbmov.com/policies.	20 CFR 679.390	WIOA
✓	5.	The Local Board has established a written policy or procedure that identifies circumstances that might present conflict of interest for any local Workforce Development Board or entity that they represent and provides for the resolution of conflicts. See Policy #4 at https://wdbmov.com/policies.	WIOA Section 107(h)	WIOA
✓	6.	The Local Board has copies of memoranda of understanding between the Local Board and each American Job Center partner concerning the operation of the American Job Center delivery system in the Local Area and has provided the State with the latest versions of its memoranda of understanding. All partners have signed MOU's	WIOA Section 121(c); 20 CFR 678.500-510	WIOA
✓	7.	The Local Board has written policy or procedures that ensure American Job Center operator agreements are reviewed and updated no less than once every three years. WDBMOV reviews and updates AJC agreements annually. See Policy #28: Procurement and Selection of One Stop Operators, Youth and other Service Providers; also see the One Stop Operator Contract. https://wdbmov.com/policies.	WIOA Section 121(c)(v)	WIOA
✓	8.	The Local Board has procurement policies and procedures for selecting One-Stop operators, awarding contracts under WIOA Title I Adult and Dislocated Worker funding provisions, and awarding contracts for Youth service provision	WIOA Sections 121(d) and 123; 20	FAM

600 18th Street, Box #3
Parkersburg WV 26101

		under WIOA Title I in accordance with applicable state and local laws, rules, and regulations, provided no conflict exists with WIOA. See Policy #28 at https://wdbmov.com/policies.	CFR 678.600-615 and 681.400	
✓	9.	The Local Board has procedures for identifying and determining the eligibility of training providers and their programs to receive WIOA Title I individual training accounts. See Policy #21 at https://wdbmov.com/policies.	WIOA Sections 107(d)(10), 122(b)(3), and 123; 20 CFR 679.370(l)-(m) and 680.410-430	WIOA
✓	10.	The Local Board has written procedures for resolving grievances and complaints alleging violations of WIOA Title I regulations, grants, or other agreements under WIOA and written policies or procedures for assisting customers who express interest in filing complaints at any point of service, including, at a minimum, a requirement that all partners can identify appropriate staff contacts and refer customers to those contacts. See Policy #4 at https://wdbmov.com/policies.	WIOA Section 181(c); 20 CFR 683.600	WIOA
✓	11.	The Local Board has established at least one comprehensive, full-service American Job Center and has a written process for the local Chief Elected Official and Local Board to determine that the center conforms to the definition therein. WDBMOV has a One Stop Operator contract with ROSS IES	WIOA Section 121(e)(2)(A); 20 CFR 678.305	WIOA
✓	12.	All partners in the local workforce and education system described in this plan ensure the physical, programmatic and communications accessibility of facilities, programs, services, technology and materials in the Local Area's American Job Centers for individuals with disabilities. See Policy #23 at https://wdbmov.com/policies and partners have signed MOU's.	WIOA Section 188; 29 CFR parts 37.7-37.9; 20 CFR 652.8(j)	WIOA
✓	13.	The Local Board ensures that outreach is provided to populations and sub-populations who can benefit from American Job Center services. The WDBMOV ensures that there are comprehensive, affiliate and/or satellite offices to reach all populations within the region.	WIOA Section 188; 29 CFR 37.42	WIOA
✓	14.	The Local Board implements universal access to programs and activities to individuals through reasonable recruitment targeting, outreach efforts, assessments, service delivery, partner development, and numeric goals. The WDBMOV implements universal access to all partner's programs and activities through outreach, recruitment assessment, service delivery through all our sites including but not limited to the comprehensive, affiliate and satellite locations. See Policy #23 at https://wdbmov.com/policies.	WIOA Section 188; 29 CFR 37.42	WIOA
✓	15.	The Local Board complies with the nondiscrimination provisions of Section 188 and assures that Methods of Administration were developed and implemented. See Policy #1 at https://wdbmov.com/policies.	WIOA Section 188; 29 CFR 37.54(a)(1)	FAM
✓	16.	The Local Board collects and maintains data necessary to show compliance with nondiscrimination provisions of Section 188 of WIOA. This information is collected by MACC, the management information system.	WIOA Section 185; 29 CFR 37.37	FAM
✓	17.	The Local Board complies with restrictions governing the use of federal funds for political activities, the use of the American Job Center environment for political activities, and the Local Board complies with the applicable certification and disclosure requirements. The WDBMOV complies.	CFR Part 230 Appendix B; 48 CFR 31.205-22; RCW 42.52.180; TEGL 2-12; 29 CFR Part 93.100	WIOA
✓	18.	The Local Board ensures that American Job Center staff, along with the Migrant and Seasonal Farmworker program partner agency, will continue to provide services to agricultural employers and MSFWs that are demand-driven and consistent with ESD's mission. The WDBMOV provides activities/services to all partners/customers in compliance with WIOA.	WIOA Section 167	Field Op.
✓	19.	The Local Board follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, WIOA, and applicable Departmental regulations. All WDBMOV staff, contractor staff, grantees, sub-grantees, partner staff, and any other individuals or entities involved in the handling of personally	WIOA Sections 116(i)(3) and 185(a)(4); 20 USC 1232g; 20 CFR	Adult Ed

