

WIOA: OPPORTUNITIES AND CHALLENGES

PRESENTED BY: Lori Strumpf, President, **Strumpf Associates: Center for Strategic Change**



WIOA: Quick Overview

- The Law went into effect July 1, 2015.
- It contained new provisions for Workforce Services and Adult Education as part of a comprehensive national employment/education/training strategy.
- Requires common metrics across **4 core programs**
 - Workforce Development Activities for Adults, Dislocated Workers and Youth (Title I)
 - Adult Education and Literacy (Title II)
 - Wagner – Peyser (Title III)
 - Vocational Rehabilitation (Title IV)

Workforce Development System Evolution

- Siloed Programs and Funding Sources



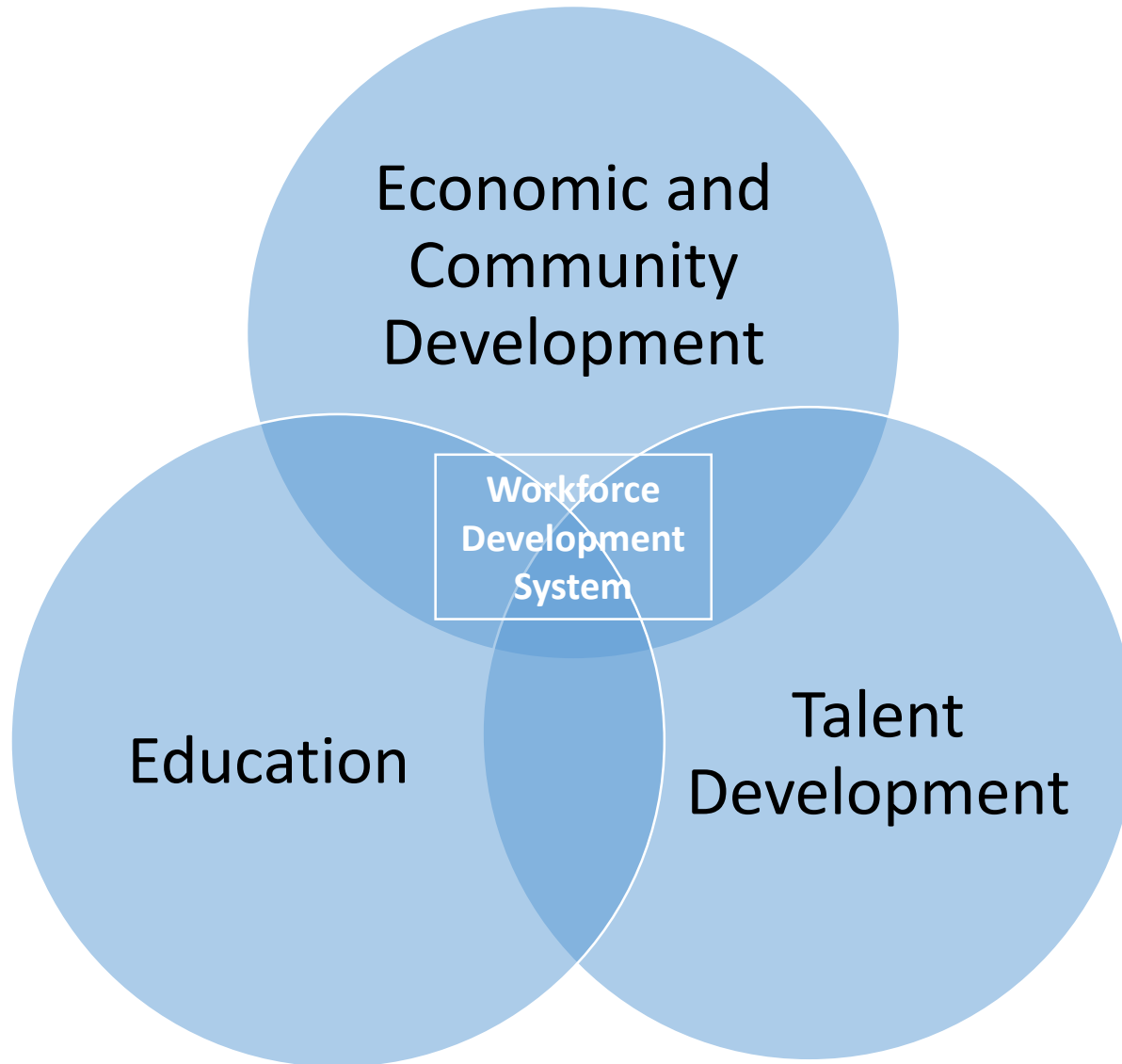
- Collection of Agencies



- Integrated System of Services



Workforce Development System Today



System Intent

- WIOA funds are central to building the system infrastructure (one stop center and services)
- Intended to leverage and coordinate the existing resources of the 'core' partners
- Build and provide a talent supply chain to meet regional workforce needs
- Convene stakeholders (e.g., education, business, economic development) to solve systemic workforce challenges (e.g. skills gap, hard to fill jobs, etc)

