

WORKFORCE INNOVATION AND OPPORTUNITY ACT- YOUTH

WIOA Youth Grantee Operational Training and Technical Assistance
Created by: Division of Employment and Training Services



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WIOA OVERVIEW

On July 22, 2014, President Obama signed the Workforce Innovation and Opportunity Act.

This is the first legislative reform that modernizes the public workforce system in more than 15 years.

It reaffirms the role of the public workforce system, and brings together and enhances several key employment, education, and training programs.



WIOA OVERVIEW

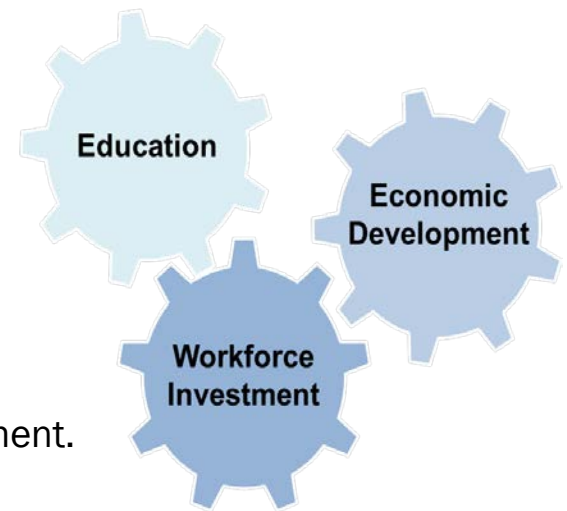
WIOA seeks to deliver a broad array of integrated services to individuals seeking jobs and skills training, as well as employers seeking skilled workers by improving the workforce system, more closely aligning with regional economies.

Customers must have access to a seamless system of high-quality services through coordination of programs, services and governance structures.


Closer ties among key workforce partners—

- business leaders,
- workforce boards,
- labor unions,
- community colleges,
- non-profit organizations,
- youth- serving organizations,
- State and local officials

—for a more **job-driven approach** to training and skills development.



WHY WIOA?

- By 2022 the U.S. will fall short of 11 million workers with postsecondary education, that include 6.8 million workers with bachelor's degrees, and 4.3 million workers with a postsecondary vocational certificate, some college credits or an associate's degree.
 - Fifty-two percent of adults (16-65) lack the literacy skills necessary to identify, interpret, or evaluate one or more pieces of information; a critical requirement for success in postsecondary education and work.
 - Individuals with disabilities have the highest rate of unemployment of any group, and more than two-thirds do not participate in the workforce.
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WIOA OVERVIEW

WIOA supersedes title I and II of the Workforce Investment Act of 1998 and amends the Wagner Peyser Act, and the Rehabilitation Act of 1973.

There are five titles under WIOA:

- Title I: Workforce Development Activities – Boards, Adult, Dislocated Worker, Youth programs
 - Title II: Adult Education and Literacy
 - Title III: Wagner-Peyser
 - Title IV: Rehabilitation Act
 - Title V: General Provisions
- 

WIOA OVERVIEW

Six Core Programs

Under WIOA:

- Adult
 - Dislocated Worker
 - **Youth**
 - Vocational Rehabilitation
 - Wagner Peyser
 - Adult Basic Education
- Common performance indicators
 - Common Exiting –except for VR & ABE
 - All must measure the effectiveness of services to employers
 - Must negotiate performance rates bi-annually
 - Performance reports must be made available to the public.
 - Institute a third party evaluation process that occurs at least every four years.

WIOA TITLE 1 KEY IMPACTS

Adult, Dislocated Worker, & Youth Program

Case Manager = Career Planner

Priority of services- ALWAYS for Adult

Core and Intensive services = Career Services
sequence of service is no longer required

Youth program focus changes from in-school
youth to out-of-school

- 75% funds for out-of-school youth
- 25% funds for in-school youth
- 20% funds for work experience
- **Co-enrollment of older youth with
the Adult program**



WIOA TITLE II KEY IMPACTS

Adult Basic Education

- Emphasis on all ABE Learners developing a **Career Plan**
- Greater emphasis on working with Job Centers and with Workforce Investment Board
- Greater emphasis on ABE students achieving measurable outcomes:
 - Entering the workforce
 - Entering post secondary training and college



WIOA TITLE III KEY IMPACTS

Wagner Peyser – labor exchange - aka ALEXsys

- One-stop Operator must be procured.
- Job Centers must be certified no less than every three years by the State Board.
- One-Stop partners must contribute to the maintenance and infrastructure costs of the One-Stop delivery system. (cost allocation plan)
- A Nationally recognized common identifier implemented.



WIOA TITLE IV KEY IMPACTS

Vocational Rehabilitation (VR)

15% of funds must be used to deliver Pre-Employment Transition Services (PETS) to in-school students (ages 16-21) with disabilities.

5 required activities that must be offered to all students with disabilities, regardless of whether they are an applicant for VR services.

- Job exploration counseling
- Work-based learning experiences
- Counseling on opportunities for enrollment in postsecondary education and comprehensive transition
- Workplace readiness training
- Instruction in self advocacy



WIOA TITLE IV KEY IMPACTS



Vocational Rehabilitation (VR)

- Individualized Plans for Employment (IPEs) must be developed within 90 days of the eligibility determination.
- VR is now held to the WIOA performance accountability measures.
- 50% of Supported Employment funds must be spent on youth (ages 14-24) with the most significant disabilities.


