

**The Workforce Innovation and
Opportunity Act
Ref. H.R. 803**

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What Does USDOL Say?

- They are in a listening mode
- Signed into law July 22, 2014, WIOA reaffirms Congress' support of the one-stop system
- WIOA did not result in consolidation – however there is a strong emphasis on coordination and integration among workforce programs
 - Intake
 - Case management
 - Reporting systems
- Incorporates sector strategies, career pathways, regionalism

What is covered by WIOA?

- Replaces the Workforce Investment Act (WIA) – Adult, Dislocated Worker, Youth
- Amends Wagner Peyser
- Amends Adult and Family Literacy Act
- Amends the Rehabilitation Act
- The above programs are called the core programs

What is covered by WIOA

- Authorizes
 - Job Corps
 - YouthBuild
 - Indian and Native American
 - Migrant and Seasonal Farmworker
 - DOL Evaluation and Research activities

WIOA Highlights

- States are required to align workforce programs
- Promotes accountability and transparency
- Fosters regional collaboration
- Streamlines and strengthens the strategic role of workforce boards
- Enhances services to job seekers and employers
- Improves services to employers

WIOA Highlights

- Promotes work-based training
- Provides access to “high quality” training
- Emphasizes the importance of services to the disabled
- Heavy emphasis on services to out of school youth
- Reinforces connections with registered apprenticeship programs
- Increases performance of Job Corps

WIOA Highlights

- One-stops Will have to be recertified every 3 years
 - Continuous improvement
 - Physical and program access for individuals with disabilities
 - In person and virtual services
 - Integrated service delivery
 - Infrastructure funding
- Common brand – American Job Centers

WIOA Highlights

- UI services, information and claims are to be provided through the one-stop
- USDOL, an advisory council, other federal agencies and states are to work and improve the labor market information system
- A Native American Council shall make recommendations to USDOL

What are we going to talk about?

- One Stop
 - New one-stop partners - where have the old partners gone?
 - Designation of one-stop operators
 - Paying for the one-stop infra-structure
 - The cost factors
- Changes to training options
- Critical changes to youth programs
- Performance ~Performance ~Performance

WIOA Purpose

- To increase access and opportunities for jobs, education, training and support for individuals especially those with barriers to employment
- To align workforce, education, and economic development systems to result in a comprehensive, accessible, and quality workforce system
- To improve the quality and relevance of workforce, education, and economic development efforts so workers will get skills and credentials to get good wages and meet employer needs
- To promote improvement in the structure and delivery of services through the workforce system to better address the employment and skill needs of workers, jobseekers, and employers.

PURPOSE

- To increase
 - The prosperity of workers and employers
 - The economic growth of communities
 - The global competitiveness of the United States.
- To provide workforce activities
 - Through state and local workforce systems that increase
 - Employment, retention, and earnings
 - Attainment of postsecondary credentials
 - Economic self-sufficiency
 - That improve the quality of the workforce, reduce welfare, meet the skill requirements of employers,
 - Enhance the productivity and competitiveness of the Nation.

SOME DEFINITIONS

CAREER PATHWAY

- Education, training, and services that
 - Align with skill needs of industries in a State or region's economy
 - Prepare an individual to be successful in secondary or postsecondary education, including apprenticeships
 - Counseling to support education and career goals
 - Education concurrent with workforce preparation and training for a specific occupation or occupational cluster
 - Organizes education, training, and other services to accelerate advancement to meet an individual's needs
 - Enable an individual to attain a HS diploma or GED and at least 1 recognized postsecondary credential
 - Help an individual enter or advance in a specific occupation or occupational cluster.

CAREER PLANNING

- Client-centered service delivery
 - Comprehensive employment plans, such as service strategies
 - To ensure access to
 - workforce activities
 - support services
 - computer-based technologies
 - Job
 - Education
 - career counseling
 - during program participation
 - after job placement.

