WIOA BACKGROUND

The Workforce Innovation and Opportunity Act (WIOA) of 2014 was signed by President Barack Obama on July 22, 2014. The act reforms federal job training programs and strengthens the workforce investment system of the nation to put Americans, particularly those individuals with barriers to employment, back to work and make the United States more competitive in the 21st Century.

PURPOSE

The purpose of WIOA is to better align the workforce system with education and economic development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels. WIOA, through local workforce development systems will increase the skill and credential attainment, employment, retention, and earnings of participants, especially those with significant barriers to employment, thereby improving the quality of the workforce, reducing dependency on public benefits, increasing economic opportunity, and enhancing the productivity and competitiveness of the nation.

WIOA strengthens the alignment of the public workforce development system’s six core programs by compelling unified strategic planning requirements, common performance accountability measures, and requirements governing the one-stop delivery system.

SEVEN JOB DRIVEN ELEMENTS

WIOA embodies seven job driven elements to support its purpose. By following the seven job driven elements, ARIZONA@WORK – City of Phoenix has designed a program that is comprehensive and accessible for all customers. The seven elements are listed below with definitions for the WIOA system, which includes adult and youth populations:

Engaging Employers: Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs. Job-driven training begins by working with employers, industry associations, and labor unions early in the process of designing education and job training programs. Training programs should coordinate with employers to make sure they train individuals with skills that have a high likelihood of leading to employment. Programs should also seek employer commitments to contribute to the program through the provision of work-based learning opportunities and/or commitments to hire program graduates.
**Earn and Learn:** Offer work-based learning opportunities with employers – including on-the-job training, internships and pre-apprenticeships and Registered Apprenticeships – as training paths to employment. While classroom time can be important, individuals can quickly learn skills where hands-on experience in a work environment is integrated with classroom learning. Job-driven training programs aim to include work-based learning opportunities that best suit their participants. These can include paid internships, pre-apprenticeships, Registered Apprenticeships, and on-the-job training.

**Smart Choices:** Make better use of data to drive accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose programs and pathways that work for them and are likely to result in jobs. In order to determine what skills should be taught and to guide job seekers as they choose what to study and where to apply for jobs, programs should make better use of data to understand current and projected local, regional, state, and national labor markets. These data may include information on the number and types of jobs available; projected regional job growth; and specific job characteristics, skills requirements, and career opportunities. These data should be publicly available and easily accessible by job seekers.

**Measurement Matters:** Measure and evaluate employment and earnings outcomes. Knowing the results of individual job-driven training programs – how many people are hired and stay employed, and how much they earn – is essential both for job seekers to choose training wisely and for programs to continuously improve results. Agencies should measure outcomes, disaggregate the data to be sure all participants are well served, evaluate programs, and inform participants and employers of the results.

**Stepping Stones:** Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals’ efforts result in progress. Individuals should have the opportunity to progress in their careers by obtaining new training and credentials. Job-driven training programs should make it easy for individuals to transition from one post-secondary program to another, including Registered Apprenticeship and occupational training programs, and from basic education programs into post-secondary programs.

**Opening Doors:** Break down barriers to accessing job-driven training and hiring for any American who is willing and able to work, including access to job supports and relevant guidance. In order for training programs to work, they need to be accessible for the people who need them most. Job-driven training
programs should provide access to needed supportive services such as transportation, child care, and financial and benefits counseling. Programs also should provide accommodations for persons with disabilities (including supported employment services where needed) in order to allow all individuals to benefit from these opportunities.

**Regional Partnerships:** Create regional collaborations among American Job Centers, education institutions, labor, and non-profits. In addition to working with employers, job-driven training programs should work with a variety of partners including Workforce Investment Boards and the American Job Centers they oversee, higher education institutions, labor organizations, philanthropic organizations, state and local human service agencies, vocational rehabilitation agencies, Medicaid agencies, centers for independent living, supported employment providers, community- and faith-based organizations, and other non-profit organizations. These partners can provide a network of employment, training and related services that help individuals overcome barriers to becoming and staying employed and serve many vulnerable populations that should be incorporated into job-driven training programs.

Refer to the Workforce Innovation and Opportunity Act of 2014 at [https://www.doleta.gov/wioa/](https://www.doleta.gov/wioa/)


**YOUTH PROGRAM BACKGROUND**

The Workforce Innovation and Opportunity Act (WIOA) introduced seven job driven elements to help states and local partners implement reforms to the workforce investment system. All of the elements tie to the youth program.

