

Workforce Innovation and Opportunity Act (WIOA) One-Stop System, Career Services, Training, and Performance

Workforce Investment Act (1998)	Workforce Innovation and Opportunity Act (2014)
<p style="text-align: center;">Enhances the quality and access to services through One-Stop Career Centers <i>Aligns core programs to provide coordinated, comprehensive services to jobseekers, workers, and employers</i></p>	
<p>One-Stop Delivery System</p> <ul style="list-style-type: none"> One Stop delivery is a system which collaborates to create a seamless system of service delivery, including designated one-stop mandatory partner programs: WIA; Wagner-Peyser; Adult Education and Literacy; Vocational Rehabilitation; Welfare-to-Work grants; title V of the Older Americans Act; postsecondary vocational education under the Perkins Act; Trade Adjustment Assistance; veterans employment services; unemployment compensation laws; Community Service Block Grants; and employment and training activities carried out by the Department of Housing and Urban Development; and other additional programs as decided by state and local elected officials. WIA assigns responsibility at local, State, and Federal level to ensure creation and maintenance of One-Stop Delivery. <p>One-Stop Centers</p> <ul style="list-style-type: none"> System must include at least one comprehensive physical center in each local area that must provide the core services specified in WIA and must provide access to programs and activities carried out by One-Stop partners. <p>One-Stop Identifier</p> <ul style="list-style-type: none"> One-Stop System current Identifier: American Job Center 	<p>One-Stop System (WIOA Section 121; NPRM Section 678)</p> <p>One-Stop Core and Mandatory Partners</p> <ul style="list-style-type: none"> Core Partners include: Adult, Dislocated Worker, and Youth formula programs; (2) Adult Education and Literacy programs, (3) Wagner-Peyser Employment Service program; and (4) programs under title 1 of the Rehabilitation Act. Adds Ex-offender programs and TANF as mandatory partners. <p>Integrated Infrastructure Funding and Systems</p> <ul style="list-style-type: none"> Requires partners to dedicate funding for infrastructure and other shared costs. Maintains current requirements for mandatory one-stop partners to reach a voluntary agreement to fund infrastructure costs. (If local areas fail to come to an agreement, a State mandated funding mechanism may be imposed.) Promotes the development of integrated intake, case management, and reporting systems. <p>One-Stop Certification</p> <ul style="list-style-type: none"> Requires Local Boards to assess the “effectiveness, physical and programmatic accessibility, and continuous improvement” of Centers at least every three years (criteria developed by the State Workforce Development Board.) <p>One-Stop Centers</p> <ul style="list-style-type: none"> Comprehensive, Affiliate, and Specialized Centers with partner presence <p>One-Stop Identifier</p> <ul style="list-style-type: none"> Proposed One-Stop System Identifier: American Job Center

Increases local flexibility to provide more effective Career Services

Eliminates the sequence of services and merges “core and intensive services” into “Career Services”

Adults and Dislocated Workers can access continuum of services organized into **three levels: core, intensive, and training.**

Core and Intensive Services

- Core services must be made available in at least one physical One-Stop center in each LWIA; One-Stop Centers also make intensive services available as needed.
- Workers needing training are provided Individual Training Accounts (ITAs) and access to lists of eligible providers and programs of training.

Priority of Service

- If funds allocated to a local area are limited, priority for intensive and training services must be given to recipients of public assistance and other low-income individuals in the area.
- States and local areas establish criteria by which local areas determine the process by which any priority is applied based on availability of funds.
- Local Board and Governor may establish a process that gives priority and that also serves other eligible individuals.

basic skills deficient- individual who has reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion referenced- test

Career Services (WIOA Section 134 (c)(2)(A); NPRM Section 680.150)

Merges Core and Intensive Services into Career Services and removes requirement for sequence of services. Self-Service and Informational Services available to all customers.