WIOA Overview

- Broad vision of workforce programs: reaffirms ongoing role of American Job Centers and also requires coordination and alignment of key employment, education, and training programs.
- Promotes program alignment at the Federal, State, local, and regional levels.
- Builds on proven practices such as sector strategies, career pathways, regional economic approaches, work-based training.

Key Themes

- Alignment and unification among ‘core programs’
- Career pathways
- Industry sector partnerships
- Services to employers
- Regionalization
- Use of evidence based, best practice research
- Access for those with disabilities
- Using integrated technology for alignment, access, and management

Common Measures: WIOA Primary Indicators of Performance at a Glance

Under section 116(b)(2)(A) of WIOA, the performance accountability indicators that apply across the six core programs are:

- **Employment Rate - Second Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit).
- **Employment Rate - Fourth Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit).
- **Median Earnings - Second Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.



Common Measures (continued)

- **Credential Attainment:** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
- **Measurable Skill Gains:** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.
- **Effectiveness in Serving Employers:** WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge how well the workforce system is meeting critical workforce needs of the business community.



TITLE II: Adult Basic Education

- Local Workforce Development Boards review and comment on local adult education plans
 - This is also an opportunity for engagement, education and advocacy
- Credentials and ed. milestones aren't enough – outcomes matter
 - Employability, employment and postsecondary progress and attainment are dramatically more important measures under WIOA
 - States are working to align systems or create new ways to track data across agencies and programs to show progress and meet federal transparency expectations

What are the Ongoing Opportunities?



- Engage in deeper conversations, planning and collaboration with partner programs to serve adult learners effectively
- Demonstrate good partnership and use innovative thinking and programs to increase visibility and value of adult education in the workforce development system
- Leverage local data to inform and educate local workforce partners and WDBs

What are
Your
Questions?



GUIDE TO WORKFORCE ACRONYMS

- ADA Americans with Disabilities Act
- CBO Community Based Organization
- CLEO Chief Local Elected Official
- DOE Department of Education
- DW Dislocated Workers
- ETA Employment and Training Administration (US Department of Labor)
- FBO Faith Based Organizations
- GED General Education Development
- ITAs Individual Training Accounts
- LEO Local Elected Official
- NAWB National Association of Workforce Boards
- NEG National Emergency Grant

GUIDE TO WORKFORCE ACRONYMS

- LMI Labor Market Information
- LWA Local Workforce Area
- NAFTA North American Free Trade Agreement
- OJT On the Job Training
- TAA Trade Adjustment Assistance
- TANF Temporary Assistance to Needy Families
- TJTC Targeted Jobs Tax Credit
- USDOL United States Department of Labor
- UI Unemployment Insurance
- WIA Workforce Investment Act
- WIOA Workforce Innovation and Opportunity Act


About Your Trainer: Lori

- Lori Strumpf has over thirty years in the field of organizational development and change management in human services and workforce development organizations. Lori has been in business as Strumpf Associates: Center for Strategic Change for the last 28 years. She is a nationally known expert in organizational management, training and design for education, training, and human resource development systems. Prior to starting her business, Lori was the Assistant Director for the National Association of Private Industry Councils. She has served on the board of the National Youth Employment Coalition and was a founding member. She has been a Senior Associate at Brandeis University, Center for Human Resources, Heller School for Public Policy. Prior to moving to Washington, D.C. to work on the Vice President's Task Force for Youth Employment, Lori was the Assistant Director to a project for court diverted delinquent youth. She also worked at Florida State Prison, counseling prisoners.
- Strumpf Associates is a small cadre of training and consulting experts, headquartered in Washington, DC. The Principals in Strumpf Associates have decades of experience helping organizations manage change, build systems, build leadership teams, and improve program quality and customer satisfaction. The Center provides organizational change management consulting and executive coaching to schools, workforce organizations, and welfare organizations.
- Over the last several years, Lori has helped design and implement over 300 one-stop career development centers. Currently, she works on behalf of the business community in partnership with local elected officials in eight communities around the country to assist in developing a strategic approach to workforce development. Lori Strumpf has a Masters and Specialist Degree in Educational Counseling from the University of Florida.
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