CORE PROGRAM/CORE PROGRAM PROVISION

- Adult, Dislocated Worker and Youth Programs
- Adult education and literacy activities under WIOA Title II
- Wagner Peyser Act (29 U.S.C. 49 et seq.) Employment Services §1 - 13
- Vocational rehabilitation services Title I of the Rehabilitation Act of 973 (29 U.S.C. 720 et seq.) Excludes § 112 or part C of that title (29 U.S.C. 732, 741)

INDIVIDUAL WITH A BARRIER TO EMPLOYMENT

Displaced homemakers

Low-income individuals

Indians, Alaska Natives, and Native Hawaiians - see §166

Individuals with disabilities

Older individuals

Ex-offenders

Homeless individuals - defined in Violence Against Women Act

Homeless children and youths - defined in McKinney-Vento Homeless Assistance Act

Youth who are in or have aged out of the foster care system

Individuals who are English language learners

individuals with low literacy levels

Individuals facing substantial cultural barriers

Eligible migrant and seasonal farmworkers

Individuals within 2 years of exhausting lifetime eligibility under welfare

Single parents & single pregnant women

Long-term unemployed individuals

Other groups as determined by the Governor

IN-SCHOOL YOUTH Ref § 129(a)(1)(c)

- A youth attending school as defined by State law, and
- 14 - 21 unless they are disabled & attending school under State law
- Is low-income , and
- Has one of the following barriers
 - Basic skills deficient
 - An English language learner
 - An offender
 - Homeless individual as defined by
 - Violence Against Women Act
 - The McKinney-Vento Homeless Act
 - A runaway
 - In foster care or has aged out of the foster care system
 - Eligible for foster care or in an out-of-home placement.
 - Pregnant or parenting
 - A youth who is an individual with a disability
 - An individual who requires additional assistance to complete an educational program or to secure or hold employment.

LOW-INCOME INDIVIDUAL

- Receives, or in the past 6 months received, or is a member of a family that is receiving or in the past 6 months received assistance through
 - the supplemental nutrition assistance program
 - temporary assistance for needy families program
 - the supplemental security income program
 - State or local income-based public assistance
- Is in a family with total family income that isn't higher than
 - the poverty line; or
 - 70 percent of the lower living standard income level
- Is homeless as defined in the Violence Against Women Act
- Is a homeless youth as defined under the McKinney-Vento Homeless Act or receives or is eligible for free or reduced price lunch
- Is a foster child
- Is an individual with a disability whose own income meets the income requirement but whose family is over income

LOWER LIVING STANDARD INCOME LEVEL

- The income level, adjusted for
 - Regional
 - Metropolitan
 - Urban and
 - Rural differences and
 - Family size
- Determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

OFFENDER

- An adult or juvenile
 - Who is or has been subject to any stage of the criminal justice process, and
 - For whom services under this Act may be beneficial or
 - Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OUT-OF-SCHOOL YOUTH Ref. §129(a)(1)(B)

- » Not attending any school (as defined under State law)
- » 16 to 24 and one of the following:
 - » A school dropout
 - » A youth who is an age of compulsory attendance, but has not attended school for the last school 1/4
- » **A recipient of a HS diploma or GED who is a low-income individual and**

Basic skills deficient

An English language learner

Subject to the juvenile or adult justice system

Homeless (as defined in the violence against women act of 1994)

Pregnant or parenting

Has a disability

A runaway

A homeless youth as defined in the McKinney-Vento Homeless Assistance act

Foster care or aged out of foster care

Eligible for foster care or in an out-of-home placement

Requires additional assistance to enter or complete an education program or to secure or hold employment

PAY-FOR-PERFORMANCE CONTRACT STRATEGY

- A procurement strategy for training services
 - Described § 134(c)(3)
 - Activities described in §129(c)(2)
- A fixed price contract specifying the price to be paid a service provider
 - Local / national community-based organization
 - Intermediary
 - Community college,
 - Other training provider, eligible under §122 or 124

PAY-FOR-PERFORMANCE CONTRACT STRATEGY

- The fee / price is based on
 - Achievement of specified levels of performance described in §116(b)(2)(A)
 - Within a defined period of time
 - For target populations including those with barriers as determined by the local board
 - The fee may include bonus payments to the service provider to expand capacity to provide effective training

