

Information Session 1: Workforce Innovation and Opportunity Act

August 7, 2014

[Note – Slide content is followed by presenter’s narrative for each slide.]

Slide 1 – Session I: Overview of the Workforce Innovation and Opportunity Act (WIOA)

(image of Department of Education seal)

Welcome to the first in a series of information sessions designed for State Directors of Adult Education. The purpose of the series is to acquaint key staff in state adult education offices with the changes in the recently reauthorized Workforce Innovation and Opportunity Act, or WIOA, in order to facilitate transition to the new law. WIOA will require strong partnerships at the state level and a good working knowledge of the legislation is essential to being effective in that leadership role. This session employs a format known as a “flipped classroom” by delivering content in advance of planned discussion and interaction. This series and format is a result of conversations with the Executive Committee of the National Adult Education Professional Development Consortium.

Slide 2 - Topics for Discussion

- Background
- Structure of WIOA – Overview of Titles I through V
- Effective Dates of Implementation
- Additional Resources

This session is designed to acquaint participants with the background leading to reauthorization and create a general understanding of the structure of the entire Act to lay a firm foundation for understanding partnership roles. It will also provide information on what the Act says about the transition from the Workforce Investment Act to WIOA and will help participants to know what to expect in the coming months. Future sessions will focus more specifically on the Title II – Adult Education and Literacy and on specific provisions related to Adult Education connections to the overall Workforce Development system as a core program.

Slide 3: Background

The Workforce Innovation and Opportunity Act (WIOA), signed into law by the President on July 22, 2014 (P.L. 113-128), was a bipartisan, bicameral effort to revise and reauthorize the Workforce Investment Act of 1998 after more than a decade.

The new law is critically important in helping to transform the nation’s workforce system and demonstrates the commitment to investing in a skilled workforce.

The Workforce Innovation and Opportunity Act reauthorizes the Workforce Investment Act, which was due for reauthorization in 2003. It represents the first major reform in the U.S. workforce system in over a decade. Over the past decade, the House and Senate introduced various versions of a reauthorized WIA bill in an attempt to meet the needs of a changing

economy and to better reflect the needs of job seekers and employers. We're excited about the possibilities that the new law represents.

Slide 4: Background (CONT.)

Key Principles of WIOA:

- Encourages strategic alignment and coordination among the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation services
- Seeks to ensure that job seekers receive training services that align with workforce needs
- Emphasis on accountability and common measures to support continuous system-wide improvements
- Fosters innovation and supports activities based on evidence-based, rigorous research and promising practices

It encourages new opportunities for collaboration across the federal and state agencies, indicates a shared commitment to improve training and employment opportunities for individuals with barriers to employment, strengthens partnerships, emphasizes accountability and improvements in program outcomes, and promotes connections to employers, businesses, and regional and community needs. The WIOA also supports and makes investments in innovative and promising models – something that is underscored throughout.

Slide 5: Structure of WIOA

- Title I – Workforce Development Activities
- Title II – Adult Education and Literacy
- Title III – Amendments to the Wagner-Peyser Act
- Title IV – Amendments to the Rehabilitation Act of 1973
- Title V – General Provisions

The structure of the Act has remained largely the same as in WIA. It still contains five titles, adult education is still a free standing title in the Act, and the Act, for the most part, reauthorizes the programs contained in WIA. The Act contains a definition section that establishes common definitions across the titles. A new definition of “career pathway” is one example of a definition that applies to all titles in the Act. The definitions also establish core programs consisting of: the Adult and Dislocated Worker and Youth formula programs administered by the Department of Labor; the Adult Education and Literacy Program administered by the Department of Education; the Wagner-Peyser Act employment services program administered by Department of Labor; and the programs under Title I of the Vocational Rehabilitation Act administered by Department of Education. It also contains broad purpose statements that broadly encompass the titles.

