

The Benefits of WIOA for New Mexico



Key opportunities to improve preparation, access and success in adult basic education, career pathways, post secondary education, and workforce development

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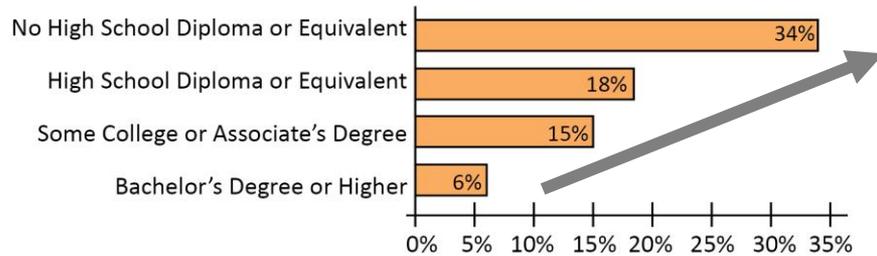
Mission: Graduate Adult Transitions to College Meeting

August 13, 2015

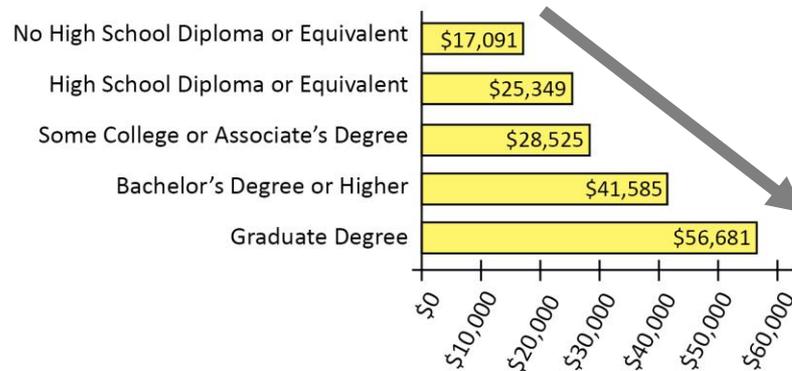


More Education & Training is Crucial

Percent of NM Adults (25 and older) in Poverty by Education Level (2012)



Median Earnings of NM Adults (25 and older) by Education Level (2012)

