Developing Human Capital in the Age of WIOA

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National Association of Workforce Boards

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August 19, 2016
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Aztec Software
Literacy, Technology, Community: The Importance of Smart Technology in Workforce and Adult Education

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www.aztecsoftware.com/smarttech
Listen to NAWB President/CEO, Ron Painter, National Association of Workforce Board’s President/CEO, as he interviews public and private sector leaders in workforce development, education, business and economic development on key workforce issues and investment strategies to help America compete globally.

www.nawb.org/WorkforceCentral
1. Leverage Existing Technology:
We all need to leverage the existing technology resources in our communities, and this includes the delivery of educational and workforce training via the smartphones that are already in the hands of our clients to deliver anywhere, anytime, any device learning opportunities.

Technology is one of the strongest ways to facilitate upskilling populations whose demand outpaces the infrastructure serving them.
2. Adult Education Programs:
Adult Education programs must embrace the anytime, anywhere, any device delivery of instructional curriculum. Eligible providers should demonstrate:

- how they “effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
- that their “activities are delivered by well-trained instructors, counselors, and administrators...who have access to high quality professional development, including through electronic means.”
3. Workforce Development Boards:
As professionals, we must re-evaluate how we provide workforce training and educational services.

Workforce development boards need to engage with emerging technologies to do their jobs better, align closer to the delivery systems of their adult education partners, and eliminate redundancies in service provision between both the education and workforce training systems.
4. Implement Technology Policy:
Workforce boards, which include members of the education community, are now responsible for tapping innovation and opportunity in their communities to drive positive social and economic change.

We cannot let our communities down and we owe it to our nation’s job seekers and businesses to live up to the opportunities this new legislation provides to our collective systems.
Underlying Trends Shaping the Current Global Job Market
“One of the biggest challenges we face is that we are preparing people for jobs that do not yet exist, using technology not invented yet, to solve problems we do not, as yet, know about.”

Source: The Asia-Pacific Roundtable on Workforce Education, Jan Bray
What Factors Influenced WIOA?

HOW THE SKILLS GAP AFFECTS THE GLOBAL ECONOMY

Employers in the world’s 10 largest economies are all struggling with the same task: finding skilled workers to fill open positions. When businesses lack the necessary skilled workers, they suffer from less effective business performance, lower quality work, lower morale and higher employee turnover.
Key Issues

1. Underlying trends are shifting the global job market
2. Trends are impacting the education community
3. Obstacles have prevented dialogue and cooperation
4. Need to better articulate/implement career and technical education pathways
5. Focus on business to Increase ways the workforce system can effectively respond to current & changing market needs
Workforce Needs vs. Realities

- There are both worker shortages as well as skills gaps that must be addressed globally.
- Over 61% of employers say it is difficult to find qualified workers to fill their vacancies.
- The economic impacts are severe and represent a fundamental issue that must be addressed at all levels.
Job Demands Are Shifting

Underlying Trends Shaping the Global Job Market

Skilled Jobs

Unskilled Jobs

80%

85%

Trends in Global Job Task Content

Key Shifts Underway

• Boomers are retiring, leaving manager gaps

• Service jobs now dominate (60% today up from 36% in 1960) and make up 85% of income

Job Obsolescence

• Compared to 2006, by 2016 there are:
  – 131,000 fewer store clerks
  – 118,000 fewer cashiers
  – 114,000 fewer hand packers

• Many jobs that remain will require newer skills that require an increased knowledge and skill base

1.2 Million High School Dropouts Each Year...

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The Race between Technology and Education

Inspired by “The race between technology and education” Pr. Goldin & Katz (Harvard)
Proficiency of low income students on NAEP?

15% in Reading
15% in Writing
17% in Math

Source: The Conference Board, 2009
High Need “Soft-Skill” Gaps

Gap of training in applied skills: those defining skill as “high need” yet not offering training

Source: The Conference Board, 2009
21st Century Skills

The traditional “3Rs” of Reading, Writing, Arithmetic have been replaced with the “7Cs” Creativity, Collaboration, Communication, Critical Thinking, Computing, Career Self-Reliance, Cross-Cultural Understanding.

