WISCONSIN TALENT DEVELOPMENT

2014-2018 STRATEGIC PLAN

Governor’s Council on Workforce Investment

http://www.wi-cwi.org
Dear Governor Walker:

On behalf of the Council on Workforce Investment (CWI), it is our honor to submit the 2014-2018 Workforce and Talent Development Strategic Plan for your review. Through the 2013 Executive Order 100, you tasked the CWI with aligning Wisconsin's talent and workforce development initiatives and investments with its economic development strategies. The goal of this publication is to ensure that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses.

The CWI recognizes that skilled talent is one of the most critical factors contributing to the success of Wisconsin's driver industries and the economy overall. The CWI 2014-2018 Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. In order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin's businesses and job creators, the state needs to take action with great urgency to implement the CWI's talent development vision.

With your support, the CWI intends to maintain the 2014-2018 Strategic Plan as a living document for use in continuing to shape and advance Wisconsin's workforce policies, strategies, and desired outcomes. In 2015, review of progress and updates to this Plan will be added as a standing item on the CWI's meeting agenda. Recommendations and plan details may be refined and updated with input from key stakeholders to ensure continual integration of the state's evolving talent and economic development strategies.

Under your direction, CWI members stand ready to serve as communication and implementation ambassadors for the 2014-2018 Strategic Plan.

Kind Regards,

Mary Isbister, Chair
Governor’s Council on Workforce Investment


**2010**

**Be Bold Wisconsin: The Wisconsin Competitiveness Study** sparked Wisconsin's Prosperity Strategy and suggested 9 recommendations to boost economic development.

**2011**

Wisconsin Economic Development Corporation (WEDC) was formed.

**2012**

**The Road Ahead** and **Be Bold 2** reports address Wisconsin's workforce challenges and recommend demand-driven training programs and expanded labor market information systems to align with regional economic development strategies.

**Wisconsin's Workforce Development System – A graphical guide to employment and training resources in Wisconsin** is produced by the Public Policy Forum (http://publicpolicyforum.org/sites/default/files/2012WorkforceMap.pdf).

**2013**

Wisconsin Act 9 – Wisconsin Fast Forward (WFF) legislation was passed to develop an enhanced Labor Market Information System and established a $15M grant fund to provide employers with customized skilled labor training grants.

**2014**

Federal lawmakers pass the Workforce Investment and Opportunity Act (WIOA).

Wisconsin Blueprint for Prosperity legislation adds $35.4M in additional WFF grant funds to reduce technical college wait lists, provide technical training to high school pupils, and enhance training and job opportunities for workers with disabilities.

The CWI unveils its strategic plan to align workforce development and economic development priorities for talent attraction and retention.

**Competitive Wisconsin introduces the Be Bold 3 initiative** (http://www.competitivewi.com/2013/09/be-bold-3-the-latest-step-in-a-public-private-collaboration-that-works/).

**Wisconsin Manufacturers & Commerce (WMC) introduces the Future Wisconsin Project** (https://www.wmc.org/programs/the-future-wisconsin-project/).
Overview

The Governor’s Council on Workforce Investment (CWI) was established in 2000 as a federal mandate under the Workforce Investment Act (WIA) to assist the state of Wisconsin in identifying and implementing innovative and dynamic workforce development strategies. It is charged with the ultimate goal of moving Wisconsin’s economy forward by ensuring that workers have the necessary access to in-demand career training and employers have a robust skilled labor pipeline to support job growth and economic development strategies.

The CWI membership is appointed by the Governor and includes a majority of business leaders, as well as state legislators, local elected officials, educational institutions, community-based organizations, and labor representatives from across the state. Its members work in partnership with the Department of Workforce Development (DWD) and the state’s workforce development partner agencies to craft outcomes-based workforce development strategies based upon labor market information and employer demand.

In 2013, Governor Walker issued an Executive Order that tasked the CWI with aligning Wisconsin’s talent and workforce development initiatives with its economic development strategies. To achieve the required results, the CWI launched a comprehensive strategic planning process that used Wisconsin workforce development system reports as a foundation for analyzing and defining workforce challenges. The exercise identified four key themes for developing executable strategy recommendations, which led to the formation of CWI strategic planning subcommittees: Talent Development, Attraction, and Retention; Education for Workforce and Talent Development; Development of Sustainable Partnerships; and Alignment of Workforce Programs. Subcommittee reports were written, reviewed, and consolidated into the strategic plan.

The 2014-2018 CWI Strategic Plan makes 21 recommendations to address a broad range of workforce development system challenges through sustainable short-term and long-term activities that are designed to cultivate, attract, and retain skilled talent. Success will be measured by connecting highly trained workers with employers to fuel business and move Wisconsin’s economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Governor’s Council on Workforce Investment

Purpose

As defined by Governor Walker, the Council on Workforce Investment should represent employer labor requirements; recommend strategies that support the development of a highly qualified labor force; and align resources to empower individuals to pursue and retain good paying careers.

Goal

Offer actionable recommendations that will provide short-term and long-term sustainable talent development activities that are aligned with and support Wisconsin’s economic development and growth plans.
Overview

In 2013, a newly constituted Council on Workforce Investment (CWI) was tasked by Governor Walker with defining a strategic framework that aligns Wisconsin’s talent and workforce development initiatives and investments with the economic development activities and growth strategies of the state. This document was conceived with the charge of assisting Wisconsin and the Governor in implementing innovative and dynamic approaches to developing Wisconsin’s talent and workforce. The CWI was charged with ensuring that Wisconsin’s employers have a pipeline to the skilled workforce that they need and access to training for in-demand careers with the ultimate goal of moving Wisconsin’s economy forward.

All of the stakeholders in the workforce development ecosystem are represented on the CWI, including legislators, local elected officials, education system representatives, labor, business and industry, and community-based workforce development organizations. There is great urgency with which the state needs to realize the CWI’s vision in order to create a robust pipeline of work-ready, highly qualified individuals to support Wisconsin’s businesses and job creators. Skilled talent is one of the most important factors for the long-term success of Wisconsin’s driver industries and the economy overall.

Defining the Workforce Challenge

Wisconsin’s workforce development system was thoroughly researched and analyzed in two recent industry-led reports: 1) *The Road Ahead* (Tim Sullivan, 2012); and, 2) *Be Bold 2* (Competitive Wisconsin, 2012). These studies led to the development of the Governor’s Workforce Investment Plan (February 2013), which resulted in allocating state funds through Act 9 to: implement a state-of-the-art Labor Market Information System; establish the Office of Skills Development (OSD); offer customized training grants to employers for workers in high-demand occupations; and provide flexible workforce training through technical colleges and performance-based solutions. Recognizing the remarkable impact that each report had in shaping innovative workforce development legislation, the CWI offered the following feedback to further define Wisconsin’s current workforce development system:

- The State’s workforce data suggests more focus is required on jobs that are goods producing.
- If the state can upscale employee skill sets, wages will increase, and the economy will grow.

Focus

The focus of the Council on Workforce Investment's strategic planning process ensures that careers with high market value and in-demand skill sets are filled with the most qualified individuals to provide Wisconsin with a competitive advantage for attracting and retaining businesses to grow the economy.

Vision

- Wisconsin will have the nation’s best qualified workforce to support the interests of current businesses and drive new economic development.
- Wisconsin’s education and workforce development systems will work in unison to be the most nimble and responsive in the country.
- Wisconsin’s citizens will have access to the best labor market information, education, and training opportunities for the pursuit of family-sustaining careers and employment security.
- Of the non-working, post-high school young adults in Wisconsin, a large percentage are not working as a result of being disengaged, lacking job-readiness skills, and having unrealistic employment expectations.
- The current state labor market tools tend to be skewed toward lower skill and service related jobs.
- A more accurate and comprehensive picture of the demand side of the labor market (industry needs) is necessary to guide workforce investments and career conversations to high demand careers.
- Manufacturers require talent from support service sectors (e.g. finance, IT, logistics, supply chain, etc.) to sustain industry growth.
- Job replacement requirements for those retiring will out-pace the supply of replacement workers.
- Other key industry sectors for future jobs are: construction, transportation, utilities, information technology, and healthcare.
- New technology is changing the type of skill requirements for work today and will continue to accelerate in the future.
- Changing demographics and population concentration need to be taken into account in strategy development.

In addition, the Department of Workforce Development (DWD) commissioned a study of the employment and training services that constitute Wisconsin's workforce development system: *Wisconsin’s Workforce Development System – A graphical guide to employment and training resources in Wisconsin* (Public Policy Forum, 2012). The report evaluated the employment and training services, from job search and placement assistance to vocational rehabilitation for individuals with disabilities and provided a resource map and analysis to offer policymakers and service providers a current view into the workforce system. Key findings of this report included the following:

- While it appears that some consolidation of employment and training funding has occurred in recent years, Wisconsin's workforce development system remains somewhat fragmented.
- Projected changes in Wisconsin's workforce and economy may demand increased attention to workforce attraction and retention, as well as enhanced emphasis on worker training and education.
- The vast majority of funds supporting Wisconsin's workforce development system are from federal sources, a trend that may not bode well for the future.
- Some new approaches to structuring workforce programs and diversifying funding sources have been initiated in Wisconsin, and those efforts should continue.

The CWI conducted a comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in late 2013 to further define the workforce challenge. The process resulted in: 1) Identifying four key themes for developing executable strategy recommendations; 2) Establishing CWI’s strategic planning subcommittees; and 3) Defining the workforce challenge through a problem statement.
Problem Statement

- A demand-driven workforce investment environment is essential to develop workforce skills in alignment with economic development needs.
- Job demand will out-pace population growth between now and 2030.
- Changing workforce requirements are a fact of sustainable economic growth and our system must be responsive and nimble to make timely adjustments.
- The lack of public awareness about current and future labor market requirements makes it difficult to have a consistent demand-driven career pathway system.
- Job seeker and student expectations are not matched to the reality of the Wisconsin economy and its current high-demand career opportunities.
- Ready-to-work skills gaps decrease employment readiness.

