

**CCRY Network Meeting
October 2 – 3, 2014
Kansas City, MO**



Unpacking WIOA

Implications for Disconnected
Youth and Young Adults

Key Provisions of WIOA



Brief WIOA Overview

- Prioritizing Out-of-School Youth (definitions, funding priorities, and specific youth changes)
- Expanded Education and Training Options
- Governance and Planning
- Performance and Accountability

Prioritize Services to Out-of-school Youth & Vulnerable Low-income Adults

Title I – Adult and Dislocated Workers

- Clarifies that the existing ***Priority of Service*** requirement in the Title I adult program applies regardless of how much or how little state or local funding is available; it is not contingent upon limited funds.

Title I – Youth Workforce Investment Activities

- Requires that at least ***75 percent of available state-wide funds and 75 percent of funds available to local areas*** be spent on workforce investment services for out-of-school youth. This is an increase from 30 percent under WIA.

Prioritize Services to Out-of-school Youth & Vulnerable Low-income Adults

Title II – Adult Education

- Retains Title II's focus on the provision of basic skills and English language services for adults with low basic skills. WIOA also includes new requirements for state and local adult education providers to ensure services are provided to individuals with the ***lowest skill levels.***

New and Expanded Definitions

- Includes a new definition for “individuals with a barrier to employment”
 - Amends the definition of “homeless individual”
 - Amends the definition of “basic skills deficient”
 - Expands the low-income criterion
- (see page 19-20 – new opportunities in WIOA)*

Basic Skills Deficient

WIA	WIOA
<p>BASIC SKILLS DEFICIENT.—The term “basic skills deficient” means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.</p>	<p>The term “basic skills deficient” means, with respect to an individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.</p>

Low-Income Individual

WIA

LOW-INCOME INDIVIDUAL.—The term “low-income individual” means an individual who—

- (A) receives, or is a member of a family that receives, cash payments under a Federal, State, or local income based public assistance program;
- (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of—
 - (i) the poverty line, for an equivalent period; or
 - (ii) 70 percent of the lower living standard income level, for an equivalent period;

WIOA

The term “low-income individual” means an individual who— (i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; (ii) is in a family with total family income that does not exceed the higher of— (I) the poverty line; or (II) 70 percent of the lower living standard income level;

Low-Income Individual

WIA	WIOA
<p>(C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);</p> <p>(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302);</p> <p>(E) is a foster child on behalf of whom State or local government payments are made; or</p> <p>(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>	<p><i>(iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));</i></p> <p><i>(iv) Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);</i></p> <p>(v) is a foster child on behalf of whom State or local government payments are made; or</p> <p>(vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.</p>

Expands and Improves Eligibility for Youth Services

- Raises the out-of-school youth eligibility age from 16-21 to 16-24.
- Adds youth “living in a high-poverty area” to the low-income criterion for youth activities funding and services.
- Expands the in-school youth eligibility to include low-income individuals ages 14 to 21 who are English language learners and those who have a disability.

(see page 30-31 – new opportunities in WIOA)

Out-of-School Youth Definition

WIA	WIOA
<p>OUT-OF-SCHOOL YOUTH.—The term “out-of-school youth” means—</p> <p>(A) an eligible youth who is a school dropout; or</p> <p>(B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.</p>	<p>The term “out-of-school youth” means an individual who is—</p> <p>(i) not attending any school (as defined under State law);</p> <p>(ii) <i>not younger than age 16 or older than age 24</i>; and</p> <p>(iii) one or more of the following:</p> <p>(I) A school dropout.</p> <p>(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.</p> <p>(III) A recipient of a secondary school diploma or its recognized equivalent who is a <i>low-income individual</i> and is— (aa) basic skills deficient; or (bb) an English language learner.</p> <p>(IV) An individual who is subject to the juvenile or adult justice system.</p>

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In-School Youth Definition

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<p>ELIGIBLE YOUTH.—Except as provided in subtitles C and D, the term “eligible youth” means an individual who—</p> <ul style="list-style-type: none"> (A) is not less than age 14 and not more than age 21; (B) is a low-income individual; and (C) is an individual who is one or more of the following: <ul style="list-style-type: none"> (i) Deficient in basic literacy skills. (ii) A school dropout. (iii) Homeless, a runaway, or a foster child. (iv) Pregnant or a parent. (v) An offender. (vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment. 	<p>IN-SCHOOL YOUTH.—In this section, the term “in school youth” means an individual who is—</p> <ul style="list-style-type: none"> (i) attending school (as defined by State law); (ii) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; (iii) a low-income individual; and (iv) one or more of the following: <ul style="list-style-type: none"> (I) Basic skills deficient. (II) An English language learner. (III) An offender. (IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the Homeless Assistance Act (42 U.S.C. 11434a(2))),