Source: Partnership for 21st Century Skills
The U.S. is the only highly developed democracy where young adults are less educated than the previous generation.
India and China
If your skills are one in a million . . .

there are 1,300 people just like you in India and China!
Share of world’s college graduates
Comparing the United States, China and India, 2000 to 2020

- United States: 23.8% in 2000, 20.6% in 2010, 17.8% in 2020*
- China: 9% in 2000, 11.1% in 2010, 13.4% in 2020*
- India: 6.5% in 2000, 7.1% in 2010, 7.7% in 2020*

*Projection
Source: Authors’ analysis of Barro and Lee (2012) and U.S. Census data.

Source: *The Competition that Really Matters*, 2012
**China’s devotion to education**

China’s public spending on education, health, science, and culture

Real 2011 Yuan (billions), expressed in U.S. dollars*

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<tr>
<th>Year</th>
<th>Expenditure (in billions)</th>
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**India’s rising investment in education**

Total expenditures on education, 1980 to 2008, in 2011 U.S. dollars

Expenditure (in millions)

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*Source: The Competition that Really Matters, 2012*
India

Objective: To contribute significantly (about 30 per cent) to the overall target of skilling / upskilling 500 million people in India by 2022, mainly by fostering private sector initiatives in skill development programmes and providing viability gap funding.
Ambow Education Holding Ltd. is a leading provider of educational and career enhancement services in China. Founded in 2000, our mission is to address two critical demands in China’s education market: the desire for students to be admitted into top secondary and post-secondary schools and the desire for graduates of those schools to obtain more attractive jobs.

Ambow is the leading player in the High School Entrance Examination and College Entrance Examination markets (“ZhongKao” and “GaoKao” respectively), and is the leading provider of IT career enhancement services in China.
Career Enhancement Centers
Ambow’s career enhancement regional service hubs provides leading technical and vocational training ranging from recent college graduates to professionals.

Global Efforts

In 2010, a 1.2 million square foot training base opened with the capacity to support more than 500 companies and 5,000 students, and is expected to certify over 20,000 qualified IT professionals each year.
The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

The Qualifications Framework (QF) was officially launched on 5 May 2008. It aims to help Hong Kong people set clear goals and directions for continuous learning to obtain quality-assured qualifications. In the long run, it will help enhance the overall quality and competitiveness of the local workforce. The QF in Hong Kong is a seven-level hierarchy of qualifications covering the academic, vocational and continuing education sectors.

The National Vocational Education Qualifications Framework (NVEQF) is a descriptive framework that provides a common reference for linking various qualifications. It organizes qualifications according to a series of levels of knowledge and skills and set common principles and guidelines for a nationally recognized qualification system covering schools, vocational education, and training institutions, technical education institutions, and universities/colleges.
“Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world.”

Source: National Commission on Excellence in Education, April 1983
Ron Painter, Executive Director
National Association of Workforce Boards
The purpose of WIOA is to better align the workforce system with education and economic development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels.
Provide workforce investment activities... ...through state and local **workforce development systems**, that...

Increase the **employment retention**, and **earnings** of participants

Increase attainment of **recognized** post-secondary credentials by participants; and as a result,

Improve the quality of the workforce, reduce welfare dependency, increase requirements of employers, enhance the productivity and competitiveness of the nation.
WIOA Basics

- Workforce Innovation & Opportunity Act
  - Title I: Adult, Dislocated Worker & Youth (DOL)
  - Title II: Adult Education & Family Literacy (DOE)
  - Title III: Employment Services (Wagner-Peyser) (DOL)
  - Title IV: Vocational Rehabilitation (DOE)
- Signed into law by President Obama in July 2014
- Implementation begins July 1, 2015
- DOL/ED/HHS must publish final rules governing WIOA by January 2016
WIOA Themes

- Sector Partnerships
- Career Pathways
- Cross-Program Data and Measurement
- Job-Driven Investment (work-based learning is key)
WIOA Highlights

- Aligns federal investments to support job seekers and employers
- Strengthens the governing bodies that establish state, regional and local workforce investment priorities
- Helps employers find workers with the necessary skills
- Aligns goals and increases accountability and information for job seekers and the public
WIOA Highlights (Cont’d)

- Fosters regional collaboration to meet the needs of regional economies
- Targets workforce services to better serve job seekers
- Improves services to individuals with disabilities
- Supports access to services
Workforce Boards: The Mandate to Lead
The Work of Local Workforce Boards under WIOA
The Workforce Innovation and Opportunity Act has activities that local board is responsible for undertaking and implementing.