Slide 6: Title I – Workforce Development Activities

Two subtitles

- Subtitle A: System Alignment

- Promotes integration of the core programs into the workforce development system.
 - Core programs consist of: (1) the Adult, Dislocated Worker and Youth formula programs; (2) the Adult Education and Literacy program; (3) the Wagner-Peyser Act employment services program; (4) the programs under Title I of the Vocational Rehabilitation Act.
 - States required to coordinate core programs and submit a unified or combined State plan strategy.
 - Establishes common performance indicators that apply across the core programs.
 - Streamlines State workforce investment boards and strengthens board functions.
 - Establishes local boards and local plans.

Title I includes two subtitles that differ from WIA. Subtitle A is focused on system alignment and promotes integration of the core programs into the workforce development system. It contains a chapter that identifies how states must form state workforce boards and outlines the functions of those boards. It requires States to submit a single, unified plan that outlines a 4-year strategy for the core programs. The unified plan includes a strategic vision for the state's workforce development system, as well as an operational plan of the activities that will support the strategy across the core programs. It allows for a State to add other key partners, such as TANF and Perkins career and technical education programs by submitting a Combined State Plan.

In an effort to improve accountability and collaboration in data collection and reporting, the law establishes common performance measures across the core programs. There are six common measures and the Secretaries of Labor and Education will issue definitions for these measures to ensure nationwide comparability of performance data.

State workforce investment boards will serve as the coordinating entity for the workforce development system. The board is streamlined, focusing on meeting the workforce needs of employers with businesses making up the majority of representatives, and includes the lead State official with the primary responsibility for adult education. Officials may not represent multiple categories of representation. Boards will take on additional functions, such as aligning the workforce development programs, developing strategies to meet the needs of workers, jobseekers, and employers, and developing guidance around the one-stop system, among other responsibilities.

Subtitle A also establishes local workforce areas and local workforce development boards, which are responsible for developing local plans aligned with the State Unified Plan.

Slide 7: Title I – Workforce Development Activities (cont.)

- Subtitle B: Workforce Activities and Providers

- Establishes the roles and responsibilities of the One-Stop delivery system and partner programs.
 - Partner programs include the core programs, postsecondary career and technical education, TANF, and others as required partners.
 - Promotes investments from partner programs by requiring contributions to one-stop infrastructure and other costs, provides access through the one-stop system to the programs, and provides representation on local boards.
 - Reauthorizes Adult and Dislocated Worker and Youth activities, Job Corps and other national programs.

Subtitle B establishes the one-stop system and includes provisions that are aimed at aligning services across the core programs and other required partners in the one-stop system, including the TANF and postsecondary Perkins programs. Responsibilities of required partners include dedicating a portion of funds to contribute to one-stop infrastructure and other costs. Partner programs will come to an agreement on amount of funds or the amount will be determined by the Governor. The subtitle also reauthorizes the Youth program and the Adult and Dislocated Worker program.

Of significance to note, the youth program recognizes the importance of serving and connecting out-of-school youth to education and employment opportunities and focuses on providing services to disconnected youth by requiring the percentage of funds used to assist out-of-school-youth under the program be a minimum of 75%, which is increased from the 30% under WIA. Remaining subtitles reauthorize Job Corps and National programs, such as Native American and migrant seasonal farmworker programs.

Slide 8: Title II – Adult Education and Literacy

Key AEFLA Amendments:

- Expands the purpose related to immigrants and ELLs; and transitions to postsecondary education through career pathways
- Codifies the English Literacy/Civics program
- Establishes 3 new activities: integrated education and training, workforce preparation, and integrated EL and civics education
- Encourages activities that support alignment of core programs and implementation of the unified plan
- Establishes rigorous evaluation requirements

A more detailed overview of Title II will be provided in the second information session. Key changes include the expansion of its purpose and the establishment of new activities for which AELA funds can be used. It codifies the English Literacy and Civics program into the Integrated English Literacy and Civics Education program. It encourages activities that support alignment with the workforce development system and the unified state plan and requires states to use rigorous content standards. The amendments also increase the focus on evaluation activities.

Slide 9: Title III – Amendments to Wagner-Peyser

Purpose of Wagner-Peyser/Employment Service is to provide integrated high-quality services for workers, job seekers, and businesses through the one-stop delivery system.