Subcommittee Work

The SWOT analysis definition of the problem statement led to the formation of four CWI subcommittees:

- Talent Development, Attraction & Retention (TDAR)
- Education for Workforce & Talent Development (EWTD)
- Development of Sustainable Partnerships (DSP)
- Alignment of Workforce Programs (AWP)

The CWI subcommittees used the following principles to guide discussions and develop recommendations:

- **Collaboration**: Coordinate efforts of the stakeholders, including industry, education, government, and citizens to maximize the Return on Investment (ROI) and impact from available resources.
- **Alignment**: Eliminate redundancy between programs and services offered by multiple stakeholders when possible.
- **Demand-Driven**: Understand the skills needed by private industry to adapt education and job training systems to support initiatives related to those skills.
- **Leverage**: Consolidate federal and state economic and workforce development resources and direct them toward expected job outcomes when possible.
- **Auditability**: Reinforce transparency and accountability within the workforce system.
- **Return on Investment**: Create quantitative, meaningful metrics to measure success.
The CWI Talent Development, Attraction, and Retention (TDAR) subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address the following range of issues:

- Wisconsin faces a challenge in attracting and retaining talent to support key driver industries.
- Wisconsin needs to address the fact that demographic projections indicate that the future workforce will not be sufficient to support growing industries.
- Wisconsin business associations, employers, and economic development entities engage in talent attraction and retention efforts that should be integrated into a statewide initiative.
- Wisconsin needs to determine how to leverage its collective assets to create an attractive value proposition to attract and retain workforce talent.

The TDAR subcommittee identified that the new generation of workforce talent has an endless array of opportunities in today’s multi-faceted and highly interconnected global economy. Wisconsin’s high quality of life, nationally recognized education system, and diverse business climate are critical factors to leverage in developing local talent and importing talent. In order to succeed in doing so, Wisconsin must implement programs and policies that directly address the competitive requirements of innovative employers and the needs and desires of skilled workers. In addition, the state must deploy best-in-class workforce incentives and career opportunities to retain current residents and attract significant levels of new talent.

The TDAR subcommittee also identified that the requirements for attracting and retaining talent for middle-skilled jobs are different from the needs for attracting and retaining talent for professional workers. However, recurring themes for both populations include: awareness of career opportunities across a broad scope of industries and geographies; job availability; employer collaboration and engagement; and partnerships beginning early in the education process and continuing throughout the school and career experience for prospective employees.

TDAR recognized that local and regional job creators require a growing pool of skilled and trained employees to fill existing and projected workforce needs. It further recognized that there is an opportunity to provide more effective development opportunities statewide for the current 21st Century workforce, as well as to create and implement a model that addresses the increasing workforce development and replacement needs generated by an expanding economy. Achieving these goals will put Wisconsin on a path to become a nationally recognized leader in providing incentives to attract and retain talented graduates who may otherwise leave the state for career advancement opportunities.
Specific Areas of Focus

- Wisconsin needs to address the fact that demographic projections suggest that the future workforce may not be sufficient to support growing industries.
- Wisconsin faces challenges in attracting and retaining talent to support key driver industries.
- Wisconsin has an opportunity to effectively leverage existing talent attraction and retention efforts within its business associations, key employers, and numerous economic development entities, and a collaborative statewide initiative should be coordinated to align these organizations.
- Wisconsin needs to adopt strategies for leveraging current assets that create and foster a value proposition that attracts and retains workforce talent in ways that go far beyond existing state initiatives or those elsewhere in the United States.

What Do Employers Want? What Do Workers Need?

Wisconsin’s workforce is facing a quantity and quality challenge. As the economy improves, many traditional and new economy sectors are realizing a need for additional employees, including replacement workers as Baby Boom generation retirements accelerate. It is critical to focus on ensuring that Wisconsin has a workforce pipeline securely in place to meet future demands. Replacing the state’s aging workforce will require rethinking and retooling current educational and workforce development programs to more effectively meet the expectations and requirements of employers.

Bottom Line

Wisconsin will need a growing number of trained and credentialed employees at all skill levels to respond to an expected workforce shortfall. The projected state workforce labor shortage will require aligning projected labor market skill competencies and demands with more certified and credentialed skilled workers; technical college graduates with stackable credentials, technical diplomas, and associates degrees; and, university graduates with bachelor degrees and master's degrees.

Exhibit 1
2012 Post-Secondary Graduations

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>2012 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin System</td>
<td>39,356</td>
</tr>
<tr>
<td>Wisconsin Technical College System</td>
<td>29,060</td>
</tr>
<tr>
<td>Wisconsin Private Colleges</td>
<td>14,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82,416</strong></td>
</tr>
</tbody>
</table>

Source: IPEDS database; U.S. Department of Education

Annually, Wisconsin’s higher educational institutions yield approximately 29,000 technical college graduates, nearly 40,000 University of Wisconsin System (UWS) graduates, and approximately 12,000 to 15,000 graduates from private colleges and universities (Exhibit 1).
Based on the DWD - Office of Economic Advisors 10-Year Jobs Projections Study (2012-2022), which accounts for new and replacement positions across all industries and occupations, 46,000 positions will be unfilled due to an aging workforce over this period (Exhibit 2). To address this shortage, Wisconsin must retain its graduates, as well as attract domestic and international talent.

Data on age and job growth from Professor Morris Davis of the University of Wisconsin (UW)-Madison Business School (Exhibit 3) indicates that between 2008 and 2012 Wisconsin exported an average of 14,000 college graduates per year, most of whom left the state between the ages of 21 and 29.

A 2013 Harris Interactive Survey of 2,000 students and 1,000 hiring managers signified that 82 percent of the employers polled said that they were looking for graduates who had completed formal internships or work programs, but only 8 percent of the students interviewed said that they had accomplished an internship in a field related to their major.

Clearly, there is a compelling need for employers and educational institutions to work together to identify the necessary technical and employability skills that are required for effective job performance. Wisconsin’s established and start-up businesses have unique and specific labor needs, many of which demand the highly specialized skills that are taught in technical schools or gained through apprenticeships and on-the-job training. Others are more subjective and should be encouraged through educational curriculum. With the proper feedback from employers, educational institutions must regularly update their curriculum and extra-curricular activities to help students develop and refine skills for success in the continually changing workplace upon graduation.
### Exhibit 3

**Annual Net Migration**

#### Average Annual Net Migration to Wisconsin of People with at Least One College Degree by Age (2008-2012)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Net Migration</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-24</td>
<td>0</td>
</tr>
<tr>
<td>25-29</td>
<td>-1,000</td>
</tr>
<tr>
<td>30-34</td>
<td>-2,000</td>
</tr>
<tr>
<td>35-39</td>
<td>-3,000</td>
</tr>
<tr>
<td>40-44</td>
<td>-4,000</td>
</tr>
<tr>
<td>45-49</td>
<td>-5,000</td>
</tr>
<tr>
<td>50-54</td>
<td>-6,000</td>
</tr>
<tr>
<td>55-59</td>
<td>0</td>
</tr>
<tr>
<td>60-64</td>
<td>-2,000</td>
</tr>
<tr>
<td>65-69</td>
<td>-1,000</td>
</tr>
<tr>
<td>70+</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: Morris Davis*
The Education for Workforce and Talent Development (EWTD) subcommittee was tasked with addressing the following scope of issues:

- Wisconsin needs real-time skills development and innovations that support the education and training of the current and future workforce to meet the needs of driver industries.
- Wisconsin needs a demand-driven career pathway system based on real-time labor market information to connect career exploration with the jobs and careers that driver industries offer.
- Wisconsin’s Pre-K-12 and post-secondary education systems need to be nimble and responsive to the changing workforce requirements of employers.
- Wisconsin needs to build an education system that provides work readiness skills, in addition to specific career skills.
- Wisconsin’s parents, students, counselors, teachers, principals, superintendents, and others need to be equipped with workforce data and projections to better prepare students for employability requirements.

The EWTD subcommittee consisted of representatives from K-12 education, the technical college system, business and industry, as well as policy makers. Technical advisors from local workforce boards, education and industry engaged in the subcommittee discussions to ensure that current programming, issues, and results were discussed. EWTD recommendations thereby incorporate the need to engage and educate parents on workforce opportunities and projections, provide additional work-based experiences for students, and further engage employers in the process of developing market-aligned talent.

### Recommendation

- Recognize the importance of developing children’s executive function skills during their early years
- Allow high school juniors to start work-based learning to graduate on-track
- Update Wisconsin’s school report cards to include measures of career readiness and other work-based learning measures
- Ensure every high school student experiences quality work-based learning opportunities
- Develop an image-building campaign for career opportunities in high-demand fields
- Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields
- Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions

Wisconsin Talent Development | 2014-2018 Strategic Plan
The Development of Sustainable Partnerships (DSP) subcommittee was tasked with addressing the following:

- Wisconsin must create a sustainable synergy between its public and private economic and workforce development partners and stakeholders that will achieve cost-effective, innovative, and integrated statewide workforce solutions.
- Partnerships are necessary to ensure that the skills, credentials, and competencies required by employers are understood and implemented by talent and workforce suppliers.
- Wisconsin needs to create efficient and effective relationships to ensure that workforce development services are aligned with industry needs and economic development strategies.
- Wisconsin’s workforce development agencies, namely the DWD, local Workforce Development Boards (WDBs), and Wisconsin Technical College System (WTCS) must work together to champion targeted skills development for driver industries.

Wisconsin is fortunate to have a robust ecosystem of economic and workforce development and education professionals. These individuals and organizations strive to deliver the highest level of service to advance the state’s economy by meeting the needs of its business community and the workforce of the present and future. The state also has a long and successful history of recognizing that the best solutions for many problems are shared among multiple stakeholders.

However, the Be Bold 2 report suggests that,

“Wisconsin lacks the collaborative mechanism required to inspire and create shared priorities among the many influential contributors to the state’s talent development system and the flexibility to pursue talent development in a contemporary way. That need must be met. Wisconsin must create a synergy amongst its public and private economic and talent development efforts that will achieve maximum positive, cost-effective impact.”

To this end, the DSP subcommittee recognizes the clear need to develop meaningful and sustainable public-private partnerships to advance the recommendations in this plan, as well as to identify future needs.