Collaboration and leadership are key to the successful undertaking and implementation of these activities.
# Activities the Local Board Must Consider

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## Overview of Activities of the Local Board

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<th>WIOA Component</th>
<th>Responsibility (Implementation)</th>
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<tr>
<td><strong>1</strong> Local Unified Plan</td>
<td>• Develop and submit to the Governor a comprehensive 4-year local plan, in partnership with the chief elected official</td>
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| **2** Workforce Research/LMI Analysis | • Carry out analyses of the economic conditions in the region including the needed knowledge, skills, workforce, and workforce development activities in the region.  
• Assist the Governor in developing the statewide workforce and labor market information system in the region.  
• Conduct such other research, data collection, and analysis related to the workforce needs of the regional economy. |
| **3** Convening/Brokering/Leveraging | • Convene stockholders to assist in the development of the local plan.  
• Leverage support for workforce development activities |
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<td>Employer Engagement</td>
<td>• Promote business representation on local board to develop effective linkages (including the use of intermediaries) with employers in the region.</td>
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<td>Career Pathway Development</td>
<td>• Lead efforts (with representatives of secondary and postsecondary education programs) to develop and implement career pathways within the local area aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment.</td>
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| 6 | Proven & Promising Practices | • Identify and promote proven and promising strategies and initiatives for meeting the needs of employers, and workers and jobseekers  
• Identify and disseminate information on proven and promising practices |
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| 7 Technology                | • Facilitate connections among the intake and case management information systems of the one-stop partner programs to support a comprehensive workforce development system in the local area  
• Facilitate access to services provided through the one-stop delivery system involved, including facilitating the access in remote areas |
<p>| 8 Program Oversight         | • Conduct oversight for youth workforce activities to ensure appropriate use, management, and investment of funds for workforce development activities.                                                                                   |
| 9 Negotiate Local Performance| • Negotiate and reach agreement on local performance accountability measures as described in section 116(c).                                                                                                                          |</p>
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<tr>
<th>Recommendation</th>
<th>Purpose / Logistics</th>
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| **10** Selection of Operators | • Shall designate or certify one-stop operators as described in section 121(d)(2)(A); and 102  
• Shall identify eligible providers of youth workforce investment activities in the local area  
• Shall work with the State to ensure there are sufficient numbers and types of providers of career services and training services |
| **11** Coordination with Education Providers | • Shall coordinate activities with education and training providers in the local area including providers of: workforce investment activities, adult education and literacy activities, providers of career and technical education and local agencies administering plans under title I of the Rehabilitation Act of 1973 |
| **12** Budget & Administration | • Shall develop a budget for the activities of the local board in the local area, consistent with the local plan and the duties of the local board |
### Overview of Activities of the Local Board

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<th>WIOA Component</th>
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<td><strong>13 Accessibility for Individuals w/Disabilities</strong></td>
<td>• Annually assess the physical and programmatic accessibility Veterans Affairs</td>
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<td><strong>14 Staff</strong></td>
<td>• May hire staff and shall establish and apply a set of objective qualifications for the position of director, that ensures that the individual selected has the requisite knowledge, skills, and abilities, to meet identified benchmarks</td>
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<td><strong>15 Providing Training</strong></td>
<td>• Demonstrate programs of training services that prepare participants for an in-demand industry sector or occupation in the local area</td>
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<td>WIOA Component</td>
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<td>16 Career Services</td>
<td>• May provide career services described in section 134(c)(2) through a one-stop delivery system or be designated or certified as a one-stop operator only with the agreement of the chief elected official in the local area and the Governor</td>
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### Leader Characteristics of the Local Board

#### Internal Investments
- Negotiates performance standards that are a stretch
- Develops/maintains a culture of continuous improvement, including conversations with the internal expertise of the staff & contractors
- Has the necessary strategic conversations (i.e. budgeting, strategy, foci on the outcome, etc.)
- Roots decisions in data analytics
- Searches for Innovation with Continuous Improvement as a core value

#### External Investments
- Communicates market conditions
- ENGAGES:
  - Sector discussions
  - Pathway building with education
  - Collaboration with the Governor’s State-wide investments
  - LOCAL elected officials AND, state & Federal policy makers
- Supports the systems that surround workforce development
### Staff – Characteristics of Leadership

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<th>Internal Investments</th>
<th>External Investments</th>
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<td>• Serves/coaches the Board</td>
<td>• Builds collaborative networks</td>
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<td>• Focus on “management” metrics</td>
<td>• Develops a regional “shared” plan</td>
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<td>• Supports Staff</td>
<td>• Connects to the community</td>
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<tr>
<td>– Development</td>
<td>– CBOs and support systems like housing, transportation, education, etc.</td>
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<tr>
<td>– Collaboration</td>
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Putting the Pieces Together
WIOA is NOT WIA Repackaged!

