Introducing the All-New WIA Manual

&

From WIA to WIOA

Michigan Works! Annual Conference

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Introducing the All-New WIA Manual

- The E-PMIG replaced the P-MIG
- The WIA manual combines remaining portions of the old P-MIG with other WIA program policies
- Consolidates existing state and federal polices and guidelines. - A “one-stop shop” for guidance
- The purpose is to provide policy guidance and interpretation of federal and state workforce laws
- Procedural guidance assures consistency
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Icons draw your attention to:

- Requirements and recommendations
- Attachments
- Best practices
- Links to other web-based resources
- Peer-to-peer resources
- Reminders

As a reminder,
Introducing the All-New WIA Manual

- Interactive Table of Contents
- Updates to chapters as needed, based on changes at the Federal or State level
- Pertinent references are identified at the end of each section
- Forms are at the end of the manual
- Other References – located on the WDA Intranet
  - Acronyms
  - Glossary of Terms and Definitions
  - WIA Performance Handbook
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New items include:

- Updated policy resulting from recent TEGLs
- Updated educational functioning level comparisons
- Career preparation and inspiration initiatives
- 2014 Poverty and Lower Living Standard Income Level (LLSIL) Guidelines
- Guidance regarding credentials
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- Continuous improvement – updates as needed
- Updates will be disseminated for MWA review and comment prior to becoming “official”
- We encourage suggestions for improvement, along with submission of best practices or resources that you’ve found useful
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And then...

- The Workforce Innovation and Opportunity Act (the WIOA) was enacted
- The entire WIA manual will be replaced by the WIOA manual upon implementation of the WIOA
QUESTIONS?
Moving from WIA to WIOA

- A new day...
- The Workforce Innovation and Opportunity Act (WIOA) ("WE-O-UH") was signed on July 22, 2014
- Michigan plans to be an early implementation State
- Passed by congress with wide bipartisan majority
- Builds on proven practices such as sector strategies, career pathways, regional economic approaches, and work-based learning.
Required Implementation Dates

- Proposed WIOA rules will be published by January 18, 2015.
- WIOA takes effect on July 1, 2015
- The eligible training provider list (Michigan’s CECR) provisions will be implemented by July 22, 2015
- Final rules will be published by January 22, 2016
- WIOA State Unified Plan and performance indicators are due March 3, 2016, and take effect July 1, 2016
WIOA Basics

A general focus on streamlining programs, reporting, and administration. WIOA maintains the existing structure of the WIA, but is very different from WIA in a number of ways:

- Eliminates 15 existing federal training programs
- A single set of outcome metrics is applied to core programs
- Creates smaller, nimbler, and more strategic state and local boards
- Eliminates the sequence of services by consolidating core and intensive services into “career services”
WIOA System Alignment

- Better coordination
- Businesses to identify in-demand skills
- Supports strategic planning and streamlining current governance and administration
- Ensures individuals with disabilities have the skills necessary to be successful
Local Board Provisions

- The size of the local board is reduced by eliminating the WIA requirement that all One-Stop partner programs be represented.
- Youth councils are no longer required.
- Standing committees to assist with operational and other issues relating to one-stop delivery system, youth services, and individuals with disabilities.
- Maintains existing functions but also adds additional requirements.
- Locally elected officials continue to have a key role in strategic planning and in the structure of workforce services.
Local Plans

- Plan term is 4 years, with modifications every two years
- Plan requirements include:
  - Strategic planning elements
  - How the board will expand access to employment, training, education, and supportive services
  - Strategies and services used to facilitate employer engagement
  - How education and workforce activities will be coordinated with secondary & postsecondary education
  - How the board will coordinate with the UIA
  - How the board will coordinate adult education and literacy programs
  - Implementation and transition to a technology-enabled intake and case management system
General Workforce Investment Provisions – Regional & Local Areas

- **Regional Areas**: Requires states to identify regions in consultation with local boards and chief elected officials

- **Local Areas**: Requires the Governor to designate local areas through consultation with the state board and after consulting CEOs and local boards

- **Regional Coordination**: A regional plan incorporating all local plans within the region along with an agreement on how the region will negotiate performance measures
One-Stop Delivery System

- Required Partners include those required under the WIA, programs under the Second Chance Act, and TANF
- Additional partners with approval of the board and CEO may include Employment & Training programs administered by the Social Security Administration
- Supplemental Nutrition Assistance (SNAP & SNAP E&T) programs
- Client assistance programs
- National & Community Services state grants, other appropriate federal, state or local employment education and training programs
One-Stop Infrastructure