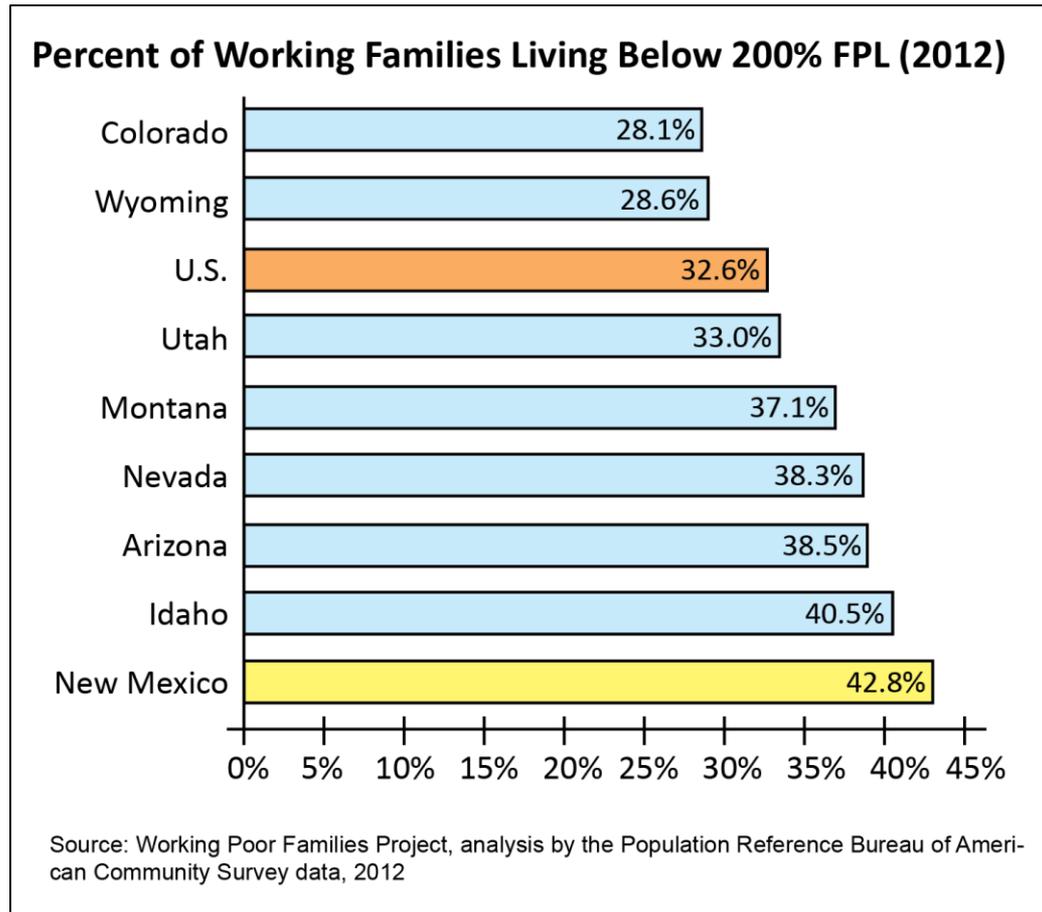


Source: 2012 Educational Attainment for New Mexico, table S1501, American Community Survey

Of NM low-income families:

- 1 out of 3 have at least 1 parent without a HS diploma/equivalent
- 1 out of 2 have no parents with any PSE
- 1 out of 4 have at least 1 parent who has difficulty speaking English.

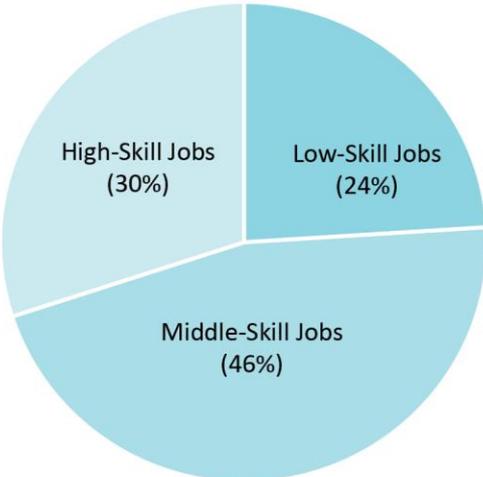
Underdeveloped Workforce = Low Wages



New Mexico ranks 49th in the nation in the percentage of working families living below 200% FPL.

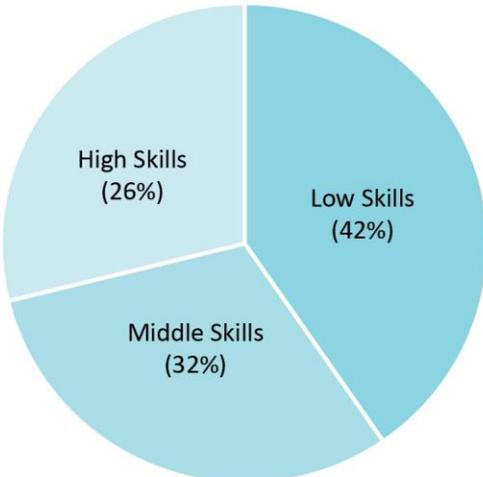
Middle-Skills Gap & the Need for WIA 2.0

Projected Occupations in New Mexico by Skill Level (2018)



Source: Middle-Skills Jobs report for New Mexico, National Skills Coalition, 2011

New Mexico Adults (ages 25 and older) by Skill Level (2012)



Source: 2012 Educational Attainment for New Mexico, table S1501, American Community Survey

Educational solutions need to go beyond the traditional HS-to-college pipeline since currently working adults make up the majority of the future workforce.