PAY-FOR-PERFORMANCE CONTRACT STRATEGY

- The contracts must include:
 - A strategy for independently validating the achievement of the performance
 - A description of how the State or local area will reallocate funds not paid to a provider because they did not achieve the contracted performance
- Funds used to carry out pay-for-performance contract strategies by local areas shall remain available until expended § 189(g)(4)

POVERTY LINE

- The poverty line defined by the OMB & revised annually per § 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved.
- Based on the most recent data available from the Bureau of the Census.
- Revised annually or at shorter intervals as determined by the Secretary and used as a criteria of eligibility in the community services block grant program
- Whenever a State determines that it serves the objectives of the block grant program the State may revise the poverty line to not to exceed 125% of the official poverty line applicable under this paragraph

RECOGNIZED POSTSECONDARY CREDENTIAL

- A credential consisting of
 - An industry recognized certificate or certification
 - A certificate of completion of an apprenticeship
 - A license recognized by the State or Federal Government
 - An associate or baccalaureate degree.

SCHOOL DROPOUT

- An individual who is no longer attending any school and
- Who has not received a secondary school diploma or its recognized equivalent.

One Stop

ONE-STOP PARTNERS

WIOA Adult, dislocated
worker, youth

Wagner-Peyser Act

Adult Education and
Literacy

Vocational rehabilitation

Title V Older Americans

Carl Perkins Career and
Technical Education at
the postsecondary level

Trade Act of 1974

Counseling, Training and
Placement for Vets

CSBG Employment and
Training

HUD Employment and
Training

State unemployment
compensation
programs

Ex-offender programs
under Second Chance
Act of 2007

Welfare /TANF

WHO IS MISSING?

Additional One Stop Partners

- If the local board and chief elected official approve other entities providing workforce programs may be one-stop partners
 - Ticket to Work
 - Small Business Administration Employment and training programs
 - Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008
 - Food and Nutrition Act of 2008 section 6(o) work programs
 - Formula grant programs under § 112 of the Rehabilitation Act of 1973
 - National and Community Service Act programs
 - Other appropriate Federal, State, or local programs, including employment, education, and training programs provided by public libraries or the private sector.

**WHAT OTHER PARTNERS WOULD
BE BENEFICIAL?
WHAT ARE THE RAMIFICATIONS?**

EXCEPTION TO INCLUSION AS A ONE STOP PARTNER

- Governors can make a written determination not to include an entity as a one-stop partner
- Must be in plan and have Secretary of Labor or the Secretary of Health and Human Services approval as appropriate
- Do you want to exclude any partners?
 - It may not be your decision

One Stop Partner Responsibilities

- Provide access to their program or activities through the one stop
- Make their career services available at the one stop
- Use some of their program and activities funds to maintain the one-stop, including payment of infrastructure costs
- Enter into a local MOU with the local board, relating to the operation of the one-stop system
- Must participate in the operation of the one-stop consistent with the MOU
- Must provide representation on the State board

ONE STOP MOU

- Local boards
 - With chief elected official approval
 - Must develop and enter into an MOU with one stop partners
 - Designate or certify one-stop operators
 - Conduct oversight of the one stop delivery system

CONTENTS OF THE MOU

- The services to be provided through the one-stop
- How services will be coordinated and delivered through the one stop
- How the costs of services and the operating costs will be funded
 - Cash
 - In-kind contributions fairly evaluated
 - Funding from philanthropic organizations or other private entities
 - Alternative financing options

CONTENTS OF THE MOU

- How the one-stop operator and partners will cross refer participants
- How access to one stop system will be assured for all especially the disabled
- The duration of the MOU
- Procedures for amendment
- Assurances that the MOU will be reviewed every 3-years
- Other provisions as the parties deem appropriate.

ANYTHING ELSE?

ONE-STOP OPERATORS

- The local board
 - and
- Chief elected official
 - Designate or Certify one stop operator(s)
 - Terminate one-stop operators
- Who is your current operator?
- Do you like the current model?
- Can the operator deliver performance?
- What if the operator is the “board”?