This is especially true in the area of work-based learning (WBL). The development of a successful WBL model demands the coordination of partners in education, workforce development, and the business community, as well as the presence of a strong champion to facilitate those conversations and to ensure the creation of successful experiences. The value of WBL has been broadly recognized as a critical factor in youth career exploration, and is embraced by a number of state agencies, including the Department of Public Instruction (DPI) and DWD, and Chambers of Commerce throughout Wisconsin. While a number of local best practices have been developed in WBL, no consistent model or standard of excellence has emerged.

Growing interest in the use of WBL as a means of supporting interest in Career and Technical Education (CTE), coupled with a pair of key legislative changes in the past 2 years have created a critical mass of support for the formation of a statewide WBL model. The CWI, through the DSP subcommittee recognizes its role in championing the formation of a sustainable partnership model to support WBL and other talent development initiatives in Wisconsin.
The Alignment of Workforce Programs (AWP) subcommittee was tasked with organizing, aligning, and marketing Wisconsin’s workforce programs and worker training efforts in the most effective, efficient, and cost-conscious manner possible. The AWP subcommittee was tasked with addressing the following issues:

- Wisconsin’s local, regional, and statewide workforce service providers and educational partners must design and implement a collaborative talent development model to create shared priorities among the stakeholders and workforce suppliers and the talent and workforce system practitioners. Stakeholders include, but are not limited to the: DWD, WDBs, WTCS, UWS, and other state agencies.
- Wisconsin needs to determine how to align talent and workforce development activities or shared priorities between public and private economic growth efforts.
- All talent and workforce development stakeholders need to be engaged and must be “sitting at the same table” in order to create and adopt a shared vision and develop implementation plans.
- Wisconsin must find a way to align and leverage the wide variety of resources attributed to talent and workforce development to prevent duplication, create synergy, and maximize outcomes.
- Wisconsin needs to build a coherent portfolio of talent and workforce development programs that are responsive to driver industry demands and engage job seekers, some of whom have barriers to employment.

The AWP subcommittee evaluated Wisconsin’s workforce development system and determined that there are many highly aligned and effective programs for residents and employers. This alignment is demonstrated through the coordination of federal and state workforce programs that are jointly administered by local WDBs and the DWD. The analysis also identified that there are weaknesses in the current system, including:

- There are local and regional differences in the level of collaboration, communication, and user perception.
- There is opportunity for improvement in alignment and focus of economic development and workforce development priorities.
- It is difficult for businesses, workers, and program administrators to access comprehensive workforce program information.
- There is a negative perception regarding current workforce programs among some businesses and high-skill workers.
- There is no consistent “brand” or point of entry for workforce information.
Overview

To realize Governor Walker's goal of aligning Wisconsin's talent and workforce development initiatives with its economic development priorities, the CWI's 2014-2018 Strategic Plan makes 21 recommendations that address a broad range of workforce development system challenges through short-term and long-term activities to cultivate, attract, and retain skilled workers.

The success of the CWI's 2014-2018 Strategic Plan recommendations will be measured by the ability to connect highly trained workers with employers to fuel business and move Wisconsin's economy forward. The CWI will continue to monitor the status of each recommendation and evaluate opportunities for action and engagement at future Council meetings.

Resources Needed to Implement the Council Recommendations

The below icons depict the types of resources that may be required to implement the CWI 2014-2018 Strategic Plan recommendations. These icons have been placed by specific recommendations to demonstrate the level of support that is necessary for action to occur.
TALENT DEVELOPMENT, ATTRACTION AND RETENTION SUBCOMMITTEE

The TDAR subcommittee was charged with studying, reviewing, and recommending strategies to help Wisconsin address its critical and growing requirements for a skilled workforce. It devoted many hours from January through July 2014 to meet, discuss, and develop recommendations that would address the needs identified in the problem statements. Subcommittee members identified the need to integrate existing workforce development programs to avoid duplication and effectively manage resources.

The TDAR subcommittee identified the need to develop messages that would reinforce the positive benefits of alternative career pathways. It explored tactical opportunities to help students and workers gain a better understanding regarding the wide range of career opportunities that are available in Wisconsin, and sought means to assist them in calculating the ROI potential for each educational pathway that they may consider. Furthermore, the subcommittee considered the importance of engaging young people, parents, and teachers in career exploration and planning.

The TDAR subcommittee proposed 8 recommendations to offer best practice solutions that complement existing initiatives, address the diverse needs and educational levels of different populations across the state, and create positive excitement regarding Wisconsin’s promising role as a talent attraction and retention powerhouse. Most of the recommendations require state funding support for implementation.

**Recommendation 1:**
**Develop Career Counseling/Career Month**

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin’s existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

The 2013-2015 Biennial Budget provided funding for the DPI to develop and implement an Academic and Career Plan (ACP) initiative that will be ready to launch during the 2017-2018 school year. To facilitate the continued development and retention of the existing and future workforce, ACP amendments are necessary, requiring:

- Career and school counselors to attend annual job career pathway training programs.
- Counselors to achieve and maintain certification in current and emerging trends in career pathway development.
- Private and for-profit colleges that receive any state or local government funding to demonstrate counseling staff competencies regarding current and emerging trends in career pathway development.

It is the subcommittee’s hope that the ACP initiative will provide information on how to access external career planning resources. DWD presently provides occupational information, including job forecasts, job locations, wage information, required skills, and educational needs on WORKnet at: http://worknet.wisconsin.gov/worknet.
The TDAR subcommittee urges DWD to begin the immediate promotion of this resource to Superintendents at all school districts in the state through targeted e-mail communications and a webinar to demonstrate its features.

The subcommittee suggests that a poster be created by DWD for distribution to all public and private schools for display beginning in early 2015.

The subcommittee recommends that as part of this new career pathway education process, counselors and school districts must look at new ways to incorporate the following activities into development components:

- **Career Month**: Highlight long-standing careers in Wisconsin’s workforce, as well as projections for future careers with a tool that provides up-to-date information on job market prospects.
- **Careers in Action**: Increase youth opportunities to visit businesses and learn about the skills that are required in the 21st Century, as well as overcome the perception of manufacturing as “dirty, dumb, and dangerous”. Events should include parents, counselors, and students. The TDAR subcommittee recommends the consideration of extending the school year to allow more days for industry tours. Alternatively, the subcommittee suggests using in-service days for tours with non-teacher chaperones. The subcommittee also suggests the need to review funding resources to assist with transportation for such tour events.

**Recommendation 2:**

**Add Attraction and Retention Tax Credits for Skilled Graduates**

Before addressing the needs of attracting and retaining talent, the resources for developing Wisconsin’s existing talent should be considered. Career education should be incorporated into the elementary and middle school curriculum. Parents, guidance counselors, teachers, and administrators should be given best practice tools to educate youth about career pathways.

**Enhancing Attraction and Reducing Flight**

To combat the projected employee and talent shortfall, Wisconsin must retain its existing talent and actively attract individuals from external locations. Wisconsin experiences a net out-migration of its highly educated population. The state also experiences a significant portion of immigrants with up-skill potential.

The UWS is a national and global leader in attracting large numbers of out-of-state students. However, 87 percent of those students return to their home states or relocate to other regions or countries upon completion of their degrees. The UWS - Office of Policy Analysis and Research report released in 2012, found that 10 percent of UWS graduates enrolled under the Minnesota tuition reciprocity agreement remained in Wisconsin.

Comparatively, 81 percent of Wisconsin residents who attend a UW institution continue to live and work in Wisconsin following graduation.

The TDAR subcommittee recommends retaining a greater number of college-graduating students by offering a Post Graduate Tax Incentive program. The program would be open to all graduates from Wisconsin higher educational institutions who take jobs in Wisconsin.
Under this recommendation, positions of greatest need would be identified and higher incentives would be provided to graduates who obtain employment in high demand jobs. In addition, skilled individuals would be recruited from across the country and beyond. The following policy details should be considered:

a) The tax incentives should be available to all Wisconsin post-secondary credential earners who stay to work in a Wisconsin job.

b) In-state students could be given a 1-year tax incentive, since most of these individuals already stay here upon graduation. The incentive for non-resident students might include 3 to 5 years of incentives to help equalize tuition expenses and to incent non-resident students who typically do not choose to remain in Wisconsin.

c) The program could be refined or tailored to target high-demand jobs, industry sectors, or underserved geographies.

d) It is anticipated that the program will be ROI-positive to the state budget, due the additional tax revenue generated by the higher-skilled, higher-paid employees over the 5-year duration of such a program.

e) TDAR discussed several program incentive vehicles, including cash and non-cash payments, tax credits, and employer incentives. The subcommittee also looked at fixed payout amounts and percentage payouts, based on W-2 earnings. Fixed percentage payouts should also be considered to allow higher wage employees to receive higher rebates or credits, instead of fixed dollar amount payouts.

f) Committee calculations do not take into account additional tax offsets which increase ROI, such as sales and property taxes.

g) The TDAR subcommittee recommends that a thorough evaluation of the reciprocity agreement between Minnesota and Wisconsin be evaluated as more than 90% of Minnesota students do not remain in Wisconsin after graduation, yet they pay in-state tuition rates. Wisconsin may want to consider the elimination of the Minnesota reciprocity agreement.

Exhibit 4 illustrates the value of the tax credit model based on the income taxes paid on a $50,000 annual salary.

### Exhibit 4
2010-2020 Projected Job Growth Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Tax Credit (to Worker)</th>
<th>Tax Offset (Income Tax to WI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,500</td>
<td>$2,840</td>
</tr>
<tr>
<td>2</td>
<td>$2,000</td>
<td>$2,840</td>
</tr>
<tr>
<td>3</td>
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<td>$2,840</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td>$4,500</td>
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<tr>
<td><strong>Cumulative</strong></td>
<td><strong>$14,000</strong>*</td>
<td><strong>$14,200</strong></td>
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*Equivalent W2 earnings would have to be about 7.5% greater (per-year salary) in another state to equal this due to federal tax required to net this result.

Source: IPEDS database; U.S. Department of Education
Recommendation 3: 
Incorporate Relocation Tax Credit and Loan Forgiveness

It is important to attract and retain new entrants into the Wisconsin job market after post-secondary graduation.

