

Information Session 3: Title I – State Workforce Boards and Unified State Plans

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Slide 1 – Session 3: Title I – State Workforce Boards and Unified Plans

[image of Department of Education seal]

Welcome to the third 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

- Recap of WIOA
- Definitions
- State Workforce Development Boards
- Unified State Plans and Combined State Plans
- Additional Resources

Session 1 provided an overview of WIOA, its structure, goals of aligning the core programs, and key implementation dates. Session 2 focused on the Adult Education and Family Literacy Act, or AEFLA, Title II of WIOA and the key changes in AEFLA under the new law. This session will provide more information about the coordination provisions under Title I-A, specific to State Workforce Boards and Unified State Plans. Further discussion of the performance accountability system will take place in Session 4.

Slide 3 – Review: Goals of WIOA

- Strategic Alignment
 - Requires States to strategically align key employment, education, and training programs provided by the four core programs at the Federal, State, and local levels
- Increased Accountability
 - Promotes program accountability and improvement to increase access to high-quality services and opportunities for individuals with barriers to employment

The Workforce Innovation and Opportunity Act (WIOA) requires States to strategically align the four core programs in a complementary and coordinated way for workers, jobseekers and employers. The new law also emphasizes program accountability and

improvement to ensure that individuals have access to high-quality services and opportunities. Today's session will focus on the key alignment provisions under the Unified State Plan affecting the core programs and the roles and responsibilities of State workforce development boards.

Slide 4 – Important Definitions

- Career Pathways
- Individuals with Barriers to Employment
- One-Stop Partner
- Supportive Services
- Workforce Development System

Before we review these areas, there are several terms contained in the definition section of Title I that are important to today's session. First, the Act contains a first-ever Federal definition of career pathway that applies to all programs and Titles in the Act. It is a detailed definition that includes seven components of education, training and other services. Among the components, the definition specifies that a career pathway must enable an individual to attain a secondary school diploma and at least one recognized postsecondary credential. Please take some time to review the definition in its entirety.

Title I also defines supportive services, to include transportation, child care, dependent care, housing, and needs related payments that are necessary to enable an individual to participate in activities under the Act. The term is used throughout the Act.

Under the term individual with barriers to employment is a list of 14 subpopulations that are included in the definition. It is important to note that individuals who are English language learners or who have low levels of literacy, as well as those who are facing substantial cultural barriers are listed here. The term is used throughout WIOA, including the sections we are reviewing today.

In the initial overview session of WIOA, we highlighted that Title I-B establishes the one-stop system. The definition of one-stop partner names AEFLA as a required partner of the one-stop system.

Workforce development system is used to denote the entire system, including core programs, one-stop partner programs, and other programs providing employment and training services as identified by the State Workforce Board.

Slide 5 – Membership of State Boards

- Streamlined Membership
 - Reduces size of State Workforce Development Boards
 - Includes business majority, labor organizations, apprenticeship (new), organizations serving individuals with barriers to employment
 - Includes the lead State official with the responsibility for the core programs
 - No representation in multiple categories

State boards play an important role in the development, implementation, and modification of State plans and AEFLA, as a core program, is represented. The language requires the lead state official with the responsibility of the core programs to be a member of the Board, and further stipulates that no person may serve as a member for more than one category of representation.

Overall, WIOA reduces the size of State Workforce Development Boards, with businesses maintaining the leadership role with a majority of representatives. At least 20 percent of board membership must include workforce representatives, such as labor organizations, and include a representative of an apprenticeship program, which was not referenced under the Workforce Investment Act (WIA). Membership also includes organizations serving eligible youth and individuals with barriers to employment. One-stop partners, such as Perkins, and representatives from community colleges may participate on the board but are no longer required board members.

Similar to WIA, WIOA also includes a grandfathering provision that allows States to maintain State boards that were in effect before the enactment of the law.

