

# College Career Services and WIOA

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## Differences Between Education and Workforce Development

<p><b>Purpose of Education</b></p> <ul style="list-style-type: none"><li>• <b>Economic</b></li><li>• Basic survival (reading, writing, basic math)</li><li>• <b>Cultural Understanding</b></li><li>• Cultural appreciation</li><li>• Values (why is my culture the way it is)</li><li>• Why is the culture of other people the way it is</li><li>• <b>Social</b></li><li>• Make intelligent decisions as a society</li><li>• Uphold democracy</li><li>• Involvement with other people (appreciate individual differences)</li><li>• Conform to society</li><li>• <b>Personal</b></li><li>• Develop Individual talents and aptitudes</li><li>• Appreciate learning</li></ul>	<p><b>Purpose of WF Development</b></p> <p><b>Economic</b></p> <ul style="list-style-type: none"><li>• Align local business needs with skills in the workforce</li><li>• Learn specific marketable skills</li><li>• Facilitate career pathways</li><li>• Learn to be innovative, creative, resilient</li><li>• Provide for adult basic survival needs<ul style="list-style-type: none"><li>• Financial literacy</li><li>• Adult education</li><li>• English as a second language (ESL)</li><li>• Coping with a disability in the workplace</li><li>• Workplace readiness skills</li><li>• Connections to childcare, housing, transportation, addiction counseling, mental health needs, etc.</li></ul></li></ul>
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## Philosophical Differences

Education	Workforce development
<p><b>Perennialist philosophy</b></p> <ul style="list-style-type: none"> <li>• Believing that education should be centered on the learning of the great ideas of western civilization</li> </ul> <p><b>Also teaches:</b></p> <p><b>How to learn</b></p> <ul style="list-style-type: none"> <li>• (debate, senses, introspection, etc.) and</li> </ul> <p><b>Why to learn</b></p> <ul style="list-style-type: none"> <li>• (self-fulfilling, meaning in life, adaptation, etc.)</li> </ul>	<p><b>Essentialist philosophy</b></p> <ul style="list-style-type: none"> <li>• Believing that education should be centered on how one should become a practical member of society</li> </ul> <p><b>Also teaches:</b></p> <p><b>Adaptation:</b></p> <ul style="list-style-type: none"> <li>• to modernization</li> <li>• to local environment</li> <li>• to social change</li> </ul> <p><b>Interdisciplinary thinking</b></p> <ul style="list-style-type: none"> <li>• connecting dots</li> </ul>

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## What Workforce Development Does....

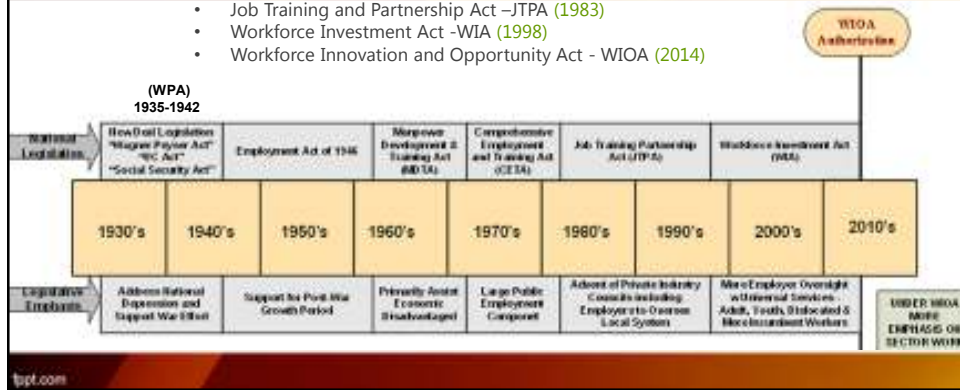
- Improves communication between business and education providers
- Employer/employee matching services
- Skills training and connections to educational resources
- Improving access to career pathways (articulation agreements, incumbent worker training programs, ESL training, computer training, volunteering, etc)
- Connections to social services supports
- Recommendations for transportation improvements
- Business expansion/retention connections
- Recommendations to business for employee retention improvements
- Entrepreneurship training and support
- Tax credits and other financial incentives for employers to hire
- Career development information

And more....