New job opportunities are not always available within an easy commute from a current residence and relocation can present challenges, especially to dislocated workers. Wisconsin Housing and Economic Development Authority (WHEDA) has tools that can support Wisconsin graduates who are first time home buyers:

- The Mortgage Credit Certificate can provide $2,000 per year, as long as the graduate lives in the home.
- WHEDA’s Down Payment Assistance is a below-market, low-interest loan that can be used for a down payment, closing costs, or upfront mortgage premiums.
- HOME is a low-cost mortgage financing product that is available to graduates across the state.

The majority of WHEDA’s homeowners are Millennials, who are approximately 22 to 37 years of age. Perhaps other WHEDA-like programs could be established to attract other skilled individuals. WHEDA tools could be used separately or together with other new incentives that support retaining and attracting talent.

The subcommittee also recommends a loan forgiveness program to help retain those who may otherwise be enticed to leave for or return to opportunities elsewhere. It could be modeled after an existing federal program, such as the Public Service Loan Forgiveness (PSLF) Program. The PSLF allows students to consolidate federal government loans, and have the remainder of the loan forgiven once 120 monthly (10 years) payments have been made.

Wisconsin could offer a Badger version of the PSLF with state-specific variables and qualifiers. Qualifying performance criteria may include: continued employment within certain regions of the state; employment within key sectors or a combination of each. Such programs would encourage skilled resident and non-resident graduates to stay in Wisconsin.
The following policy details should be considered:

a) The committee recommends tailoring the relocation tax credits and loan forgiveness program to individuals in targeted priority industries or geographies. The DWD projects job growth and openings for Wisconsin occupations and industries over the next ten years. These projections should serve as the basis for constructing the targeted jobs and sectors. See Exhibit 5 for occupation projections through 2022.

b) Incentive programs could be structured to support specific segments of the workforce or an industry cluster. These considerations would need further review and study by legislators and policy makers.

<table>
<thead>
<tr>
<th>Group</th>
<th>Employment Change</th>
<th>Percentage Change</th>
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<tr>
<td>Legal</td>
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<td>Construction and Extraction</td>
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<td>Healthcare Practitioners and Technical</td>
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<td><strong>Total, All Occupations</strong></td>
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<tr>
<td>Production</td>
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*Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2014*
Recommendation 4:
Expand Youth & Adult Apprenticeship Participation & Programming

Apprenticeships provide a unique opportunity for individuals to learn occupational skills through on-the-job training coupled with related classroom instruction. In Wisconsin, this valuable learning tool can be accessed by youth through the state’s Youth Apprenticeship (YA) program and by adults through technical college programs in conjunction with employer-based training opportunities. Apprenticeships provide workers with certified training and transportable skills. The subcommittee recommends continuation of youth and adult apprenticeship programs, as outlined:

**Youth Apprenticeships**

Wisconsin’s YA program is open to high school students, providing a pipeline from high school to a high-skill career. Students receive hands-on training in a paid position with classroom instruction. The YA program provides course offerings in 10 of 16 career clusters representing WBL programs in 49 career pathways. These programs demonstrate successful development and retention of workers in careers that fit their skills, interests, and lifestyle expectations.

One challenge with the program is the ability to identify worksites to participate. It is the TDAR subcommittee’s recommendation for the YA program to market existing worksites and promote best practices. For example, the program could highlight how one worksite effectively uses the program to backfill its retiring workforce through the promotion of the graduating YA student into the next apprenticeship phase in their career path.

To foster greater participation, the committee recommends adoption of an education tax credit for businesses that invest in training and/or mentoring youth apprentices. Some additional enhancements may also be possible:

- Web postings of individuals looking for internships, apprenticeships, and co-ops.
- An interactive map to show position characteristics and career options, including: positions in administration, sales, marketing, human resources, purchasing, engineering and design, technical support, machining, welding, assembling, painting, electrical technician functions, machine repair, plant maintenance, shipping and/or receiving, inventory control, safety, material handling, etc.
- Realistic job descriptions with current and projected openings and advancement opportunities should be updated regularly and published on the website.

**Adult Apprenticeships**

It is also important to increase the number of adults participating in registered apprenticeships. One recommendation is the implementation of a 1-year, pre-apprenticeship employment trial. This could be managed in collaboration with the state’s regional job centers.

To be considered for the program, it is important to evaluate the candidate’s viability in each of these areas:

- Previous employment history
- Fitness for duty in the workplace
- Foundational skills
- Evaluation of relevant experience or knowledge
- Reliable transportation
- Education credential
The employer and employee would then enter into a written contract guaranteeing an apprenticeship following the first year of employment if all written conditions were met. This model would exempt the employer from Unemployment Insurance requirements if the employee is released from the program due to a violation of terms of the contract.

The TDAR subcommittee recommends the expansion of registered apprenticeship programs to include in-demand careers and cumulative credentialing. For example:

- CAD drafting, product design, technical support, or others as determined by DWD.
- Certification would be presented upon completion of the program.
- Credential award that could be stacked toward an Associate’s Degree.

**Recommendation 5:**

**Support Transportable Skill Sets for Transportable Careers**

In addition to the need for developing, retaining, and attracting a higher number of post-secondary graduates, Wisconsin also needs to address recruitment, training, and retention of middle-skilled jobs. This is especially critical when it comes to competing with other states that are experiencing significant economic booms, such as North Dakota and Texas, and are able to provide higher wages and greater access to employment.

Jobs associated with the trades tend to ebb-and-flow depending upon the employer’s order pipeline. Similarly situated businesses should incorporate a mechanism that allows workers from one company experiencing some downtime to work for another company that has a high demand. By stabilizing employment, workers can maintain employability, technical acumen, and healthcare continuation without coverage gaps.

The TDAR subcommittee recommends that Wisconsin businesses work together in a consortium-like manner to provide job continuity for our skilled workforce. Currently, the International Union of Operating Engineers consortium maintains a bulletin board that provides information to partner firms on how to access highly-skilled workers soon to be available from other partner businesses. This provides workers with pending employment options, allowing them to maintain continuous employment by transferring to a partner business. Establishing an industry-standard scorecard for employees who wish to participate would assure employers that the transferring employees will meet their specific requirements. Scorecard items may include skill ratings based on job proficiency and performance, certifications received, and other traditional measures.

Performance ratings also could be assigned to identify an individual’s ability to meet the culture of the new business. These measures may include traditional soft skills, as well as leadership, teamwork, motivation, autonomy, ability to work under pressure, multi-task, etc.

The subcommittee recommends increased support and promotion of two important Wisconsin landmark initiatives that assist our technical colleges and universities:

- The recently signed Universal Transfer Agreement (July 2014) between leaders of the UWS and WTCS that identifies up to 48 core credits students can transfer within or between institutional campuses (http://www.wisconsin.edu/news/2014/r140606b.htm).
- The nationally recognized and innovative UW Flex Option program, which is a competency-based learning model that allows adults and part-time students of any age to learn only what is necessary for career advancement. It offers credit for knowledge gained from previous experience, thus shortening the time to obtain certification or a degree (http://flex.wisconsin.edu).
Recommendation 6: Deliver Financial Incentives for Attraction/Entrepreneurship

Wisconsin must also increase its support for an entrepreneurial ecosystem to attract and encourage entrepreneurs and accelerate their production development and commercialization.

Attracting entrepreneurs is a difficult and diverse task, and requires the dedicated investment of resources. Capital is the principle need identified by entrepreneurs. Wisconsin has a number of tools to support funding entrepreneurs, such as tax credits through Act 255, the Wisconsin Angel Network, and access to some venture capital.

In addition to accessing capital, it is important for the state to enhance “one-stop shopping” nodes for those considering where in the U.S. to establish initial operations. Many business owners complain about the maze of regulations that need to be followed and permits that must be issued in order to start or grow their business. A state “business one-stop” would enable growing companies to get answers and permits quickly. The one-stop system would attract new and young businesses both in the state and those looking for new locations. The TDAR subcommittee recommends a review of Wisconsin’s current business registration process to identify opportunities to streamline and/or simplify workforce processes for businesses of all sizes.

There are big differences in what attracts large businesses, small businesses, and newly emerging or potential businesses. Larger businesses are more interested in the state corporate income tax rates, while studies show that smaller businesses need support services, supply chain guidance, and logistics expertise. The state must address the differing needs of each group and enhance programs and policies for mutual benefit.

The state needs urban centers to become magnets for talent attraction, retention, and growth. Wisconsin should brand itself as an entrepreneurial destination for talent, resources, expertise, and market networks. The state needs to demonstrate to entrepreneurs the benefits of locating and growing in Wisconsin as it is the preferred place to work, live, and thrive.

Wisconsin’s large urban areas are becoming magnets for the young entrepreneurs who are essential to the state’s growth. Many cities in Wisconsin have organizations for entrepreneurial avocation. Milwaukee has several entrepreneurial organizations, such as BizStarts, StartUp Milwaukee, Wisconsin Women Entrepreneurs, Dream Milwaukee, and Hispanic Entrepreneurs of Wisconsin. The Wisconsin Entrepreneurs Network and the Center for Technology Commercialization are located in Madison. Many of the UWS and WTCS campuses have programs and mentors for promising entrepreneurs, such as the Entrepreneurship and Small Business Champion at the Fox Valley Technical College Venture Center.

Wisconsin must continue to provide the tools needed to expand the opportunity pipeline in the state, opening the doors for more out-of-state investments that will help lead to an accelerated growth of in-state businesses. Wisconsin needs to continue to foster the positive environment that is necessary for entrepreneurs to thrive. As more businesses enter the market, the economy will grow and attract other workers and established businesses.
**Recommendation 7:**

**Engage in Marketing that Attracts Millennials and Entrepreneurs**

Wisconsin must enhance its marketing strategies in order to promote its unique assets and attract and retain talent on all levels. The TDAR subcommittee spent a considerable amount of time researching what makes a state attractive to talent. Quality of life is the most cited attribute when businesses and people, especially Millennials, are deciding where to locate. Important factors people listed when asked what defines quality of life, include: a sense of place, a broad and efficient transportation structure, safe streets and low crime rate, quality K-12 education, and access to recreation and entertainment.