WIOA is all about being strategic

- Activities
- Collaboration
- Leadership
- Dialogue
- Action
What would be the **content** of our strategic dialogue?

How are the **discussions** framed?

How does the discussion have an **impact** on the work and contribute to the **economic** picture?

How would we **facilitate** the discussion?

**Who** do we need at the table?

How will we **communicate** our strategies?
For all of the activities that are in the ACT do we have to do the all?

What are our metrics? What do we need to collect?
- *Do we have access to what we need?*
- *Where will we get the data/information?*
- *How will we use the metrics?*
- *How will we use the data/information to tell our story?*

How do we tackle these activities?

How will we determine if our strategies are effective?

How will we explain what we are doing?
Crafting Strategic Direction

- Which activities do we tackle first?
  - *How do we prioritize? What’s critical/what’s not?*

- When do we begin?

- Who do we need at the table?
  - *Who are the critical partners needed for each activity?*

- Who’s already doing things that will help inform our plan?

- How do we connect with those who are already doing?

- What best practices can we glean from?

- What best practices do we have to share that can be used as a strategy to reposition us?
There are core elements (questions we should consistently be asking) at every Workforce Board meeting such as:

- *What's going on in the economy?*
- *What's new in the education world?*

What would our meeting agenda look like when addressing these areas?

How do we make these discussions meaningful?

Is there data/information we need to inform our discussion?

What leadership characteristics and practices should we enact and display?
 SEC. 116. PERFORMANCE ACCOUNTABILITY SYSTEM.

(a) PURPOSE.—The purpose of this section is to establish performance accountability measures that apply across the core programs to assess the effectiveness of States and local areas (for core programs described in subtitle B) in achieving positive outcomes for individuals served by those programs.

(b) STATE PERFORMANCE ACCOUNTABILITY MEASURES.—

(1) IN GENERAL.—For each State, the performance accountability measures for the core programs shall consist of—

(A)(i) the primary indicators of performance described in paragraph (2)(A); and

(ii) the additional indicators of performance (if any) identified by the State under paragraph (2)(B); and

(B) a State adjusted level of performance for each indicator described in subparagraph (A).

(2) INDICATORS OF PERFORMANCE.—

(A) PRIMARY INDICATORS OF PERFORMANCE.—

(i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—

(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;

(V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and

(VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).
WIOA Performance

Single set of common performance measures:

- the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
- the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- the indicators of effectiveness in serving employers established pursuant to clause (iv).
WIA to WIOA: The BIG Changes

- Strengthens alignment between LMI and economic development
- Eliminates the sequence of service and merges core & intensive activities
- Increases the ability to use OJT, customized training, and incumbent worker training
- Emphasizes implementing industry partnerships & career pathway strategies
- Sets higher employment expectations for individuals with disabilities
- Provides youth with disabilities the services & support necessary to be successful

- All performance measures, across all funded titles, will eventually align to jobs and sustainable income . . .

NO LONGER COMPLETION
WIOA & Adult Education

- Strengthens the connection between adult education, postsecondary education, and the workforce.
- Improves services to English language learners.
- Increases emphasis on workforce preparation and training.
- Emphasizes integrated basic education and occupational training.
WIOA: Planning

- Adult educators should be active participants in the development of a WIOA state plan that describes the state’s strategic priorities and operational activities for adult education and workforce preparation.

- The plan should specifically describe the role of adult education in achieving the plan’s priorities.

- Adult education planning participants should include the state director of adult education as well as local program administrators and other practitioners.

- Ensure that the role of adult education is well-documented in plans because local WDBs will review adult education funding proposals to ensure alignment with local plans.

- Local boards must have the necessary capacity and technical expertise in adult education to accurately assess this question.

[www.nationalskillscoalition.org/wioa-implementation](http://www.nationalskillscoalition.org/wioa-implementation)
WIOA: Planning

WIOA Allows for Two Types of State Plans:

- **Unified Plans**: 6 Core Programs under the 4 Titles of WIOA

- **Combined Plans**: 6 Core Programs plus one or more other programs, such as Perkins (CTE), TANF, or SNAP

www.nationalskillscoalition.org/wioa-implementation
WIOA: One-Stop Centers

✓ WIOA requires the operation of American Job Centers, commonly referred to as “one-stop” centers, in every state.

