

**Administration for Children and Families (ACF)
Workforce Innovation and Opportunity Act (WIOA) Webinar
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Mr. Koutstaal: My name is Stan Koutstaal and I work at the Administration for Children and Families and our agency is working very closely with the Department of Labor and Department of Education in the implementation of the Workforce Innovation and Opportunity Act. To lead us in this particular webinar we have senior leaders from our agency, as well as the others, and so to begin, I would like to turn it over to Mark Greenberg, Acting Assistant Secretary for the Administration for Children and Families.

Mr. Greenberg: Thanks very much, Stan, and thanks everybody for joining us for this webinar. As Stan indicates, we have something close to 900 registrants for the webinar today across a broad range of human services programs. So, we thank you for joining us and we are very pleased to be joined by our colleagues from Departments of Labor and Education for this discussion today, and this is one of a number of activities that we will be engaged in, in the weeks and months to come, to help highlight the significance and the importance of WIOA implementation for human service agencies. We framed this broadly as being “what this means for human service programs,” because we think the new legislation has enormous significance and enormous potential that will apply across a broad range of human services programs. It has very direct implications for TANF agencies, for community action agencies, for any youth-serving programs, for the child support program, for early childhood programs, for programs serving refugees—and that is not an exclusive list. So, in the call today, in a moment, I will invite colleagues from Departments of Labor and Education that we’ve worked closely with for years, and are now pleased to be working closely with on WIOA implementation, to say a few words of welcome to you. We’ll then turn things back over to Stan, who has been coordinating

efforts at ACF involving lots of people and program offices on various aspects of WIOA implementation, so that Stan can then walk through the PowerPoint with you and we'll have the opportunity for questions and conversation. But I just want to close by emphasizing that we think that there are significant opportunities for human services programs and, by engagement in WIOA implementation, there are both important ways to improve employment and training and education services for clients and recipients in programs. There are also important ways in which the activities of human service programs can improve the overall effectiveness of the workforce system in being responsive to the needs of low income and at risk in the individual families and communities. So, we thank you all for joining us and let me turn things over for words of welcome to my friend and colleague, Gerri Fiala, Deputy Assistant Secretary at the Employment and Training Administration, Department of Labor.

Ms. Fiala: Thanks, Mark, very much and good afternoon to everyone. I want to just underscore what Mark has said about the partnership between HHS Education and the Labor Department. We share a mutual interest in ensuring that individuals can acquire the skills and tools they need to start, or continue on, career pathways to good jobs and, at the same time, ensure that our employers in communities have the skilled workers they need to prosper. And that really is the focus of the Workforce Innovation Opportunity Act, or WIOA, which was the first legislative reform of the Public Workforce System in more than 15 years. It lays the groundwork for many things, but I think, just to put it in terms of our customers, it means for job seekers more information, more informed choices about what training providers are effective and best suited to meet their needs. It means more consistent and high-quality services no matter which One-Stop or American Job Center you go to, and it means, for job seekers, more access to more work-based training options, like registered apprenticeships or on-the-job training, that lead to

industry-recognized credentials. It also is intended to make it easier for all these individuals to access the services and information they need. For employers, it means these changes under WIOA mean stronger connections to the public workforce system. They mean access to more flexible work-based training options, including more opportunities to train their existing workforce, and it means that there's a common branding throughout the country so that any employer—frankly, any individual or any employer will know where to go to access the services they need, regardless of the space that they're in. So it's all about aligning public resources to drive toward the same goals, and it means not only the vertical alignment of federal, state, and local levels, but it also means the relationships across programs and agencies with close connections between education, vocational rehabilitation, human services, TANF, and of course, the workforce system itself. I have, in just a couple of minutes ... I wanted to just indicate a few of the opportunities that we see. One is it aligns federal reinvestment to support those job seekers and employers I just talked about. It too—that it streamlines governing bodies that establish state and regional and local workforce investment priorities. It helps employers find workers with the necessary skills. It aligns goals and increases accountability and information for both job seekers and for taxpayers. It fosters regional collaboration to meet the needs of regional economies and provides access to high-quality training so that individuals can acquire the industry-recognized credentials they need for in-demand jobs. It improves services significantly to individuals with disabilities and, finally—given the emphasis that Mark made on some of the programs he listed—it makes very strong key investments for disconnected or out-of-school youth. And, with that, I will turn it back to Mark.

Mr. Greenberg: Thanks very much, Gerri, and we now turn to Johan Uvin—another good friend and colleague. Johan is Acting Assistant Secretary for Career Technical and Adult Education at the Department of Education. Johan.

Mr. Uvin: Uh, thank you, Mark, and good afternoon and good morning everyone on the call, and thank you to our colleagues at the Department of Health and Human Services for organizing this webinar today and inviting us at the Department of Education to discuss the importance of interagency collaboration from the Department of Education's perspective. We at the Department of Education are very excited to be a partner in this work and we are very pleased to see the increased focus WIOA places on coordination between workforce development, adult education, vocational rehabilitation, and human services at the federal, state, and local levels. We believe that, through WIOA, we have a great opportunity to streamline the way we do our work and shape the nation's employment and training system into one that actually makes better sense for job seekers, for workers, for employers, and for those seeking to transition off of public assistance. We believe that WIOA encourages new opportunities for collaboration at all levels—national, state, and local—between agencies that we believe have a shared commitment to improving training and employment opportunities for individuals facing the most significant barriers to employment. Before I talk briefly about three or four key opportunities from the perspective of adult education and literacy, I want to start by acknowledging the great levels of collaboration that already exist at the state level in several states between Title II and many of the Human Service agencies, and I also wanted to share some data that, last year, for instance, just over 300,000 individuals on public assistance actually took advantage of the skill development opportunities that Title II presents. That means that, over the last five years, 1.6 million individuals on public assistance have actually found their way to a basic skill opportunity

