Workforce Legislation

Workforce Federal Acts

- **2014 – Present:** Workforce Innovative and Opportunity Act (WIOA).
- **1982 – 1998:** Job Training Partnership Act (JTPA).
- **1962 – 1973:** Manpower Development Training Act (MDTA).

❖ WIOA signed into law by President Obama on July 22, 2014.
❖ WIOA is set for re-authorization in 2020.
Workforce Innovation & Opportunity Act

- Signed into law July 2014

“WIOA is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.”

- U.S. Department of Labor
WIOA: SIX BROAD GOALS

• Create a comprehensive, high-quality workforce development system by aligning workforce investment, economic development and education.

• Increase access to education, training, and employment—especially for those who possess barriers to employment.

• Improve the quality and labor market relevance of workforce investment, education and economic development efforts.

• Promote improvement in the structure and delivery of services.

• Increase the prosperity of workers and employers.

• Reduce social assistance dependency, increase economic self-sufficiency, meet employer needs, and enhance the productivity and competitiveness of the nation.
WIOA Legislative Titles

Under WIOA, there are five (5) Titles written into law to address different programs, services and transitions. WIOA requires that Titles I through IV coordinate and collaborate to provide services through a comprehensive, high-quality workforce development system which aligns workforce, economic development and education.

1. **Title I** – Workforce Development Activities *(Adult, Dislocated Worker & Youth)* – State: TCSG / Federal: USDOL, ETA

2. **Title II** – Adult Education and Literacy – State: TCSG / Federal: USDoEd, OCTAE

3. **Title III** – Amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA - State: GDOL / Federal: USDOL, ETA

4. **Title IV** – Amends the Rehabilitation Act of 1973 to authorize employment-related vocational rehabilitation services – State: GVRA / Federal: USDOL, ETA & USDoEd, OSERS
Workforce Ecosystem

US Department of Labor

Governor

State Workforce Development Board

Technical College System of Georgia

Chief Local Elected Official

Local Workforce Development Board

Fiscal Agent

Local Workforce Development Area

Sub-Recipient/Vendor (if applicable)

Participants
State Leadership

The State Workforce Development Board (SWDB) is appointed by the Governor, and is tasked with administering Workforce Innovation and Opportunity Act (WIOA) funds across the state. The board also oversees the Governor’s state workforce development initiatives. The board’s guidance is essential to sustaining Georgia’s competitive advantage nationwide in terms of workforce.
State Workforce Development Board

- Workforce Representatives: not less than 20%
- Other Representatives: Balance of Membership
- Business Representatives (majority): at least 51%
Local Elected Officials – LEO Board

- In those Local Workforce Development Areas comprised of more than one county or municipality, there may exist a Local Elected Officials Board, which shall be comprised of the mayors and county commission chairpersons within the designated local workforce development area.
- A CLEO shall be appointed or elected by the LEO Board.
- A CLEO’s term shall run concurrent with the term set by his or her respective elected office.
- A CLEO/LEO Board may appoint a Fiscal Agent to administer the WIOA funds for a Local Workforce Development Area.
- A CLEO/LEO Board develops a process for sharing of liability with respect to the misuse of WIOA funds.
- A CLEO/LEO Board establishes a local workforce development board appointment process.
Local Workforce Development Board

LWDB Membership

- Business Representatives
- Workforce Representatives: Labor Organizations; Employers with Registered Apprenticeships; Community-based organizations; Orgs with experience with youth employment, training, or educational needs
- Other Representatives to include:
  - Adult Education/Literacy Providers
  - Higher Education (including community colleges)
  - Economic and Community Development
  - Wagner-Peyser Employment Services - (DOL)
  - Vocational Rehabilitation
  - May include others determined appropriate by chief elected officials

![Piramid Graph with percentage]

- Workforce Representatives: not less than 20%
- Business Representatives (majority): at least 51%
- Other Representatives: Balance of Membership
## WorkSource Georgia Network

