

WIOA: Expanding Opportunities for Low-Income and Out-of-School Youth

Kisha Bird, Director of Youth Policy, CLASP

Susan Lange, Vice President of Youth Pathways, Commonwealth Corporation

Clyde McQueen, President & CEO, Full Employment Council



Kisha Bird, CLASP

[CLASP](#) seeks to improve the lives of low-income people. We develop and advocate for federal, state and local policies to strengthen families and create pathways to education and work. CLASP's youth policy work aims to advance policy and practice that will improve the education, employment, and life outcomes for youth in communities of high youth distress.



Susan Lange, Commonwealth Corporation

[Commonwealth Corporation](#) strengthens the skills of Massachusetts youth and adults by investing in innovative partnerships with industry, education and workforce organizations. It seeks to meet the immediate and emerging needs of businesses and workers so they can thrive in our dynamic economy.



Clyde McQueen, Full Employment Council (FEC)

[FEC](#) is a business-led private non-profit corporation whose mission is to obtain public and private sector employment for the unemployed and the underemployed residents of the Greater Kansas City area. FEC accomplishes this goal by working in collaboration with businesses, local units of government, educational institutions, labor organizations, and community-based organizations.

Agenda

- Introductions
- WIOA Overview
 - What's in the law and what do you need to know?
- Lessons from the Field
 - Developing Education and Employment Pathways for Youth
- Open Discussion (Q & A)

WIOA Overview: What's in the law and what do you need to know?

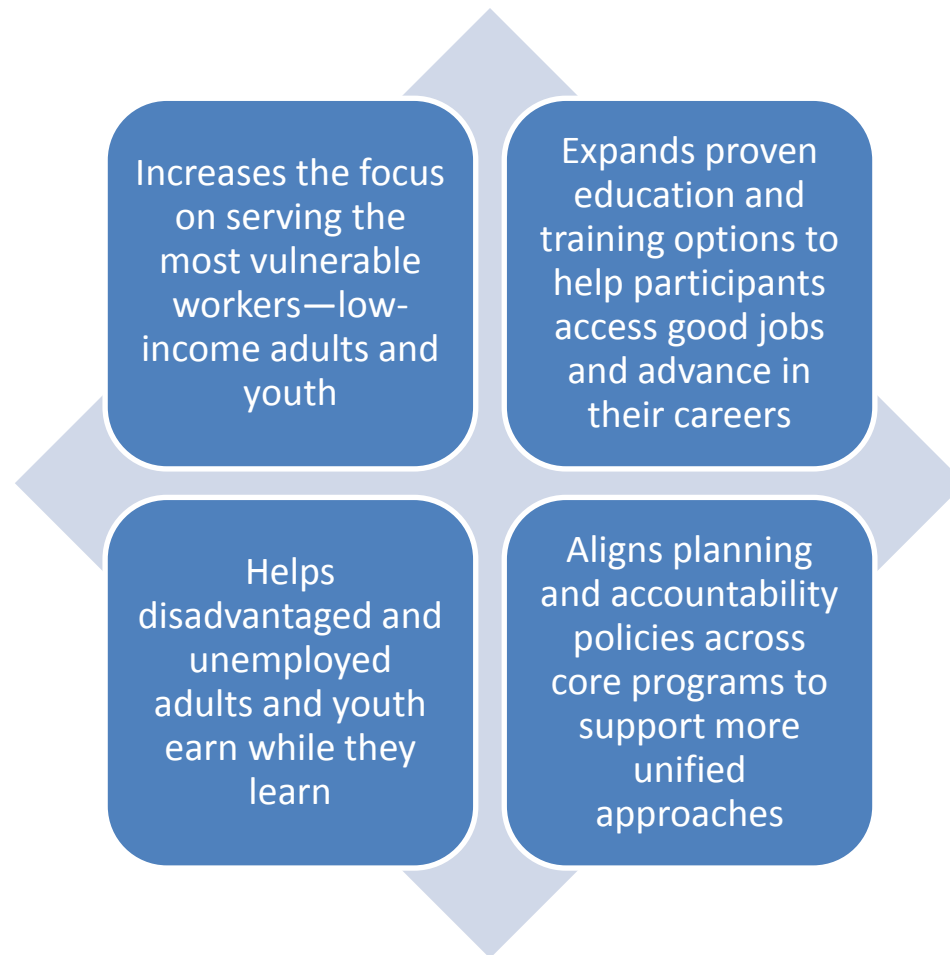
Workforce Innovation and Opportunity Act