WHO CAN BE A ONE STOP OPERATOR?

- An entity that is designated or certified as a one-stop operator **through a competitive process**
 - A public, private, or nonprofit
 - Nontraditional public secondary schools and career and technical schools
 - A consortium of entities of 3 or more of the one-stop partners
 - an institution of higher education
 - The employment service
 - a community-based organization, nonprofit organization, or intermediary;
 - a private for-profit entity;
 - a government agency; and
 - another interested organization or entity, which may include a local chamber of commerce or other business organization, or a labor organization.
- Elementary and secondary schools cannot be one-stop operators

LOCAL BOARDS AS ONE-STOP OPERATORS

- Local boards may
 - Provide career services through the one-stop or
 - Be designated or certified as a one-stop operator only
 - With the agreement of the chief elected official and
 - The governor.

INTEGRITY ISSUES - NEW

- One-stop operators
 - Must disclose any potential conflicts of interest from relationships with training providers or other providers
 - May not establish practices that create disincentives to serve individuals with barriers to employment who may require longer-term services, such as intensive employment, training, and education services
 - Must comply with Federal regulations, and procurement policies, **relating to the calculation and use of profits.**

A ONE STOP FOR EVERY LOCAL AREA

- To provide access to
 - Career services
 - Training services
 - Employment and training activities
 - One stop partner programs and activities
 - Wagner-Peyser job search, placement, recruitment, and labor exchange services
 - Labor market data

BRANDING

- In addition to State or local identifiers, one-stops must use a federally determined identifier for
 - Products
 - Programs
 - Activities
 - Services
 - Facilities
 - Related property and materials

CERTIFICATION AND CONTINUOUS IMPROVEMENT OF ONE-STOP CENTERS

- To receive infrastructure funding an assessment must be done every 3 years and the one stop certified
- The assessment is to be developed by the State board in consultation with chief elected officials and local boards
 - Effectiveness
 - Integration
 - Physical and program accessibility
 - Continuous improvement
 - Standards for coordinating services by the one-stop partners
 - How well the one-stop supports attainment of local performance measures
 - How well the one-stop meets the workforce needs of local employers and participants.

LOCAL CRITERIA

- Consistent with the State plan a local board may develop
 - Additional criteria or
 - Higher levels of service coordination than required by the State
 - Assessments
 - To respond to labor market, economic, and demographic, conditions and trends in the local area.

FUNDING OF ONE-STOP INFRASTRUCTURE

- The local board, chief elected officials, and one-stop partners can fund the costs of infrastructure of one-stop centers through
 - Methods agreed on by the local board, chief elected officials, and one-stop partners as described in the memorandum of understanding
 - If no consensus agreement the state infrastructure funding mechanism kicks in on July 1 2016

GUIDANCE FOR INFRASTRUCTURE

- The Governor must consult with chief elected officials, local boards, and the State board in developing guidance for infrastructure funding for State-administered one-stop programs, proportionate to their use of the one stop
 - Determining the cost of the infrastructure
 - Determining equitable and stable methods of funding the infrastructure
- State one-stop infrastructure funding
 - Covered portion means the portion of the Federal funds provided to a State or local area applicable to the one stop considering other available resources for infrastructure funding
 - Partner contributions where negotiation failed is the amount taken from amounts applicable to the one stop to assist in paying the costs of infrastructure of one-stop centers

FAILED NEGOTIATION

- The Governor
 - After consultation with chief elected officials, local boards, and the State board, will decide the contributions of each one-stop partner
 - Shall exclude the amounts for proportionate use of one-stop centers attributable to the programs of one-stop partners for those local areas of the State where the costs of infrastructure of one-stop centers are funded through negotiation
 - Shall take into account the statutory requirements for each partner program and the partner program's ability to fulfill such requirements.