WIOA TIMELINE

- July 1, 2015- June 30, 2016 Transition Year
- One Stop provider, procured.
- Performance indicators specifics finalized and data flow and reporting sorted
- Policies and procedures created and implemented.
- State Plan (4 year) outlining Alaska's system and partners due March 2016
- July 1, 2016 – WIOA Fully implemented



WIOA YOUTH

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.

- effective connections to employers
 - preparation for postsecondary educational and training opportunities
 - preparation for unsubsidized employment opportunities
 - activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential
 - Occupational education that lead to the attainment of recognized postsecondary credentials
 - Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials
- 

YOUTH PARTICIPANT TYPES

IN-SCHOOL YOUTH

- Age 14 to 21 and attending school;
- Low-income individual
- Fall within one or more of the following categories:
 - Individual with a disability
 - Basic schools deficient
 - English language learner
 - Offender
 - Homeless, runaway, or foster child
 - Pregnant or parenting
 - An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

OUT-OF-SCHOOL YOUTH

- Age 16 to 24 and not attending school
- Fall within one or more of the following categories:
 - individual with a disability
 - School dropout
 - Not attended school for at least the most recent complete school year calendar quarter
 - A high school graduate who is: basic skills deficient; or an English language learner
 - Offender
 - Homeless, runaway, or foster child
 - Pregnant or parenting
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

WIOA does not consider providers of adult education under title II of WIOA, YouthBuild programs, or Job Corps programs as schools. Youth enrolled with any of the aforementioned programs are considered out of school for eligibility purposes.

ELIGIBILITY AND INCOME REQUIREMENTS

Eligible Youth means a youth who meets the definition of an in-school youth or out-of school youth and is registered with Selective Service if age 18 or older.



low-income individual includes an individual who receives (or is eligible to receive) a free or reduced price lunch under the Richard B. Russell National School Lunch Act. WIOA sec. 3(36) (at registration or within the past 6 months)

for an individual with a disability, income level for eligibility purposes is based on the individual's own income rather than his or her family's income. WIOA sec. 3(36)(A)(vi)

All ISY must be low-income to meet the ISY eligibility criteria,

Family income for last 6 months does not exceed the higher of the poverty line or 70% of the lower living standard-see WIOA Youth Eligibility policy


Youth who are over the income requirement can qualify under the five percent exception rule if they meet the minimum barrier requirement (must be approved by the state coordinator)

Mandatory Program Functions



MANDATORY PROGRAM FUNCTIONS

OUTREACH & RECRUITMENT

- Youth Oriented
 - Customized
 - Locations frequented by youth
 - Develop Rapport
 - Poling-” how did you hear about our program”
 - Referral network
 - Customer service minded
 - Roles are defined
 - Process is explained
 - Expectations are clear and realistic
 - Services are relevant
 - Learning is friendly and interactive
 - Listen to for needs
- 

MANDATORY PROGRAM FUNCTIONS

REFERRALS

- Referrals can be made as appropriate to other partner organizations for needed services not available through the case manager's organization (i.e. referring a youth to the job center for adult services)
- Referrals to other community services
- Referrals to medical or other support service
- Determine support level need to make referral connection for youth, i.e. making the arrangements, facilitating the appointment, making initial phone contact with the youth...etc.
- Refer ineligible applicants to appropriate programs and resources



MANDATORY PROGRAM FUNCTIONS

INTAKE AND THE OBJECTIVE ASSESSMENT

Intake should go beyond simply collecting data- take this opportunity to learn about the youth and develop a rapport

- Determine Eligibility
- Collect documents/IDs that prove eligibility
- Orient to program and expectations
- Ask open ended questions
- Enter youth information as draft in ICM
- Enroll in ICM once youth commits to participation

Participants must be provided an objective assessment of their academic levels, skill levels, and service needs for the purpose of identifying appropriate services and career pathways for them. The Assessment should address the following areas:



All necessary intake forms and basic objective assessment are available on the Youth resource site

MANDATORY PROGRAM FUNCTIONS

INDIVIDUAL SERVICE STRATEGY

Develop an **individual service strategies** (ISS) for each participant that is directly linked to one or more of the indicators of performance, and identifies a career pathway which includes education and employment goals

Services

All allowable WIOA Youth services are located within the ICM system, selection of specific services forms the ISS. All services must have a start and end date and selected based on the participants objective assessment. Services must link to one or more performance measures

Goals

Represents the overall desired outcome of the services delivered and must include educational and employment goals. Goal descriptions should support identified career pathway. Target goals that can be attained during service delivery

Credentials

Earned credentials are vital to performance and should be linked to one or more of the goals identified. Programs should make available training that yields academic and occupational credentials. Unearned credentials lowers performance while earned credentials improve performance

Career Pathway

Consists of and alignment of training, employment, educational, and support services to prepare youth to exit into planned career track. The Career Pathways should be identified in an 'advancement plan' case note that will become a part of the ISS.

INDIVIDUAL SERVICE STRATEGY CAREER PATHWAYS

Career pathways programs provide post-secondary education and training that is organized as a series of manageable steps leading to successively higher credentials and employment opportunities in growing occupations. Each step is designed to prepare individuals for the next level of employment and education and provide a credential with labor market value. To effectively engage, retain, and facilitate learning of a diverse population, programs integrate promising instructional strategies, supports, and employer connections.