Slide 6 – Functions of the State Workforce Board

- Develop and implement State Plan
- Align core programs and develop and improve workforce system
 - Develop career pathways
 - Develop and implement one-stops
 - Identify regions and local areas
- Establish State performance measures and targets to assess effectiveness of core programs

Under WIOA, State boards have increased responsibility in the development and implementation of the State plan. Among the many functions of the State board, the board holds broad responsibility for aligning and improving the workforce development system. Some of the highlights of the duties include developing strategies to support the use of career pathways, developing and implementing the one-stop system, and identifying regional and local areas in the State. They also hold the responsibility for establishing State performance measures and using the State adjusted performance targets to assess the effectiveness of the core programs.

Slide 7 – Functions of State Workforce Board (continued)

- Develop policies to coordinate services
 - Criteria and procedures for local board to use in assessing core programs
 - Guidance on infrastructure costs
 - Defining role and contributions of one-stop partners, including equitable and efficient cost allocation
- Align technology and data systems across one-stop partners
- Technological improvements for digital literacy, accelerating learning, accessibility, and professional development

State workforce boards have the responsibility to develop policies to coordinate the services provided through the one-stop system. These duties include providing guidance to local boards on infrastructure costs and defining what one-stop partners must do to contribute to the services delivered through the one-stop system. It also develops criteria and procedures for local boards to use in fulfilling their responsibility for assessing the effectiveness of the core programs.

Boards are responsible for developing strategies for aligning technology and data systems across the one-stop partner programs to improve reporting and the coordination of services.

Other important duties relate to strategies designed to achieve technological improvements. These include strategies related to digital literacy, accelerating skill acquisition, assuring access to technology for individuals with disabilities and other functions.

Slide 8 – Title I-A: System Alignment and Unified Plans

- States required to submit a single, strategic, coordinated plan
- [Chart displaying Changes in State Plan Requirements side by side]
 - WIA:
 - 5-year State plan
 - Unified State Plans optional
 - Strategic planning elements
 - Plan submitted to ED Secretary
 - WIOA
 - 4-year State plan
 - Unified State Plans required
 - Strategic and operational planning elements
 - Submitted to DOL Secretary, joint approval with ED

A comparison of State plan requirements under WIA and WIOA highlight several important changes. The unified plan provisions under Title I-A require the Governor to submit a single, strategic coordinated plan for all core programs to the Secretary of Labor for approval. Under WIA, Unified State Plans were optional; however, it is a requirement under WIOA and the plans cover a 4-year period rather than a 5-year period. Unified State Plans under WIOA must include strategic and operational planning elements.

Slide 9 – Unified State Plan Contents

- Strategic Planning Elements
 - Vision and goals for preparing an educated and skilled workforce and meeting the needs of employers
 - Analysis of economic conditions of the State
 - Analysis of current workforce and labor market trends, including education and skill levels of workforce
 - Analysis of education and training activities in the State and a strategy for aligning the core programs

- Calls out individuals with barriers to employment throughout

Strategic planning elements provide a strategic vision and goals for preparing an educated and skilled workforce. The strategy must include an analysis of economic conditions in the State, such as the existing and in-demand industry sectors and the knowledge and skills needed in these industry sectors.

It must also include data on the current workforce and labor market trends. This analysis must include the educational and skill levels of the workforce and specifically makes reference that individuals with barriers to employment must be included in the analysis. The strategy must further identify how the workforce development activities in the State will address the education and training needs of employers and the workforce, including a strategy for aligning the core programs and other resources in the State.

Slide10 – Unified Plan Contents (continued)

- Operational Planning Elements
 - Strategies to align core program activities (such as co-enrollment, provision of supportive services)
 - Coordination with other programs (CTE, human services)
 - Coordinated, comprehensive high-quality services
 - Engagement of community colleges and CTE schools
 - Alignment of economic development strategies
 - Access to activities leading to postsecondary credentials

The Unified State Plan must also include operational planning elements to support the strategic vision. Further, it specifically requires the lead state agency responsible for the core program to describe how its services will support the strategic vision. In doing so, the lead agency must describe how the activities will be aligned across the programs, including using co-enrollment. It must also address alignment with other education and training activities, such as career and technical education and human services programs not covered under the plan to avoid duplication of services.