PROVISION FROM ADMINISTRATIVE FUNDS

- Contributions from one stop partners must come from their administrative funds
- WIA formula programs and employment service up to 3 %
- Other one-stop partners up to 1.5 %
- Vocational rehabilitation.
 - .75 % for the 2nd full program year after WIOA enactment
 - 1.0 % for the 3rd full program year that begins after that date
 - 1.25 % for the 4th full program year that begins after that date
 - 1.5 % for the 5th and each succeeding full program year
- Exception — Title V older worker programs

**IDENTIFICATION OF
ELIGIBLE PROVIDERS OF
TRAINING SERVICES
SEC. 122**

ELIGIBLE TRAINING PROVIDERS **SEC. 122**

- The Governor, after consulting with the State board, shall establish criteria, information requirements, and procedures for the eligibility of training providers
- Providers must be
 - An institution of higher education providing a program that leads to a recognized postsecondary credential
 - Registered apprenticeship
 - Public or private providers including joint labor-management organizations,
 - Providers of adult education and literacy activities in combination with occupational skills training.

GOVERNOR CRITERIA

- Provider's performance
 - Performance accountability measures
 - Performance outcomes determined by the governor subject to
 - The characteristics of the population served
 - Relevant economic conditions and
 - Employment and earnings outcomes for students in general
- Access to training statewide, and through the use of technology.
- Information reported to State agencies with respect to Federal and State programs involving training services, other than the program carried out under this subtitle, including one-stop partner programs
- The degree to which the training programs relate to in-demand jobs
- Compliance with State licensing requirements
- Providers use of industry-recognized certificates or certifications

GOVERNOR CRITERIA

- Programs leading to recognized postsecondary credentials
- Quality of the training
- Providers ability to train individuals who are employed and individuals with barriers to employment.
- Factors as the Governor deems appropriate to ensure—
 - Accountability of the providers;
 - One-stops meet the needs of employers and participants
 - Informed customer choice
- Collection of information to demonstrate compliance with the criteria is not unduly burdensome or costly to providers.

STATE INFORMATION REQUIREMENTS

- Training providers must submit accurate, and timely information to the State with respect to participants receiving training including
 - Information on the performance of the provider with respect to the performance measures for such participants taking into consideration the characteristics of the population served and relevant economic conditions
 - information specifying the % of participants with training related placements
 - Recognized postsecondary credentials received by participants;
 - Participant tuition and fees
 - Information on participants program completion rate

LOCAL CRITERIA AND INFORMATION REQUIREMENTS

- Local boards can
 - Establish criteria and information requirements in addition to the state criteria
 - Require higher levels of performance than required by the state in determining the eligibility of training providers to receive funds

INITIAL ELIGIBILITY CRITERIA

■ Initial eligibility

- Good for only 1 fiscal year for a particular program.
- Providers who were not eligible providers of training services under WIA
- Required Information
 - Providers must provide verifiable program-specific performance information based on criteria established by the State supporting their ability to serve participants
 - whether the provider is in a partnership with business;
 - Factors indicating high quality training services
 - Alignment of the training with in-demand occupations
- The information is to be used by local boards to determine eligibility

INITIAL ELIGIBILITY AND RENEWALS

- A provider that receives initial eligibility shall be subject to the requirements for application and renewal in the future
- Application procedures.
 - information on provider performance with respect to the performance measures considering
 - the characteristics of the population served
 - relevant economic conditions)
 - information specifying the percentage of such participants who entered unsubsidized employment
 - Training related placements
 - Appeal procedure for denial or termination with an opportunity for a hearing and a time frame
- Applications must be reviewed / renewed every 2 years

THE STATEWIDE LIST

- List of eligible providers must
 - Identify the recognized postsecondary credential offered
 - Give information by local areas
 - Include performance information
 - Information required by the Governor
- The participant information is confidential and requires prior written consent of the parent or student to be released
- The Governor has to provide an opportunity for interested members of the public to make recommendations and submit comments regarding the criteria, information requirements, procedures, and list.