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# Workforce Development Legislation History Lesson

- Land Grant Universities: Morrill Acts (1862 and 1890)
- Creation of Federal Department of Labor (1913)
- New Deal: Works Progress Admin - WPA and Wagner Peyser (1933-1942)
- Manpower Development and Training Act –MDTA (1962)
- Comprehensive Employment and Training Act – CETA (1973)
- Job Training and Partnership Act –JTPA (1983)
- Workforce Investment Act -WIA (1998)
- Workforce Innovation and Opportunity Act - WIOA (2014)



## What are WIBs?

- **There are about 600 Local workforce investment boards across the country.**
- They can be a city or a piece of a city, as in the case of Los Angeles, a county or part of a county, with the major city serving as its own local area as in the case of Newark, NJ and Essex County, NJ), multiple counties, or a single state (as in the case of New Hampshire).
- Workforce Minimum board is 32 members (based on required members and keeping board membership 51% private sector). Board members appointed by "CLEO" entity.
- CLEO holds purse strings
- CLEO supposed to provide direction and insight for broader economic development goals
- Develop plans, selects providers, oversee service delivery, negotiate performance measures, and assist the governor with the development of a statewide employment statistics system. (requirement outlined in WIA Title III, the Wagner-Peyser Act).
- Two functions different than state WIB:
  1. "employer linkages," coordinating WIA-funded activities with economic development strategies
  2. "connecting, brokering, and coaching," promoting the participation of private employers in the public workforce system.

## State WIBs



- Governor is "CLEO"
- Responsible for the development of a state WIA plan (or the unified plan, if the state opts to complete one)
- "Development and continuous improvement of the statewide system of activities" described in WIA Title I.
- Accountable for designating local workforce investment areas, monitoring WIA performance, distributing funds reserved for statewide activities, and other related activities.

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## Understanding WIA



### Mandatory Partner Services of the One Stop (defined by WIA)

- Adults
- Dislocated Workers
- Youth
- Adult Education
- Postsecondary Vocational Education
- Vocational Rehabilitation
- Title V of the Older Americans Act
- Trade Adjustment Assistance
- Veterans Employment and Training Programs
- Community Services Block Grant
- Department of Housing and Urban Development
- Unemployment Insurance
- Job Corps
- Bureau of Apprenticeship and Training

### Optional Partner Services of the One Stop (defined by WIA)

- Transportation
- TANF - Temporary Assistance to Needy Families

### Other Partners Services that may be offered (not defined by WIA)

- Temporary employment services/Day labor services
- Volunteer matching services
- Counseling Services
- Youth Services (aging out of foster care, adjudicated, other)
- Re-entry services
- Other as deemed important by the WIB

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# TWO CUSTOMERS



**Jobseekers**


- Service Delivery for Jobseekers (previous slide)

**Employers**

- Service Delivery for Employers:
  - **Business services representatives:** Typically "selling" OJT, customized training, tax credits, etc.
  - **WIB:** Typically looking for employers to fill quota on their board (research and policy)
  - **Employment services:** screening candidates, onsite interviewing, assistance with job postings, LMI, apprenticeship, compliance assistance

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# WIA TITLE ONE



- Establishes Local and State WIBs
- Establishes One Stop Delivery service region
- Establishes Youth development services
- Jobseeker Funding Streams
  - Adult (impoverished/low skill)
  - Dislocated workers (jobs have been eliminated)
  - Youth (ages 14-21) (30% for out of school youth)

**Common Measures**

**Adult and Dislocated Worker**


- entered employment
- employment retention
- average earnings

**Youth**

- employment or education
- degree or certificate
- literacy/numeracy gains

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## WIA Title TWO



**Adult Education**


- Authorizes the Adult Education and Literacy Act
- Administered by the United States Department of Education through grants to states.