Successful implementation of many of the approaches for career pathways and sector strategies is called for within WIOA. These require robust relationships across programs and with businesses, economic development, education and training institutions, including community colleges and career and technical education, local entities, and supportive services agencies.

AK DOL has sector strategies in place with comprehensive workforce development plans. They include Healthcare, Construction, Transportation, Oil and Gas and Maritime. These can be located on the AWIB site at <http://labor.alaska.gov/awib/ppi.htm>

Identifying a Career Pathway in the Individual Service Strategy (ISS) is **REQUIRED** by WIOA.

Can be entered on the ISS through a case note (advancement plan type) and printed on the ISS.

MANDATORY PROGRAM FUNCTIONS

CASE MANAGEMENT

Case management refers to the overall oversight of a participant case, to include:

- Checking accuracy information in ICM
- Timely data entry
- Progression towards goals
- Documentation of Service details
- Documenting service costs
- Documenting outcomes and exit information
- Service an resource planning
- Providing detailed case notes of participant program progression

Case Notes

Refers to electronic statements entered into the case management system, and identifies the the following:

- Date
- Type of Contact
- Description of the event
- Recounting the interaction
- How interaction relates to the ISS – progress, career pathway, etc.
- Issues
- Resolution or next steps

MANDATORY PROGRAM FUNCTIONS

CASE MANAGEMENT- CASE NOTES CONTINUED

Case notes should be Clear, Relevant, and Useful, and include information that:

- Provides a clear picture of the participants journey and progress
- Supports Documentation for delivery of a service
- Serves as supporting documentation for some data validation elements
- Identifies career pathway
- Assists with coordination of services for co-enrolled participants, and referrals
- Is not biased, negative, or prejudicial

Example 1:

“Talked with Joe today. He said things are going well”

Example 2:

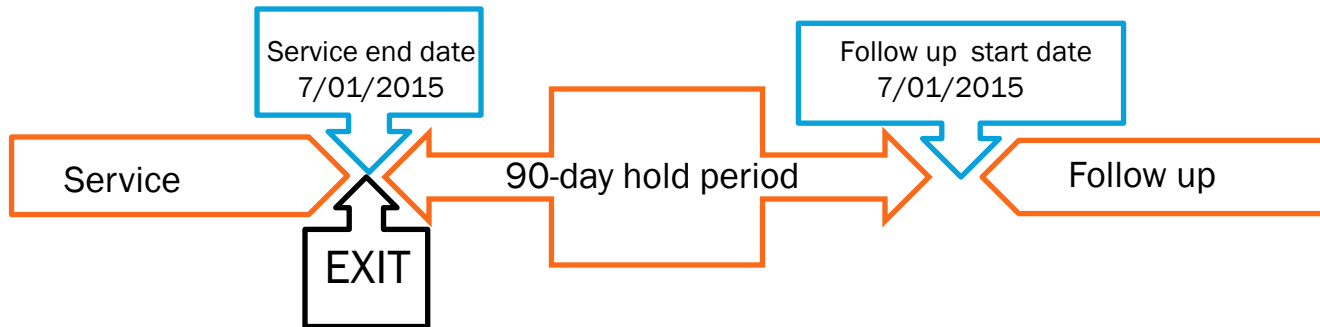
“ 7/1/2015 made contact with Joe, he is currently unemployed after losing his job post exit. He is looking for work and still living with a friend. I scheduled a meeting for him for 7/3/15, to discuss some of his job search options and a referral to the adult program for more training

MANDATORY PROGRAM FUNCTIONS

EXIT AND FOLLOW-UP

An exit should occur when:

- A participant has not received a service funded by the program or a partner program for 90 consecutive calendar days,
 - has no gaps in service; and
 - is not scheduled for future services.
- Exit participants when all services and goals are completed
 - Reasonably confident participant ready for exit
 - If youth needs additional services the 90 day period provides a window to better ensure success because no official exit has been recorded.
 - Exit start date is equal to the end date of the last program or partner service



MANDATORY PROGRAM FUNCTIONS

EXIT AND FOLLOW-UP

Common Exiting is required for Youth, Adult, Dislocated Worker and Wagner Peyser. Wagner Peyser services will be automatically imported into ICM so you'll be aware of what your participant activity with Wagner Peyser (job center/ALEXsys)

The screenshot displays the Microsoft Dynamics CRM interface for a case titled "Shawna Test 01.09.14". The interface includes a navigation pane on the left with sections for "Information" (General, Enrollments, Services, Partner Services, Attachments) and "Related" (Case Management, Planned Inactivities, Case Notes, Goals, Pay Rates, TABE Tests). The main content area shows the case details, including a table for "Planned Inactivities" and a "Partner Services" table.

Date	End Date	Agency	ALEXsys Description	Type	Outcome	Status Reason
9/18/2014		Wagner Peyser		In		Active

At the bottom of the interface, it indicates the case is "Active", last modified by "Task ICM-MIS" on "5/8/2015 11:46 AM".

