- [Kyle] Hello and welcome to today's webinar. My name is Kyle Klabicane. I'm a workforce program coordinator on the WIOA Team in the Workforce Services Division at Iowa Workforce Development. Today I will be giving you an overview of the Workforce Innovation and Opportunity Act, or WIOA, Title I programs.

Title I of WIOA covers the workforce investment activities for youth, and the employment and training activities for adults and dislocated workers, which was previously legislated by the Workforce Investment Act, or WIA. There are three additional titles that fall under WIOA, which cover adult education and literacy, Wagner-Peyser, and vocational rehabilitation. Federal regulations specify the eligibility requirements for the three Title I programs. While there are some common eligibility requirements that span all programs, each program also has specific eligibility requirements, which are unique in order to meet the goals of the individual programs. Participants may be enrolled in multiple programs, called co-enrollment, given the participant meets eligibility requirements for each program they are enrolled in.

Eligibility criteria for adults are, that the individual must be 18 years of age or older, be registered with the Selective Service if applicable, and be a citizen or national of the United States, a lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States.

Eligibility criteria for dislocated workers are, that they be registered for the Selective Service if applicable, be a citizen or national of the United States, a lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States, and they must self-declare eligibility as a dislocated worker by identifying as one of a handful of types of dislocated workers as legislated.

There are two types of youth. Out of school youth and in school youth.

Eligibility for out of school youth are, that they are not attending any school as defined under state law, that they are not younger than age 16 or older than age 24, and they meet one of the following criteria. They are a school drop out, they are within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter, they are a recipient of a secondary school diploma or its recognized equivalent, who is a low income individual and is also either basic skills deficient or an English language learner, they're an offender, they're a homeless individual, a homeless child, or youth aged 16 to 24, or a runaway individual, in foster care, or who has aged out of the foster care system, or who has attained 16 years of age and left foster care for kinship, guardianship, or adoption, a child who is likely to remain in foster care until 18 years of age, or in an out of home placement, they are pregnant or parenting, they're an individual with a disability, they're a low income individual or person living in a high poverty area requiring additional assistance to enter or complete an educational program, or to secure or hold employment.

Eligibility for in school youth are, that they are attending school as defined by state law, they are not younger than 14 years of age or older than 21 years of age, unless the individual is an individual with a disability who is attending school under state law, if they are low income or living in an area of high poverty, and they meet one of the following criteria. They meet the criteria as being basic skills deficient, they are an English language learner, they are an offender, they're a homeless individual as defined, is a homeless child or youth aged 14 to 21 as defined, or a runaway, an individual in foster care or who has aged out of the foster care system, or who has attained 16 years of age and left foster care for kinship, guardianship, or adoption, a child who is likely to remain in foster care until 18 years of age, or they are in an out of home placement, or they're a pregnant or parenting individual, they're an individual with a disability, an individual who requires additional assistance to complete an educational program to secure or hold employment.

Federal regulations do require that a minimum of 75% of youth funds be spent on services for out of school youth. Therefore some regions have chosen to focus all of their efforts on serving youth who meet the out of school requirements.

Programs and services and activities are broken into career services and training services. There are a number of career services available to participants. These include guidance and counseling, which is a conversation between the career planner and the participant. Job search and placement occurs when a participant is provided with one on one assistance with the development of their job search and career counseling when needed. Participants will be provided with information on in demand industries including information on non-traditional employment.

An objective assessment is a process that collects information about a participant's social history and background. This information is used in the development of the individual service strategy for youth and the individual employment plan for adults and dislocated workers.

Skill upgrading provides short term pre vocational training to participants to upgrade their occupational skills and enhance their employability. Typically these trainings are less than 26 weeks in length and do not lead to a recognized credentials. Financial literacy provides a participant with the information needed to make informed judgments and effective decisions about the use and management of their money.

Preemployment training is used to help participants acquire skills necessary to obtain unsubsidized employment or to maintain employment. Staff assisted job development is the act of contacting employers who may not already have an open position to determine if that employer has an interest in interviewing and potentially hiring a specific participant who possesses skills required by that employer. An internship provides a participant with exposure to work and the requirements for successful job retention that are needed to enhance the long term employability of that participant. Internships are limited in duration, devoted to skill development, and are enhanced by employer investment.