Slide 11 – Unified Plan Elements (continued)

- Operational Planning Elements (cont.)
 - State operating systems and policies:
 - Activities to assist State board in carrying out functions
 - Assessment of the quality, effectiveness, and improvement of core and one-stop partner programs
 - Factors used to distribute core program funds
 - Alignment and integration of data on core programs, UI, and postsecondary education
 - Assess progress of participants exiting core programs and success in postsecondary education or employment
 - Incorporating ED and other Federal privacy safeguards

Operational planning includes elements related to state operating systems and policies. Among the requirements are several items of specific interest to core programs. First, the

plan must address how the core programs will be assessed on quality, effectiveness, and improvement each year. It must also describe the method and factors that will be used for distributing core program funds. This element must take into account the provisions in AEFLA that govern how funds are awarded. Alignment and integration of workforce and education data on core programs must also be addressed.

Slide12 – Program-Specific Plan Elements

- AEFLA Plan Elements
 - Alignment of adult education with ESEA State content standards
 - Funding of local activities using 13 considerations under AEFLA
 - Use of funds for adult education and literacy activities
 - Assess and improve quality of adult education providers

The Unified State Plan retains title-specific requirements for AEFLA. While most are items that are currently covered in the WIA plan, the most notable new element is the requirement for States to align adult education content standards with the State adopted standards under the Elementary and Secondary Education Act.

Slide 13 – Plan Assurances

- Unified Plan Assurances
 - Transparency of information
 - Review and approval of operational planning elements
 - Stakeholder input on State plan
 - Fiscal controls and accounting procedures
 - Appropriate costs to core programs to carry out performance system
- Title II Assurances
 - Compliance with “supplement not supplant” provisions
 - At least one eligible provider serving each local area

The unified plan must include assurances. Some assurances are currently in place under WIA. One new assurance pertains to the core program assuring that it will pay the costs associated with the performance accountability system.

Slide 14 – State Plan Approvals

- Submission Dates
 - Plans submitted March 2016
 - May be modified at end of first 2-year period
 - Subsequent plans submitted 120 days prior to end of 4-year period
- Early Implementers
 - Departments must establish process for approving early unified plans

The Governor is required to submit the Unified State Plan to the Secretary of Labor. Within 90 days of submission, plans must be approved by the Secretaries of Labor and Education, after the approval of the Commissioner of the Rehabilitation Services Administration. Plans must be submitted in March 2016.

The Secretaries are required to develop a process for approving early implementers that submit unified plans prior to the Program Year 2016 effective date.

Slide 15 – Combined State Plans

- Combined State plan incorporates other key partners (including Perkins, TANF)
- Plans must include:
 - Strategy for joint planning and coordination
 - Assurance allowing core programs to review plan
- Plan approval within 90 days (or 120 days if 3 or more Secretaries)
- Special rule for CTE regarding performance

States have the option to submit a Combined State Plan, in lieu of a separate plan under that program, to incorporate other key partner programs, such as Perkins, TANF, and others. This would serve as a single submission and included programs would not be required to submit multiple plans. The combined plan provisions also include a special rule for Perkins, which includes a requirement for agreement between the State and appropriate Secretaries regarding application of State performance measures.

Slide 16 – Additional Resources

- OCTAE's WIOA Reauthorization Information (Title II):
 - 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/rsa/wioa-reauthorization.html
 - For questions, please email: RSA.WIOA@ed.gov
- DOL Employment and Training Administration Information (Titles I and III):
 - www.doleta.gov/WIOA
 - For questions, please email: DOL.WIOA@dol.gov

Please continue to check the OCTAE, RSA, and DOL web pages for updates and information on WIOA.

If you have any questions, please continue to submit them to the appropriate email addresses. We are still working to respond to your questions and will alert you when we have answers available.

Thank you for your participation and we look forward to our discussions. Stay tuned for the fourth and final information session on the performance accountability system.

Slide 17 - Closing image of Department of Education seal