✓ Under WIOA, each local area must have one comprehensive one-stop center that provides access to physical services of the core WIOA programs – including Title II – and other required partners.

✓ In addition, local boards continue to be required to establish Memorandums of Understanding with each one-stop partner.

✓ Both of these requirements provide opportunities for adult educators to collaborate with workforce system partners to establish effective referral, co-enrollment, and handoff processes for participants who need both Title I workforce and Title II adult education services.
WIOA: Career Pathways

✓ WIOA requires states and local areas to develop career pathways that align with the skill needs of industries.

✓ Career pathways align and integrate education (including Adult Basic Education and English for Speakers of Other Languages), job training, counseling and support services to create accelerated pathways that enable low-skilled adults and youth to obtain a secondary school diploma (or recognized equivalent) and a postsecondary education credential, leading to employment in in-demand occupations.

✓ Adult educators should be closely involved in the development of career pathways in their state, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.
WIOA: Integrated Education and Training (IET)

- Career pathways include education offered concurrently with and in the same context as general workforce preparation and training for a specific occupation.

- WIOA Title II requires adult education providers to offer “integrated education and training” (IET) either themselves or in partnership with other programs.

- Adult educators should seek out appropriate partners to ensure that their IET programs can meet the needs of local participants.

- In particular, these partners may include one-stop centers and postsecondary Career and Technical Education programs.

- In addition, adult educators should draw on employer input via sector partnerships to ensure that integrated education and training programs are aligned with local employers’ skill needs.

www.nationalskillscoalition.org/wioa-implementation
WIOA: Employer Engagement

- Local workforce boards must engage employers in order to ensure that workforce investment activities meet the needs of employers and in order to facilitate effective employer utilization of the local workforce development system.

- WIOA emphasizes the creation and use of industry sector partnerships to serve these and other purposes.

- Adult educators should determine how their specific expertise in preparing individuals to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

www.nationalskillscoalition.org/wioa-implementation
WIOA: Labor Market Information

✓ WIOA requires states and local workforce development boards to disseminate extensive information about workforce and skill needs in the state.

✓ Adult educators can take advantage of this data to inform program development and design, and should also consider how it can enable them to provide more informed guidance about labor market opportunities to adult education participants.

www.nationalskillscoalition.org/wioa-implementation
WIOA: Performance Measures

✓ WIOA includes common performance measures for the core programs in WIOA, and four of the measures apply to training providers that serve students under WIOA Title I.

✓ Adult educators should contribute their expertise to discussions with state and federal partners to ensure that common performance measures take into account the activities and outcomes of adult education programs. Particularly on considerations involved in calculating the “measurable skills gain” indicator.

✓ The Departments of Labor and Education will develop a template for training provider reports that will provide performance and other valuable information for students and potential students.

✓ Adult educators can take advantage of the common measures and consumer scorecards in order to provide consistent information to policymakers and the public about program performance.
The Fed’s Seven Guiding Principles

- Engage Employers
- Smart Choices via LMI
- Measurement Matters
- Provide Stepping Stones / Career Pathways
- Earn and Learn (OJT, Apprenticeships)
- Open Doors / Access for Everyone (Ex-Offenders, At-Risk Youth, Adults with Disabilities)
- Regional Strategies
Mitch Rosin, SVP Business Development
Aztec Software
Customer (Human)-Centered Design

- Empathize
- Define
- Ideate
- Prototype
- Test
Customer-Centered Design

**WIOA: Customer-Centered Design**

1. **Empathy**: Learning about the audience for whom you are designing.
2. **Define**: Redefining and focusing your question based on your insights from the empathy stage.
3. **Ideate**: Brainstorming and coming up with creative solutions.
4. **Prototype**: Building a representation of one or more of your ideas to show to others.
5. **Test**: Returning to your original user group and testing your ideas for feedback.
What’s a TEGL?

The State Board represents a wide variety of individuals, businesses, and organizations throughout the State. WIOA is designed to help job seekers and workers access employment, education, training, and support services needed to succeed in the labor market and to match employers with the skilled workers needed to compete in the global economy. Further, the State Board must take a leadership role to ensure that the one-stop system in each State is customer-driven for both job seekers and employers. This effort includes aligning federal investments in job training, integrating service delivery across programs, and ensuring that the workforce system is job-driven and matches employers with skilled individuals.