WIOA: Workforce Innovation & Opportunity Act

Populations:

- ✓ Focuses on low-income, basic skills deficient, and public assistance recipients
- ✓ More program options for disconnected youth and low-wage incumbent workers

Programs:

- ✓ Increases alignment between ABE and occupational training
- ✓ Prioritizes integrated training and education over just 'work first'
- ✓ Provides more policy options, flexibility, and program types to choose from
- ✓ Focuses on career pathways and industry/sector partnerships
- ✓ Emphasizes supportive services

Framework:

- ✓ Fosters partnerships and alignment between agencies, providers, workforce
- ✓ Increases funding flexibility for more braided funding options
- ✓ Requires common outcome measures across the major programs
- ✓ Shifts authority/resources from local to state level, requires a unified state plan



WIOA State Plan

4-year plan due March 2016 (agencies? HED, DWS, PED, HSD... and WIBs)

Unified Plan is Required

All 6 WIOA qualifying programs must be aligned under the state plan:

- Title I Adult, Dislocated Worker, and Youth
- Title II Adult Education and Family Literacy Act (AEFLA)
- Title III Employment Services
- Title IV Vocational Rehabilitation

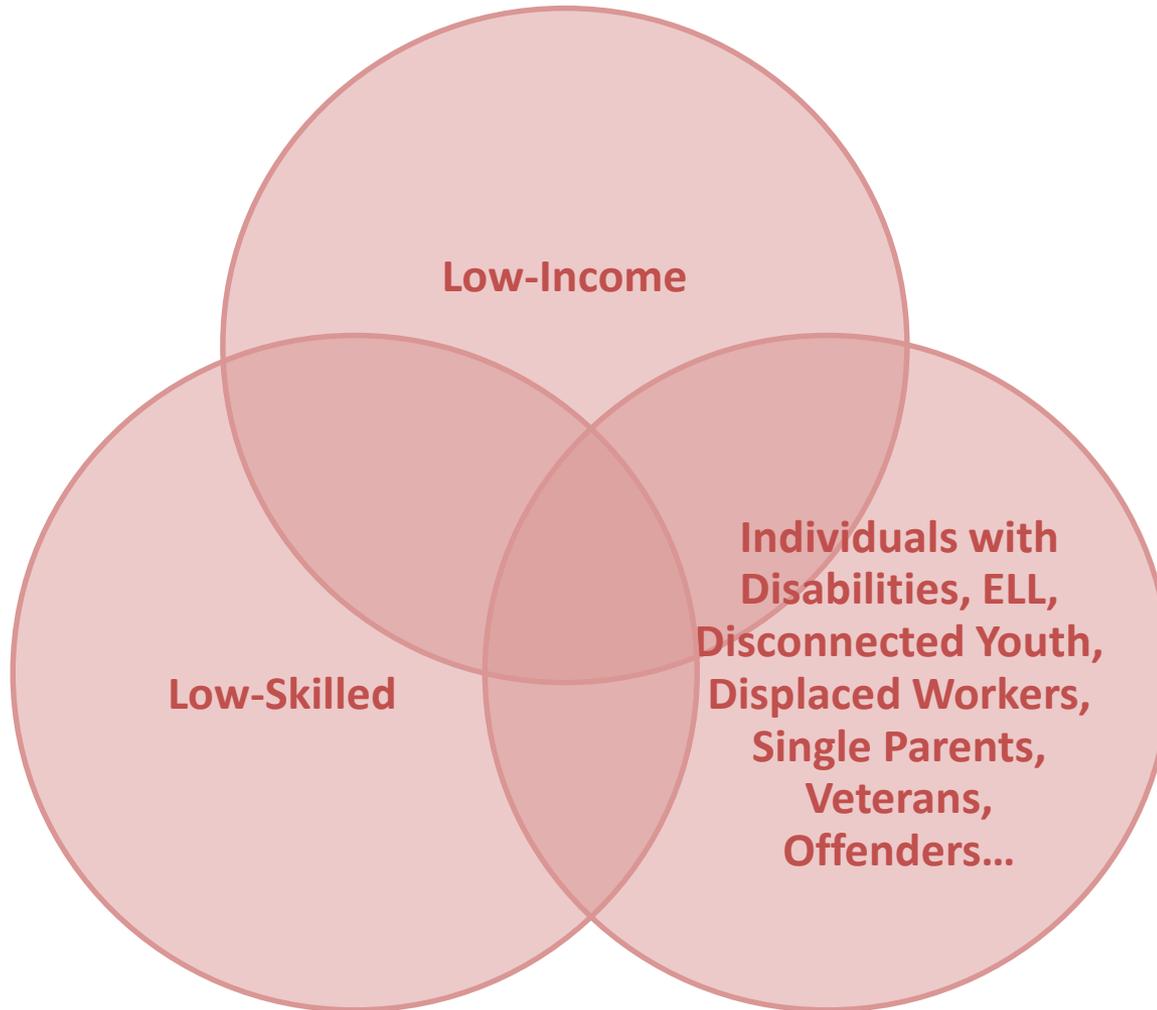
Combined Plan is Recommended

Other programs that are not mandatory but that can be aligned include:

- Temporary Assistance for Needy Families
- Supplemental Nutrition Assistance Program Education & Training
- Perkins Career and Technical Education Act
- State Unemployment Insurance programs, HUD Department...



Hard-To-Serve Individuals



Stakeholders can provide input on which priority populations should be clearly specified in the state plan.



'Priority of Service' Populations

Prioritized Populations: With limited funds, low-income and low-skilled adults, disconnected youth, and public assistance recipients need to be prioritized. State and local areas will establish priority of service but what does prioritization look like in the implementation plan?

Expanded Definition: Youth receiving free or reduced-price lunch, residents living in high poverty areas, and low-wage incumbent workers are now included.

Opportunity Youth: WIOA now requires that 75%+ (up from 30%) of local WIOA youth allocations be for disconnected out-of-school youth 16-24. Youth councils are no longer required but youth voice is still crucial.

Workforce Analysis: State and local plans must include youth and adults with barriers to employment in their workforce analysis.

Clarify what 'basic skills deficiency' means so WIBs can't argue that higher skill level deficiencies count.