In its document titled *The Life Project*, the Milwaukee-based NEWaukee organization identifies several key elements that current and next generation employees are seeking. These “attraction” elements include:

- Quality of life
- Culture (arts, sports, food, and walkable neighborhoods)
- Transportation
- Sense of place (a network, leadership roles, and philanthropy)
  - Age 18 – 23 in College: Dreaming about lifestyle and location
  - Age 24 – 27 First Job: Searching for a job and transient
  - Age 28 – 31 Career-focused: Starting a life

Wisconsin’s four-season lifestyle, outdoor recreational activities, and infrequent natural disasters are often listed in quality of life rankings. Therefore, it is important to market those qualities to current residents and potential residents.

Current efforts should be enhanced and new initiatives must be implemented and promoted in order to expand the “talent dividend” concept to attract businesses and young workers to the region, across the nation, and around the world. Success stories and personal profiles of individuals and businesses that have benefited from these programs should be promoted in social media and in more traditional marketing and public relations venues.

As part of the discussion on how to retain a population level that will allow economic stability and growth, the TDAR subcommittee noted the importance for Wisconsin to increase its marketing efforts outside the state. Innovative programs, such as the proposed loan forgiveness program, must be utilized in order to attract workers and companies.

In order to have an impactful marketing campaign of this nature, the legislature must be committed to investing the dollars necessary to achieve the goal.
Recommendation 8: 
Expand Broadband Access

The TDAR subcommittee’s final recommendation is to modernize our state’s telecommunications and internet technology. Broadband and interconnectivity capabilities are required for all sectors of the economy. Without abundant high-speed Internet access, the state will lag behind others in the Midwest and elsewhere.

Broadband is necessary for conducting modern business and attracting and developing talent. It is absolutely critical in order for Wisconsin to be among the top destinations chosen by entrepreneurs and Millennials to live and work. Wisconsin ranks 22nd among all states with respect to average broadband speed and 26th with respect to adoption of broadband service faster than four megabits per second, according to Akamai Technologies, a Cambridge, Mass., firm that tracks global broadband trends.

Workers in the 21st Century can live and work from anywhere, as long as there is broadband accessibility. Subcommittee members believe that an investment in “lighting up” Wisconsin will be a national model for business and talent attraction and retention. Expansive broadband also gives the added benefit of a myriad of social networks and entertainment venues not present at the local level in some areas.

Broadband is also a critical element of talent development and educational attainment for students. Education via the Internet allows a greatly expanded knowledge resource for teachers and students. Moreover, students with Internet access at school but who are “off-the-grid” at home are at a competitive disadvantage to others with access in both locations. Reduced access also minimizes opportunities for students to learn about career paths, decreases career-oriented learning opportunities, and diminishes interactive opportunities that may help retain individuals as productive employees in Wisconsin.

Wisconsin has an opportunity to become the “best lit” state in the nation if it further expands its broadband access across all 72 counties. The TDAR subcommittee recognizes that a broadband initiative is far-reaching in scope, vision, and would be faced with immense challenges and obstacles. However, it strongly believes and recommends that the state of Wisconsin aggressively pursues the vision of providing reliable high-speed Internet access across 100 percent of its geography.

In order to move forward, immediate action from the state is necessary to ensure collaboration among all stakeholders. For example, new roads should not be constructed without the consideration of fiber-optic telecommunication equipment as part of the process. These discussions must be led by the “greater good” concept and not the propriety of the departments or governmental agencies. Convening and mapping grants and discussions should be required across entities where there may have been previous obstacles. Promotion of efforts currently underway by the Public Service Commission, mapping connectivity coverage across Wisconsin, and identifying solutions to increase access and service to all residents must be supported by all parties.

The state should work closely with telecommunication service providers, cable companies, wireless providers, Internet service providers, and others to identify strategies to provide affordable access to every home and business. The initial financial cost to expand broadband access will most likely be offset by increased tax revenues derived from a larger number of young people and skilled professionals staying in Wisconsin or choosing to relocate here for quality of life and career opportunities.

Wisconsin needs broadband investment across the state, both for the educational demands of the new and existing workforce and for the unrealized potential for maximized entrepreneurial spirit. Action will pay dividends forward for many years of growth and progress.
Desired Outcomes

In order to measure success and determine if any of the initiatives need to be adjusted over time, the TDAR subcommittee advises the state to track the progress of the recommendations presented here. Below are the outcomes to be measured, the actions and resources required, and an implementation timeline:

What Will Success Look Like and What Desired Outcomes Should be Measured?

Following is a list of desired outcomes, some of which are currently in-play through other initiatives and others which must be initiated. In either case, the TDAR subcommittee recommends that the CWI and workforce partners continue to monitor these desired outcomes.

- Career counseling will begin at the 6th grade level and continue throughout the educational continuum.
- The state will experience an increase of graduates who are retained in Wisconsin upon entry into the workforce.
- The state will support key industry workforce needs in specified key geographies through the introduction, promotion, and payout of positive ROI post-graduate retention tax credit and loan forgiveness packages.
- Wisconsin attraction and retention programs will be cited as national best practices.
• Workforce shortages will be addressed and the state will substantially reduce its estimated 11,000 annual total out-migration of qualified workers through tiered goals over the next 10-15 years.
• Tax credits paid out versus income tax offsets will be monitored to ensure positive ROI.
• The tracking of retirees and/or exits from the workforce will be compared to replacement workers brought in to monitor the gap in hiring.

What Specific Actions are Required?

• Legislation to authorize tax credit and loan forgiveness programs need to be introduced and passed.
• Legislation to authorize incentives and credits for internship and co-op programs need to be introduced and passed.
• Funding needs to be authorized to support a more complete asset mapping of the state’s existing resources to avoid duplication and to align efforts with existing and proposed DWD initiatives and those of other state agencies.
• Funding needs to be invested in a marketing campaign aimed primarily at Millennials through new media techniques and social media channels.
• Funding needs to be invested in state wide broadband deployment activities to make Wisconsin a “best lit” state.

What Human and Capital Resources are Required?

• Capital resources will be required to implement the tax credit and loan forgiveness and incentive programs.
• Existing DWD, DPI, and business resources will need to be used wherever possible to:
  a) Determine how these incentives impact state income if implemented and the offsets to reach neutral or positive ROI.
  b) Identify how these programs would be funded if provided as a grant or out-right payment.
• Leverage current resources within the state to better meet needs, reduce costs, and improve the time to market.

What is the Timeline for Implementation?

• Draft legislation should be presented for introduction in the Spring 2015 Session.
• Introduction of programs in Summer 2015 for roll-out beginning in Fall.

Millennials and skilled workers of all ages are mobile and have many choices. Wisconsin must deploy every effort to develop and retain current residents and attract sufficient new talent in order to compete successfully in the global marketplace. This report by the TDAR subcommittee contains 8 recommendations that reflect its intent to give current and prospective employees and employers every reason to choose Wisconsin, first and always.
The TDAR subcommittee recommends a 3-part task for talent development, attraction, and retention aimed at skilled and qualified workers. Specific strategic elements are highlighted in Exhibit 7.

Exhibit 7
Talent Development, Attraction, and Retention Strategic Elements

These initiatives are designed to suggest bold action items that the state’s elected representatives are encouraged to embrace, fund, and implement in order to “put Wisconsin on the map” as a best-in-class national leader and provider of workforce development initiatives that will support 21st Century economy expectations, imperatives, and growth requirements.
Recommendation 9:
Recognize the Importance of Developing Children’s Executive Function Skills during their Early Years

Executive functions refer to a set of mental skills that work together to help a person achieve goals. These functions include the ability to manage time and attention, switch focus, plan and organize, remember details, control inappropriate speech of behavior, and connect past experience with present action. Early attention to problems with executive function skills can help children outgrow and compensate for weaknesses. This recommendation aims at promoting the development of executive function skills in children during the early years.

Core Competencies for Educators

The implementation of this recommendation requires the DPI and the Department of Children and Families (DCF) to adopt core competencies for professionals working with young children and their families. These competencies should be mandatory.

Early Childhood Advisory Council

The Governor’s Early Childhood Advisory Council (ECAC), co-chaired by the Secretary of the DCF and the State Superintendent of Public Instruction, could be helpful in the accomplishment of this recommendation. The mission of the ECAC is to help ensure that all children and families in Wisconsin have access to quality early childhood programs and services.

Recommendation 10:
Allow High School Juniors to Start Work-Based Learning to Graduate On-Track

Even though a review by DWD will be necessary to determine what changes might be needed, the EWTD subcommittee members acknowledge that standards for apprenticeships and WBL programs are industry driven. In other words, this is less of a policy issue and more of an industry decision.

This program may not be applicable to some industries, such as construction, where workers are not placed into an apprenticeship program unless a construction contractor is hiring them. Also, employers in the construction industry may not be interested in hiring kids from high school, due to existing full-time training models. On the other hand, the construction industry has shown interest in getting people started at a younger age, since the average age in construction apprenticeship is in the late 20's.

Recommendation 11:
Update Wisconsin’s School Report Cards to Include Measures of Career Readiness and Other Work-Based Learning Measures

Update Wisconsin’s school report cards to include measures of career readiness, such as dual enrollment, industry certifications, and other WBL measures to create additional incentives for Wisconsin’s PK-12 schools to invest in these areas and better connect the PK-12 system to talent development.
The DPI plans to incorporate career-ready measures in future versions of the state’s school report cards. If the legislature advances legislation to address school report cards and school accountability, the CWI advocates for the inclusion of career readiness measures. Furthermore, the CWI advocates for the ability of the DPI to have the necessary flexibility to update school report cards as new career-readiness data become available, in consultation and collaboration with the CWI and other workforce development partners. The CWI will discourage the legislature from codifying a static list of items that can only be amended through a change to state law. The implementation of this recommendation will require the support of the Governor and key Legislators. No resources are required for this recommendation.

**Recommendation 12:**

**Ensure Every High School Student Experiences Quality Work-Based Learning Opportunities**

Ensure that every high school student experiences quality WBL opportunities that include assessment of their 21st Century skills and employability skills. This recommendation asks for legislation requiring WBL.