Work experience is an activity that is used for individuals who need assistance to become accustomed to basic work requirements and who have limited work experience, or who have been out of the labor force for an extended period of time.

Registered apprenticeship is a proven approach for preparing participants for jobs while meeting the needs of the employer. It's an employer driven, earn while you learn model that combines on the on the job training with job related instruction and curricula tied to the attainment of national skills standards.

Entrepreneurial training provides participants with the basics of starting and operating their self employment businesses or enterprises. This training does not support the costs of establishing the business.

Occupational skills training is used most frequently by our participants and provides individuals with the technical skills and information required to perform a specific job or group of jobs. They are typically conducted in a classroom setting but can also be conducted online or through self study.

On the job training allows a participant to training on site at a place of employment while they are doing the actual job. A professional trainer or experienced employee serves as the course instructor using hands on training often supported by formal classroom training.

Remedial and basic skills training may be offered to enhance the literacy skills of participants. Secondary education certificate is offered to enhance the employability of participants by upgrading their level of education. Typically any participant without a high school diploma or its equivalent will be put into this activity as part of their individual service strategy for youth or individual employment plan for adults and dislocated workers.

Incumbent worker training is designed to ensure that employees of a company are able to gain necessary skills or to retain employment and advance within the company. Or to provide the skills necessary to avert a layoff.

Job shadowing is used to expose participants to jobs available in the private or public sector through observation, instruction, and if appropriate, limited practical experience at actual work sites.

Finally, transitional jobs is used for individuals with barriers to employment who are chronically unemployed or have inconsistent work history.

Support service payments may be provided when necessary to enable a participant to participate in a WIOA Title I activity or a partner activity. Types of allowable support services include the purchasing of clothing, counseling, payment for dependent care while the participant is receiving those training services, financial assistance, healthcare to meet needs related to training or employment, miscellaneous services, needs related payments which help assist individuals who may not be eligible for unemployment insurance benefits, residential and meal support, services for individuals with disabilities, stipends which are available to youth only, supported employment and training, transportation if that individual needs assistance getting to and from the training location, and incentive payments for youth only.

Support service payments can only be, can be made only when the participant is unable to obtain the service through other programs providing such services. The criteria, procedure, or formula described in the local service plan is used to determine the eligibility for, and the amount of, support service payments for each individual participant. This criteria, procedure, or formula must be applied to all participants in any program or activity for which support service payments are provided. The local service plan must specify any limits, payment rates, maximum amount of payments, and maximum length of time for service supports to be available to participants. The need for and the amount of the supportive service payments must be documented in the data management system and hard copy justification of support placed in the participant's file. Support service payments must not be for activities in which the participant failed to participate without good cause.

Allowable support service payments can be made based on the following guidelines and adherence with any locally developed policy. Support services are available to members receiving individualized career services or training services, but only as determined necessary and documented in the case notes that the participant required such support to participate and complete the activity.

Follow-up services are critical to ensure participants are successful in employment and or post secondary education and training. Regular contact with the individual is provided even though they have exited the program. For adults and dislocated workers follow-up services must be offered as appropriate including counseling regarding the workplace for participants who are placed in unsubsidized employment for up to 12 months after the first date of employment.

Supportive services are not available for follow-up per regulation for adults and dislocated workers. For youth, follow-up services must be offered for 12 months. Follow-up services for youth may include the following program elements. Supportive services, adult mentoring, financial literacy education, services that provide labor market information and employment information about an in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. And activities that help youth prepare for and transition to post-secondary education and training. Follow-up services may conclude early if the participant declines participation or becomes unreachable. Follow-up services do not extend the date of exit for reporting purposes.

Thank you for listening to today's webinar. Should you have any questions, the best way to reach us is through email. If you have questions about the Title I adult or Title I dislocated worker programs, email dislocated.worker@iwd.iowa.gov. If you have questions about the youth program, email youth services, that's all one word, @iwd.iowa.gov. Or if you have general questions about WIOA email IWD.WIOA@iwd.iowa.gov.