- Passed with wide bipartisan majority in Congress
 - Senate voted 93-5; House voted 415-6
- WIOA was signed into law by President Obama on July 22, 2014
 - Many provisions take effect July 1, 2015; others July 1, 2016
- First reauthorization of national workforce programs in 16 years
 - Updates the law for changes in the economy
 - Emphasizes newer, proven strategies in workforce development

WIOA Scope

- 6 Core Programs
 - Title I Adult, Dislocated Worker & Youth
 - Title II Adult Education and Family Literacy
 - Title III Employment Service (Wagner-Peyser)
 - Title IV Vocational Rehabilitation
- Service Delivery Partners at One-Stops
 - TANF, Second Chance Act
- Other Potential Partners
 - CTE, SNAP E&T, Community Colleges

New Opportunities for Low-Income and Low-Skilled Adults and Youth



WIOA Targets Funds to Helping Those with Barriers to Economic Success

- 75% of Youth funds required to be spent on out-of-school youth
- Priority of Service strengthened in Title I Adult and Dislocated Worker
 - Public assistance recipients; individuals who are low-income and/or have barriers to employment
- Interim progress measure (“Skill Gains”) rewards programs helping hardest-to-serve
- Adult Education focused on learners with lowest skill levels
- New definitions (e.g., individuals with barriers to employment, homeless individuals, basic skills deficient)

WIOA Expands and Improves Services to Disadvantaged Youth

- **75%** of Youth funds required to be spent on out-of-school youth
- New **16-24** age range for out-of-school youth eligibility
- Requires at least **20 percent** of Youth Formula Funds be spent on paid and unpaid work experiences (including Summer Jobs programs)
- Adds youth “living in a high-poverty area” to the low-income criterion for youth activities
- In-school youth eligibility includes low-income individuals ages 14 to 21 *who are English language learners and those who have a disability*

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;</p> <p>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

WIA	WIOA
<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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WIOA Expands Education and Training Options

- Clarifies that WIOA training funds can be used for individuals who are unable to obtain Pell grants
- Broader focus of adult education on transition to labor market
- Pay-for-Performance contracts are allowable (up to 10 percent of youth funds)
- Encourages Career Pathways for adults and youth

