

# Workforce Innovation and Opportunity Act (WIOA)

## Section 166, Indian and Native American Programs

Presented by:

U.S. Department of Labor

Division of Indian & Native American Programs



# Today's Presenter

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# Today's Objectives

- ✓ What the Workforce Innovation and Opportunity Act (WIOA) Means for Us
- ✓ Overview of WIOA, Section 166, Indian and Native American (INA) Programs
- ✓ Opportunities for Working Together

# WIOA Final Rule

- The Department of Labor (DOL) has collaborated with the Departments of Education (ED) and Health and Human Services (HHS) to draft the DOL-ED Joint Final Rule that includes regulations on Unified and Combined State Plans, performance, and the one-stop delivery system.
- DOL also drafted the DOL-Only Final Rule that includes regulations on WIOA Title I and the Wagner-Peyser Act (which was amended by Title III of WIOA).
- These Final Rules were publicly available on June 30, 2016.

# WIOA General Information

- Last week the U.S. Departments of Labor, Education, and Health and Human Services [made publicly available an advance posting of the WIOA Final Rules](#), which will be formally published in the Federal Register in the upcoming weeks. In addition to the Final Rules, an interagency press release, fact sheets, a quick reference guide, and FAQs were published; visitors can view the Final Rules and these resources at <https://www.doleta.gov/wioa/>.
- The [Innovation and Opportunity Network \(ION\) Community of Practice](#) is a great way to keep tabs on the latest WIOA developments and get your hands on the latest resources to assist you with WIOA implementation.
- The Division of Indian and Native American Programs also provides employment and training information, guidance and legislative material on the WorkforceGPS INA Community of Practice site at <https://ina.workforcegps.org/>.

# What WIOA Means for Us

- First major workforce development legislation
- Most provisions took effect on July 1, 2015
- Title I replaced the Workforce Investment Act (WIA) employment and training services for adults, dislocated workers, and youth, as well as INA Programs
- Title II amended Adult Education and Literacy Programs
- Title III amended Wagner-Peyser employment services connecting employers with qualified job seekers
- Title IV amended Vocational Rehab services helping individuals with disabilities work and being independent

# Changes Under WIOA

- WIOA regulations aligned the designation period with the strategic plans.
- WIOA requires that grants be competed every 4-years as opposed to every 2-years under WIA; and requires a 4-year plan as opposed to a 2-year plan
- Emphasizes entrepreneurial skills by adding language to the purpose of the program to equip individuals with entrepreneurial skills
- Maintains the Secretary's Native American Employment and Training Council

# Changes Under WIOA

- WIOA changed eligible youth to 14-24 years of age from 14 -21 under WIA.
- Eligible youth must continue to be low-income to participate in the SYS program; but WIOA changed the definition of low-income to include any youth living in a “high poverty” area.
- Final Rule reduces burden for plan review for grantees that have ongoing participation in Section 477
- Performance measures changed to 6 indicators to mirror those of the state formula funded programs

# Changes Under WIOA

- Effectiveness in Serving Employers — This is a new performance indicator intended to enhance the focus of the One-Stop system in meeting employer needs. The NPRM proposed three separate methods to define this indicator: (a) employee retention with same employer (b) market penetration and (c) repeat business.
- Customer Satisfaction — Unlike WIA, WIOA does not include customer satisfaction as a specific performance indicator. However, the Administration believes it is important to have information on customer satisfaction to assess how well the One-Stop system is meeting customer needs.

# Changes Under WIOA

- States' Local Workforce Development Boards (LWDB) have been significantly reduced in size by eliminating the requirement that a representative from each of the one-stop partners must be included. This means that Native American grantees are no longer required members on the LWDB.
- Native American grantees shall not be subject to the funding of the One-Stop Infrastructure unless otherwise agreed upon in the Memorandum of Understanding (MOU)

# Changes Under WIOA

- Authorizes the Secretary to award grants, to entities with demonstrated experience and expertise in developing and implementing programs for the unique populations who reside in Alaska or Hawaii to improve job training and workforce investment activities for such unique populations.

# Changes Under WIOA

- INA grantees are now required to use the same 6 primary indicators of performance required by the state formula funded programs...”
- WIOA also requires that in addition to the primary indicators of performance described in the state formula programs, the Secretary, in consultation with the Native American Advisory Council shall develop a set of performance indicators and standards that shall be applicable to the INA programs.