- Requires mandatory one-stop partners to reach voluntary agreement, in the form of an MOU with the local board, to fund the costs of infrastructure, other shared costs, and how the partners will deliver services under the system.
- Mandatory partner program contributions are based on the proportionate use of the one-stop centers
- If a local area fails to come to agreement, a State one-stop infrastructure funding mechanism can be imposed
Title I: Workforce Investment Activities and Providers

It’s all about collaborations, connections and partnerships, with an increased focus on services for employers through:

- Improved connections with institutions of higher education, including community colleges with an emphasis on attainment of postsecondary credentials that include industry-recognized certificates or certifications
- Collaboration between Registered Apprenticeship and Adult, Dislocated Worker and Youth programs are promoted
- Pre-apprenticeship is an authorized Youth program activity to help participants meet entrance requirements for Registered Apprenticeship programs
Workforce Investment Activities - Adult and Dislocated Workers

- Essentially maintains the current law, but amends the transfer authority; up to 100% of funds may be transferred between the Adult and Dislocated Worker programs
- Eliminates the “sequence of services” under WIA, by consolidating core and intensive services into “career services”
- While the services remain similar to those under current law, the streamlined structure is intended to provide more flexibility to one-stop staff in determining a need for training
- Local boards are required to convene, use, or implement industry or sector partnerships
- Optional methods for training under certain guidelines include: contracting for classroom training for multiple participants or on a pay for performance basis, incumbent worker training, and transitional job strategies
Workforce Investment Activities - Adult and Dislocated Workers

- Maintains the use of Individual Training Accounts (ITAs)
- Expands the current list of exceptions where training may be provided through contracts for services
- Increases reimbursement level for OJT
- Expands the list of permissible local employment and training activities
- Allows local areas to provide work support activities to help low-wage workers retain & enhance employment
- Maintains current language allowing local areas to provide needs-related payments
Workforce Investment Activities - Adult and Dislocated Workers

Required Local Activities

- Establish and provide career services (core and intensive services) through the one-stop delivery system
- Establish and develop relationships and networks with large & small employers and their intermediaries
- Designate a dedicated business liaison
- Priority for individuals on public assistance, other low-income individuals that are basic skills deficient.
Workforce Investment Activities - Adult and Dislocated Workers

Training services are provided to individuals that are:

- Unlikely or unable to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment, and

- Those that have the skills and qualifications to successfully participate in the training

- Training is selected from the CECR
Workforce Investment Activities - Adult and Dislocated Workers

Permissible training activities include:

- Those that improve coordination with other programs
- Training in nontraditional occupations
- Entrepreneurial skills training and microenterprise services
- Skills upgrading
- Certification for recognized postsecondary credentials
- Apprenticeships
- Training to address risk factors (related to layoff aversion activities)
Incumbent worker training programs:

- Require employers to pay for non-federal share
- Amount reserved for incumbent worker training is up to 20% of allocated funds
- Graduated scale based on the size of the employer
- Employer’s non-federal share can include the amount of the wages paid to workers while they participate in training
Workforce Investment Activities - Adult and Dislocated Workers

Permissible local activities include:

- Supportive services
- Needs-related payments
- Transitional jobs
- Work support activities for low-wage workers
Workforce Investment Activities - Youth

Ages 14 - 21

In-School vs. Out-of-School Youth

Younger vs. Older Youth

30% Expenditure requirement for OOS Youth

75% Expenditure requirement for OOS Youth

20% expenditure requirement for work experience

No expenditure requirement for work experience

30% Expenditure requirement for OOS Youth

Ages 14 - 24

20% Expenditure requirement for work experience
Youth Definitions

A WIOA Out-of-School Youth is age 16-24;

- Not attending any school; and one of the following:
  - School dropout
  - Age 16 or under and has not attended school for at least the most recent school year or calendar quarter
  - Subject to the juvenile or adult justice system
  - Low-income; has received a diploma or equivalent; and is
    - Basic skills deficient
    - An English language learner
  - Homeless, runaway, or foster youth
  - Pregnant or Parenting
  - Has a disability
  - Low-income and requires additional assistance
Youth Definitions

A WIOA In-School Youth is age 14 – 21; attending school (as defined by state law); low-income; AND one of the following:

- Basic skills deficient
- An English language learner
- An offender
- A homeless individual
- Pregnant or parenting
- A youth with a disability
- An individual who requires additional assistance
The definition of low-income now includes:
1) Free or reduced school lunch; and
2) Living in a high-poverty area