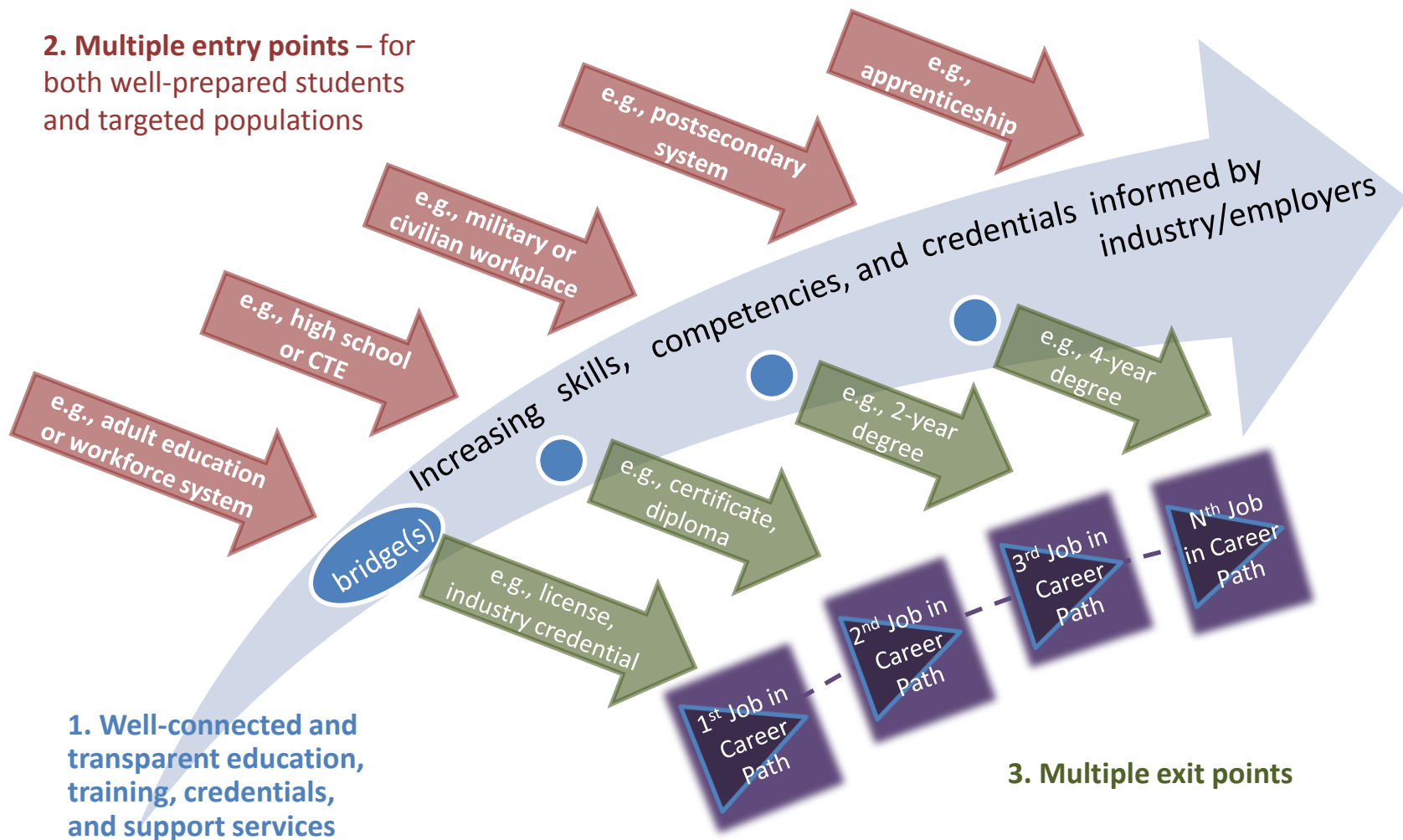
Encourages Implementation of Career Pathways

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 [state- and federally-registered] apprenticeships
- (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.