Core Partners



COORDINATING WITH CORE PARTNERS

Adult Basic Education

Job Centers – Wagner Peyser

WIOA Adult Program

Vocational Rehabilitation



ADULT BASIC EDUCATION (ABE)

- There are 13 Regional ABE programs, 4 Volunteer Literacy Centers, and 1 ABE program in State Corrections facilities. These may provide some or all of the following ABE activities.
 - Instruction in the basic skills of reading, writing, and mathematics
 - Instruction in preparing to take the General Educational Development (GED) test
 - Basic skills study through preparation for citizenship testing
 - English Literacy (English as a Second Language) and English Literacy/Civics
 - Workplace Literacy



ADULT BASIC EDUCATION (ABE)

- General Information on ABE - <http://jobs.alaska.gov/abe/>
- General Educational Development (GED®) Testing Program and information - <http://jobs.alaska.gov/abe/ged.htm>
- Transcript Request is an important link for people to use to request their GED transcript from the State of Alaska's GED Office. GED transcript requests: http://jobs.alaska.gov/abe/GED_transcript_request.pdf
- ABE Directory link is a list of all of the ABE grantees and it frequently is updated as program staff may change, phone numbers change, etc. http://jobs.alaska.gov/abe/abe_dir.pdf

WAGNER PEYSER – LABOR EXCHANGE

- 17 job centers statewide
- Services available for Job Seekers & Employers
- Provides Career Services
- Workshops & services:
 - Resume Writing
 - Interviewing Skills
 - Computer Skills
 - Job Search Skills
 - Workplace Alaska assistance
 - Employment after incarceration
 - Labor Market Information



WAGNER PEYSER – LABOR EXCHANGE

ALEXsys is more than a job bank.

It's a complete set of employment tools that allows users to:

- Create a skills-based resume
- Search occupational information
- Search for job openings in a particular area of the state
- Set up a Virtual Recruiter to automatically review job postings and notify users of jobs that match their skills



ALEXsys's resume builder allows users to add specific skills such as degrees, certificates, endorsements, professional licenses and trade levels which allows employers to find Individuals who have the skills or endorsement.

ALEXsys is free and accessible 24 hours a day, seven days a week.

WIOA ADULT PROGRAM

- Delivered through Career Support and Training Services (CSTS) at the Job Centers
- Priority of Service to low income, public assistance recipients, veterans, individuals with disabilities and individuals with barriers to employment.
- Career Planners work with participants to develop an Individual Employment Plan.
 - Training
 - Support services
 - Job search
 - Relocation
 - Follow-up



Presenter: Lena Mathlaw

WIOA ADULT PROGRAM


Career planners work with participants to develop an Individual Employment Plan and determine eligibility for one of the state or federal programs.

The plan may include referrals to other agencies, funding partners, and guidance on employment and or training assistance.

The funding support provided is based on individual need as not all needs are the same.



WIOA ADULT PROGRAM

- Training – occupational skills training, work based training/apprenticeships, on the job training, customized training (employer or groups of employers), incumbent worker training (awarded to employers/agency for a group or groups of employees) and transitional jobs (similar to OJTs but no requirement for a job after).
 - Support services – housing, transportation, etc. based on the needs of the customers who are in a career or training plan.
 - Job search – support to assist a customer into employment such as interview clothing or transportation to/from interviews, or work related materials or gear necessary to start a job.
 - Relocation – any support necessary to start a job.
 - Follow up – limited services may be provided to assist customers maintain employment for a year after obtaining employment.
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WIOA ADULT PROGRAM

There are multiple CSTS offices/regions that provide services throughout Alaska:

Kenai/Southwest 1-866-683-2941 dol.csts.ref.pen@alaska.gov

Fairbanks/Northwest 1-888-789-1905 dol.cstsnorthern@alaska.gov

Anchorage/Matsu 269-0088 dol.cstsancandmatsu@alaska.gov

Juneau/Ketchikan/Southeast dol.cstsse@alaska.gov

Customers may also work with the job centers on a referral to CSTS for assistance with job search/placement and or training if appropriate.