### LWDA Directors

<table>
<thead>
<tr>
<th>Area</th>
<th>Director</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesia Lambert</td>
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</table>
## LWDA Directors

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<th>Email</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
**Who does WIOA serve?**

<table>
<thead>
<tr>
<th>Adults</th>
<th>Dislocated Workers</th>
<th>Out-of-School Youth</th>
<th>In-School Youth</th>
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<tbody>
<tr>
<td>Ages 18+</td>
<td>Ages 18+</td>
<td>Ages 16-24</td>
<td>Ages 14-21</td>
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<tr>
<td>Authorized to work in the U.S.</td>
<td>Authorized to work in the U.S.</td>
<td>Not attending school</td>
<td>Attending school</td>
</tr>
<tr>
<td>Registered for Selective Service</td>
<td>Registered for Selective Service</td>
<td>One or more barriers to employment</td>
<td>Low income</td>
</tr>
<tr>
<td>Unemployed or Underemployed</td>
<td>Terminated through no fault of their own or laid off and unlikely to return to same job/industry</td>
<td>75% expenditure on OS Youth</td>
<td>One or more barriers to employment</td>
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<tr>
<td>Priority of service applies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What levers can the LWDB operate?**
How is the Money Spent?

Local Activities: Adult & DW: Career Services

Basic Career Services Examples:
• Information and orientation to system services, UI, etc.
• Initial skills assessments
• Job search and placement assistance, career counseling
• Referrals and coordination with other resources
• Job market information

Individual Career Services Examples:
• Individual skills assessments
• Group or individual counseling
• Individualized career planning, development of education plan
• Short-term classroom assistance, including computer training, exam prep, etc.
• Financial literacy services
• Internships and work experience opportunities
• Supportive services
How is the Money Spent?

Individual Training Account (ITA)

• An ITA is used to “purchase” training services from eligible providers and training programs (selected in consultation with a WIOA career advisor).
• The Statewide Eligible Training Provider List (ETPL) - includes State approved training providers and programs
• Training providers - held responsible for providing quality training and outcomes for customers.
Approved Training Providers

Examples

- ATLANTA TECHNICAL COLLEGE
- CDL OF GA, LLC
- GOODWILL OF NORTH GEORGIA
- KENNESAW STATE UNIVERSITY
- MEDICAL INSTITUTE OF NORTHEAST GA
- PIEDMONT COLLEGE

*PROVIDERS VS PROGRAMS*
Example: Growth and Demand Occupations

<table>
<thead>
<tr>
<th>Accountant &amp; Bookkeeper</th>
<th>Electrician</th>
<th>Medical Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Assistant</td>
<td>Emergency Medical Technician</td>
<td>Medical Office Worker</td>
</tr>
<tr>
<td>Agriculture</td>
<td>English as a Second Language Instructor</td>
<td>Medical Records Technician</td>
</tr>
<tr>
<td>Automotive Mechanic</td>
<td>General Office Clerk</td>
<td>Medical Secretary</td>
</tr>
<tr>
<td>Automotive Structural Repairer</td>
<td>Hand Packers &amp; Packagers</td>
<td>Motorcycle Repair Technician</td>
</tr>
<tr>
<td>Bill &amp; Account Collector</td>
<td>Heating/AC Technician</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Brick Mason</td>
<td>Home Health Aide</td>
<td>Paralegal</td>
</tr>
<tr>
<td>CAD Operator</td>
<td>Hospitality</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Hotel/Motel Management</td>
<td>Phlebotomist</td>
</tr>
<tr>
<td>Cashier/Sales Clerk</td>
<td>Horticulture</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Child Development Assistant</td>
<td>Human Resources Management Certificate</td>
<td>Plumber, Pipefitter, &amp; Steamfitter</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>Human Service Worker</td>
<td>Quality Assurance Technician</td>
</tr>
<tr>
<td>CNC Machine Operators</td>
<td>Industrial Machinery Mechanic</td>
<td>Radiological/X-Ray Technician</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Industrial Truck Operator</td>
<td>Registered Nurse (RN)</td>
</tr>
<tr>
<td>Construction Laborer</td>
<td>Laborer (Warehouse)</td>
<td>Respiratory Therapist</td>
</tr>
<tr>
<td>Correction Officer</td>
<td>Law Enforcement Officer</td>
<td>Robotics</td>
</tr>
<tr>
<td>Culinary</td>
<td>Legal Secretary</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Customer Service Representative</td>
<td>Licensed Practical Nurse (LPN)</td>
<td>Surgical Technician</td>
</tr>
<tr>
<td>Data Entry Technician</td>
<td>Maintenance Mechanic</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Delivery &amp; Route Truck Driver</td>
<td>Management Trainee</td>
<td>Teacher</td>
</tr>
<tr>
<td>Dental Assistant &amp; Dental Hygienist</td>
<td>Manufacturing Machine Operator</td>
<td>Truck Driver, Heavy</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>Mechanic &amp; Repairer Helper</td>
<td>Vocational Education Teacher &amp; Instructor</td>
</tr>
<tr>
<td>Drafter</td>
<td>Medical &amp; Laboratory Technician</td>
<td>Welder &amp; Cutter</td>
</tr>
</tbody>
</table>
Determining Growth and Demand Occupations