# Overview of Section 166 INA Programs

- Every 4 years, the Secretary, on a competitive basis, makes grants to, or enters into contracts or cooperative agreements with Indian tribes, tribal organizations, Alaska Native entities, Indian controlled organizations serving Indians, or Native Hawaiian organizations
- Administers programs to support employment and training activities for Indians, Alaska Natives and Native Hawaiians
  - to develop the academic, occupational and literacy skills of such individuals;
  - to make individuals more competitive in the workforce and to equip them with entrepreneurial skills necessary for successful self-employment; and
  - to promote the economic and social development of Native communities in accordance with the goals and values of such communities.

# Program Activities

- **On-the-job training**
  - Hire first, train later
- **Classroom training**
  - Provide educational and technical skills
- **Work experience**
  - Develop desirable work habits and set specific occupational goals
- **Training assistance**
  - Provide help to transition from training and employment programs to unsubsidized employment
- **Other activities:**
  - General
  - Supportive Services

# INA Grantees

- 178 grantees currently funded under Section 166
- Comprehensive Adult Services Program (CSP) receives approximately 50 million
- Supplemental Youth Services Program (SYS) receives 13 million
- 55 tribal grantees participating in the demonstration project under Public Law 102-477
- Grantees make final decisions as to the types of allowable activities for which funds will be expended
- Must meet minimum requirements of regulations, but, have great flexibility in deciding the design of their respective programs
- The programs (SYSP/CSP) operates on a Program Year basis; grantee submits a four-year plan

# Types of Programs

Services fall into two distinct categories for recipients serviced by the grantees: adults and youth.

- Adult programs focus on the unemployed and the underemployed
- Youth programs emphasize academic achievement and skill base competencies for gainful employment

# Participants

To be eligible, an individual must be:

- American Indian, Alaska Native or Native Hawaiian
- Unemployed, underemployed, or a low-income individual
- A recipient of a bona fide lay-off notice
- Employed but determined in need of E&T services to obtain or retain employment that allows for self-sufficiency

# Opportunities for Working Together

- Key partners and services will be available at American Job Centers (AJC) through the co-location of the Wagner-Peyser Employment Service (UI) and the addition of the TANF program as a mandatory partner.
- UI services are now provided through the one-stop delivery system and include both information and assistance in filing claims.
- Promotes program coordination and alignment of employment, education, and training programs at the Federal, State, local, and regional levels.

# Opportunities for Working Together

- Makes key investments in serving disconnected youth and other vulnerable populations, including Indians and Native Americans and Migrant and Seasonal Farmworkers.
- Increases the performance and quality of the Job Corps program.
- Reinforces connections with Registered Apprenticeship.

# Opportunities for Working Together

- States and local areas are encouraged to improve customer service and program management by integrating intake, case management, and reporting systems.
- At a minimum, tribal TANF programs and the WIOA INA Programs should closely coordinate services to clients.

# Contact

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COMMUNITY COLLEGE

*Spirit Lake Dakota Nation*

*Start Here • Go Anywhere*

# **Next Steps II Empowering American Indians TANF & Low Income Individuals to Pursue Careers in Healthcare**

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# Population Served

- Statewide project with concentrations on Tribal Nations in North Dakota
  - Spirit Lake Nation in Fort Totten, ND
  - Standing Rock Sioux Tribe in Fort Yates, ND
  - Three Affiliated Tribes in Fort Berthold, ND
  - United Tribes Technical College in Bismarck, ND
- Our Target Population is American Indians enrolled in federally recognized Tribes, TANF, and Low Income Individuals. Those who experienced generations of poverty and socio-economic hardships.

# Population Served cont...

- Our objective is to break generational poverty cycles by providing them with the necessary support
  - To successfully complete an educational and training program in healthcare,
  - Secure gainful employment with a livable wage,
  - Break the generational poverty cycle and position them to provide a better life for themselves and their families.

# Program Model:

To achieve our objectives we have adopted a mentor model developed by the University of North Dakota, College of Nursing, RAIN Program (Recruitment and Retention of American Indians in Nursing)

- This model is a no excuses model and is founded on the basis of providing an individual mentor assigned to each and every student.
- The mentor works intensively with the student by developing a personal supportive relationship and assists the student with the following.
  - Navigating the educational process from start to finish by engaging with the student in planning, problem solving, and overcoming adversity, confronting barriers and obstacles
  - Providing necessary supportive services such as child care and transportation to help ensure there are indeed no excuses to completing and achieving personal goals.