WIOA VOCATIONAL REHABILITATION

Presenter: **Mariah Kruger**

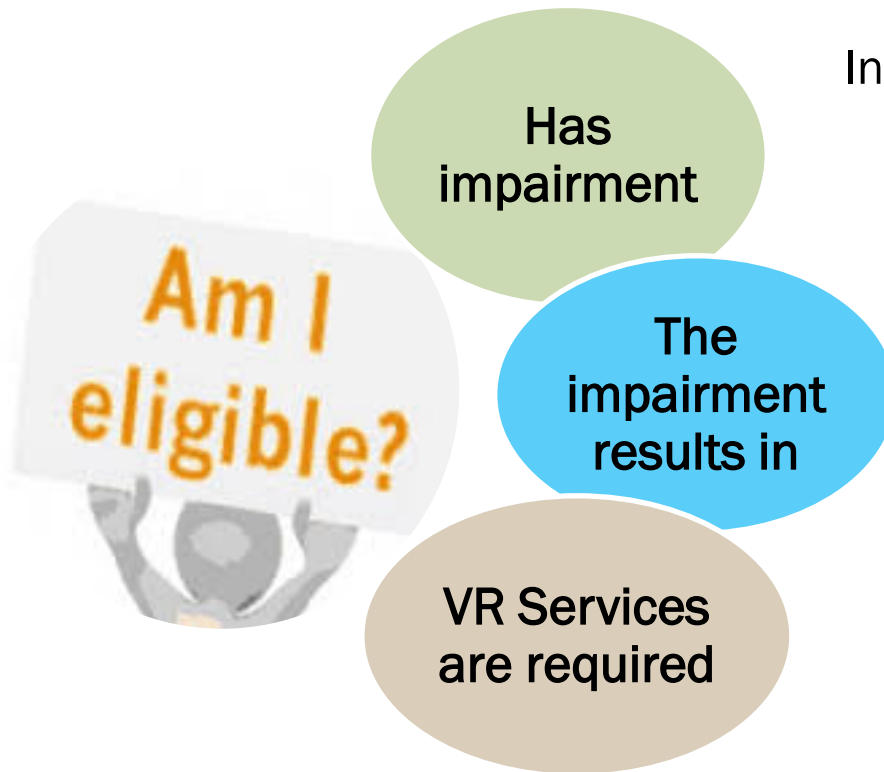
- DVR helps Alaskans with disabilities get and keep good jobs
- State Agency - part of the Alaska Dept. of Labor & Workforce Development
- Funded through the Office of Special Education and Rehabilitation Services Administration
- Provides services throughout Alaska from five regions
 - Anchorage-Western; Anchorage-Eagle River; MatSu-Kenai; Northern; Southeast
 - Find DVR office serves your area:
 - <http://www.labor.state.ak.us/dvr/contact.htm>

WIOA VOCATIONAL REHABILITATION

Mission- To assist individuals with disabilities obtain and maintain employment.

- Intended to assist individuals with disabilities to successfully achieve LONG-TERM, COMPETITIVE INTEGRATED EMPLOYMENT/SELF-EMPLOYMENT based on their abilities, strengths, interests, and capabilities through an “informed choice” model.
 - Informed choice is the process by which individuals participating in the VR program make meaningful decisions about their vocational goals

WIOA VOCATIONAL REHABILITATION



In order to be eligible for VR services:

- An individual must have a physical or mental impairment
- That impairment must result in a substantial impediment to employment
- The individual must require VR services to prepare for, secure, retain, or regain employment consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

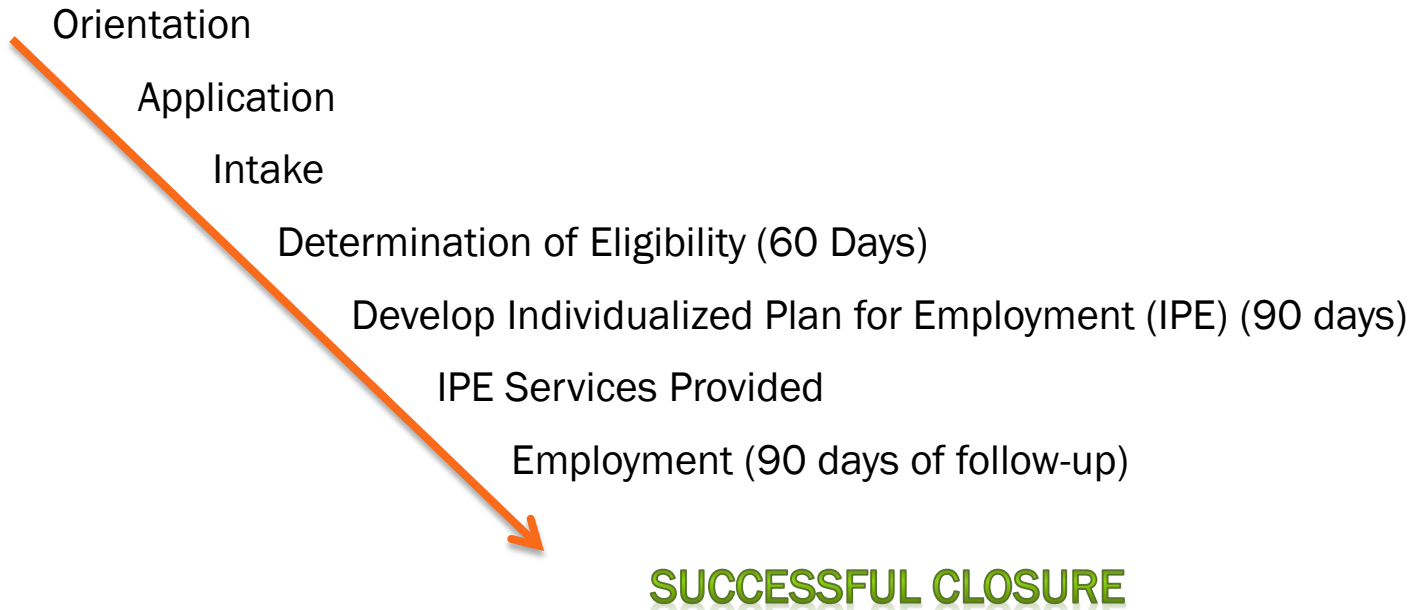
WIOA VOCATIONAL REHABILITATION

If an individual is on SSI or SSDI:

- It is presumed that because an individual is on Social Security, they are an individual with a physical or mental disability, for which that disability creates a substantial impediment to employment.
- The third criteria for eligibility must still be determined by a VR counselor. The individual must be able to benefit from services in terms of an employment outcome.
 - If, due to the severity of the disability, the VR Counselor cannot presume the individual will benefit in terms of an employment outcome, the individual will be asked to participate in an assessment called a Trial Work Experience (TWE). The TWE will explore the individual's abilities, capabilities and capacity to perform in a real-life work setting. TWEs typically consist of 3 experiences lasting no more than 3 weeks each. The process may last for up to 12 months.