facilitated by Title II. We wanted to be more intentional about that level of participation and looked at WIOA and identified four key main opportunities from the adult education perspective for strengthening our partnerships with Health and Human Services agencies. One is related to planning. We see new opportunities for greater coordination of all the core programs and other programs through both the unified and combined state plan provisions in the law. Secondly, we appreciate the major emphasis in WIOA on the increased level of alignment between adult education, post-secondary education, employers, and human services, and believe that from that partnership are many, many milestones towards self-sufficiency that can be achieved. I also want to point out that while high school completion for adults remains very important, WIOA actually expands the thinking around this and says that high school completion, in and of itself, is not enough, but it needs to be the stepping stone to further opportunity either in post-secondary education or training or employment. There are lots of opportunities that are created through the new provision of integrated education and training and workforce preparation activities that we are delighted to explore with our colleagues in the field of Health and Human Services. Two final opportunities I wanted to mention is that, under WIOA, states will continue to complete their resources under Title II, which means their resources for adult education and literacy, and we believe that that process at the state level will create a great opportunity to promote integrated education and training activity that might benefit many of the customers of Health and Human Services programs. Finally, there is increased support for correctional and reentry education that may be of interest to some of our colleagues in the Health and Human Services. Well, that I wanted to point out, states can now spend up to 20% of their state allocations to support these types of activities. As you can imagine, taking advantage of these opportunities and implementing all these changes will be *** (*unclear - 13:06*), but we are not only committed to

working together, we actually are working very, very closely together with our colleagues at Labor and Health and Human Services to ensure that all the stakeholders at the state and local levels will be fully prepared for a robust implementation of the new law. If you have any specific questions or suggestions related to Title II of the act, we have a dedicated e-mail address. It is askafla@ed.gov and we would welcome any suggestions that you may have. Mark.

Mr. Greenberg: Thanks very much, Johan. And now we want to turn to Janet LaBreck, the Commissioner of the Rehabilitation Services Administration at the Department of Education. Janet.

Ms. LaBreck: Thank you so much, Mark, and good afternoon everyone and welcome to this webinar. I also want to thank our other colleagues both in the Workforce Development, as well as Education and Human Services for joining us on this webinar this afternoon. I think that this, again, is a critical opportunity, one that we are prepared to engage in particularly for the VR community, because, as folks are familiar with the VR program, the VR program crosses all spectrums as all of these agencies and we have long-standing partnerships, and under WIOA, I think that we have a great opportunity to strengthen those partnerships and offer additional supports and services now that are available to us under WIOA. The emphasis, I think, for the VR community on the youth is particularly exciting because it gives us that opportunity under WIOA to really think innovatively about the approach that not only the VR program is utilizing, but also that we all utilize with each other in terms of our partnerships that we engage in and those business partnerships that we use in order to assist our programs and our consumers with engaging in competitive integrated employment. It really does challenge us, under WIOA, to really think very differently, very creatively about how our youth and how our agencies think about early work experiences, giving people opportunities for internship opportunities, thinking

about ways that we can re-engage individuals with disabilities in the nation's workforce. Do they have the labor market analysis and the data and the information that clearly demonstrates where the labor market trends are leading us to and, most importantly, do they have the skill sets and are they prepared to actually engage in that type of employment? It also challenges us to really think creatively about how we are engaging in the process of ensuring that our own level of agency expertise—that it is available through our counselors and that, as they engage in those partnerships and relationships with both their consumers, as well as with their business partners, that they are, in fact, up-to-date on the information and that they are prepared to work effectively with individuals in the disability community, as well as the business partners. The word “innovation,” I think, in itself, is different about this particular piece of legislation and really offers all of us the opportunity to really think creatively about strategies and the ways that we engage those strategies and the way that we deliver the services and the support to individuals with significant disabilities, and, so, we are very much looking forward to working with our partners here in hope that you will engage us and partner with us in this process as we move forward. We'll all be learning together, but I think what's important about this endeavor is the fact that we are doing it together and that we are, in fact—are partnering together for the ultimate goal of ensuring that individuals with disabilities in our nation's workforce have individuals who are navigating through these programs that can, in fact, achieve economic self-sufficiency. So again, thank you so much for joining us on this webinar. If you have specific questions about Title IV, you can certainly go to our website at RSA.ed.gov. That's RSA.ed.gov. We also have—our partners have landing sites on our page, as well, that you can link to and you are able to see different information about WIOA, our blog, and ask specific questions about Title IV and the Vocational Rehabilitation Act. So thank you very much and, Stan, back to you.

Mr. Greenberg: Great and thank you, Janet, and now let me turn things over to Stan to take us through the PowerPoint.