Local WIBs can be required to determine the number of low-income workers in their regions and to outline strategies and resources to serve them effectively.



Adult Basic Education

Beyond the Basics: In this 21st century economy, more low-skilled adult learners need to gain work skills and PSE credentials in addition to basic skills. WIOA supports programs like bridge career pathways that integrate ABE with occupational skills, lead to HS degree/equivalent attainment, and increase access to PSE.

Competency+: Competency in English is not enough. The English Language Acquisition Program (ELAP) now requires that instruction results in HS diploma/equivalent attainment, PSE transition, or workforce training focused on employment.

Additional Options: AEFLA can now help students access integrated English literacy and civics education, workforce preparation activities, as well as digital literacy programs.

~80% of all new jobs will require some PSE training and education. The focus of ABE should thus be on adults gaining education and workforce credentials. Stakeholders can help define what success looks like.



Program Alignment

'Sequence of Service' Removed: Under WIA, participants could only access training after they failed to find a job using employment services. Now there is less emphasis on 'work first' and more focus on needed training which can save time and money.

Improved Alignment: Low-income and low-skilled individuals tend to enroll in various programs over time so better alignment of services offered, referrals, and data/tracking systems will improve outcomes and reduce costs.

Co-enrollment & Integration: WIOA encourages co-enrollment across programs, integrated programs that offer both education and skills training components, contextualized learning, etc.

Massachusetts' Governor created a Skills Cabinet to break down agency silos and lead the WIOA implementation.

TANF is mandated to partner with workforce development centers but co-location is often not enough.



Training & Skills Development

More Flexibility and Options: States can use up to 10% of WIOA Title I funds for **time-limited subsidized work** experience. **OJT wage reimbursement rates** have gone up to 75% to help entice employers. WIBs can now contract with PSE institutions/providers to develop and do **trainings for in-demand jobs**, with assurance that funds are committed. **Registered apprenticeship** programs can now be pre-approved on eligible training provider lists. **Financial literacy** can now be a training option and be included in CP.