ENFORCEMENT

- If a provider supplies inaccurate information their eligibility to receive funds shall be terminated for at least 2 years.
- If a provider substantially violate any requirement under this title the eligibility the provider to receive funds shall be terminated for at least 2 years.
- If a training provider's eligibility is terminated they shall be liable to repay funds received/tuition
- Termination and repayment supplement, they do not supplant, civil and criminal remedies available

OTHER PROVIDER PROVISIONS

- On-the-job training, customized training, incumbent worker training, are exempt from eligible provider requirements
- One-stop operators are to collect performance information on OJT, customized training, incumbent worker training, internships, paid / unpaid work experience, and transitional Employment providers
 - Governor may use the information to determine whether the providers meet performance criteria
 - Information re performing providers is to be disseminated through the one-stop.

IMPLEMENTATION OF PERFORMANCE

- Implementation of performance criteria must be within 12 months of WIOA enactment
- If Governors want early implementation they may establish transition procedures under which providers eligible under WIA may continue to be eligible until December 31, 2015, or until such earlier date as the Governor determines to be appropriate.

YOUTH WORKFORCE ACTIVITIES

ELIGIBLE YOUTH PROVIDERS

- Local boards shall award grants or contracts
 - On a competitive basis to youth providers
 - Based on criteria in the State plan
 - the training leads to a recognized postsecondary credential
 - The ability of the providers to meet youth performance
- Boards are responsible for provider oversight
- Local boards may award contracts on a sole-source basis if they determines there is an insufficient number of eligible providers, such as a in a rural area

YOUTH ELIGIBILITY OUT OF SCHOOL (129)

In or out of school
determined at enrollment

Not attending any school as
defined under State law

16 to 24

AND

A school dropout, or

Within the age of compulsory
attendance, but has not
attended for the most
recent complete school
year calendar quarter, or

A recipient of a HS diploma or GED low-
income individual AND

Basic skills deficient

An English language learner

Subject to the juvenile / adult justice system.

Homeless per the Violence Against Women act

Homeless as defined in the McKinney-Vento
homeless assistance act

A runaway

In foster care or aged out of foster care

Eligible for foster care or in an out-of-home
placement.

Pregnant or parenting.

A youth with a disability.

Requires assistance to enter or complete an
educational program or to secure
employment.

OUT-OF-SCHOOL PRIORITY

- 75 % of the funds available for statewide activities and 75 % of funds available to local areas shall be used for out-of-school youth
- Exceptions
 - For states that receives a minimum allotment may decrease the percentage described to not less than 50 percent for a local area in the State,
 - If the State determines that the local area will be unable to use 75 % of the funds for out-of school youth because their numbers of are low
 - the State must submit a request to the Secretary, with the percentage decreased up to 50 % and the analysis and the Secretary must approve
- In providing assistance to a youth required to attend school per State compulsory attendance laws, the priority in providing assistance is for the youth to attend school regularly.

IN-SCHOOL YOUTH

Attending school as
defined by State law

Not younger than 14 or

Has a disability is
attending school per
State law & is older
than 21

or

A low-income individual

AND one or more of the following:

Basic skills deficient.

English language learner.

Offender

Homeless per Violence Against Women
Act

Homeless per the McKinney-Vento
Homeless Assistance Act

A runaway

Foster care

Aged out of foster care

Eligible for foster care or in an out-of-
home placement.

Pregnant or parenting.

Disabled

Requires assistance to complete an
education program or to secure or hold
employment.

5% Window and Compulsory Attendance

- The 5 % window is maintained for youth who are not low income but have a barrier
- In serving in-school youth programs must mandate school attendance

YOUTH PROGRAM DESIGN

Mandated Objective Assessment Elements

Academic levels

Skill levels

Service needs

Basic skills

Occupational skills

Prior work experience

Employability interests &
aptitudes

Interest & aptitudes for
nontraditional jobs

Support service needs

Developmental needs

Identification of appropriate
services

Identifying career pathways

ASSESSMENTS

- Youth providers are not required to conduct new assessments if a recent assessment of the participant conducted pursuant to another education or training program is available

REQUIRED INDIVIDUAL SERVICE STRATEGY

- Must be directly linked to 1 or more performance indicators in section 116 (b) (2) (A) (ii)
- Must identify career pathways that include
 - Education and employment goals
 - Including nontraditional employment as appropriate
 - Achievement objectives
 - Appropriate services taking into account the assessment
- A new service strategy isn't required if there is recent service strategy developed under another education or training program;