Mr. Koutstaal: Thank you so much, Mark, and thank you to all of our counterparts at Labor and Education. The welcome really reflects a collaborative effort. There's no individual agency going alone here and the folks that you've heard from, while senior leaders, are very much interacting nearly daily, rolling up their sleeves and having conversations to push this forward. As we begin talking about the Workforce Innovation and Opportunity Act, I think it makes sense to briefly touch on the purpose, and the purpose is given in the first few sentences of the law and I won't read those or review those closely, but two things I want to highlight: one is that, in the very first stated purpose, it's very clear that there's a focus on individuals with barriers to employment—and "individuals with barriers to employment" is later defined in the law as including individuals like ex-offenders, homeless, youth in foster care or that aged out of foster care, English language learners, TANF recipients within two years of exhausting their lifetime eligibility, single parents, and others that the governor may determine to be individuals with barriers to employment. So, there's flexibility and there's an explicit intent to serve the kinds of people that human service agencies are already serving. I also just want to note that a key purpose is to align workforce investments and, I think that the thing here is, that regardless of where a person comes from and what their characteristics are, when they enter the workforce system or enter a One-Stop Center, that they would be welcomed and served and that they would experience a seamless customer service, so that when a person enters, they may not know where the funds originated, whether the funding for the services that they're receiving originated at Labor or originated at Education or originated with Health and Human Services or elsewhere. They would simply know that they're being served and that they're being provided with services

that lead ultimately to employment. So I also think it helps ... Since there's such a strong focus on system alignment, I think it makes sense to have an understanding of what the workforce system is, and this is also outlined in the new law, and it begins with the governor. The governor will establish a State Workforce Development Board. The governor designates local workforce development areas and, in each workforce development area, a Local Workforce Development Board will be established. All of those words in bold on the PowerPoint are words that we're going to come back to and learn more about as we go through. The first one is the State Workforce Development Board, which was established by the governor. This State Workforce Development Board assists the governor in the development of a state plan. It develops and updates performance accountability measures and it develops and reviews statewide policies affecting the coordinated provision of services through the state's One-Stop delivery system. So, the governor designated workforce areas. In each workforce area a local workforce board is established. And a local workforce board fulfills the following functions: they develop a local plan, analyze economic conditions and workforce needs, engage employers, develop career pathways, negotiate local performance measures, select One-Stop operators and providers of youth activities, and enter into MOUs with One-Stop partners. They also identify eligible training providers and coordinate activities of providers in the local area, particularly those funded by core programs. One of the things that I want to draw attention to here is that many of the functions of the local workforce development board align very closely with what's come to be known as "the job-driven checklist." So, for some more context here: on July 22, when the Workforce Innovation and Opportunity Act was signed into law by the president, the president also received from the vice president a report on job-driven training, and this report included a checklist of seven items about what it means for a job training program to be more job driven.

Just a couple of days later, on July 24, the Departments of Labor, Education, and Health and Human Services sent to governors a letter encouraging those governors to adopt the practices that are outlined by the job-driven training checklist, and those items in the checklist correspond very, very closely to the functions that are described at the local workforce investment board—things like using labor market information, engaging employers, developing career pathways, tracking employment and wage data. All those things are very much integral to the kinds of functions that are described by this new law. One other comment about the workforce development boards, before we move on—in general, the workforce boards have been streamlined significantly. At one time, they were large and, in many cases, unwieldy, and now they've been streamlined and one thing that the local workforce development board can do is designate and direct the activities of standing committees to provide information and to assist the local board and—in particular, the kinds of things where this might be particularly useful is to establish a standing committee for issues relating to the provision of youth services, and then that standing committee would likely include community-based organizations with the demonstrative record of success in serving eligible youth. So, while there may not always be a place on the board, itself, human service agencies should be thinking about whether it makes sense for them to engage with the board in participating on a relevant standing committee. And then, again, the State Workforce Board develops the One-Stop delivery system. The local workforce development board selects One-Stop operators. The One-Stop delivery system functions to provide career services, which includes things like eligibility, determination, outreach, intake activities, orientation, assessment activities, job searches, business services, and information and referrals. They provide training services, which include things like occupational skills training, on-the-job training, and commit worker training, work-based learning, transitional job, and, in

some cases, may include job readiness training or adult education and literacy training. In addition to these functions, they also establish and develop relationships and networks with large and small employers and their intermediaries and develop, convene, or implement industry or sector partnerships. I'm going to pause here, because in this room I'm joined by several others from the TANF program, from the Department of Labor, from the Community Services Block Grant program, and occasionally, throughout the presentation, I'll pause to see if there's things that I may have mentioned that need to be underscored or highlighted before we go on and, if there's not, then I'll simply press on and I'll pause again and give others an opportunity to chime in. The indication here is that I shall press on. (*Laughter from attendees.*) So, as mentioned previously, the state workforce development board works with the governor to develop a state plan. So we'll talk for a minute about what the state plan is. One thing that's listed here, right at the top, is that state plans must submit—must be submitted by March 3, 2016. That's the first time that a state plan will be submitted. There are two kinds of plans that can be developed: a unified plan and a combined plan. States will submit either a unified or combined plan, but not both. So, let's talk first about the unified state plan. The unified state plan is a 4-year strategy for the core programs of the state, and the core programs include youth workforce investment activities and dislocated worker employment and training activities, adult education and literacy programs, the Wagner-Peyser Employment Services administered by Labor and Vocational Rehabilitation Services administered by Education, and—just to pause and connect the dots, earlier you heard from senior leaders at each of the agencies. Gerri Fiala provides leadership for the programs administered by the Department of Labor, Johan Uvin provides leadership for the Adult Education and Literacy program, and Janet LeBreck provides leadership for Rehabilitation Services. So, combined, state plan is a 4-year strategy for the core programs of the state, plus