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Expands Education and Training Options

- Formally eliminates the sequence of service provision for Title I adult program.
- Clarifies that WIOA training funds can be used for individuals who are unable to obtain Pell.
- Pay-for-Performance contracts are allowable (up to 10 percent of youth funds).
- Encourages Integrated Education and Training.
- Encourages Implementation of Career Pathways.

Expands Education and Training Options

Encourages Implementation of Career Pathways

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

Expands Education and Training Options

- Allows 10 percent of Adult and Dislocated Workers funds to be used for Transitional Jobs - individuals with barriers to employment.
- Expands Required Youth Elements and Requires at least 20 percent of Youth Formula Funds be spent of paid and unpaid work experiences.

(see page 32-33 – new opportunities in WIOA)

Governance and Planning

- WIOA no longer requires a Youth Council; the local board MAY have a youth subcommittee
- Requires 4-year unified state plan of all core programs.
- Can combine one or more additional programs, such as CTE, TANF, and SNAP E&T to unified plan
- State/local plans must include youth and adults with barriers in their analysis, needs, vision, and goals.

Governance and Planning

- Local Plans must describe how access to services will be expanded and how the local board will facilitate co-enrollment.
- Require local workforce board to review applications for adult education funding from local providers and requires adult education providers to coordinate with the local workforce board.

Performance and Accountability

- Establishes common performance measures for the core programs (with variation for the Title I youth program).
- Creates a credential attainment measure that includes recognized postsecondary credentials and secondary school diplomas or their recognized equivalent.
- Creates a new progress (“skill gains”) measure that identifies individuals who are making measurable skill gains while in an education and training program.

Performance and Accountability

- Requires state and local performance expectations and levels to be adjusted based on economic conditions and participant characteristics.
- Requires states and Workforce Investment Boards to report the number of individuals with barriers to employment served by each core program, with specific breakdowns by subpopulation.
- Includes new requirements to report on expenditures for career and training services and on the number of participants who received career and training services.
- Requires eligible training providers to report results for *all* of their students for common measures for each program of study, not just participants whose training costs were funded by WIOA.

Youth Performance Measures

WIA	WIOA
<p>Younger Youth Indicators</p> <ul style="list-style-type: none"> • Basic skills and occupational skills (as appropriate) attainment; • High school diplomas; • Placement and retention in postsecondary education, advanced training, or employment; and • Customer satisfaction for both participating youth and their employers. <p>Older Youth Indicators</p> <ul style="list-style-type: none"> • Entry into subsidized employment; • Retention in unsubsidized employment 6 months after entry into the employment; • Earning received in unsubsidized employment after entry in the employment • Attainment of recognized credential relating to the achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills; and • Customer satisfaction for both participating youth and their employers. <p>(In a number of states, Common Measures for Youth have superseded these statutory measures.)</p>	<p>Primary Indicators (for all youth participants)</p> <ul style="list-style-type: none"> • Achieving employment or involved in education/training activities or unsubsidized employment during second quarter after exit from program • Achieving employment or involved in education/training activities or unsubsidized employment during fourth quarter after exit from program • Median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program • Attainment of recognized postsecondary credential (including registered apprenticeship), a secondary school diploma, or its recognized equivalent either during program or within 1 year after program exit (only counts if individual has obtained/retained employment, or are in an education/training program leading to postsecondary credential within 1 year after exit from program) • Participation during a program year in education/training programs leading to: recognized postsecondary credential or employment and are achieving measurable skill gains toward such a credential or employment <p>Indicator for services to employers: Prior to second full program year after date of bill enactment, Secretary and representatives shall establish 1 or more primary</p>

Facilitated Discussion

- Where are you now? (Baseline data and information – e.g. are you serving OSY?)
- What opportunities do these changes present?
- What barriers do you foresee in implementing these changes?
- What would you want to see included in regulations from US DOL and US DOE?