• Purpose of the act is "to create a partnership among the federal government , states and localities to provide, on a voluntary basis, adult education and literacy services in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self sufficiency
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children
3. And assist adults in the completion of a secondary school education

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## WIA Title THREE



**Wagner Peyser**

- Workforce Investment-Related Activities –amends the Wagner-Peyser Act of 1933, administered through the US Department of Labor Employment & Training Administration.
- Wagner-Peyser is a state administered labor-exchange program whose services were delivered through a network of unemployment offices until WIA.
- Now a major partner of One Stop Centers.
- Usually civil servants

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## WIA Title FOUR



### Vocational Rehabilitation

Rehabilitation Act Amendment of 1998: to create linkage between State vocational rehabilitation programs and workforce investment activities carried out under Title I of the Workforce Investment Act of 1998.

Administered by the US Department of Education through states.

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## WIA Title FIVE



**General Provisions:** encourages states to develop and submit state unified plan that includes the 15 federal programs listed in WIA

- WIA Title 1
- Wagner-Peyser
- Adult Education and Literacy
- Older Americans
- Vocational Rehabilitation
- NAFTA-Trade adjustment
- Perkins
- Veteran's employment and training
- Community Services Block Grant
- HUD employment and Training
- Unemployment Insurance compensation
- TANF
- Food Stamp
- National and Community Services Act Programs
- Other org as determined necessary by state WIB

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## Major Problems with WIA



- **Too Little funding:** 1979 peak funding. In real dollars, funding has dropped by 70 %! (12% drop between 2000-2007)
- **Shift away from Developing Human capital:** emphasis on “work first” ...with training as a last resort...over time has caused deterioration of workforce skills in the marketplace at a time when even more skills are needed due to burgeoning technologies
- **Smaller share of low-skilled, low income and youth being provided training**

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## More Problems with WIA



- Not coordinated with economic development
- Social service mentality, not proactive in supporting business
- Grant driven...chasing dollars. Change strategies with new funding opportunities.
- Lack alignment (local, regional, state, federal) of strategic planning priorities
- Changing priorities with new administrations
- Boards too big and ineffective
- Silos of service – not leveraging resources and collaborating as needed
- Training that does not result in employment
- Reactive not proactive (too tied up with red tape)
- Best practices not widely shared, little to no training for WIBs other than legislation rules
- Not supportive of entrepreneurship
- Civil servants not “motivated”
- Need more OJT and apprenticeship

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## What is the Workforce Innovation and Opportunity Act (WIOA)?



Previous legislation

Bicameral legislation passed July 22, 2014

Previous legislation (WIA) sunsetted June 30, 2015

WIOA began on July 1, 2015

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## WIOA Improvements Include:



### Coordination of Key Programs

- Strategically aligns and promotes coordination of key programs in employment, education, and training at fed, state, regional and local levels through American Job Centers (former One Stop Career Centers).
- Wagner Peyser
- Adult education
- Vocational rehabilitation
- and former WIA programs (adult, dislocated worker and youth programs)
- now required to co-locate, share resources, utilize integrated intake and reporting systems
- all now be subject to reporting outcome measures (such as credential attainment, entered employment, employment retention and wage gains)

### Increased Accountability and Transparency of Programs

- All training providers must report on outcomes of students
- Assures accountability and transparency of training programs
- Those seeking training are not forced into "work first" before training is considered as an option

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## Improvements *(continued)*



### **Builds on proven best practices such as:**

- sector strategies
- career pathways
- regional economic development approaches
- work-based learning (such as apprenticeships and on-the-job training)
- incumbent worker training

### **Emphasis on Proper Planning**

- Requires four-year state plans be submitted to the Federal Department of Labor with two-year updates (first report due March 2016).
- Local plans must align with state plans
- Plans must include:
  - strategic planning elements
  - operational planning elements
  - operating systems and policies
  - program specific requirements
  - implementation strategy
  - assurances

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## Improvements also Include EMPLOYER FOCUS