one or more other programs listed in the law. There's multiple programs listed in the law, but of greatest relevance to us, two of the programs are ACF-funded programs: the Temporary Assistance for Needy Families, or TANF, and Employment and Training Activities carried out under the Community Services Block Grant, or CSBG. An interesting thing to note about the combined state plan is that a combined state plan may be submitted in lieu of submitting separate plans. So, that means that if a state chooses to submit a combined state plan with TANF, for example, then it would include the four core programs and TANF as an integrated plan, and then that state would only be submitting the combined state plan. They would not be submitting a separate TANF plan, as they're typically doing right now. So that's an introduction to the state plan. Are there any comments or things to highlight? Okay, we're pressing on. So the state workforce development board develops and updates performance accountability measures and the local workforce development board does this at the local level. Performance accountability measures are established across the core programs to assess the effectiveness of the states and local areas. The new law identifies six measures in particular. Those measures include the percentage of workers that entered employment, percentage of workers that retained employment, the median wages of these workers, credential attainment of these workers, measurable skill gains of these workers, and effectiveness of services to employers. Two things ... Oh, three things, actually, that I'll highlight here. One is that the primary indicators of performance for the youth programs differ slightly and place greater emphasis on education and training activities. A couple of the things that are worth noting about the last two measures there: "measurable skills gain" is new. There wasn't anything like that under WIA and the idea is if people aren't moving into work, they're progressing toward employability. So, for example, if a program is serving English language learners and, in serving the English language learners,

the people don't move to work as long as they're able to demonstrate progress in learning English and making progress towards becoming employable, then that would be captured in a measurable skills gain measure. And then, the last one, effectiveness of services to employers, is also new and points to the need to remain engaged with the demand side of the equation. So the new law doesn't just point to helping people find jobs, but it points to helping to fulfill workforce needs in fulfilling the needs of employers. So, the level of performance is negotiated between the state and the Secretaries of Labor and Education, to account for a variety of factors, including how the levels compare with those of other states and how the levels are adjusted using a statistical model that considers actual economic conditions and the characteristics of the participants, and I've italicized here the characteristics of participants, because I think it's important to note that there's recognition that some populations are more difficult to serve than others. This comes back to the idea that this law is about serving those with barriers to employment and those with barriers to employment are many of the kinds of populations that we're serving. So it's also important to note that, when thinking about serving people with barriers to employment, this would be a good time to start having conversations both at the local level and the state level between the human service agencies and the Department of Labor, in particular, and the state workforce development board, because those negotiations are yet to come and, so, when thinking about recruitment and referral processes, the kinds of supports that are needed and the way that agencies can work together, it's good to begin those conversations in advance of negotiating how many people are going to be served. So, that is performance accountability factors. We'll talk for a moment about the One-Stop delivery system. It's the state workforce development board that develops the One-Stop delivery system and the local workforce development board that selects one-stop operators. The local board for a local area,

with the agreement of the chief elected official for the local area, shall develop and enter into MOUs with One-Stop partners. The law specifies who the required partners are and the required partners include the core programs and a list of others. Included in the list of others are TANF and Employment and Training Activities carried out under CSBG. So, obviously, that's a key place of importance for human service agencies. It's important to note that the governor may provide notification to opt TANF out as a required partner. It's also important to note that other entities that carry out workforce development programs may also be One-Stop partners with approval of the local board. That means that other entities ... For example, if there's other programs, like a refugee resettlement program, that does workforce development, they can take steps to be included as a One-Stop partner. They would have to do that at the local level. So, if you do want to become a One-Stop partner, there's some things that are important to know because there are roles and responsibilities required of One-Stop partners. One is that the partners must provide access to their services—and what access means is not specified in great detail in the new law; although it does point to the career services that are provided by the programs in particular—but that may be a starting place. The One-Stop partners must also use a portion of their funds to maintain the One-Stop, and that includes payment of infrastructure costs, and they must also enter into a MOU. The infrastructure costs and the funds used to maintain the One-Stop—generally, all of that is determined by the chief elected official of the local board and the One-Stop partner. So, it really occurs at the local level. If they can't come to an agreement, then it can be elevated ultimately to the governor; but it's a good idea, whenever possible, for those agreements to be made at the local level. One thing also to note, relative again to the human service agencies, is that in the MOU, you must describe methods for ensuring individuals with barriers to employment are addressed. And again, those individuals with

barriers to employment are the individuals that our programs are serving. The One-Stop services are providing improved services for low-skilled adults and dislocated workers, and one of the ways that they're doing that is through their career services. Career services include things like doing assessments, providing labor market information, and other things that were discussed previously. The law is very specific, too. The career services at One-Stops also include providing adult and dislocated workers information about services, including TANF, the earned income tax credit, child care, and child support. So, this points to the idea that if information is being provided about our programs, we should be proactive in making sure that the information provided about our programs is relevant and up-to-date. There are also other ways in which improved services for low-skilled adults and dislocated workers are being delivered. Local areas can transfer up to 100% of funds between adults and dislocated programs. Job seekers who are basic skills deficient, in addition to those who are low-income individuals, have priority for services for the adult program. Just as a note, low-income individuals include TANF recipients, a homeless child or youth, or a child who's in foster care, or a youth who has aged out of foster care, and it's also important to note here that the priority of service requirement exists regardless of how much or how little state funding is available. So, the fact that there's a priority for these individuals is not contingent on limited funds. They're the priority no matter how much or how little funds are there. Lastly, job seekers can access training immediately. So, under WIOA, service categories of core and intensive services are now collapsed into career services and that clarifies that there're no required sequence of services enabling job seekers to act as training immediately. Lastly, I'll note—it's not a bullet on these slides, but the new law also clarifies that WIOA training funds can be used for individuals who are unable to obtain Pell Grant assistance or who need additional assistance beyond Pell Grants. So, let's move on to youth services. The