WIOA VOCATIONAL REHABILITATION

The Typical DVR Process



WIOA VOCATIONAL REHABILITATION

Free Services:

- Counseling - especially about disability issues that affect the individual.
- Guidance - help choosing the job goal that's right.
- Referral - to other agencies that can help.
- Exams - to see if the individual qualifies & to help identify plan services.
- Tests and other tools to better understand strengths, talents, etc.
- On-the-job training with an employer.
- A short-term job try-out called a "Community Assessment."
- Job search and placement services.
- Interpreter, reader, and tutoring services.
- Post-employment assistance



WIOA VOCATIONAL REHABILITATION

Services individuals may help pay for:

- All training (except on-the-job training)
- Books, training supplies, tools, equipment (including computers), and other supplies
- Basic living expenses
- Transportation (getting from place to place)
- Medical services and behavioral health treatment
- Self-employment costs
- Assistive technology services
- Services to family members
- Licenses: business, occupational, professional
- Any other goods or services.



WIOA VOCATIONAL REHABILITATION

Increased Role in Transition Services

15% of the VR award must now be used for pre-employment transition services (PETS) provided to students with disabilities.

These activities include job exploration counseling, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness training, and training on self-advocacy.

Contact Jim Kreamschman for Transition Services Information.
jim.kreamschman@alaska.gov



WIOA VOCATIONAL REHABILITATION

Changes to Supported Employment

SE is competitive employment in an integrated setting with ongoing supports services, or an individual working in an integrated employment setting, with ongoing supports, towards integrated, competitive employment. SE is for individuals with the most significant disabilities.

50% of the money that states receive under the SE State Grants now have to be used to support youth with the most significant disabilities (up to age 24), and these youth may receive extended services for up to four years.

Customized Employment is now included within the definition of SE. Also, the standard post-employment support services under SE has been extended from 18 to 24 months.



WIOA VOCATIONAL REHABILITATION

Questions?

You may call your local DVR office to talk with a Vocational Rehabilitation Counselor or Regional Manager to help get your questions answered.



ADVR Website: <http://www.labor.state.ak.us/dvr/home.htm>

ADVR Offices: <http://www.labor.state.ak.us/dvr/office-listing.htm>

ADVR Policy: http://www.labor.state.ak.us/dvr/policy_temp.htm

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WIOA 14 Basic program Elements



WIOA YOUTH 14 BASIC PROGRAM ELEMENTS

Programs must make each of the following 14 services available to youth participants (WIOA sec. 129(c)(2)):

1. Tutoring, study skills training
2. Alternative secondary school services, or dropout recovery services, as appropriate
3. Paid and unpaid work experiences
4. Occupational skill training
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring for a duration of at least 12 mo.
9. Follow-up services for not less than 12 mo. after the completion of participation
10. Comprehensive guidance and counseling
11. Financial literacy education
12. Entrepreneurial skills training;
13. *Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area,
14. *Activities that help youth prepare for and transition to post-secondary education and training.

Programs must have the discretion to determine what specific services a youth participant receives, based on each participant's objective assessment and individual service strategy. Programs are not required to provide all program services to each participant.

TUTORING, STUDY SKILLS, AND DROPOUT PREVENTION STRATEGIES

QUALIFYING ACTIVITIES

- Actual instruction
- Regular, structured sessions in which individualized instruction occurs
- Scheduled sessions during which youth may drop in for tutoring
- Instruction based on goals derived from the youth's individual service strategy (ISS)
- Qualified instructor
- Assessment to determine if youth is making progress

NON-QUALIFYING ACTIVITIES

- Meetings with teachers or tutors to discuss youth's progress
- Only supplying books, school supplies
- Self-study
- No stated outcomes
- No assessment
- Unqualified instructor

ALTERNATIVE SECONDARY SCHOOL SERVICES

QUALIFYING ACTIVITIES

- Second-chance programs for dropouts and out-of-school youth
- Programs that use small learning communities
- Technology-based alternative secondary school services

NON-QUALIFYING ACTIVITIES

- Programs that do not ultimately lead to a diploma or GED
- Programs that do not meet the academic content standards required by No Child Left Behind

PAID AND UNPAID WORK EXPERIENCES THAT HAVE AS A COMPONENT ACADEMIC AND OCCUPATIONAL EDUCATION

QUALIFYING ACTIVITIES

Paid or unpaid work in the private, for-profit, non-profit, or public sectors with a planned start and end date, to include:

- pre-apprenticeship programs;
- internships and job shadowing; and
- on-the-job training opportunities;
- Developing work readiness or employability skills, such as dressing appropriately or answering phones, in a real workplace setting
- Developing personal attributes, knowledge and skills, such as working on a team, in a workplace setting
- Career exploration in a workplace setting
- Developing academic or occupational skills as they relate to a workplace
- Subsidized employment

NON-QUALIFYING ACTIVITIES

- Classroom-based activities that talk about work abstractly but do not provide realistic experiences in the workplace
- An open-ended, self-generated job
- Work that displaces a regular employee
- Regular employment with no planned start and end date

Incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences are allowable but must align with*state incentive payment policy.