In terms of resources, the coordination of this massive endeavor will necessitate several positions statewide to certify and validate WBL across the state and connect businesses with schools and their students. A rough estimate would be $3 million annually.

> “Wisconsin Statute 115.28(59) authorized the Department of Public Instruction to require Academic and Career Planning services for all students in grades six through twelve by the 2017-2018 school year.”

Model legislation already exists, and it is believed that virtual internships are being piloted in West Virginia. It is recommended that Career and Technical Student Organizations are considered as an option to count as WBL. The new requirement for academic and career plans will in place for grades 6-12, beginning in 2017-2018. This will be a great opportunity to integrate WBL into the plan, as well as explore using the software platform to provide online mentoring.

**Recommendation 13:**

**Develop an Image-Building Campaign for Career Opportunities in High Demand Fields**

Many of the career opportunities in advanced manufacturing and other fields are misunderstood. There are incorrect perceptions of the work, the pay, the education required, and the opportunities that exist. It is recommended to create a public campaign to educate both youth and adults, with the aim of encouraging students to enter these high demand career pathways.
The DWD identifies high demand occupations in its periodic employment projections utilizing data within the Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA) labor information databases. These occupations, which are defined as “hot” occupations, are occupations that have the most projected openings, are projected to grow faster than average, and pay wages above the state median wage. The chart below shows the openings of the top 15 largest growing occupations in Wisconsin for the projected period 2012-2022 as a percentage of total openings. The total openings of these fifteen occupations account for nearly 12 percent of total openings.

Exhibit 9
"Hot" Occupations as determined by DWD from BLS and ETA data sources

Wisconsin Top 15 Largest Growing “Hot” Jobs, 2012 - 2022 (% of average annual openings)*

- Registered Nurses: 2.02%
- Heavy & Tractor Trailer Truck Drivers: 1.2%
- Wholesale & Manufacturing Sales Reps: 1.1%
- General & Operations Managers: 1%
- Office & Admin Support Supervisors: 0.9%
- Accountants & Auditors: 0.9%
- General Maintenance & Repair Workers: 0.8%
- Carpenters: 0.6%
- Construction Laborers: 0.6%
- Machinists: 0.6%
- Computer Systems Analysts: 0.5%
- Computer Controlled Machine Tool Operators: 0.4%
- Industrial Machinery Mechanics: 0.4%
- Licensed Practical & Licensed Vocational Nurses: 0.4%
- Middle School Teachers: 0.4%

*Occupations which have the most projected openings, are projected to grow faster than average, and pay wages above the state median wage.

Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, September 2014

The image-building project should reflect the needs of high demand industries, such as healthcare. It should use technical college expertise and the Career Conversations pilot project developed by the UW-Madison Center for Education and Work as a model.

The project may be led by the private sector or by a public/private partnership.
Recommendation 14:
Improve Access to 1- and 2-Year Certificate and 2- and 4-Year Degree Programs that Support Career Opportunities in High Demand Fields

Access can be improved in a number of ways. Beginning in high school, the state can encourage early entry into CTE programs. This could also be supported with expanded dual enrollment opportunities at no cost to the student or student’s family, both for the technical colleges and UWS.

It is recommended that the state develops a matching program for scholarships. If a company provides a $1,000 scholarship to a student enrolling in an educational program in a high demand field, the state would match that scholarship. It is also recommended to increase student assistance funding through the Wisconsin Higher Education Grant (WHEG) program. Each year, thousands of students eligible for funding do not receive assistance because funding is insufficient. If funding cannot be increased overall, then prioritize the funding for high-demand fields.

Example
To illustrate the drag that unfilled high demand positions can place on the economy, here is an example involving advanced machinists. Typically an advanced machinist will make about $80,000 per year. They will bring direct revenue of $300,000 to $500,000 for their employer; they also bring indirect revenues of $500,000 to $700,000 to that employer. Total revenues to the employer directly and indirectly range from $800,000 to $1,200,000. When these economic leader positions cannot be filled, they prevent growth in the company and in the economy. Other examples of economic leader positions are mechanical engineers, electrical engineers, automation technicians, and electro-mechanical technicians.

Recommendation 15:
Ensure UWS and WTCS Address the Underserved Educational Needs of Economic Leader Positions

The UWS and the WTCS programs should be driven by the regional needs of the economy. Processes should be established that assess and address the needs of the very different regional economies within state. The resources needed for this recommendation include:

- Increasing the Wisconsin Grant – WTCS and performance funding for technical colleges, targeting economic leader preparation and incentivizing additional graduates in high demand fields.
- Increasing the Wisconsin Grant – UWS targeting economic leader preparation and incentivizing additional graduates in high demand fields.

Desired Outcomes
The EWTD subcommittee recommends that the following outcomes be considered to measure whether implementation of the above strategies was successful:

- Wisconsin has the highest employment rate in the state’s history.
- Increased average household income per capita, regionally, and statewide is at or above the income rates in comparable states.
- Continual improvements in employer satisfaction relative to the technical and employability skills and quantity of job candidates for high demand fields.
Recommendation 16: Wisconsin Partnership Champions at the State and Local Levels

State Partnership Champion

The DSP subcommittee recommends the selection of a state champion of sustainable partnerships to be employed by the DWD to develop, lead, and expand local partnership models with key stakeholders who are committed to discussing and fulfilling the CWI’s strategic vision. The department has an established track record in developing and supporting successful partnerships. This is evidenced in its nationally recognized YA program that operates under a shared-governance and funding model in collaboration with DPI, WTCS, Cooperative Education Service Areas (CESAs) throughout the state, and countless local partners that include Chambers of Commerce and businesses. Wisconsin’s model of shared governance and funding has led to nationally-recognized excellence. DWD is also recognized as a workforce strategy leader for its efforts through the OSD, which was created in 2013 to administer both the Governor’s Wisconsin Fast Forward and Blueprint for Prosperity initiatives.

Positioning a state champion within this framework is of critical importance due to the fact that a number of state agencies play significant roles in the promotion and administration of WBL strategies. The DWD plays a key role in the development and funding of the YA program, whereas DPI has played a traditional role in promoting WBL and CTE programs through funding and policy guidance. The introduction of new ACP requirements and the technical incentive grants that were introduced in 2013 Wisconsin Act 59 also expanded this role (http://cte.dpi.wi.gov/). The WTCS plays a critical role in managing dual credit and articulation agreements. This important state entity and other partnering agencies would benefit from the presence of a single point of contact for coordination purposes.

The state champion will be responsible for a number of the DSP subcommittee recommendations, including:

- Execute the CWI’s vision
- Manage a clearinghouse for partnerships and opportunities
- Establish standards
- Work with local champion(s) to define roles and responsibilities
- Determine how success will be measured
- Report on performance

In addition, it is recommended that the state champion have familiarity with the development of effective partnership strategies, as well as working with both the public and private sector. One of the most critical success factors in the development of a WBL model is the generation of employer interest. The state champion will be expected to develop effective marketing and outreach strategies to foster this interest.
Local Partnership Champion

The DSP subcommittee also recommends the selection of local champions with dedicated staff support from the local WDBs. The appropriate individual must have knowledge in WDB business service functions to effectively promote WBL benefits and opportunities to businesses and educators. Some WDBs have already embraced and implemented this model. As a result, the DSP subcommittee recommends the expansion of this model across all WDBs, and to strategically align the work of local champions with the state champion and CWI.

Factors that support this subcommittee recommendation include:
- WDBs have Business Service teams for developing business opportunities
- WDBs have strong partnerships with high schools and colleges
- WDBs have the ability to leverage funds
- Some WDBs serve as local YA consortia leaders
- The WIOA requires local WDBs to “convene, use, or implement” sector partnerships

The DSP subcommittee further recognizes that there are a number of existing stakeholders and partnerships in place that promote WBL. It is the subcommittee’s hope that its vision for the development of a state and local network of champions would foster greater alignment of existing practices and pave the way for future collaborations.

Recommendation 17:
The State Must Build a Partnerships and Opportunities Clearinghouse

There are a number of initiatives currently underway in Wisconsin to develop a model of youth career exploration that is centered on WBL. Many of these initiatives are being led by partnerships with local and regional stakeholders that include Chambers of Commerce, CESAs, and other partners in the non-profit and philanthropic arena. One of the most succinct needs identified in these initiatives is the creation of a platform to link students to WBL opportunities. The solutions that have been identified to address this need vary from ad-hoc relationships to the development of home-grown solutions, such as the Fox Cities Chamber of Commerce’s “My Future Fox Cities” program. The DSP subcommittee recommends leveraging the following existing tools with potential to add a “connection module” for partnership:
- School districts across Wisconsin currently use a number of platforms, including Career Cruising, WisCareers, and My Future. These strategies should be viewed as interim solutions pending the DPI’s ACP module, which will link the academic and career learning objectives with career coaches, potential employers, and students.
- The selected platform should interact with the new Job Center of Wisconsin (JCW) application in order to provide ease for employers to both post job opportunities and identify strategic partners.

The clearinghouse is a vital strategy that requires public support for a government network to facilitate an integrated and streamlined WBL model without regulatory authority. It will function as a user-friendly database to bridge communications between Wisconsin residents who are looking to find WBL ideas and opportunities or to form partnerships. It is requested that such a “clearinghouse” of potential partnership networks would have the capability to be accessed by other partnership networks. For example, a talent supplier, such as a local high school, should be able to access the clearinghouse to see what local employers have interest in developing WBL opportunities and may be seeking individuals for work experiences.
Future functionality could include profile settings and detailed search functionality, if the state and local champions determine those components would be useful. The subcommittee recommends the review of the functionality of existing tools with a similar purpose to start product development.

Some of the clearinghouse functionality may already be performed by the WDBs, school districts, local Chambers of Commerce, and other partners around the state. This clearinghouse will not only streamline the “matching” process, but it will serve as a management information system. Clearinghouse reports will make it apparent where successful partnerships are being developed and maintained. The reports shall also inform state and local champions about areas needing improvement. The state and local partnership champions may also determine if the users of the clearinghouse will be able to view partner metrics. In this scenario, a local school could seek employers who have chosen to hire 75% or more of the students who completed a work experience with them.