The State Board will serve as a convener of State, regional, and local workforce system partners to enhance the capacity and performance of the workforce development system; align and improve employment, training, and education programs, and through these efforts, promote economic growth. As a strategic convener, the State Board promotes partnerships and engages key stakeholders. This role can only be accomplished if each State Board...

Local Boards may establish standing committees that include individuals who are not formal members of the board, but who have expertise to advise on issues that support the board’s ability to attain the goals of the State, local and regional plans, and the objective of providing customer focused services to individuals and businesses. Standing committees must be chaired by a member of the Local Board.
Customer-Centered Design

Human-centered design is a creative approach to problem solving and the backbone of work at www.IDEO.org.

It's a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs.
Customer-Centered Design

Ask The Right Questions

➢ Most people ask the wrong questions. Questions need to be customer-centered:

“How can we help busy families access our services?”

“How can we reduce frustration during the intake process?”

www.wired.com/2013/12/human-centered-design-matters/
Get Out From Behind Your Desk

- To stay innovative you need to stay inspired. Despite the plethora of information available behind the comfortable confines of your computer screen, you risk mental stagnation when you fall into predictable routines.

- Get out into the world and into the contexts that people are using your services— you’ll be surprised how quickly unexpected opportunities are revealed.
Make User Feedback Routine

- We are all under pressure. BUT, there’s no substitute for the nuance and depth of insight that can come from an in-person conversation.

- It doesn’t have to be a formal or lengthy process.

- Ask participants to verbalize their thought process as they use it. Try not to correct the participant or defend your prototype and answer their questions with questions.

www.wired.com/2013/12/human-centered-design-matters/
Customer-Centered Design

Think of Design as a Team Sport

- Force yourself to articulate your ideas to someone else in words or sketches, you are inadvertently advancing your thinking.

- Collaboration inevitably bring different frames of reference and fresh thinking to the problem, which the work.

- It’s important to cultivate a shared ownership of ideas. When a new idea arises, it’s the team’s idea, not an individual’s.

- Simple shifts in language go a long way — use inclusive language like “we” and “our” rather then “my” and “mine.”

- “You have to feed forward if you want feedback.” – Matt Kahn

www.wired.com/2013/12/human-centered-design-matters/
Customer-Centered Design

Build Minimum Viable Prototypes

- The concept of the minimum viable product (MVP) has become near doctrine in the startup world.

- Before you launch your MVP, think about what prototypes you can create cheaply to address your biggest assumptions.

- Then test, iterate, test again and repeat.

www.wired.com/2013/12/human-centered-design-matters/
Customer-Centered Design

Customer-Centered Design Consists of Three Phases

- **Inspiration Phase**: Learn directly from the people you’re designing for as you immerse yourself in their lives and come to deeply understand their needs.

- **Ideation Phase**: Make sense of what you learned, identify opportunities for design, and prototype possible solutions.

- **Implementation Phase**: Bring your solution to life. And you’ll know that your solution will be a success because you’ve kept the very people you’re looking to serve at the heart of the process.

www.designkit.org/human-centered-design
Customer-Centered Design

- Customer-centered design is a creative approach to problem solving. It’s a process that starts with the people you’re designing for and ends with new solutions that are tailor made to suit their needs.

- Customer-centered design is all about:
  - building a deep empathy with the people you’re designing for;
  - generating tons of ideas;
  - building a bunch of prototypes;
  - sharing what you’ve made with the people you’re designing for;
  - and eventually putting your innovative new solution out in the world.

www.designkit.org/human-centered-design
WIOA: Customer-Centered Design

Examples of Customer-Design

- Swiffer
- Tempur-Pedic
- NBC’s Today Show
- IKEA’s 2025 Kitchen
- Apple’s First Mouse
- Stand-Up Toothpaste Tube
- Bank of America: Keep the Change

Happy Birthday! Happy Birthday!
Ron Painter, Executive Director
National Association of Workforce Boards
The time has come for us to ask:
What do you do well?
What do I do well?
What do you expect of me?
What do I expect of you?

Then we can tackle WIOA together!
What questions, problems, concerns or needs do **YOU** have?
Thank You!

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Thank You!