Key Amendments include:

- WIOA enhances services for job seekers and employers by requiring co-location of the Wagner-Peyser Employment Service in the one-stop system
- Improves access to job training and employment services for unemployment insurance claimants through eligibility assessments and provision of referrals

Title III makes amendments to the Wagner-Peyser Act. Employment Services provide job search assistance, job referral, placement assistance for job seekers, and recruitment services for employers. WIOA increases accessibility of services for job seekers and employers by requiring co-location of the Wagner-Peyser Employment Service in the One-Stop system.

Slide 10: Title IV – Amendments to the Rehabilitation Act

Supports state vocational rehabilitation agencies in providing employment-related services for individuals with disabilities

Key Amendments include:

- Makes significant investments in activities serving individuals with disabilities, particularly youth with disabilities, to transition from education to employment in high-demand jobs and careers
- Supports employer engagement and promotes opportunities for individuals with disabilities to participate in work-based learning experiences
- Ensures individuals acquire the skills and training needed to enter competitive integrated employment
- Transfers certain programs from ED to HHS

The major Title IV formula program provides funds to state Vocational Rehabilitation agencies to support a wide range of services designed to help individuals with disabilities prepare for and engage in employment opportunities. Title IV amendments aim to increase opportunities, especially for individuals with disabilities who face barriers to employment, and invests in the important connections between education and career preparation. It emphasizes services to youth with disabilities.

The law also transfers certain programs from the Department of Education to the Department of Health and Human Services, including the Independent Living Services program, the National Institute on Disability and Rehabilitation Research, and programs under the Assistive Technology Act. The amendments to Title IV took effect on enactment. The Secretaries of Education and HHS continue to work closely together to ensure an orderly transition.

Slide 11: Effective Dates of Implementation

January 20, 2015: Department to publish NPRM to implement WIOA (180 days after enactment)

July 1, 2015: Provisions take effect, unless otherwise noted in the Act (1st full program year after enactment)

January 22, 2016: Department to publish Final Rules to implement WIOA (18 months after enactment)

March 3, 2016: Deadline for States to submit Unified State Plan (120 days before 2nd full PY)

July 1, 2016: Unified State Plan, performance accountability provisions, and One-Stop infrastructure cost requirements take effect

By now you may be wondering how the implementation timeline will play out. The Act provides effective dates of implementation. Many of the provisions will be clarified in the regulations required in the Act, especially those related to Unified Plans and the performance accountability system. The proposed regulations must be published by January 20, 2015 and final regulations must be published one year after that. States must submit Unified Plans before March 3, 2016.

Slide 12: Title V – General Provisions

Transition provisions

- Secretaries have flexibility in determining the appropriate actions for orderly transition.
- Current performance accountability system remains in effect for PY 2015.
- ED, in coordination with DOL, will issue further guidance on the timeframes for implementation.

The Act takes effect July 1, 2015, and the Secretaries are given the authority that will allow for a smooth transition from WIA to WIOA. Unified Plans and the performance requirements will take effect July 1, 2016. We will be issuing guidance on transition in the coming months.

Slide 13: Additional Resources

DAEL's WIOA Reauthorization Information:

- www.ed.gov/aefta
- For questions, please email: AskAEFLA@ed.gov

Rehabilitation Services Administration Information (Title IV amendments):

- www.ed.gov/about/offices/list/osers/ras/wioa-reauthorization.html

DOL Employment and Training Administration Information (Title I):

- www.doleta.gov/WIOA
- For questions, please email: DOL.WIOA@dol.gov

I know that you have many more questions than this session addresses. Remember that the August 7 Shop Talk will be devoted to discussion of this introductory session on WIOA. A discussion guide will accompany your Shop Talk announcement to help you to prepare for those calls.

Partner programs have launched landing pages that provide more information. We have also established dedicated mailboxes to collect your questions. Some questions may have answers

right now and others may require answers that are still in process. We intend to publish Frequently Asked Questions and appreciate you sending all questions to AskAEFLA@ed.gov.

Thank you for tuning in and I look forward to our discussions on August 7.

Slide 14: Closing image of Department of Education seal