# Program Model cont...

- Under this model the mentor is available 24-7 and guides the student through the educational process and coaches and mentors the skills necessary to succeed in education and in life.
- In our program the mentor has the following responsibilities
  - Recruitment and Retention
  - Objective assessment eligibility
  - Placement staff are provided to assist in securing employment for the participant upon education and training completion based on the relationship that had been developed in the mentoring process.
- This model proved to be very successful for us in Next Steps I and is being replicated in Next Steps II.

# Challenges:

- The majority of our participants are single mothers with anywhere from 1 to 4 children.
- The greatest challenge in moving these individuals from generational poverty, socio-economic hardship, poor/limited academic preparation is instilling in the individual the attitude and belief that they can do it, that they can overcome and rise above the poverty that has limited them and prevented them from achieving their dreams and goals for themselves and their families.
- The program provides the means, but they have to believe and be willing to put in the work and the effort to make it happen.

# Partnership & Relationship Building

- Established relationships to coordinate and collaborate service delivery for targeted population with:
- Governor's Workforce Development Council
  - Our state's Workforce Investment Board
- Department of Human Services Office of Economic Assistance
  - State TANF
- Tribal TANF
  - Tribal Employment and Training, 477 Programs, Tribal NEW
- US DOL Office of Apprenticeship
- Private Healthcare Employers

# Partnership Goals & Objectives

- Mentor staff Co-location in One Stop Career Centers
- WIOA Dedicated training positions and concurrent enrollment for targeted applicants
- State TANF utilization of work experience where necessary and appropriate for TANF recipients
- Tribal TANF, E & T, 477, and Tribal New cross referral and con-current enrollments for applicants
- Develop and Establish a healthcare apprenticeship program
- Private healthcare commitments to hire Next Steps graduates and collaborate in healthcare training
- Serve on advisory council for Next Steps Program

# **Best Practices/Lessons Learned:**

We learned early in our project that our target population was poorly prepared and lacking in the skills necessary to navigate the education process successfully, but were also deficit in the essential workplace skills necessary to find and retain employment.

# Best Practices/Lessons Learned cont...

- To address this challenge our project developed an aggressive and ambitious employer engagement initiative that called for:
  - Engaging with employers in the state to bring them into our program make them aware of our program.
  - Developing trust with them that our program produces well qualified well prepared employees to help them meet their workforce needs.
  - This involved developing relationships with employers a network of employers who we partnered with in guiding and directing our program through an Employer Advisory Council.

# Best Practices/Lessons Learned cont...

- Our employer engagement went beyond an advisory approach but included an assessment of workforce needs with employers through a series of Workforce Development Workshops we conducted to engage with employers directly on approaching workforce shortages, Apprenticeship and our program.
- In addition to address the essential workplace skills for our graduating students we developed an employability skills workshop that worked to instill the necessary workplace skills including:
  - Skills in how to look for work, where to look for work, how to interview and finally how to retain employment.

# Best Practices/Lessons Learned cont...

- Participants worked in groups and one-on-one developing skills with resumes, cover letters, interview process and job retention skills.
- In Next Steps II we are building on these workshops and plan to work to develop essential leadership and life skills including:
  - Communications
  - Team building/group dynamics
  - Conflict management/problem solving
  - Leadership skills in the workplace and in life

# Next Steps II

- ***Building better lives for individual and their families:***
- ***Addressing critical workforce needs in our state:***
- ***Questions***

# Creating Tribal TANF & WIOA Partnerships to Connect Tribal Families to Employment



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# Partnership

CIMC and SCTCA Tribal TANF have established a partnership to provide services to our mutual clientele. These services result in employment and supplemental services for our participants and their family.





# Collaboration Activities Include:

- Informal Referral
- Shared Assessment/Case Management
- Coordination/Cost Sharing for Training
- Coordination/Cost Sharing for Supportive Services
- Shared Follow-Up for Secured Employment





# Case Examples:

- Occupational Skills Training
  - Solar Systems Installation
  - Elder Care Provider
  - Building IIPAY Nation, Construction
  - Entrepreneurial Training
  - Vocational Training
- On-The-Job Training Activities
  - Tribal Enterprises and Government





# Case Examples:

- Work Experience
  - Indian Health Council
  - Tribal Government and Entities
- Job Search and Placement
  - Register for Native Hire
  - Share Job Local Announcements
  - Soft Skills training and Job Readiness



# Accomplishments & Outcomes



- Our clients were able to secure long term employment to become self-sufficient
- TANF case closed
- No longer dependent on public assistance
- Empowered them to be a role model to their children and community



# Questions or Comments



Southern California Tribal Chairmen's  
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