Blending Funding: Local WIBs can braid training funds from other programs (Individual Training Accounts, OJT...) for hard-to-serve individuals.

Virginia policy-makers set a floor of 40% of local formula funds for training services and programs.

Governors' discretionary funds can be used to focus on pre-apprenticeship programs.



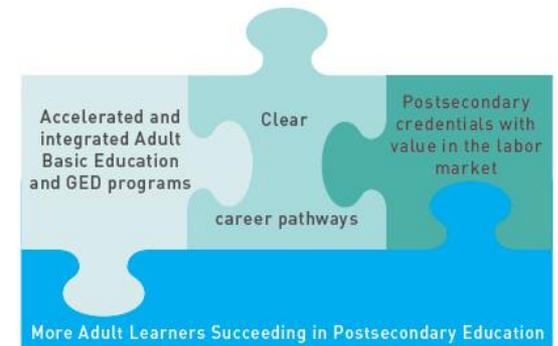
Career Pathways & Sector Partnerships

Bridge Programs: New focus on bridge programs that provide ABE students with credit-level college courses within a CP framework. WIOA Title I and II funds can fund bridge programs and support services that are part of career pathways.

Career Pathways: New Mexico recently secured a \$15 million federal grant to develop CP around health careers. WIOA is a great opportunity to invest in CP as a long-term strategy for New Mexico to develop and improve our workforce. NM could develop policies to use TANF and SNAP E&T braided funds for CP.

Earn while you Learn: Programs that provide stipends, subsidized wages, or paid internships are key for persistence in low-income populations.

Career pathways need to be mentioned in the plan but there is no requirement set on funding levels.





Support Services

Support for Success: WIOA makes AEFLA funds more open to supportive services. WIOA also enables WIBs to braid funding and provide support services to individuals receiving employment and training service to help enhance persistence and increase completion. Qualifying supports include:

- Child care
- Transportation
- Dependent care
- Housing
- Needs-related payments

When looking at whether individuals can access more assistance, the full cost of participating in a training program like dependent care and transportation can be taken into account.

Training funds can now be used for individuals who can't obtain Pell grants or who need assistance beyond Pell grants.



Performance Measures

Workforce/PSE Outcomes: New focus on ABE around employment outcomes and emphasis on transitioning into PSE. For hard-to-serve populations, ABE providers can measure interim success.

Adjusted Modeling: States can negotiate with the federal government to use performance measures that include participant characteristics and labor market conditions. Adjusted modeling lets states focus on harder-to-reach populations without performance penalties.

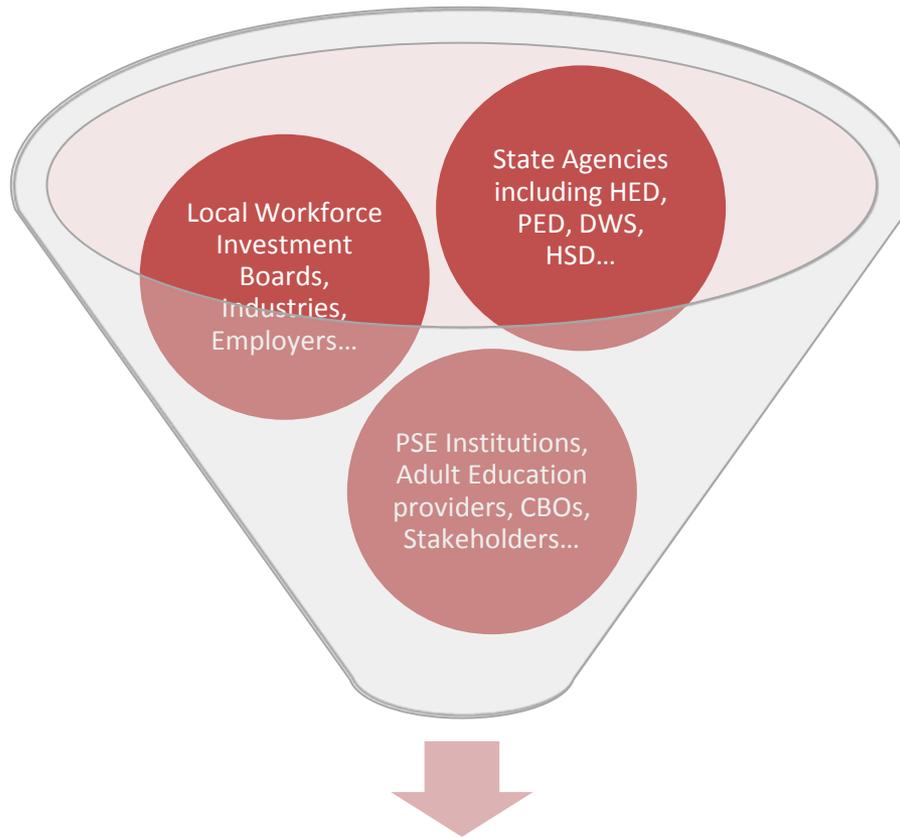
Focus on PSE & Skills Gains: Quick job placement goals are deemphasized for more progress goals around PSE and skills-gains.