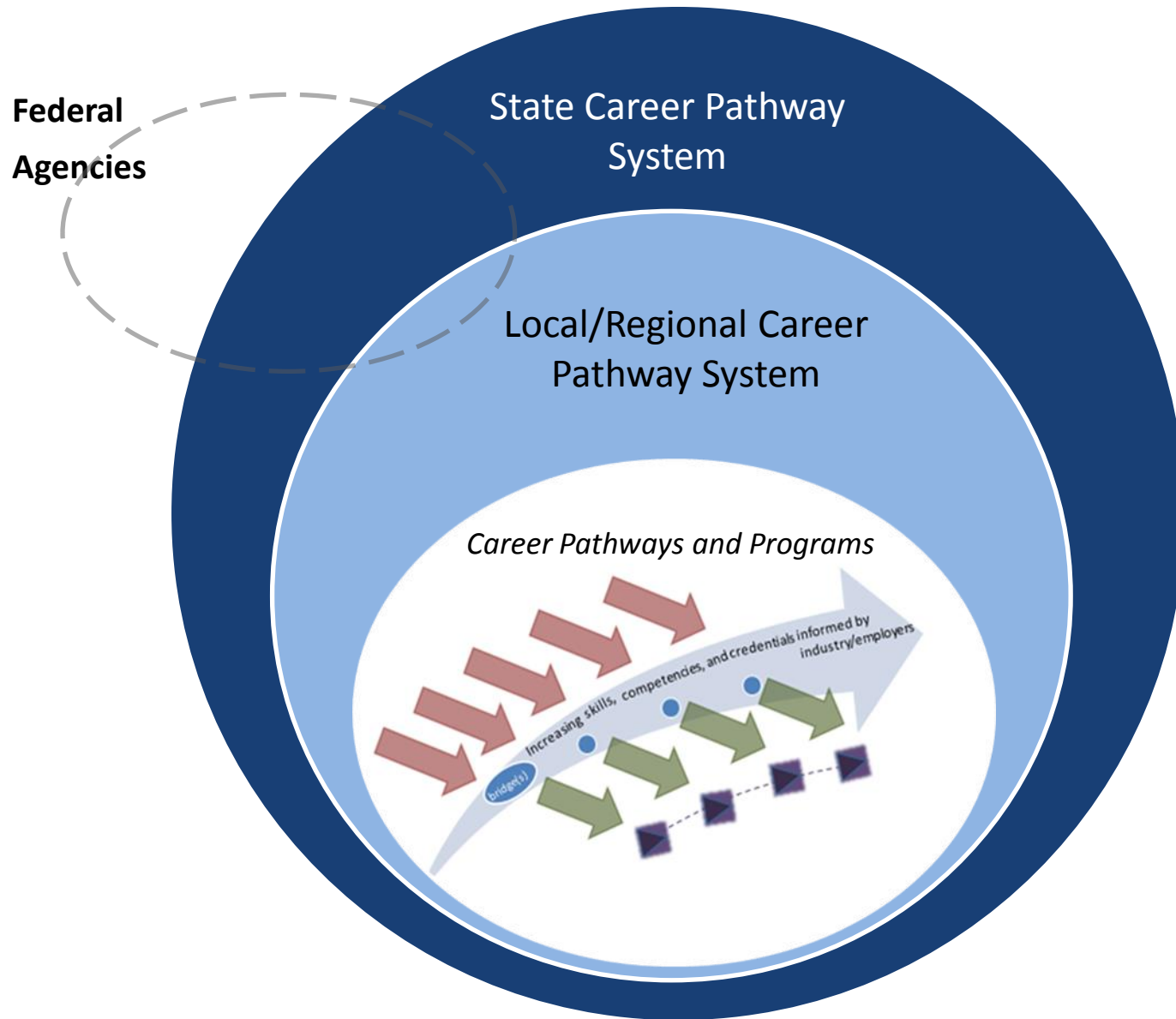
Three Essential Features of Career Pathways

2. Multiple entry points – for both well-prepared students and targeted populations



1. Well-connected and transparent education, training, credentials, and support services

Career Pathway Systems



WIOA's Work-Based Training: Enabling People to Earn While They Learn

- OJT 75% wage reimbursement
- Up to 10% of funds available for transitional jobs for individuals with barriers to employment
- Paid work experiences for Youth (including summer jobs)
- Workplace Adult Education and contextualized learning (IET model)

WIOA Aligns Planning and Accountability Policies

- 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
- Local Plans must describe how access to services will be expanded and how the local board will facilitate co-enrollment
- Common measures across multiple programs (with variation for the Title I youth program)

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>

WIOA Aligns Planning and Accountability Policies

- Credential and skill gains measures allow more intensive training
 - Credential attainment measure that includes recognized postsecondary credentials and secondary school diplomas or their recognized equivalent
 - New interim progress (“skill gains”) measure that identifies individuals who are making measurable skill gains while in an education and training program
- Requires state and local performance expectations and levels to be adjusted based on economic conditions and participant characteristics
- Requires states and local workforce boards to report the number of individuals with barriers to employment served by each core program, with specific breakdowns by subpopulation

Lessons from the Field: Developing Education and Employment Pathways for Youth



Getting Youth on a Pathway... Long-Term Goals:

- Solid, transferable soft skills that include critical thinking, self-advocacy and future focus
 - Academic persistence with career aspirations
 - Clear pathway plan that includes Now, Soon and Future Jobs
 - Healthy decision-making and reduction of risky behaviors
- ⊕ **Same for ALL youth;
Support Services, Length of Programming and
Dosage Vary by Risk Level**

Continuum of Risk For Youth Served

At-Risk

Poverty indicators; In-School Youth predominantly; protective factors largely intact

Program Services: soft skill development; subsidized employment leading to unsubsidized employment

High-Risk

Poverty indicators; reduced protective factors- housing, system-involved, challenged academic persistence, higher risk of HS drop-out

Program Services: case management; mentoring; soft skill development; academic supports; subsidized employment for longer timeframe leading to unsubsidized employment

Proven-Risk

Poverty indicators; few, if any, protective factors; heavily systems-involved; perpetrator/ victims of youth violence; lack of academic persistence; low skill level

Program Services: outreach and in-reach; intensive case management, trauma supports; soft skill development; tiered transitional employment; education reintegration



Effective Employability and Career Pathway Programs

Promote Work Behaviors Employers Want

Prepare young people to meet employer expectations

Support authentic work experiences

Help Young People Understand and Navigate Pathways

Understand young person's interests and screen for success when making placements

Link job experience with pathway knowledge and related education—give big picture view

Support current needs and next steps

Support Pipeline Development (Employer Engagement)

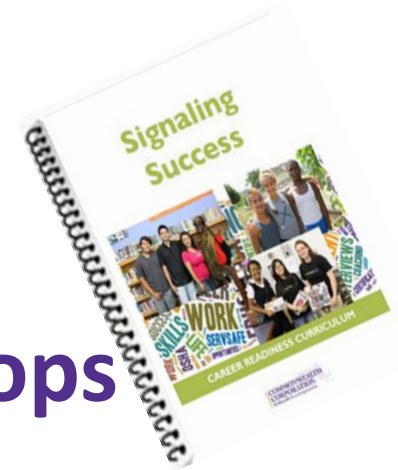
Tend employer relationships very well

Provide education/training to **ensure** employers' needs are met



KSBA Balance

(Knowledge, Skills, Behavior, Attitude)



Effective Soft Skill Workshops balance:

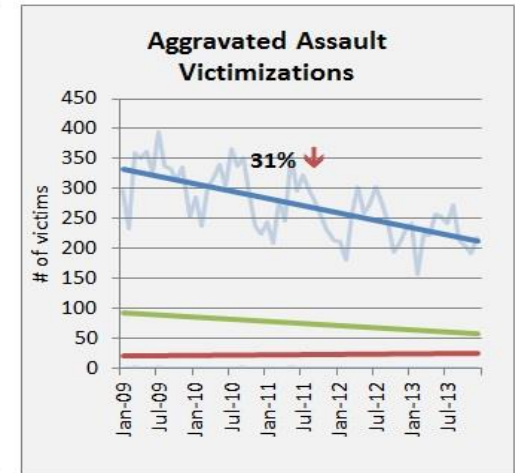
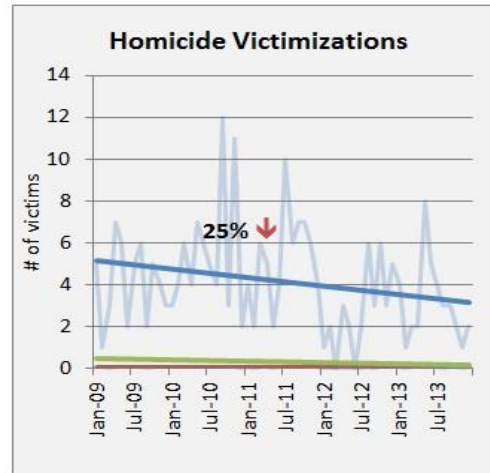
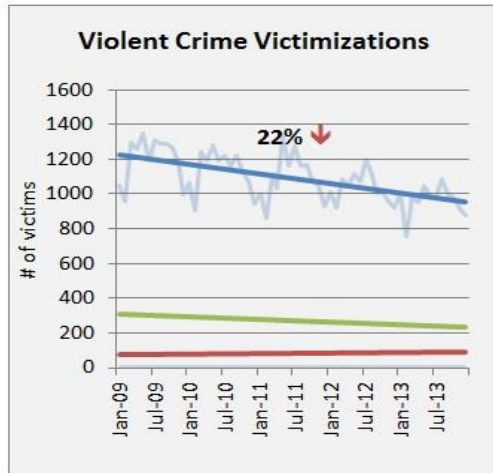
- The introduction of new knowledge
- Opportunities to build supporting skills
- Judgment-free exploration of attitudes and examination of the role attitudes play
- Ways to experiment, practice and reflect on behavior