		identifiable information (PII) as a result of WIOA activities in Region 4, including wage and education records, will protect PII in accordance with the law. FERPA (as amended), WIOA, and applicable Departmental regulations will be followed. See Policy #24 at https://wdbmov.com/policies .	677.175 and 20 CFR part 603	
✓	20.	The Local Board has a written policy and procedures to competitively award grants and contracts for WIOA Title I activities (or applicable federal waiver), including a process to be used to procure training services made as exceptions to the Individual Training Account process. See Policies #12, #13, #19, #22 and #28 at https://wdbmov.com/policies .	WIOA Section 108(b)(16); 20 CFR 679.560(a)(15); WIOA Title I Policy 5601; WIOA Section 134(c)(3)(G); 20 CFR 680.300-310	FAM
✓	21.	The Local Board has accounting systems that follow current Generally Accepted Accounting Principles (GAAP) and written fiscal-controls and fund-accounting procedures and ensures such procedures are followed to ensure proper disbursement and accounting of WIOA adult, dislocated worker, and youth program and the Wagner-Peyser Act funds. Refer to MSESC accounting procedures and policies.	WIOA Section 108(b)(15), WIOA Title I Policy 5230; WIOA Title I Policy 5250	FAM
✓	22.	The Local Board ensures compliance with the uniform administrative requirements under WIOA through annual, on-site monitoring of each local sub-recipient. The WDBMOV complies with WIOA Section 184.	WIOA Section 184(a)(3); 20 CFR 683.200, 683.300, and 683.400-410	FAM
✓	23.	The Local Board has a written debt collection policy and procedures that conforms with state and federal requirements and a process for maintaining a permanent record of all debt collection cases that supports the decisions made and documents the actions taken with respect to debt collection, restoration, or other debt resolution activities. The WDBMOV complies with WIOA section 184.	WIOA Section 184(c); 20 CFR Part 652; 20 CFR 683.410(a), 683.420(a), 683.750	FAM
✓	24.	The Local Board has a written policy and procedures for ensuring management and inventory of all properties obtained using WIOA funds, including property purchased with JTPA or WIOA funds and transferred to WIOA, and that comply with WIOA, and, in the cases of local government, Local Government Property Acquisition policies. See Policy #6 https://wdbmov.com/policies .	WIOA Section 184(a)(2)(A); 20 CFR 683.200 and 683.220; OMB Uniform Administrative Guidance; Generally Accepted Accounting Procedures (GAAP)	FAM
✓	25.	The Local Board will not use funds received under WIOA to assist, promote, or deter union organizing. The WDB-MOV complies with WIOA Section 181.	WIOA Section 181(b)(7); 20 CFR 680.850	WIOA
✓	26.	The Local Board has a written policy and procedures that ensure adequate and correct determinations of eligibility for WIOA-funded basic career services and qualifications for enrollment of adults, dislocated workers, and youth in WIOA-funded individualized career services and training services, consistent with state policy on eligibility and priority of service. See Policies #8, #9, and #15 at https://wdbmov.com/policies .	20 CFR Part 680 Subparts A and B; 20 CFR Part 681 Subpart A	WIOA
✓	27.	The Local Board has a written policy and procedures for awarding ITAs to eligible adults, dislocated workers, and youth receiving WIOA Title I training services, including dollar and/or duration limit(s), limits on the number of times an individual may modify an ITA, and how ITAs will be obligated and authorized. See Policy #12 at https://wdbmov.com/policies .	WIOA Section 134(c)(3)(G); 20 CFR 680.300-320	WIOA
✓	28.	The Local Board has a written policy and procedures that establish internal controls, documentation requirements, and leveraging and coordination of other community resources when providing supportive services and, as applicable, needs-related payments to eligible adult, dislocated workers, and youth enrolled in WIOA Title I programs.	WIOA Sections 129(c)(2)(G) and 134(d)(2); 20 CFR 680.900-970; 20 CFR 681.570	WIOA

		See One Stop Operator contract.		
✓	29.	The Local Board has a written policy for priority of service at its American Job Centers and, as applicable, affiliate sites and for local workforce providers that ensures veterans and eligible spouses are identified at the point of entry, made aware of their entitlement to priority of service, and provided information on the array of employment, training and placement services and eligibility requirements for those programs or services. See Policy #9 at https://wdbmov.com/policies .	Jobs for Veterans Act; Veterans' Benefits, Health Care, and Information Technology Act; 20 CFR 1010; TEGL 10-09; Veterans Program Letter 07-09	WIOA
✓	30.	The Local Board has developed plans and strategies for maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the Local Area through the American Job Center delivery system, to improve service delivery and avoid duplication of services. See One Stop Operator contract		FAM
✓	31.	The Local Board will provide reasonable accommodation to qualified individuals with disabilities unless providing the accommodation would cause undue hardship. See Policy # 23 at https://wdbmov.com/policies .		FAM