Skills gains can be defined to include co-enrollment in different core programs, contextualized learning, etc.

Skills gain targets can focus on progress and maximized engagement



Informing the Process



State Plan for NM

What role can PSE institutions, ABE service providers, CBOs, and other stakeholders play in the development of the state plan?



Informing the Process

Planning Process: Stakeholders should join planning committees and help define priorities, strategies, measures, outcomes, etc. There should be opportunity for feedback along the way.

WIB Appointments: Community stakeholders and providers can be appointed to WIBs.

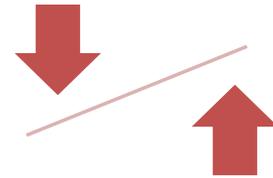
Stories from the Field: Stakeholders, PSE institutions, providers, and CBOs all have informing stories to share on the employment and education barriers faced by the populations they serve.

Public Comments: Stakeholders can help organize the required public comment convenings and showcase promising initiatives & best practices.

Funding & Coordination via WIBs: Local WIBs will be required to review providers' applications for AEFLA funding so providers need to educate the boards on their efforts. ABE providers will be required to coordinate with local WIBs so relationships need to be developed now.



Leverage Points



Agencies are the primary decision-makers on the plan. Are all the key agencies at the table (e.g. HSD to include TANF opportunities)? Is there a Skills Cabinet equivalent that can be created for the planning and the implementation.

Performance Outcomes: Advocates can recommend skills gain measures and targets that support hard-to-serve populations and maximize engagement (e.g. co-enrollment across core programs, contextualized learning, CP strategies etc.)

Discretionary Governor's fund: up from 8.75% to 15%. Specific uses can be identified and endorsed by community groups.

Legislators hone the budget and can draft supportive policies including setting minimum training spending percentages, encouraging blended funding, focus on career pathways, etc.

Local WIBs are involved in the process and can have community partners and providers at the table.



Examples from Other States

WA's Workforce Board – The board established workgroups with varied education, workforce and community stakeholders to draft the WIOA plan. Public forums were held in major cities and email comments on the plan draft online were solicited. The process took 7 months.

MD's Common Vision – Strategic and operational portions of their state plan are built around the Governor's goal of increasing the number of Marylanders who receive at least two years of PSE and skills training by 20% by 2018.

MN's CP Focus – The state plan explains how their CP bridge programs and integrated programs account for 90 percent of their ABE services.

AR SB 791 – Defines 9 federal programs as one-stop partners in addition to WIOA's 6 core programs.

FL HB 7019 – Creates task force charged with WIOA implementation recommendations.

OR SB 81 – Provides eligible community college students with grants to cover remainder of tuition not paid by state/federal aid for career pathways programs.

AR SB 154 – Establishes adult education charter schools to offer curriculum that results in HS diploma and industry certifications.