Braiding Services- Community Focus: Safe and Successful Youth Initiative (SSYI)

- Coordinated intervention strategy aimed at reducing youth homicides and serious assaults (in 11 cities with highest rates of youth violence); SSYI began in CY 2012
- Target population: 14-24 year old young men identified by local law enforcement as highest risk for being perpetrators or victims of shooting or stabbing violence
- Services: intensive outreach/ in-reach; case management; trauma support; tiered transitional employment and education
- **Approximately 1400 youth targeted for service; 70% engaged; 314 in education services; 278 in subsidized employment; 177 in unsubsidized employment**
- State funding but communities BRAID resources from multiple funding streams to maximize supports for participants AND their families

SSYI Evaluation Results

Youth Victimization Trends, 2009-2013



— Non-SSYI Cities — SSYI Cities — Shannon Cities

*Non-SSYI Cities are eight cities not funded by SSYI or Shannon. SSYI Cities also receive Shannon funding.
Shannon Cities are the 17 cities funded exclusively by the Shannon initiative.*

Trend Analyses

SSYI cities experienced a...

- ✓ **139 fewer** violent crime victimizations on average per month compared to 37 fewer among Shannon cities and 11 more in comparison cities
- ✓ **1 less** homicide on average per month
- ✓ **65 fewer** aggravated assault victimizations on average per month



FULL EMPLOYMENT COUNCIL

WIOA: Expanding Opportunities for Low-Income and Out-Of School Youth

Presented By: Clyde McQueen, President & CEO
March 5, 2015



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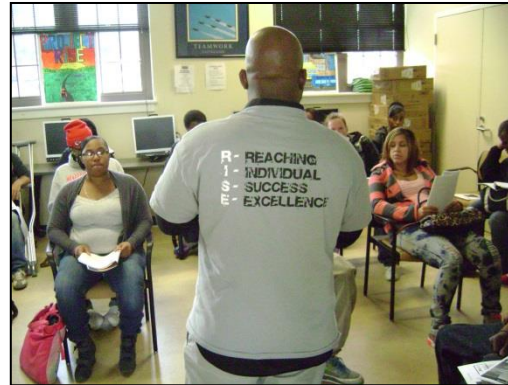
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PROJECT RISE

Project Rise—Project Rise seeks to re-engage youth ages 18-24, who have not worked or gone to school in at least six months, by placing them in paid internships and encouraging them to continue their education. The goal is to prepare them to enter the workforce. Successful completers receiving high school diploma or high school equivalency will receive scholarship funding to attend post-secondary in-demand occupational training. Now in Cohort 7, Project Rise has seen a successful completion of activities of 50%, and a rate of more than 50% enrollment into post-secondary education upon completion of the program.

Project Rise is funded by: Bloomberg Foundation, New York City; Kauffman Foundation, Kansas City; United Way of Greater Kansas City; Corporation for National and Community Service-Social Innovation Fund, New York City; Center for Economic Opportunity, New York City; Hall Family Foundation, Kansas City.