Youth must receive state minimum wage rates and related benefits available to other employees

AK Child labor and Equal Employment Opportunity (EEO) laws must be applied for employment of minors

Completion of I-9 Tax form and W-4 are required

OCCUPATIONAL SKILLS TRAINING

QUALIFYING ACTIVITIES

- Training programs that lead to the attainment of a industry credential
- Participation in programs such as Job Corps
- Apprenticeship programs
- Training programs that provide skills necessary to enter or advance in a specific occupation

❑ Individual Training Accounts (ITA) are allowable for youth 18-24 with Youth Funds. ITA training must be delivered by eligible training providers only

NON-QUALIFYING ACTIVITIES

- Work readiness training
- Training not tied to long-term goals in the youth's ISS
- Training or education (e.g., high school or GED preparation) that does not lead to entry or advancement in a specific field
- Training or education (e.g., high school or GED preparation) that does not result in an occupational certificate/credential

Occupational skill training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

EDUCATION OFFERED CONCURRENTLY WITH AND IN THE SAME CONTEXT AS WORKFORCE PREPARATION ACTIVITIES AND TRAINING FOR A SPECIFIC OCCUPATION OR OCCUPATIONAL CLUSTER

Requires integrated education and training to occur concurrently and contextually with workforce preparation activities and workforce training.

Workforce preparations activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.



LEADERSHIP DEVELOPMENT OPPORTUNITIES,

QUALIFYING ACTIVITIES

- Exposure to post-secondary educational possibilities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities and problem solving;
- Citizenship training, including life skills training such as parenting and work behavior training;
- Civic engagement activities which promote the quality of life in a community; and
- Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee

NON-QUALIFYING ACTIVITIES

- Activities that do not encourage responsibility, employability, or positive social behaviors



Leadership development is a broad set of activities that encourage responsibility, employability, and other positive social behaviors (soft skills development).

SUPPORTIVE SERVICES

QUALIFYING ACTIVITIES

- Linkages to community Assistance with transportation;
- Assistance with child care and dependent care;
- Assistance with housing;
- Needs-related payments;
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Referrals to health care; and
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear.

NON-QUALIFYING ACTIVITIES

- Payments for activities that are not needed
- in order for the youth to participate in WIA
- youth program activities
- Purchase of items that are not necessary for
- the youth to participate in WIA youth services

The purpose of supportive services is to remove or reduce barriers that prevent youth from participating in WIA youth programs.

Is the service necessary for the youth to participate in WIA youth program activities?

ADULT MENTORING FOR THE PERIOD OF PARTICIPATION AND A SUBSEQUENT PERIOD, FOR A TOTAL OF NOT LESS THAN 12 MONTHS

QUALIFYING ACTIVITIES

- Participation in mentoring programs such as Big Brothers Big Sisters
- Virtual adult mentoring via e-mail, teleconferencing, or other electronic communication
- Long-term, structured programs that provide training and support to mentors as well as to youth
- Adult mentoring programs that foster career awareness or positive social behaviors
- Supplementing adult mentoring activities with additional materials and resources

NON-QUALIFYING ACTIVITIES

- Programs designed to last fewer than 12 months
- Activities provided by case managers or service providers unless they meet the definition of adult mentoring
- Only supplying self-help materials on positive life skills
- Any activity that does not include a working relationship and rapport between a youth and an adult
- Case management activities
Inconsistent or sporadic contact with youth

Adult mentoring is a one-to-one supportive relationship between an adult and a youth that is based on trust. High-quality adult mentoring programs include an adult role model who builds a working relationship with a youth and who fosters the development of positive life skills in youth.

COMPREHENSIVE GUIDANCE AND COUNSELING

QUALIFYING ACTIVITIES

- Drug and alcohol counseling
- Mental health counseling/therapy
- Career counseling
- Educational counseling
- Supplementing guidance and counseling activities with additional materials and resources

NON-QUALIFYING ACTIVITIES

- Informal guidance and counseling from well-meaning but inexperienced individuals
- Conferences with youths' teachers without youth being present
- Initial assessment
- Post-test for literacy/numeracy gains
- Supplying self-help resources or materials without personal counseling



FINANCIAL LITERACY EDUCATION



- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;

FINANCIAL LITERACY EDUCATION

- Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.



ENTREPRENEURIAL SKILLS TRAINING

Training must develop the skills associated with entrepreneurship. Such skills include, but are not limited to, the ability to:

- Take initiative;
- Creatively seek out and identify business opportunities;
- Develop budgets and forecast resource needs;
- Understand various options for acquiring capital and the trade-offs associated with each option; and
- Communicate effectively and market oneself and one's ideas.



Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.

Data Validation



DATA VALIDATION

WIOA Law & Regulations require –

- Impacts all WIOA core programs plus others (TAA & Farmworkers programs)
- Quarterly reporting from states on participant information which is used to assess performance
- Timely and accurate data is required
- Participant data entered into the ICM and transmitted to USDOL must have support documentation to establish the information is correct.
- Random files are selected each year and data elements validated against the source documentation.
- If one data element is incorrect, the entire file fails data validation.
- If data validation does not meet certain thresholds, then sanctions are imposed.