**Recommendation 18:**
**Support Industry Engagement**

The DSP subcommittee recognizes that many industry organizations have independently initiated and established local partnerships and WBL opportunities with local talent suppliers or government programs. However, these local partnerships may not be known and understood by others in the state who could replicate such partnerships. There is a general lack of market awareness throughout the state. Furthermore, industry and workforce partners could benefit from following a standardized approach to industry engagement as employers often face the same obstacles to engagement. The DSP subcommittee therefore recommends the following methods to engage industry:

a) When building a local WBL program to address company workers compensation costs, consider utilizing the local WDB or other grantee as the employer of record.

b) Allow the local champion and industry partners to address confidentiality issues if needed, particularly as they pertain to proprietary information.

c) Provide a non-refundable tax credit incentive for a company that hires a trained “student” following completion of the WBL experience and graduation.

d) Address transportation needs to help students get to-and-from WBL opportunities, perhaps through a tax credit on related necessary transportation costs. This is especially important in the case of experiences that occur during the school day.

The DSP subcommittee further recommends the following tactics be considered when implementing the above strategies:

- **Policy:** Reform may be necessary to incentivize the desired employer and student engagement in WBL programs. State education policy could provide students with credit for WBL experience and allow for additional scheduling flexibility to enable WBL participation. The state accountability system should also provide measurements of and incentives for the strategies above.

- **State Monetary Incentives:** Continued support of the technical incentive grants introduced in 2013 Wisconsin Act 59 would also support additional student participation in local CTE programs. Local school boards and superintendents may also support CTE programs if the costs to implement and/or to sustain programming was supported through incentive grants.

- **Governance:** State agencies are best positioned to manage programs, champions, and WBL incentives and will promote consistent programming, standards, and outcomes throughout the state.
• **Students:** Classroom credit for WBL may spark additional interest in CTE participation and will support academic and career planning objectives.

• **Industry:** Employers must be engaged in policy and program formation to reduce unintended risks to businesses and students while improving program outcomes regarding skill training and permanent employment opportunities.

** Desired Outcomes **

To measure the success of the sustainable partnership strategies, the DSP subcommittee identified specific metrics to be developed by the state champion, including:

• The clearinghouse will be a self-measured tool through usage trends and effectiveness reports.

• The local champion will be measured by the number of opportunities created, the number of positions filled, completion of WBL requirements, and the number of hires by companies providing WBL experiences, including those developed by the statewide champion.

The DSP subcommittee envisions the following outcomes for all Wisconsin PK-16 students:

• Require 80% of all students to complete 480 hours of WBL. Those hours can be completed at multiple organizations over an extended time.

• Require 100% of all students to go through formal career planning prior to WBL.

• Extend these requirements to all residents under 25 years of age.

• Recommend the same requirement for returning learners, if changing careers.
The AWP subcommittee identified that the following tactics are required to achieve its 3 recommendations:

- Recognizing and supporting regional, local, and sector strategies.
- Building on strengths and resources of current workforce programs, including public, private, and non-profit.
- Branding and marketing simplified and user-friendly access to the many “workforce” entry portals for employers, job seekers, and workforce providers. This effort will reinforce that workforce programs are open and useful for all businesses and workers with various skill sets and education levels.
- Acting as a forum for exchange of best practices among providers and feedback opportunities for users.
- Collecting and maintaining a clearinghouse for workforce programs and training information.
- Leveraging existing workforce providers and funders to maximize ROI.

**Recommendation 19:**
**Increase Access to the Workforce System**

The AWP subcommittee recommends increasing workforce development system access through the alignment of education, workforce development, economic development, and non-profit programs and services for:

- Employers
- Businesses
- Job seekers
- Incumbent workers
- Youth and adults who are interested in career exploration
Recommendation 20: Support Collaboration and Communication Between Providers

The AWP subcommittee urges collaboration and communication between workforce development system providers to ensure that programs are delivered in the most user-friendly, comprehensive, non-duplicative, and economically-efficient manner possible. The National Governors Association presented their national workforce model recommendations to the CWI in February 2014. The model engages educators, economic development/industry agencies and workforce development/sector partners in a continuous process flow to link career pathway systems to industry demand supported by workforce development/sector initiatives. This model supports many CWI recommendations contained in the strategic plan.

Exhibit 10
National Governor’s Association Graphic

Source: Adapted with permission from the National Governors Association
Recommendation 21:
Change Employer and Job Seeker Perceptions of the Workforce System

The CWI serves as the state workforce board as authorized by the WIA, and soon to be superseded by the WIOA. The composition of a state workforce board is regulated by the Department of Labor (DOL) to ensure a wide representation of both workforce customers (job seekers and employers) and service providers. The Wisconsin CWI members are appointed by and serve at the pleasure of the Governor and represent the diversity of Wisconsin’s workforce across all sectors and regions. It is not the AWP subcommittee’s intent to suggest that the CWI manage, oversee, or direct workforce programs. Instead, this recommendation charges the CWI with facilitating workforce discussions and connecting partner resources by:

a) **Coordinating Communications** - It is necessary to maintain an enhanced web-based source of contact for workers, employers, and service providers. This includes connecting and/or unifying workforce information technology systems around the New JCW and aligning and/or linking with other workforce and economic development software. It is recognized that there are many portals of entry to workforce programs and information. It would be difficult to centralize these access points. The alignment staff should focus on making it as easy as possible for a user to access needed information.

b) **Branding and Marketing an Aligned Workforce System in Wisconsin** - As previously noted, Wisconsin has many workforce development initiatives. Instead of organizing or controlling these programs centrally, the alignment staff will focus on marketing existing programs and providing a mechanism for communicating with other workforce development system users. An early objective of the CWI and alignment staff will be to develop a brand and to market a comprehensive workforce system.

c) **Developing, Collecting, and Disseminating Workforce Information for Customers, Providers, and Funders** - Much workforce data is already developed and published by DWD. The alignment staff will assure this data is easily available to users and may recommend, based on user feedback, different data and/or collection methods.

d) **Establishing and Maintaining a Forum for Exchange of Best Practices** - This forum should be marketed as an access point for federal, state, regional and local providers and funders to share best practices and to seek peer experiences and information that are not already in the system.

e) **Creating and Maintaining a Comprehensive Repository of Federal, State, Regional, Local, and Independent Workforce Programs and Providers** – Examples of content to be included in the Repository include:
   - Local WDBs and the WWDA
   - WTCS and UWS programs
   - Federally-funded workforce programs not included in the WIA
   - WEDC, regional economic development entities, local Chambers of Commerce, and other economic development groups
   - Private organizations
   - Organized labor
   - State agencies administering workforce programs, including the DWD, the Department of Corrections (DOC), the DCF, and the Department of Health Services (DHS)
   - Consortia of the above and/or other workforce programs
   - CWI-sponsored workforce initiatives
f) **Proactively developing and communicating Effective Practices to Customers and Providers** - Program information and continual process improvement recommendations will not generally originate within the alignment staff. It will likely come from partners, service providers, employers, clients and others who engage the workforce system. Recommendations may include:

- Communicating experiences of providers and others.
- Promoting best practice forums.
- Publicizing collaborations that work, such as the:
  1) **WRTP/Big Step** funded by public, private, educational and philanthropic members to align funding and delivery of worker training in the Madison and Milwaukee areas.
  2) **Skills Wisconsin**, funded through the US Department of Labor (DOL) in partnership with the Wisconsin Workforce Development Association (WWDA), which focuses on aligning workforce programs with economic development programs through data sharing and program coordination.
  3) **Wisconsin Fast Forward**, a state funded employer driven job training initiative administered by DWD.

g) **Effective collaborations** - Expand collaboration among government entities, private businesses, non-profits, educational systems, and other organizations and agencies. Examples include:

- Non-workforce state agencies
- Regional and local job creation and training groups
- Federal programs with training or job creation focus
- Economic development
- For profit and other private post-secondary schools
- Non-profit and philanthropic organizations

h) **Recognizing and celebrating workforce successes** - An important marketing tool will be to recognize and publicize innovation and successes in the development and delivery of workforce programs and to celebrate successful collaborations. This could include, but is not be limited to:

- State and regional competitions
- Local, regional, and statewide recognition celebrations
- Publicity on workforce websites and local media

**Desired Outcomes**

The AWP subcommittee proposes the following metrics to measure whether the recommendations have alleviated the weaknesses in Wisconsin’s current workforce development system. Potential outcomes are also listed.

**Local and Regional Differences in the Level of Collaboration, Communication, and User Perception**

**Metric:** Conduct a statistically valid survey of workforce providers and users initially and after 1, 2, and 5 years of implementing the alignment initiatives.

**Outcome:** Confirm a statistically significant improvement in perception of WDBs and workforce collaboration across Wisconsin's 11 WDAs.
Improvement in Alignment and Focus of Economic Development and Workforce Development.

**Metric:** Count the number of recognized state and regional workforce development and economic development collaborations after 1, 2, and 5 years of implementing the alignment initiatives.

**Outcome:** Confirm the measurable collaborations and continued increase in the number and scope of collaborative programs between workforce development and economic development at the state and regional levels.

**Improved Access to Comprehensive Workforce program information by businesses, workers and program administrators.**

**Metric:** Successfully implement the New JCW architecture.

**Outcome:** Evaluate and confirm that a user-friendly source of comprehensive workforce access and information exists and provides linkage to the multiple workforce access points that will be established through the new JCW architecture developed by DWD.

**Improved perception of current workforce programs among businesses and higher-skill workers.**

**Metric:** Compare business perception to the IMPAQ Baseline Report ES commissioned by the WWDA as part of the Wisconsin Fast Forward program at 1, 2, and 5 years. And, compare user data from the DWD and local One-Stop Job Center locations.

**Outcome:** Confirm a higher use of workforce programs and access points by high-skilled workers and businesses that are seeking these services.

**Establish and market a unifying “brand” and point of entry to workforce information.**

**Metric:** Determine that the alignment staff is established and operational.

**Outcome:** Confirm that a Wisconsin-specific workforce brand is developed and marketed.
Overview

The work product and final report of each CWI subcommittee contain specific executable recommendations, a summary of the anticipated investment required for implementation, and an expected ROI. Each of the recommendations has been summarized in the Strategic Recommendations Matrix which highlights the 21 recommendations that address a broad range of challenges currently facing Wisconsin’s workforce and talent development system. The matrix identifies resources that may be required to implement the recommendations, as well as the agencies and partners who should own the "next steps".