Types of Data

• Traditional Labor Market Information (LMI)
  – Emsi: Labor Market Analytics

• Real-Time Job Market Analysis
  – Burning Glass Technologies

• Anecdotal Employer Feedback/Verification
  – Employer Surveys
  – Industry Focus Groups/Listening Sessions
  – Industry Advisory Boards/Councils
  – Business Representatives on LWDBs
How is the money spent?

Local Activities: Youth

14 Required Youth Elements:
- Tutoring, study skills, dropout prevention and recovery strategies
- Alternative secondary school or dropout recovery services
- Paid and unpaid Work Experiences
- Occupational skills training
- Education aligned with workforce preparation activities
- Leadership development
- Supportive services
- Adult mentoring
- Comprehensive guidance and counseling
- Financial literacy education
- Entrepreneurial skills training
- Labor market & employment information services
- Activities that prepare for transition to postsecondary education/training
- Follow-up Services
At least 20% of local Youth formula funds must be used for work activities such as:

- Work Experience
- Pre-apprenticeship
- On-the-job training
- Internships
How is the Money spent?

SUPPORTIVE SERVICES

• Must be determined on an individual basis
• Must be a WIOA participant (limited if in Career Services)
• Must be documentation that participants are incapable of providing these services for themselves and services not are available from other sources
• Support must be necessary for an individual to participate in WIOA activities (training)
• Examples of allowable support: Transportation assistance, child care, dependent care, auxiliary aides and services for persons with disabilities
Customer Flow

Intake / Assessment
• Eligibility
• Barriers to Employment
• Skills Gap

Individual Career Services Provided
• Funding Assigned
• Training Plan
• Supportive Services

Exit/Follow Up
• What were the outcomes?

REFERRAL
WORKFORCE DEVELOPMENT

Serving Employers

WIOA Business Services

- On-the-Job Training
  - 50% wage reimbursement for eligible new hires
  - Length of training dependent upon job title (6 mos)
- Customized Training
  - 50% reimbursement on cost of training
  - Designed for special skill-sets or hard to fill positions
- Incumbent Worker Training
  - 50% reimbursement on cost of training
  - Employer-driven training model
- Registered Apprenticeships
Work-Based Learning

- Referenced or required in: Workforce Innovation and Opportunity Act (WIOA), Carl D. Perkins Career and Technical Education Act (Perkins V), Every Students Succeeds Act (ESSA)

- As defined by Perkins, WBL is “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”
WORKFORCE DEVELOPMENT

Work-Based Learning Examples

- Job Shadow
- Internship
- Mentorship
- Externship
- Practicum/Service Learning Project
- Apprenticeship/Registered Apprenticeship
- Pre-Apprenticeship
SECTOR PARTNERSHIPS