local workforce development board selects youth services providers and the youth services providers may be different than the One-Stop. Local areas must use 75% of youth formula funds to serve out-of-school youth. This is compared to 30% under WIA. So, that's a significant shift and it means that youth services providers are going to be very interested to work with programs like the Runaway and Homeless Youth Program, or the foster care programs, and other programs that work with youth to figure out who are these youth, and where can we find them, and how can we help to reconnect them, because now there's a strong focus on reaching out to them and intervening with out-of-school youth. The new law also increases the age group to 24 years old for out-of-school youth and, under WIA, the age of youth was 16 to 21; uh, increasing the age by 3 years is also ... It's significant to what we typically think of youth services programs, but it's also relevant to programs like TANF, because many of the people served by TANF are actually 24 years old or less, and not all of them are still in school; and so it's likely they can be better served now by the workforce youth services programs. Local areas must spend at least 20% of youth formula funds on work experience activities, such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth are prepared for employment. So, those are the key youth provisions. So, I'm going to recap, very briefly, some of the key points of intersection, particularly for the state plan, for the performance measures for the One-Stops and for the youth services. Again, so here it's important to note that a key point of intersection is that CSBG, Employment and Training Activities, and TANF may be included in a combined plan. In relation to the state plan, it's important for you to know that we are aware that there are lots of questions about this. WIOA calls for state plans to be submitted once every four years with updates provided every two years. What do you do if this doesn't align with the planning cycle for TANF or CSBG, and how can those differences be reconciled? This question and others are

the kinds of things that are coming up. Where will the plans be submitted and how? If a state makes an amendment affecting the TANF portion of a combined plan, would the other funding agencies also have to do a review? These kinds of questions are what we're getting, and we're working with DOL and Ed. as the regulations are being drafted, and as thought is given to the guidance that will be developed in addition to the regulations. So, it's important for you to know we're hearing these questions and these are the questions and concerns that we're also representing in our work with the other agencies. On the performance plans, the key points of intersection are that the negotiation of performance levels will account for the characteristics of participants. That means there's an emphasis on serving the people we're serving, and it's also important to *** (*unclear - 44:26*) the number of individuals with barriers to employment will be reported. I didn't mention this earlier, but there will be greater transparency and these kinds of reports will, in many ways, reflect how well are the programs collaborating with human service agencies and the people that we're serving. It's also important to note here that the new performance measures only apply to the core program. The new performance measures do not apply to TANF programs, or CSBG programs, or any other programs that are funded by ACF. To emphasize the key points of intersection with the One-Stop, CSBG, Employment and Training Activities, and TANF are required One-Stop partners. One-Stops must provide information about human services programs, including TANF, earned income tax credit, child care, child support, and others. So, make sure that your program is well represented at the One-Stop. Priority is given to those who are basic skills deficient and low-income individuals. Since two programs are required partners of the One-Stop, of course, we're getting lots of questions. We're getting things like, "How are shared costs determined?" "In particular, how are infrastructure costs shared?" "If the partners do not come to an agreement in the local level, and

the governor becomes involved, does the 1.5% cap on using TANF funds pertain to all TANF funds or just those designated for Employment and Training Activities?” Questions like, “What does it mean for programs to be accessible?”, “What will TANF agencies do if their geographical areas served do not align with the areas served by the One-Stops?” These, and many other questions, are emerging and we’re doing our best to make sure that we’re keeping them in mind in the interactions and conversations we’re having with our sister agencies. And key points of intersection for the youth services: local areas must use 75% of youth formula funds to serve out-of-school youth, and the age is increased to 24 years for out-of-school youth, and that’s relevant not just to youth services, but services that reach lots of individuals who are less than 24 years old. So, I’m going to pause there, again, just to check in with colleagues who are here at the table to see if there’s particular issues that we should highlight, because I also know that we’ve received a number of questions. So, first, Gina Wells from the...who’s the Policy Chief at the Employment and Training Administration.

Ms. Wells: One of many. Thanks Stan. I’m really delighted to be here with all of you today. We’re tremendously excited about opportunities that the Opportunity Act presents to us to tightly connect our employment and training services across the country to human service programs, because we know that that provides the best support to job seekers to be successful in their career goals, and I just wanted to underscore some of the things that Stan was talking about and maybe give a little bit of insight into the kind of support that we’re planning to provide for this work, because it’s very nice to put it on paper and to put it into the law, but all of you out there are—you know how this has felt in the past and what it feels like to work with these partners, and so I wanted to let you know that this work of ... you know, we have a highly developed system, as I am sure yours are, too, and it looks a little different in every part of the country, and this will

play out a little bit differently in every part of the country; but, we will provide a number of technical assistance resources to help. For example, we know that negotiating Memorandums of Understanding at the local level to work out infrastructure costs and service delivery strategies and designs, and what the look and the feel of the One-Stop will be like and how it will welcome the wide variety of customers we expect to utilize it. We know that can be really complicated and we will provide resources and ongoing support and tools that will help local areas do that. And we're really emphasizing to our system that this is a little bit of a waiting period right now. For some, people are curious. "What will the regulations say?" "What will guidance say?" Those things aren't out yet, but there are some really important things that we hope everybody is starting to do now and one of those things is for, at the local area, these one-stop partners to be sitting down together and thinking about their service design strategies. This is that time to really emphasize the innovation component of our law and to think about what the best ways are to deliver services to folks that you can start right now. And so we really hope that those conversations are happening.