Photos: (From Top Left, Clockwise) Rise participants sat on a panel at the United Way Decade of Difference Briefing, November 2013; A participant is interviewed about her experiences in Rise for Channel 5 News; Cohort 5 participants attend orientation; Kansas City, MO Public Schools Adult Education and Literacy graduates from Project Rise; A Cohort 5 participant fulfills his community service at a public speaking event.



PROJECT RISE CHARACTERISTICS

Prior to Enrollment:
TOTAL POPULATION 238

Had not been engaged with work or school of any kind in the last 2 years or more	92%
--	-----

Suspended or expelled from a formal school setting	86%
--	-----

Homeless, living with a friend or relative	51%
--	-----

Have children	53%
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Functioned at or below the 6 th and 8 th grade level	56%
--	-----



- \$30,000 per year
- 48% Repeat Customer
- Circle
- Generational
- Checks
- Nutrition
- Consumption
- Upside Down

- 48% graduation rate
- 50% college enrollment
- Top scores in Missouri
- Salutatorians
- Valedictorians
- Essay competition finalists
- \$4,000 Community College Plus Academic Scholarship Awards
- “Instructor of the Year”



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CURRENT PERFORMANCE SNAPSHOT

Outcomes	GOAL	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	ACTUAL
		9/12-9/13	4/13-3/14	10/13-9/14	5/14-5/15	10/14-10/15	TOTAL
Served	25	41	40	31	31	30	238
Career Pathway Reinforcement	----	37	35	29	31	30	198
Placed in Education	18	36	31	26	28	29	184
Placed in Internships	18	26	19	16	17	18	141
Complete 100 Hours of Internship	15			8	7	2	17
Completed Internship	13	12	9	5	7	0	69
Achieved Literacy Gain	14	7	20	7	11	9	86
High School Equivalency	5	11	8	13	3	0	62
Remain in Education	10	1	7	14	9	18	50
Enrolled in Post Secondary Education or Training	40% of HSE	4	8	6	2	0	27
Placed in Employment	10	14	8	12	5	0	63

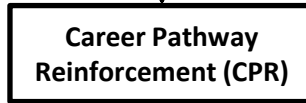
Out of School Youth Systems Chart



FEC



Review Program

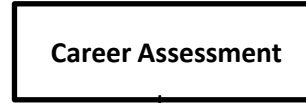


Is the Client Ready and Committed to Program.
Admissions Committee

YES / NO



Explore jobs in the region and pay levels



Determine what career is compatible to interests and skills



Develop Career Action Plan

Quality referral to partner/
mandate of enhanced completion

Job Advocacy / Job Placement

Youth Development

Skill Development



FEC Job Advocacy / Job Placement

Out of School Youth Performance

East Jackson County

	Actual	LWIA Plan	% LWIA Achieved	% Over/Under LWIA
num Youth Placement	19			
den Youth Placement	22			
Youth Placement	86.4%	66.0%	130.9%	30.9%
num Youth Degree	23			
den Youth Degree	28			
Youth Attain Degree	82.1%	55.0%	149.4%	49.4%
num Lit Num	6			
den Lit Num	6			
Literacy Numeracy	100.0%	40.0%	250.0%	150.0%

Kansas City & Vicinity

	Actual	LWIA Plan	% LWIA Achieved
num Youth Placement	81		
den Youth Placement	126		
Youth Placement	64.3%	66.0%	97.4%
num Youth Degree	76		
den Youth Degree	104		
Youth Attain Degree	73.1%	60.0%	121.8%
Literacy & Numeracy	24		
Literacy & Numeracy	71		
Literacy Numeracy	33.8%	40.0%	84.5%

* Preliminary based on February Updates

Another Out-of-School Youth Project Green Retrofit Employment and Training (G.R.E.A.T.)



GREEN RETROFIT EMPLOYMENT AND TRAINING (G.R.E.A.T.)

The objectives of the Green Retrofit Employment and Training program (G.R.E.A.T.) were to provide classroom training and work experience to unemployed young adults; classroom training provided clients with the opportunity to receive Renovator, Retrofit and OSHA-10 certifications, which made them marketable for construction-related trades, and work experience focused on the distribution of information to low-income neighborhood residents to assist them in increasing the energy efficiency of their homes and to install limited-efficiency measures.