ACTIVITIES AND RESULTS

- Activities leading to the attainment of a secondary school diploma or its credential
- Preparation for postsecondary education and training
- Linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials
- Preparation for unsubsidized employment
- Connections to employers in in-demand industry sectors and occupations
- Local boards can implement the pay-for-performance contract strategy with 10 percent of their funds

PROGRAM ELEMENTS

- Program services provided must support
 - Attainment of a HS diploma or its equivalent
 - Entry into postsecondary education
 - Career readiness

ONE OR MORE REQUIRED PROGRAM ELEMENTS

- Tutoring
- Study skills training
- Instruction
- Evidence-based dropout prevention and recovery strategies leading to
 - Completion of a HS diploma or GED
 - A recognized certificate of attendance or similar document for individuals with disabilities
 - A recognized postsecondary credential
- Alternative secondary school services, or dropout recovery services

ONE OR MORE REQUIRED PROGRAM ELEMENTS

- Paid and unpaid work experience that have as component academic and occupational education, which may include
 - Summer employment and other employment opportunities available throughout the school year
 - Pre-apprenticeship programs
 - Internships and job shadowing
 - On-the-job training opportunities
- Special requirement
 - A minimum of 20 % of the funds allocated to the local area must be used to provide in and out-of-school youth with work experience activities

ONE OF MORE REQUIRED PROGRAM ELEMENTS

- Occupational skill training
 - Priority for training leading to postsecondary credentials aligned with in-demand jobs
- Education concurrent with & in context with workforce prep and training for a specific occupation
- Leadership development
 - Community service
 - Peer centered activities encouraging responsibility, positive social and civic behaviors,
- supportive services
- Adult mentoring during participation and for 12 months following
- 12 months of follow-up services
- Guidance and counseling, including drug and alcohol abuse counseling and referral
- Financial literacy education
- Entrepreneurial skills training
- Labor market and employment information about in-demand jobs
 - career awareness
 - career counseling
 - career exploration services
- Activities that prepare youth for postsecondary education and training.

INFORMATION AND REFERRAL REQUIREMENTS

- All youth participants must receive information about all available services through
 - The local board
 - Other eligible providers
 - One-stop partners
- All participants must be referred to training and education programs that have the capacity to serve the participant either on a sequential or concurrent basis.

REFERRALS

- Eligible applicants who do not meet program enrollment requirements or who cannot be served shall be referred
 - For further assessment, as necessary and
 - To programs to meet the basic skill and training needs of the applicant
- Parents, participants, and community members with experience serving youth should be involved in local program design and implementation of the programs
- It is not required that each of the elements described be offered by each provider of youth services.

PERFORMANCE

- Performance applies to the Core Programs
 - WIOA Adult Dislocated Worker and Youth
 - Adult education and literacy activities
 - Wagner- Peyser Act - employment services
 - Vocational Rehabilitation

THE PERFORMANCE MEASURES-CORE ADULT AND DW

- PLACEMENT: The % of participants in unsubsidized employment in the **second quarter** after exit from the program
- RETENTION: The % of participants in unsubsidized employment during the **fourth quarter** after exit from the program
- WAGE: The median earnings of participants in unsubsidized employment **the second quarter** after exit
- The % of participants who obtain a postsecondary credential, or a HS school diploma or GED during participation or within 1 year after exit who ALSO are placed or go into post secondary training
- The % of participants in an education or training program leading to a 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 developed by the Secretaries of Labor and Education

YOUTH PERFORMANCE MEASURES

- PLACEMENT: the % of participants in education, training or unsubsidized employment, during the second quarter after exit
- RETENTION: the % of participants in education, training or in unsubsidized employment, the fourth quarter after exit; and
- WAGE: The median earnings of participants in unsubsidized employment the second quarter after exit
- The % of participants who obtain a postsecondary credential, or a HS school diploma or GED during participation or within 1 year after exit who ALSO are placed or go into post secondary training
- The % of participants in an education or training program leading to a 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 developed by the Secretaries of Labor and Education

STATE PERFORMANCE YEARS 1 AND 2

- The State shall reach agreement with the Secretary of Labor and Education on levels of performance for each indicator
- The levels agreed to shall be considered to be the State adjusted levels of performance for the State for program years 1 and 2
- They shall be incorporated into the State plan prior to the approval of such plan.