To be defined by USDOL
Workforce Investment Activities - Youth

New Youth Elements

- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Financial literacy education;
- Entrepreneurial skills training;
- Services that provide labor market and employment information about in-demand industry sectors and occupations available in the local area such as career awareness, career counselling and exploration services; and
- Activities to help prepare for and transition to postsecondary education and training
Performance & Accountability – All Programs

- Core indicators for Title I, Title II, Title III, and Title IV programs include (for both Adult/Dislocated Worker and Youth programs):
  - % participants in unsubsidized employment both during the second quarter and fourth quarter after exit
  - Median earnings of participants in unsubsidized employment during the second quarter after exit
  - % of participants who obtain a recognized post-secondary credential, secondary school diploma, or equivalent during participation or within 1 year after program exit
  - % of participants who during a program year are in education that leads to a recognized post-secondary credential or employment and who are achieving measurable gains toward those goals
  - Indicators of effectiveness in serving employers.
Performance & Accountability

- **Credentials:** Participants who have earned a credential shall only be included in the percentage counted as meeting the criteria if they have obtained or retained employment or are in an education or training program leading to a recognized credential within one year of exit.

- **Other Indicators:** Requires secretaries of Labor & Education to establish one or more primary indicators of performance that indicate the effectiveness in serving employers.

- **Permits states to identify additional measures**
Eligible Training Provider Lists – Career Education Consumer Report

- Retains consumer choice requirements
- Eligibility to be listed on the CECR – maintains the current law
- Added requirement that the state consider the degree to which training programs relate to in-demand industry sectors and occupations in the state.
- Providers may receive initial eligibility only for 1 year for a particular program
- Provider performance is required
- Priority consideration is given to programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.
Job Corps & Other National Programs

- Job Corps program – contracting requirements for centers include the requirement that the program use accountability indicators for youth and strengthens reporting requirements
- The bill reauthorizes the Native American Program, the Migrant and Seasonal Farmworker Program, and YouthBuild
- Includes provisions for National Dislocated Worker grants (NEGs)
- Independent evaluation of Title I activities is required every 4 years
Title II: Adult Education & Literacy Act

- An emphasis is placed on the integration of adult education and literacy activities with occupational skills training and career pathways.
- Requires use of the same set of primary performance indicators as used for all core employment and training activities.
- Requires that Title II be included as part of our State’s unified plan.
- Corrections Education - Requires eligible agencies to carry out academic programs, including adult education and literacy activities, special education, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transfer to reentry initiatives.
Title II: Amendments to the Wagner-Peyser Act (of 1933)

- Amendments generally maintain the current law, but also reflect the need to align the statute with the bill
- Alignment includes aligning performance with those used for core programs, inclusion of employment services as part of our State’s unified plan,
- Funding is also allowed to provide professional development of staff so as to strengthen the quality of services
Title IV: Amendments to the Rehabilitation Act of 1973

- The Rehabilitation Act was last reauthorized in 1998
- Authorizes vocational rehabilitation, independent living, and research and information on new technology to assist individuals with disabilities
- “Pre-employment transition services” are required to be available to all students with disabilities.
Title V: General Provisions

- The WIA of 1998 is repealed in its entirety
- Conforming amendments
- Administrative costs and provisions – essentially maintains the current law
- Specifies privacy protections
- Maintains Buy America
- Transition provisions (largely related to funding)
- Effective Dates for negotiated agreements
QUESTIONS?
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Supplemental Slides

- Adult & Dislocated Worker Statewide Activities
- Youth Statewide Activities
State Board Provisions

- WIOA reduces the size of state workforce development boards
- Boards are provided with additional responsibility to help achieve state strategic vision and goals
- At least 20% of the Board membership must include workforce representatives
- Boards may include community-based organizations
- Requires a representative from each of the 4 core programs, and
- Other appropriate government representatives, including local officials.
Adult & DW Statewide Workforce Investment Activities

- There are additional required statewide activities the state must fund

- The list of allowable statewide activities, has been expanded
Youth Workforce Investment Activities

Required Statewide Activities:

- Evaluations of youth investment activities
- Disseminating the list of eligible providers of youth activities
- Providing assistance to local areas
- Monitoring and oversight activities which may include a review comparing services provided to male and female youth
- Assistance to local areas with high concentrations of youth
Youth Workforce Investment Activities

Allowable statewide activities include:

- Research and demonstration projects
- Support of alternative, evidence-based programs
- Supporting financial literacy