Useful Resources

National Skills Coalition

www.nationalskillscoalition.org

Realizing Innovation and Opportunity in WIOA: A Playbook for Creating Effective State Plans (Updated April 2015)

<http://www.nationalskillscoalition.org/resources/publications/file/2014-11-NSC-WIOA-state-report.pdf>

<http://www.nationalskillscoalition.org/documents/2014-11-20-NSC-WIOA-State-Plan-Webinar-Web.pdf>

Overview of 2015 State Legislation, includes WIOA (July 2015)

<http://www.nationalskillscoalition.org/documents/2015-07-27-State-Legislative-Round-Up.pdf>

<http://www.nationalskillscoalition.org/resources/publications/file/2015-07-State-Legislative-Round-Up.pdf>

Working Poor Families Project:

www.workingpoorfamilies.org

Implementing WIOA: State Policy Choices to Assist Low-Income Working Families (Summer 2015)

<http://www.workingpoorfamilies.org/wp-content/uploads/2015/07/WFPF-Summer-2015-Brief.pdf>

Strengthening Student Success with Non-Academic Supports: The Role of State Policy (Spring 2015)

<http://www.workingpoorfamilies.org/wp-content/uploads/2015/06/WFPF-Spring-2015-Brief.pdf>

CLASP

www.clasp.org

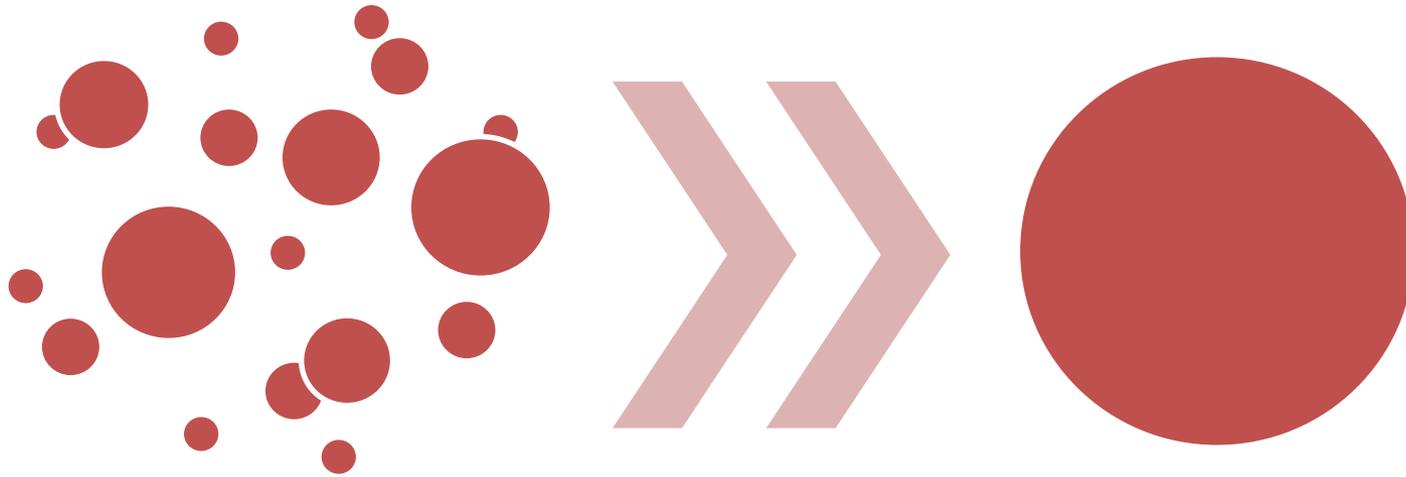
Promoting Economic and Career Success for Low-Income Youth and Adults (April 2015)

<http://www.clasp.org/resources-and-publications/publication-1/2015.04.17-Promoting-Economic-and-Career-Success-Brief-FINAL.pdf>

Funding Career Pathways: A Federal Funding Toolkit for States and Local/Regional Career Pathway Partnerships (Revised Feb. 2015)

<http://www.clasp.org/resources-and-publications/publication-1/Career-Pathways-Funding-Toolkit-2015-8.pdf>





*“Coming together is a beginning;
Keeping together is progress;
Working together is success.”*

Henry Ford



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