STATE PERFORMANCE YEARS 3 AND 4

- The State and Secretaries of Labor, and Education, shall agree on levels of performance taking into account the factors below:
 - How state compare to other states
 - Using a statistical model established by the secretaries based on
 - Differences in economic conditions and unemployment rates
 - The characteristics of participants in programs
 - The extent to which the levels promote continuous improvement by the state and ensure optimal return on the investment of federal funds;
 - Take into account the extent to which the levels assist the state in meeting the goals set for the CORE programs by the US DOL and US DED

Revisions

- The Secretary of Labor and Education in accordance with a statistical model they developed can revise the State performance to reflect
 - Actual economic conditions
 - Characteristics of participants

LOCAL PERFORMANCE

- The same measures as state performance
- The level shall be negotiated by the governor, local board and electeds
- Adjustments
 - Expected economic conditions
 - Expected participant characteristics
 - Using the statistical adjustment model developed by the feds
 - Actual economic conditions
 - Actual characteristics of the populations served

STATE PERFORMANCE REPORT REQUIREMENTS

- The levels of performance achieved for
 - Each measure for each core program
 - Each measure for each core program with respect to individuals with barriers to employment by sub-population, and by race, ethnicity, sex, and age;
- The total # of participants served by each Core program
- The # of participants who received career and training services, during the most recent and the preceding program years, and the amount of funds spent on each type of service;
- The # of participants who exited from career and training services, during the most recent program year and the preceding program years

STATE REQUIRED PERFORMANCE REPORTS

- The average cost per participant who received career and training services, respectively, during the most recent program year and the 3 preceding program years;
- The % of participants who received training services and obtained training related jobs
- The # of participants with barriers to employment served by each core programs by each subpopulation
- The # of participants enrolled in more than 1 core programs
- The % of the state's annual allotment spent on administrative costs;
- Where local areas are implementing pay-for-performance contract strategies
 - Service providers performance as compared with contract required performance
 - An evaluation of the design of the programs and performance
 - Where possible, employers and participant satisfaction
- Other information that comparisons states to other states

LOCAL AREA PERFORMANCE REPORTS

- The same information required of States for each core program
- The amount spent by the local area on administrative costs;
- Other information that allows for comparison of local areas with other local areas

ELIGIBLE TRAINING PROVIDER REPORTS

- With respect to each program of study]
 - The levels of performance achieved with respect to the State of local measures
 - The total number of exiters from programs of study
 - The total # of participants who received training by funding, by the type of entity providing the training, during the most recent program year and the 3 preceding program years;
 - The average cost per participant for those who received training by the type of entity that provided the training, during the most recent program year and the 3 preceding program years; and
 - The # of individuals with barriers to employment served by each funding stream and by each subpopulation and by race, ethnicity, sex, and age.

STATE SANCTIONS FOR FAILING PERFORMANCE

- Year 1 – technical assistance from the Secretary of Labor and Education including assistance developing a performance improvement plan.
- Year 2 (except in exceptional circumstances)
 - If the state fails to submit a report there will be 5% reduction in funds
 - Until the Secretary of Labor or Education, as determines that the State meets adjusted levels of performance and has submitted reports for the appropriate program years.

LOCAL AREA FAILURE TO MEET PERFORMANCE

- Year 1 and 2 - technical assistance
- Year 3 the Governor must take corrective action
 - Development of a reorganization plan
 - The appointment and certification of a new local board
 - Prohibit the use of providers and one-stop partners identified as poor performers
 - Such other actions as the governor determines appropriate.
 - **Business**

LOCAL BOARDS AS ONE-STOP OPERATORS

- Local boards may
 - Provide career services through the one-stop or
 - Be designated or certified as a one-stop operator only
 - With the agreement of the chief elected official and
 - The governor.