Mr. Koutstaal: And Susan Golonka, who is the Director of the Office of Family Assistance, also has some comments.

Ms. Golonka: And I'll be very brief. Um, and sort of following up on what Gina said, there are a lot of complexities that will have to be worked out, and many of them at the local level, some at the state level, and I think in some ways, it seems like an uphill road to climb to work out some of these issues. I'm just looking at some of the questions that have come in—issues, particularly if you already have some collaborative relationships, what happens to those? And, you know, how do you get into being a One-Stop partner? But, I think one thing is important to just think about is that, when I think about the opportunities here, it just strikes me that each

partner is coming with some really... out with some strengths that will really benefit all of the partners and all of the individuals who come into the One-Stop and, you know, for example, the workforce system is perhaps much more skilled and adept than the TANF agencies have been in working with employers and reviewing and understanding the labor market demand of particular job growth in their communities and what is, sort of, really the data that will help everyone decide where we should focus training efforts and what are the type of skills needed to fill those positions. So, that sort of sophisticated analysis is something that will be enriching for everyone who comes into the One-Stops. And then I think from the TANF agency perspective. TANF agencies have a lot of experience in dealing with some of these barriers that are beyond skill barriers or education barriers, whether it be providing education, transportation, addressing, perhaps, substance abuse or mental health needs, how to assess for these sorts of issues, and so I think that brings a real strength into the system, and then, of course, obviously, it's critical that the education system be involved, and do they have a wealth of experience in terms of figuring out what type of skills and education are needed for each individual. So, I think there will be some level of frustration, no doubt, but I think it's important to keep in mind the strengths of each system and the benefit that will occur, then, for everyone who does participate.

Mr. Koutstaal: Thanks so much Susan. We also have a comment from Seth Hassett from ... who provides leadership for the Community Services Block Grant.

Mr. Hassett: Well, thank you. I just wanted to briefly say that, for those of you who are working on CSBG or representing that area, that we also, as Stan mentioned, recognize there are lots of important questions that we'll have to be working through over the upcoming weeks and months, but that this does provide an opportunity and, really, a bottom line—an expectation for some increased coordination and joint planning. The opportunity does not fundamentally alter

the structure or process for the Community Services Block Grant. It is more about how we bring what we offer, in the realm of employment and training, support, and other types of services—how that can be a part at the table and part of the planning and the work for these communities. So we look forward to the ongoing work. We know that there will be more opportunities, both specific to CSBG and specific to our program, to provide additional education and training as we proceed.

Mr. Koutstaal: Thanks so much, Seth. Just as some of these comments are shared by folks at the table, I'm also keenly aware that there's a lot of people that are not at the table for whom this new law also has significant implications. Here at ACF, we've worked closely with the Office of Child Support Enforcement and there are child-support programs where I can imagine a mom is going to go to a One-Stop and she needs employment, but she's also going to need to be connected to a child-support program that will enable her to progress toward economic self-sufficiency. Or, there's a dad who's in a child-support program who needs training for a better job so that he can meet his financial obligations. There's refugees that are served by the Office of Refugee Resettlement who also need to join the workforce here in the United States. There's women who have experienced domestic violence in their relationship and need to find ways to support themselves and their children and they're going to come to the One-Stops, and we need to figure out ways for domestic violence programs to work together with workforce system programs so that people are better served. There're runaway and homeless youth programs that we're reaching right now that youth programs are going to have to reach if we're going to reconnect them to schools. So, there's lots of programs and there's a lot of opportunity. I will take the next couple of minutes to try and run through the remainder slides. In terms of what's happening, there's been a series of stakeholder feedback webinars that were hosted by the

Department of Labor and there are still some that are coming up. Very often, information about those are posted on the Department of Labor website, and we'll provide you a link to that. There's also been federal workgroups that have been actively working on the drafting of regulations and it's in those workgroups where the kinds of questions that are even getting passed to me now—we wrestle with those and try to account for those as we think about the regulations, subsequent guidance, future technical assistance, and so on. So there's a timeline ... There's a notice of proposed rulemaking that's scheduled to be published by January 18. The law goes into effect July 1. As mentioned previously, unified plans must be submitted by March 3. So even the fact that the plans are due after the ... most of the provisions of the law take effect, the point, I think, to the spirit of the law that programs should be thinking about ways that they can collaborate even now. Next step: begin working at the state and local level to begin developing plans and think about ways that you can collaborate. We've talked about that, I think, in a variety of ways already. If you're not very familiar with the One-Stop system and you want to know where the nearest One-Stop Center is, there's a website there that's provided for that and stay tuned for upcoming webinars. In the coming weeks, ACF plans to do another one in which we'll feature some states that are already collaborating between human service agencies and the workforce system and we want to feature that. As early as next Monday, there's going to be a call the DOL has with states and we'll do the best we can to get information out about that. Some resources: I mentioned previously, the vice president's job-driven training report; along with that there was a publication, "The Synthesis of Evidence of What Works." If you want to know what works, or what we know about what works, about preparing individuals for the workforce, that's a terrific resource, and then there's also resources about where you can find more information about the law on the Department of Labor and Education websites. And that

brings us to the top of the hour and brings me to the conclusion of my remarks and I'm just going to pause for just one moment.