DATA VALIDATION

Elements validated:

- Date of Birth
- Veteran Status
- Low Income
- TANF
- Other Public Assistance Recipient
- Basic Literacy Skills Deficient
- Foster Care
- Type of Credential
- TABE Scores
- Attained Diploma, GED or Certificate
- Enrolled in Education
- Education Achievement Services
- Employment Services
- Summer Employment Opportunities
- Additional Support for Youth Services
- Leadership Development Opportunities
- Training Start and End
- School Status at Exit
- Youth Placement at Exit

MUST HAVE SOURCE DOCUMENTATION IN THE FILE TO BACK UP WHAT'S BEEN REPORTED.

DATA VALIDATION

Elements validated:

- Employment Status at Participation
- Homeless
- Offender
- Pregnant or Parenting Youth
- School Status at Participation
- Type of Training
- Received Follow-Up Services
- Wages
- Date Attained Degree or Certificate
- School Status at Exit

Validation elements are matched with:

- Enrollment application; or
- ICM Service entry; or
- Hard case file

Performance



WIOA PERFORMANCE ACCOUNTABILITY

- Data Sharing and Common Reporting between the core partners
- New Performance Indicators
 - Employment
 - Placement in employment/education
 - Earnings
 - Credential attainment
 - Measurable Skills gains
 - Effectiveness in serving employers



WIOA PERFORMANCE ACCOUNTABILITY

WIOA's new primary indicators focus on outcomes and progress of programs.

UNDER WIA (Common Measures only)

1. Entered Employment 1st Qtr. after exit (Adult programs)
2. Employment Retention 2nd and 3rd Qtr. after exit (Adult programs)
3. Six Months Average Earnings 2nd and 3rd Qtr. after exit (Adult programs)
4. Placement in Employment/Education 1st Qtr. after exit (Youth programs)
5. Attainment of a Degree or Certificate by 3rd Qtr. after exit (Youth programs)
6. Literacy Numeracy Gains (Youth programs)

UNDER WIOA (Primary Indicators only)

1. Percent Employed 2nd Qtr. and 4th Qtr. after exit (Adult programs)
2. Placement in Employment/Education 2nd Qtr. And 4th Qtr. after exit (Youth programs)
3. Median Earnings 2nd Qtr. after exit (All programs)
4. Credential Attainment (up to 1 year after exit) (All programs except Wagner-Peyser)
5. Measurable Skill Gains (All programs except Wagner-Peyser)
6. Effectiveness in Serving Employers (All programs)

WIOA PERFORMANCE ACCOUNTABILITY

- A statistical adjustment model will be used in establishing program levels of performance.
- The statistical adjustment model will take into account economic conditions and participant characteristics.
- The model will be applied at the end of a program year to adjust for actual conditions experienced.



WIOA PERFORMANCE ACCOUNTABILITY

Performance Sanctions

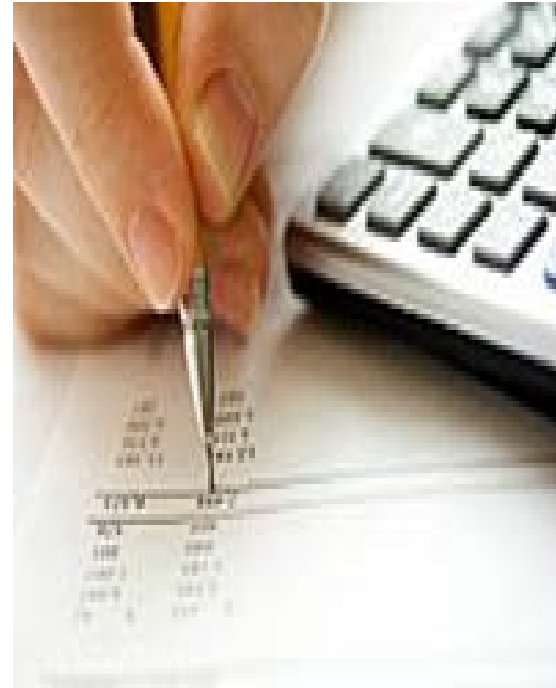
- A 5 percent sanction of the Governor's reserve is applied if a state either:
 - fails to report in any given program year; or
 - fails to meet adjusted levels of performance for 2 consecutive program years.
- States will receive technical assistance, including a performance improvement plan the first year they fail to meet adjusted levels of performance.



WIOA PERFORMANCE ACCOUNTABILITY

Transparency


- Performance reports for states, local areas, and eligible training providers will be made publicly available.
- States, localities, and eligible training providers will report performance data using common templates provided by the Departments of Education and Labor.
- Eligible training providers are required to provide data on performance outcomes for *all* students in a training program.



Monitoring



MONITORING

- Required by Law
 - Must happen annually
 - Goal-
 - Ensure compliance with Federal and State regulations, grant agreement and department policies and procedures
 - Identify technical assistance and staff training needs
 - Identify best practices
 - Monitoring Guide for a tool
 - FY2016 Monitoring will be done by an independent contractor
- 

Resource Site



RESOURCE PAGE

http://labor.alaska.gov/bp/youth_grantee_resources.htm



Individual Case Management System (ICM)