The CWI recognizes that, if all recommendations were adopted and implemented, these strategic recommendations alone cannot completely resolve the complex workforce challenges that Wisconsin faces. It is imperative that the work and recommendations of other workforce and talent development initiatives, some of which are noted in this Plan, be communicated to the CWI. In order to perpetually integrate thought leadership and related strategies into the CWI Strategic Plan, a standing Council meeting agenda item will be added to review initiatives and work products related to other workforce and talent development activities in Wisconsin starting in 2015. As such, the intent of the CWI is to maintain this Plan as a living document for use in perpetually shaping policies, strategies and desired outcomes for Wisconsin’s workforce. The Plan may be periodically updated and reissued to ensure that all partners and stakeholders are informed of current strategies and opportunities.

The CWI will share this report with the WEDC board of directors to ensure that the recommendations are aligned with the economic development strategies of the state. The CWI recommendations may be revisited and/or rewritten as warranted by the state's evolving economic and talent development strategies. To ensure continual integration of these strategies, the CWI Executive Committee is dedicated to meeting with the WEDC board of directors as needed.

Finally, it is understood that CWI members will serve as communication and implementation ambassadors of the Plan's recommendations and strategies. Council members have expressed their commitment to review the Plan with business and industry leaders, Chambers of Commerce, local and regional economic development agencies, policymakers, educators, and others whenever and wherever appropriate. Stakeholder and partner feedback will be shared and reviewed at future Council meetings.

Governor’s Council on Workforce Investment

The Council on Workforce Investment is the federally-mandated entity under the Workforce Investment Act that assists the Governor in developing innovative and dynamic approaches to develop Wisconsin's workforce. To monitor the CWI's progress towards achieving 2014-2018 Strategic Plan goals, visit:

http://www.wi-cwi.org
Governor’s Council for Workforce Investment

**Subcommittee Recommendations**

<table>
<thead>
<tr>
<th>Talent Development, Attraction and Retention (TDAR)</th>
<th>WHAT</th>
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<tr>
<td>1. Develop Career Counseling/Career Month</td>
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<td>2. Add Attraction and Retention Tax Credits for Skilled Graduates</td>
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<td>3. Incorporate Relocation Tax Credit and Loan forgiveness</td>
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<td>4. Expand Youth and Adult Apprenticeship Participation and Programming</td>
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<td>5. Support Transportable Skill Sets for Transportable Careers</td>
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<td>6. Deliver Financial Incentives for Attraction/Entrepreneurship</td>
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<td>7. Engage in Marketing that Attracts Millennials &amp; Entrepreneurs</td>
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<td>8. Expand Broadband Access</td>
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<th>Education for Workforce and Talent Development (EWTD)</th>
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<tr>
<td>9. Recognize the importance of developing children’s executive functions skills during their early years</td>
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<tr>
<td>10. Allow high school juniors to start work-based learning to graduate on-track</td>
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<tr>
<td>11. Update Wisconsin’s school report cards to include measures of career readiness and other work-based learning measures</td>
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<tr>
<td>12. Ensure every high school student experiences quality work-based learning opportunities</td>
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<tr>
<td>13. Develop an image-building campaign for career opportunities in high demand fields</td>
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<td>14. Improve access to 1- and 2-year certificate and 2- and 4-year degree programs that support career opportunities in high demand fields</td>
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<td>15. Ensure UW and Wisconsin Technical Colleges address the underserved educational needs of economic leader positions</td>
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<th>Development of Sustainable Partnerships (DSP)</th>
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<tr>
<td>16. Wisconsin partnership champions at the state and local levels</td>
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<tr>
<td>17. The state must build a partnerships and opportunities clearinghouse</td>
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<td>18. Support industry engagement</td>
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<th>Alignment of Workforce Programs (AWP)</th>
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<td>19. Increase access to the workforce system</td>
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<tr>
<td>20. Support collaboration &amp; communication between providers</td>
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<tr>
<td>21. Change employer &amp; job seeker perceptions of the workforce system</td>
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**Resources Needed to Implement the Council Recommendations**

- **Public Funding**
- **Program Development**
- **Policy/Legislation**
- **Employer Action**
- **Shovel-Ready**
- **Public Marketing**
- **Private Investment/Cooperation**
Acknowledgements

The deepest appreciation is extended to all members of the Governor’s Council on Workforce Investment (CWI) who volunteered their time and energy these past 15 months to complete this 2014-2018 Strategic Plan. In addition, the CWI would like to acknowledge the efforts of Secretary Reggie Newson of the Department of Workforce Development (DWD); Scott Jansen, Administrator of the DWD-Division of Employment and Training; and the DWD staff. Contributions from various technical advisors from the Workforce Development Boards, educational partners, economic development organizations, and the Wisconsin Manufacturing Education Partnership were critical in shaping the recommendations outlined in the Plan.

The CWI 2014-2018 Strategic Plan is the product of a committed group of Wisconsin citizens who gave freely of their time and talent. We owe this amazing group of individuals a debt of gratitude.
Governor’s Council on Workforce Investment

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Daniel Vrakas, County Executive, Waukesha County, Waukesha
Wyman Winston, Executive Director, Wisconsin Housing and Economic Development Authority, Madison
Representative Josh Zepnick (D), Wisconsin State Assembly, 9th District
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Mary Isbister, President, GenMet Corp., Mequon
Michael Laszkiewicz, VP and General Manager, Power Controls Rockwell Automation, Milwaukee
Reggie Newson, Secretary, Department of Workforce Development, Madison
David Brukardt, Associate Vice President for Economic Development, University of Wisconsin
Jeffrey Clark, President/CEO, Waukesha Metal Products, Sussex
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Dan Mella, Assistant Superintendent/Director of Curriculum, Plymouth High School, Plymouth
David Mitchell, President/COO, Monarch Corporation, Milwaukee
Kent Olson, President, Olson Tire and Auto Services, Inc., Wausau
Dawn Pratt, Human Resources/EEO Officer, Payne & Dolan, Fitchburg
Sarit Singhal, President/CEO, Superior Support Resources, Inc., Milwaukee
Howard Teeter, President/Managing Partner, Anteco Pharma LLC, Lodi

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Kent Olson, President, Olson Tire and Auto Services, Inc., Wausau

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James Ladwig, County Executive, Racine County, Racine
Terrance McGowan, President, International Union of Operating Engineers Local 139, Milwaukee
Alan Petelinsek, President/CEO, Power Test, Inc., Sussex
Senator Tom Tiffany (R), Wisconsin State Senate, 12th District
Speaker Robin Vos (R), Wisconsin State Assembly, 63rd District
Wyman Winston, Executive Director, Wisconsin Housing and Economic Development Authority, Madison

Technical Advisors

Ian Abston, Founder NEWaukee
Erik Burns, Special Projects Manager, UW-Madison Division of Continuing Studies
Rebecca Deschane, Legislative Liaison, Wisconsin Economic Development Corporation
EDUCATION FOR WORKFORCE AND TALENT DEVELOPMENT SUBCOMMITTEE

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Technical Advisors
Michael Shiels, Dean, School of Applied Technologies, Waukesha County Technical College
Brian White, Retired, Pewaukee

DEVELOPMENT OF SUSTAINABLE PARTNERSHIPS SUBCOMMITTEE

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Dan Mella, Assistant Superintendent/Director of Curriculum, Plymouth High School, Plymouth
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Patricia Schramm, Executive Director, WDB of South Central Wisconsin, Madison
Daniel Vrakas, County Executive, Waukesha County, Waukesha

Technical Advisors
Robin Kroyer-Kubicek and Sharon Wendt, Department of Public Instruction (DPI)
Willa Panzer, Wisconsin Technical College System (WTCS)
James Golembeski, Bay Area Workforce Development Board (WDB)
Jill Lintonen, Milwaukee Area Workforce Investment Board
Cathy Crary, Department of Workforce Development (DWD)
ALIGNMENT OF WORKFORCE PROGRAMS SUBCOMMITTEE

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Representative Josh Zepnick (D), Wisconsin State Assembly, 9th District

Technical Advisors
Dick Best, Executive Director, West Central Wisconsin WDB
Pat Schramm, Chief Executive Officer, WDB of South Central Wisconsin
Paul Stelter, Chief Executive Officer, Fox Valley WDB
Appendix

1) Talent Attraction, Development and Retention Subcommittee Final Report:

2) Education for Workforce and Talent Development Subcommittee Final Report:

3) Development of Sustainable Partnerships Subcommittee Final Report:

4) Alignment on Workforce Programs Subcommittee Final Report:


Glossary of Acronyms

ACP: Academic and Career Plan
CESAs: Cooperative Education Service Areas
CTE: Career and Technical Education
CWI: Governor's Council on Workforce Investment
ETA: U.S. Department of Labor – Employment and Training Administration
DCF: Wisconsin Department of Children and Families
DHS: Wisconsin Department of Health Services
DOC: Wisconsin Department of Corrections
DOL: U.S. Department of Labor
DPI: Wisconsin Department of Public Instruction
DWD: Wisconsin Department of Workforce Development
ECAC: Governor's Early Childhood Advisory Council
JCW: Job Center of Wisconsin
NGA: National Governors Association
OSD: Office of Skills Development
PSLF: Public Service Loan Forgiveness
ROI: Return on Investment
UW: University of Wisconsin
UWS: University of Wisconsin System
WBL: Work-Based Learning
WDAs: Workforce Development Areas
WDBs: Workforce Development Boards
WEDC: Wisconsin Economic Development Corporation
WFF: Wisconsin Fast Forward
WHEDA: Wisconsin Housing and Economic Development Authority
WHEG: Wisconsin Higher Education Grant
WIA: Workforce Investment Act
WIOA: Workforce Investment and Opportunity Act
WTCS: Wisconsin Technical College System
WWDA: Wisconsin Workforce Development Association
YA: Youth Apprenticeship