(Pause.)

Mr. Koutstaal: Okay, so we're going to remain on the line for approximately 10 minutes, because we have received a large number of questions and we'll do our best to sift through some of them and answer a few that we can. We hope that you have found the webinar informative up to this point and you're welcome to stay on to hear a few Q&As. And, as soon as we are prepared to answer one, we'll get started.

Ms. Wells: Hi everybody, this is Gina Wells again from the Department of Labor. I was looking through the questions and I see that there are a few about our youth programs, so I thought I would just collect a couple of those questions back up and give you some answers. Um, several of you asked what our age limits are for our youth programs and it's 16 to 24. And then a related question about the intersection between our youth programs and our adult programs, I think, is a very astute question because there is an overlap of several years between eligibility of our adult programs and our youth programs. How a local area sort of figures out whether a person who is in that middle age range—sort of what the best services are for them ... it depends. It varies from local area to local area, but it often has a lot to do with what the needs are of that particular individual. So, if that is a person who needs more of the sort of wraparound supportive services that are available through our youth programs, they'll often be served through youth. If their needs are more straightforward, maybe they will be served by our adult program. But that's usually a decision made at the local level. There's also a question about, sort of, where do partnerships around serving youth ... where are they determined, or who steps in to try to connect the variety of services available in the community for youth, and I think that

happens at both the local board level and at the level of the youth service provider, which is contracted out typically. Probably both of those entities are involved in making those connections.

Mr. Koutstaal: So Seth, it looks as though you have...

Mr. Hassett: Well, we had one question here that we just thought we would take an initial answer on and the question was ... that is related to community services background. It says, "CSBG covers so much more than employment and training. How are the amounts available for costs at One-Stops separated from overall CSBG grant?" And what I want to say at this point is that there's obviously a lot we know and don't know at this point, but I think it's important to just emphasize that the fundamental funding structure of CSBG...the CSBG Act structure for formulas for distribution to states, the distribution of an agent to local community action agency, those things don't fundamentally change. This is the same program, same structure. This is about coordination of the employment and training activities that are identified within CSBG with other activities taking place in communities through the One-Stops and there, again, are opportunities and expectations for more coordination and planning, but, to be clear, that we will be continuing to work on the mechanics of how CSBG will be incorporated, and can be incorporated, into these plans; but, the fundamental program and the fundamental structure remains intact. So that doesn't change. So, just to emphasize that and, as we move forward, we will obviously be providing more guidance about, sort of, how to incorporate these employment and training activities into other elements of the plans.

Mr. Koutstaal: And let's go to Bob Shelbourne who's the TANF Policy Director here in the Office of Family Assistance.

Mr. Shelbourne: Good afternoon. Susan and I are splitting up a number of TANF questions, but let me begin with one. The question is, “If TANF opts into the combined state plan, will TANF still be held to the federal work participation rates or the new WIOA measures?” Uh, the state will be held to the TANF work requirements. Let me just mention that the WIOA statute does not trump, amend, or change the current TANF statute regarding our basic program requirements. So, if TANF is included in the combined plan, or if it is a required partner, you will still basically have to meet the work participation requirements. Okay.

Mr. Koutstaal: Thank you Bob.

Mr. Shelbourne: Well, there’s ... And there’s other—fairly—acronym questions. “What does MOU mean?” It’s Memo of Understanding. You probably already picked that up. There was another question. “In what instances do governors opt out of TANF?” Well, it’s basically ... that is a governor’s decision. We hope that there will be an analysis and serious thought given to the new WIOA statute, and look at the positives and negatives of association, and that sort of thing, and it’s basically the governor’s call. Okay.

Mr. Koutstaal: Yep.

Mr. Shelbourne: As they say, there are a lot of positive and constructive advantages to linking within this and we would hope that those factors would be considered.

Mr. Koutstaal: Absolutely. Thank you.

Mr. Shelbourne: Uh, let’s see, and then there’s ...

Ms. Wells: So here’s a question here, and I think there’s sort of a number of questions, again, sort of relative to TANF requirements and potentially different WIOA requirements, and one was, “Will TANF allowable activities and performance measures be amended if TANF program participants are going to be served in WIOA programs instead of TANF work programs?” Well,

again, unfortunately, our ability at this point in time to amend TANF activities or allowable activities is really, um ... it's determined in the statute; so we don't really have much flexibility in that regard. Again, that's not to say that an individual couldn't ... a TANF participant can't participate in activities that aren't accountable. They just wouldn't count. I mean, I think when they are ... There was another question around what type of career services would be provided and can TANF fund them? Um, again, it sort of goes back to, nothing has changed with respect to what TANF can fund. TANF can fund an array of employment and training activities regardless of whether they might be ultimately accountable activities. The issue really continues to be whether it's for eligible individuals and, you know, meeting the purpose of TANF. So, a lot of the career activities, which are sort of the whole array of services that will be provided in the One-Stop—many of them would be eligible for TANF funding, but it goes back to serving an individual and when it's typically a parent or a non-custodial parent. In some cases, it could be a low-income youth.