Funded by the Missouri Department of Natural Resources' Division of Energy (MDNR/DE)/U.S. Department of Energy and the Kansas City Neighborhoods and Housing Services Department (KCNHSD), the project aimed to not only provide valuable learning and training experience for the young adults enrolled, but to also provide resources and information from a comprehensive neighborhood outreach program targeted to Kansas City, MO, and Eastern Jackson County. Trainees worked as part of community teams, and were shuttled to neighborhoods, where they would go door-to-door to make presentations to residents and install or provide energy-efficiency measures, which included: energy efficiency-related literature, compact fluorescent light bulbs, pipe insulation, low flow shower heads, caulk, and weather-stripping.

A total of 549 individuals took part in the Green Career Academy four-week training. The Green Career Academy included FEC Career Readiness, Retrofit Customer Service Representative Training, EPA Lead Renovator and OSHA 10 training through the University of Central Missouri (UCM). While in the Academy, 350 participants received their OSHA 10 certification, and 288 received their EPA Renovator (Lead Safe) certification. Total contacts made/resident visits was 11, 345. (This number included: No answer, Second attempts, Surveys completed, and Contacts made but declined to participate.) Other results are as follows:

Community Surveys Completed: 1,441

Energy Kits Distributed: 1,135

Interested in Additional Services: 925

Energy Kits Installation Requests: 220



DEPARTMENT OF NATURAL RESOURCES

www.dnr.mo.gov

MAR 25 2013

Mr. Clyde McQueen
President/Chief Executive Officer
Full Employment Council
1740 Paseo Boulevard
Kansas City, MO 64108

Mr. Stephen P. Boniello
Weatherization Program Supervisor
414 E. 12th Street
11th Floor, City Hall
Kansas City, MO 64106

Dear Mr. McQueen and Mr. Boniello:

The Missouri Department of Natural Resources' Division of Energy (MDNR/DE) evaluated select financial and related administrative systems within Full Employment Council (FEC) on March 5, 2013. The primary focus of this onsite evaluation was the review of Green Retrofit Employment and Training (G.R.E.A.T.) project participant files and related financials.

The objectives of the G.R.E.A.T. project were to provide classroom training and work experience to unemployed young adults. Classroom training provided clients with an opportunity to receive Renovator, Retrofit and OSHA-10 (Occupational Safety and Health Administration workplace safety) certifications. Work experience focused on the distribution of information to low income neighborhood residents to assist them in increasing the energy efficiency of their homes and to install limited efficiency measures. As part of the training and work experience process, participants received transportation assistance, clothing/uniforms, stipends and wages.

FEC is well versed in providing employment and training services to clients; however, federal Low-Income Weatherization Assistance Program (LIWAP) funding has not been used for such purposes in Missouri. This inventive utilization of LIWAP resources is believed to be the first of its kind in the nation. Because the source for these monies was the American Recovery and Reinvestment Act of 2009 and the funding was used in an extraordinary manner, for purposes of

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transparency and accountability, MDNR/DE determined the G.R.E.A.T. project should be monitored.

Enclosed is the report of our review findings. I am pleased to inform you that there are no findings or other actionable items in the report.

Should you have questions, please feel free to contact Rob Mock at 573.751.5955, or my office at 573.751.2254.

Sincerely,

DIVISION OF ENERGY

Llona C. Weiss
Director

LCW/rmk

Enclosures

c: Joe Gassner, MDNR/DE
Kendall Blythe, MDNR/Internal Audit Program
Central File

Open Discussion: Q & A

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Contact Information

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SLange@commcorp.org

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cmcqueen@feckc.org

WIOA Game Plan for Low-Income People

<http://www.clasp.org/issues/postsecondary/wioa-game-plan>

New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults <http://www.clasp.org/resources-and-publications/publication-1/KeyProvisionsofWIOA-Final.pdf>

WIOA

Thank you!



for
low-
income
people