Career Services Tiers

- Basic Career Services
 - Require registration (process of collecting information for eligibility determination), restricted to over 18, legal to work, and selective service
 - Participation “begins when the individual receives a staff-assisted WIOA service.” (Section 680.110)
- Individualized Career Services
 - Priority of Service or Dislocated Worker
- Follow-Up Services

Local Boards determine the most appropriate mix of career services and training, but both most must be available. (WIOA Sec. 134 (c) and (d); Section 680.140)

Priority of Service (WIOA Section 134(c)(3)(E); NPRM Section 680.600)

- Priority for individualized career services and training services must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient* at all times (not only if funds are limited).
- States and local areas establish criteria by which the one-stop operator applies the priority.
- Local Board and Governor may establish a process that gives priority to other individuals eligible to receive such services, provided that it is consistent with priority of service for veterans.

basic skills deficient-

(A) individual with English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

(B) a youth or adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society

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<p>Emphasizes the use of career pathways and industry-driven training</p> <p><i>Promotes employment in in-demand industries and occupations through training that results in industry-recognized, post-secondary credentials</i></p>	
<p><u>Career Pathways</u> <i>Career Pathways not stated in WIA.</i></p> <p><u>Training</u></p> <ul style="list-style-type: none"> • Training may be provided to individuals who met the eligibility requirements for intensive services but have been unable to obtain or retain employment through such services, have the skills and qualifications to successfully participate in a selected program, select programs that are directly linked to employment opportunities in the local area, and are unable to obtain other grant assistance, including Pell grants, or need assistance above the levels provided by such other grants. • Authorized training includes: <ul style="list-style-type: none"> ○ Occupational skills training ○ On-the-job training ○ Entrepreneurial training ○ Skill upgrading ○ Job readiness training ○ Adult education and literacy activities in conjunction with other training • Training Provided through Individual Training Accounts (ITAs). • Must provide access to lists of eligible providers and programs of training. 	<p><u>Career Pathways (WIOA Sec. 107(d)(5) and NPRM Sec. 679.370)</u></p> <ul style="list-style-type: none"> • Career Pathway is a combination of rigorous and high-quality education, training, and other services that: <ul style="list-style-type: none"> ○ Aligns with the skill needs of industries in the State or regional economy; ○ Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; ○ Includes counseling to support an individual in achieving the individual’s education and career goals; ○ Includes, as appropriate, education offered concurrently with and in the same contacts as workforce preparation activities and training for a specific occupation or occupational cluster; ○ Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; ○ Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and ○ Helps an individual enter or advance within a specific occupation or occupational cluster. • <i>Makes development of career pathway strategies and sector strategies core functions of local development workforce boards and a permissible activity under all parts of the Act.</i> <p><u>Training (WIOA Sec. 134(c)(3); NPRM Sec. 680.300-680.850):</u> <i>Individual may receive training after an interview, evaluation, or assessment and career planning.</i></p> <p><u>Individual Training Accounts (ITAs)</u></p> <ul style="list-style-type: none"> • ITAs can pay for pre-apprenticeship training, tuition for training portion of an apprenticeship, supportive services, need—related payments, and work-based training options. <i>DOL “seeks to provide maximum flexibility in managing ITAs.”</i> • Registered Apprenticeship (automatically added to Eligible Training Provider List) <p><u>Work-Based Training</u></p>

- Increases the ability to use:
 - on-the-job training (*reimbursement rates up to 75% for “extraordinary costs” of eligible employers providing training and supervision; for comment*);
 - incumbent worker training (to 20% of local funds) for employed workers (*structure, eligibility, competitiveness for comment*);
 - customized training (*for employed workers; comment request*); and
 - transitional jobs (time-limited, to establish job history; up to 10% of funds)

New Performance Indicators (effective July 2016)

Adds indicators related to credentials, measurable skill gains, and employer engagement. Also lengthens time that participants are tracked.