- Make federal workforce training programs and policies more focused on imparting relevant skills with job-market value
- More easily accessed by employers and job seekers
- More accountable for producing positive employment and earning outcomes
  - Enhanced employer services
  - Employer satisfaction surveys
  - Benchmarks of performance (yet to be determined) – *How well are employer needs being met by the American Job Centers?*

### **WD/ED Collaboration**

- Collaboration of regional economic development with workforce development initiatives
  - Joint planning
  - Joint research
  - Sharing of data
  - Collaborative grant applications
  - CEDS planning
- Share information about business needs
- Align local goals
- Coordinate service delivery
- Leverage resources
- Create a common vision

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## Job Driven Checklist

### 1. ENGAGE EMPLOYERS

- Work up-front with employers to determine local hiring needs
- Design training programs responsive to those needs –from which employers will hire

### 2. SMART CHOICES

- Better use of data to drive accountability
- Inform what programs are offered
- Inform what is taught
- Offer user-friendly information for job seekers to choose programs and pathways that work for them **and are likely to result in employment**

### 3. MEASUREMENT MATTERS

- Measure and evaluate employment and earnings outcomes.
- Know outcomes of training programs
  - how many people become and stay employed
  - what they earn
  - help job seekers decide what training to pursue
  - help programs continuously adjust to improve outcomes.
  - NJ consumer report card

### 4. OPENING DOORS

- Break down barriers
- Access to job-driven training and hiring for any American who is willing to work
- Access to include supportive services and relevant guidance.

### 5. REGIONAL PARTNERSHIPS

Coordinate American Job Centers with:

- Local employers
- Education and training providers
- Economic development agencies
- Other public and private entities
- **Make the most of limited resources**

### 6. EARN AND LEARN

Offer **work-based learning opportunities** with employers – As training paths to employment.

- On-the-job training (OJT)
- Internships (paid is preferable!)
- Pre-apprenticeships and Registered Apprenticeships

*(also volunteer opportunities in the community)*

### 7. STEPPING STONES

Seamless progression from one educational stepping stone to another (career pathways – articulation agreements)

Across work-based training and education, so individuals' efforts result in *logical and sequential* progress.

Progress in careers by obtaining new training and credentials.

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## Why WIOA Should Be Important to College Career Counselors

### Industry Sector Initiatives And Career Pathways Will Create Alignment Between Education And Economic Development Goals

- Many more opportunities to connect with employers
  - through industry partnerships
  - proactive placement
  - report employer needs for designing courses
  - Internships/Apprenticeships Matter Much More Now
  - Certifications and other credentials Matter More Now
- Report cards for higher education institutions (may impact on admissions)
- Career Counseling now recognized as needed throughout a lifetime
- Career counseling is becoming a more “professional” profession
  - Data driven (Retention in job, salary, labor market information)
  - Continuing education needs for incumbent workers (alumni)
- Regional significance
  - Brain drain
  - Campus Philly

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## Ten Things You Need to Do Now

*(that you may not have had to do before)*



1. **Deliver information to jobseekers by providing industry relevant information**
  - career awareness fairs by industry - including business start-ups!
  - information sessions about jobs in these industries for parents and teachers
  - Provide forums (like Linked In groups, meetups, etc) for people to meet by industry
  - Develop education and industry alignment strategies (businesses collaborating to provide industry training)
2. **Discuss Labor Market Information**
3. **Provide apprenticeships and on-the-job training for new graduates looking for work**
4. **Define clear career pathways with both employers and students**
5. **Provide information to alumni about updating skills and acquiring relevant certifications/credentials to make them more marketable**
6. **Collaborate with other higher education institutions on:**
  - Articulation agreements
  - Retention strategies
7. **Convince your college's administration that students at your school are important to that community's economic interests**
8. **Drive standards in your industry**
9. **Recommend and participate in the use of shared customer resource management tools (CRM's)**
10. **Consider providing employer services such as workforce planning and assessments**

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## QUESTIONS?

**For questions or comments, please contact:**

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