Mr. Shelbourne: There were a couple of interesting administrative questions. One was, “As mandatory partners, will state-administered TANF agencies be required to enter into MOUs with local agencies’ regional boards?” Now, you know our DOL colleagues are currently working on the regs in this area. My assumption, or our assumption, right now is that yes, you would have to enter into these local agreements. There’s not an exception or an exemption for a state-administered TANF agency to not enter into the local MOUs or local plans. Essentially you would be ... A state-administered TANF entity would be required to enter into these local entities. For those of you that aren’t familiar, I mean, the two organizational models with TANF agencies are what we call, “state-administered,” which is a state program. Basically, there are

state civil servants throughout the state, as opposed to a state-supervised county administered where the counties have basically a lot of authority to administer the program at the local level.

Ms. Wells: But, to me, that sort of speaks to some of the complexities that will have to be worked out, because, you know, a state with many services or areas or many One-Stops—and TANF is not in those state-county administered, that does raise a potential of multiple, multiple MOUs. On the other hand, it could well be the governor in the state would designate a local ... Somebody ... A state worker in the local area could potentially be designated to sort of negotiate, if you will, on behalf of the state.

Mr. Shelbourne: Maybe we have time for one more.

Mr. Koutstaal: Yeah, so I'm just checking. So, it's a time check and also a status check. Did you have any others that you needed to address urgently?

Mr. Hassett: Um, not so quick. I want to acknowledge the question and just ... because in some cases these are questions that, you know, we are still working through. So, I think it's important to kind of just be clear on that, that in some cases we understand the question that you're asking and we are still working together with our partners to answer them. So for example, the question was, "There's an indication that a portion of CSBG funds must be used to maintain the One-Stop. Can we be more specific?" And again, what we framed and our understanding is that there is a local Memorandum of Understanding and that this is going to probably look different in different communities because local needs assessments and local community plans will identify different types of activities in each community action agency. So, I think what we would frame for you is, understand that that's an important question, that it's a challenging question, and that we are working through what kinds of guidance and expectations can be put forward on that. And ... but ... more likely than not, it's going to end up looking different in

different communities based on the level of involvement and role of the community action agency in employment and training activities. Um, so, I guess that's as much as we can say at this point.

Mr. Koutstaal: Thank you Seth. Gina, did you want to provide some comments?

Ms. Wells: Yeah, hi. You know, a couple of questions have come in saying like, "I think I'm already partnered with my One-Stop," or "I'm partnered with an SD called Career Source, but how will this change?" So, I just wanted to say a couple of things and one is that, right now, the entity that serves as a One-Stop across the country can go by many different names. So sometimes it's called Career Source in one state or it's called Workplace One in a different state. Those are all your One-Stops and those entities will—depending on contracting and et cetera—they will still be the One-Stop. So, if you're already a partner, you're really well-positioned. You will be working with these people and the boards that you've been working with to continue in this role and experience the implementation of the Opportunity Act. One thing that the law does, is requires to develop a consistent name across the country and we're in a consultation process to determine what that is. But once it's identified, then all of our One-Stop Centers will have this name and will be more easily identifiable to job seekers and businesses. So, you know, there's also questions about, "I'm already working with my board. Will my board change?" So there are some changes in the law to who is going to be on the board, but that entity is going to be your board, I think for the most part, and it's a pretty good bet that that will be where you continue to go. And some people have asked, "How can I find my local One-Stop?" So, I just want to say that Stan has this great link in the presentation. The link is jobcenter.usa.gov, which is a service locator where you can type in your ZIP Code and it will show you all the One-Stops

in your geographic area and their distance from you in miles, and you can use that as a way of getting in touch with folks if you are not already connected.

Mr. Koutstaal: So it's increasingly clear that we have more questions than we have time to answer. I will provide Susan Golonka with an opportunity to provide one more comment if she'd like.

Ms. Golonka: Uh, no. What I think ... I was just trying to think that we will, in some fashion, try to answer these questions maybe, and I don't know if we can post them or how we can get them out. We'll send them back out. You know, we will answer them the best we can. In a lot of ways, we don't have answers yet until the regulations come out, but I want you to also recognize that you are raising issues that we are largely aware of and that we hope these things will all be made clearer in the fairly short term.

Mr. Koutstaal: Yes.

Ms. Golonka: So that's it. Thank you.

Mr. Koutstaal: So thanks so much for joining us today. We know that many people have busy schedules and every hour is precious, but we appreciate the fact that you've taken time because what lies ahead is incredibly important. We're charged with looking for ways that we can work collaboratively across programs, across agencies, across departments, so that, ultimately, American people are better served. It's a privilege to be a part of this work and we appreciate those that have joined us this afternoon. Let me, at this point, turn it back over to Kim who may provide some instructions for the conclusion of the call, as well as even provide information about the recording of this webinar.

Ms. Blessing: Thank you. This is Kim. We will be sending out the PowerPoint and the recording to all registrants to the email that you provided when you registered. I would like to

thank our presenters and everyone who participated in today's webinar. This concludes today's session. Have a great rest of your day. (*End of webinar - 1:13:40.*)