Core Indicators for Adult and Dislocated Workers:

1. **(Placement)** Number of participants who are employed in the 1st quarter after exit;
2. **(Retention)** Number of participants who are employed in both the 2nd and 3rd quarter after exit;
3. **(Earnings)** Average earnings in the 2nd quarter plus total earnings in the 3rd quarter after exit.

Participant: individual receiving self-service and beyond

Exit: 90 days after the last day of service if no other services are planned

Primary Indicators across Core Programs (WIOA Sec. 116; NPRM Sections 677.150-677.240)

1. **(Placement**)** Percentage of participants** employed *in the 2nd quarter after exit***;
2. **(Retention**)** Percentage of participants** employed *in the 4th quarter after exit***;
3. **(Earnings)** Median earnings of participants** employed *in the 2nd quarter after exit***;
4. **(Credential Attainment)** Percentage of participants** who obtain a recognized postsecondary credential, secondary school diploma or equivalent*** *within 1 year after exit** (Secondary school counts only if employed or enrolled in education or training program leading to postsecondary credential)*;
5. **(Measurable Skills Gain)** Percentage of participants** who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains (*seeking comment: how to document*); and
6. **(Employer Engagement)** effectiveness in serving employers (*DOL considering: employee retention rates, rates of repeated employer use of programs, and share of all employers in a job market served*)
7. *NPRMs consider supplemental customer service indicator for tracking.*

***Participant:** Individuals receiving only self-directed or very light touch services are not included in performance accountability. Self-service not included in performance, but included in reportable counts. (delineation of measurement point for comment)*

***Exit:** 90 days after the last day of service if no other services are planned (across core programs)*

Stronger Focus on Individuals with Barriers to Employment

Provides new and expanded definitions to improve service delivery to low-income individuals and those who have barriers to employment

- **“special participant population that faces multiple barriers to employment”** means a population of low-income individuals that is included in one or more of the following categories:
 - Individuals with substantial language or cultural barriers.
 - Offenders.
 - Homeless individuals (definition changed)
 - Other hard-to-serve populations as defined by the Governor involved.
- Low-income criterion- must document income
- Homeless individual-
 - This definition is from Subsections (a) and (c) §103 of the Stewart B. McKinney Homeless Assistance Act

“individual with a barrier to employment” means a member of 1 or more of the following populations –

1. Displaced homemakers
 2. Low-income individuals
 3. Indians, Alaska Natives, and Native Hawaiians
 4. Individuals with disabilities, including youth who are individuals with disabilities
 5. Older individuals
 6. Ex-offenders
 7. **Homeless individuals** or homeless children and youths
 8. Youth who are in or have aged out of the foster care system
 9. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
 10. Eligible migrant and seasonal farm workers
 11. Individuals within 2 years of exhausting lifetime eligibility (for TANF)
 12. Single parents(including single pregnant women)
 13. Long-term unemployed individuals
 14. Such other groups as the Governor involved determines to have barriers to employment
- Amends the low-income criterion by adding receipt of or eligibility for free or reduced price lunch; clarifies eligibility for individuals with disabilities who meet income thresholds.
 - Amends the definition of **homeless individual** throughout the law to include the expanded definition of homelessness from the Violence Against Women Act and the McKinney-Vento Homeless Assistance Act.

****Definitions of these terms in NPRMs**

*****WIOA includes additional requirements for credentials when a high school diploma or GED is received.**

The Workforce Development Council of Seattle-King County (www.seakingwdc.org) is a nonprofit workforce “think tank” and grant-making organization that oversees employment-related programs for youth, the adult workforce and employers in King County, with the goal of a strong economy and self-sufficiency for every resident.

The Workforce Development Council of Seattle-King County is an Equal Opportunity Employer and provider of employment and training services.

Auxiliary aids and services are available upon request to individuals with disabilities. Washington Telecommunications Relay System, 800.833.6384 or 7-1-1.

***Red indicates changes in WIA *Green indicates new language in WIOA *Black indicates language in WIA that remains in WIOA**