• Regional collaboratives to foster greater communication and collaboration among public and private partners.
• Partnerships developed in collaboration with businesses and should inform the education and workforce development efforts at the regional level.
• Each partnership is focused on a single industry or industry cluster.
• The role and activities of each sector partnership are uniquely tailored to the local needs identified by a needs assessment process and ongoing conversations with industry leaders.
REGIONAL INDUSTRY FOCUS

- Region 1: Advanced Manufacturing
- Region 2: Advanced Manufacturing
- Region 3: Information Technology, Healthcare, Logistics
- Region 4: Advanced Manufacturing
- Region 5: Advanced Manufacturing
- Region 6: Advanced Manufacturing
- Region 7: Advanced Manufacturing
- Region 8: Advanced Manufacturing
- Region 9: Advanced Manufacturing
- Region 10: Healthcare
- Region 11: Healthcare
- Region 12: Advanced Manufacturing, Logistics, Hospitality
WHAT DOES THE WORK LOOK LIKE?

• **Data** collection and **alignment** efforts
• Creating **new apprenticeships** or other training programs
  • Aligning and **integrating** WorkSource Business Services with regional economic development efforts
• **Updating** existing post-secondary training programs
• Creating or **expanding** CTAE offerings at the K-12 level
  • Building effective **career pathways**
  • New **internship opportunities** for K-12 students
  • New externship opportunities for teachers, counselors, and administrators
  • Greater **industry presence** and influence in schools
• Developing strategies to better leverage and **braid funding** streams
• Developing regional outreach and **awareness efforts**
BUILDING CAREER PATHWAYS

• “Cradle to Career” Insulated Pipeline
CAREER PATHWAYS

• Path of Continual Growth & Advancement

GEORGIA'S CAREER PREPARATION PIPELINE

Empower

Expose

Explore

Experience

Expand

Employ
Empower

Empowerment:

- Empower students with a strong educational foundation to prepare them for a future of rigorous instruction and relevant career training.
- Student experiences may include:
  - Enrollment in a Quality-Rated early education facility.
  - Seamless transition between various education levels.
  - Alignment between academic and CTAE courses.
  - Curriculum that relates coursework to real-world and workplace experiences.
Exposure:

- Expose students to an array of career options, enabling them to make informed decisions moving forward.

- Student experiences may include:
  - Grade-Specific Career Awareness Lessons
  - 5th Grade Career Portfolio
  - Guest Speakers
  - Field Trips
  - Career Fairs
Explore

Exploration:

- Allow students to explore career interests with the goal of narrowing their focus to dedicated career options.
- Student experiences may include:
  - Workplace Tour
  - Employer Interview
  - Job Shadow
  - Career Research
  - Career Exploratory Courses
  - Career Assessments/Inventories
  - Completing Individual Graduation Plan
Experience:

• Provide opportunities for students to gain experience in their selected career fields.

• Student experiences may include:
  • Work-Based Learning Program
  • Internship
  • Co-op
  • Youth Apprenticeship
  • Part-Time Job
  • Earning Dual-Enrollment Credit

• Completing a Career Pathway
• Completing a Career-Related Capstone Project
Expand

Expansion:

• Expand upon students’ relevant job-related experience with formal education and training that leads to a successful career

• Student experiences may include:
  • Pursuing an Associate, Bachelor’s Degree, or higher-level degree
  • Pursuing a Technical Certification
  • Apprenticeship
  • Clinical Experience
  • On-the-Job Training
Employ

Employment:

- Connect students with employers who are seeking a skilled workforce, providing students with successful and stable careers

- Student experiences may include:
  - Job Fair
  - Job-Placement Program
  - Employment Website or Software
BUILDING CAREER PATHWAYS

- Integrated Pathways Model

SYSTEM OUTCOMES

Financially sustainable, aligned career pathways systems for youth & adults

Increased number of skilled workers with credentials of value to the labor market

Greater cost efficiencies by reducing duplication of services
THANK YOU!

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