**ARIZONA@WORK – City of Phoenix**

There are twelve local workforce development areas within the State of Arizona. The statewide system known as ARIZONA@WORK is overseen by the Governor’s Office. The ARIZONA@WORK – City of Phoenix is the City of Phoenix local workforce development area, which is an affiliate of ARIZONA@WORK.

The ARIZONA@WORK – City of Phoenix Business and Workforce Development Board members are appointed by the local chief elected official(s). The majority of Board
members are business community representatives with optimum policy making authority. The remaining Board members are comprised of educational organizations, labor organizations, economic development agencies and WIOA Core Partner representatives.

The ARIZONA@WORK – City of Phoenix Business and Workforce Development Board Mission and Vision Statement are as follows:

**Mission:** The Phoenix Business and Workforce Development Board serves as a catalyst, identifying and addressing the evolving business needs of Greater Phoenix by convening partners to provide customer-centric solutions and resources which offer employers access to a skilled workforce.

**Vision:** Business will have access to world-class talent through a comprehensive, seamless system partners that positions Phoenix as a global leader for economic growth.

The ARIZONA@WORK – City of Phoenix Board in partnership with the local chief elected official(s) and the ARIZONA@WORK – City of Phoenix Advancing Youth Workforce committee conducts oversight with respect to local youth workforce programs and youth program activities authorized under WIOA.

The ARIZONA@WORK – City of Phoenix Advancing Youth Workforce program Mission and Vision Statement is:

**Mission:** To connect Phoenix to educate, engage and serve youth by guiding them to self-sufficiency.

**Vision:** To advance access for youth by developing education, workforce and leadership opportunities through holistic actions and collaborations.

WIOA youth workforce programs include the following program operations and services:

**WIOA Program Requirements**

In compliance with WIOA Section 129 (C), youth services must span a broad continuum of services with comprehensive case management and guidance to meet each participant’s individual needs, including:

- Providing an objective assessment of the academic level, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests,
aptitudes, supportive service needs, and development needs of the participant.

- Developing service strategies for each participant that shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted.

- Providing:
  - Activities leading to the attainment of a secondary school diploma or its recognized equivalent or a recognized postsecondary credential;
  - Preparation of postsecondary educational and training opportunities;
  - Strong linkages between academic learning and occupational learning;
  - Preparation for unsubsidized employment opportunities; and
  - Effective connections to intermediaries with strong links to the job market and local, regional employers.

**A. Required Services**

At a minimum, each young adult must be offered the following 14 elements. Youth-serving agencies will be responsible for ensuring each participant has access to the full continuum of services.

1. Tutoring, study skills training, and evidence-based dropout prevention strategies that lead to completion of a secondary school diploma or equivalent or for a recognized postsecondary credential;
2. Alternative secondary school offerings;
3. Summer employment opportunities directly linked to academic and occupational learning;
4. Paid and unpaid work experiences, including summer employment opportunities, internships, pre-apprenticeship programs, job shadowing and on-the-job training opportunities;
5. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors and occupations;
6. Leadership development opportunities, which may include such activities as positive social behaviors and soft skills, decision making, team work, and other activities;
Federal Register/ Youth activities under Title I of the Workforce Innovation and Opportunity Act (WIOA)
Public Law WIOA Section

7. Supportive services;
8. Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation;
9. Follow-up services for a minimum 12-month period;
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, mental health counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors and occupations;
14. Activities that help youth prepare for and transition to postsecondary education and training.

B. Required Activities

At a minimum, the successful proposer must incorporate the following activities into its proposed services.

1. Conduct creative outreach and recruitment activities to identify participants for the program;
2. Complete a thorough intake interview and collect eligibility documentation for enrollment into the program;
3. Conduct individual assessments that are comprehensive in nature, and can accurately identify a plan to provide services that are necessary and appropriate for eligible youth to be successful in completing an academic program or entry into a career path;
4. Provide academic skills remediation for participants who test below 9th grade in reading and/or math and/or language;
5. Conduct career exploration activities with structured opportunities to explore a range of career options in a particular industry, thereby developing work-readiness and industry-relevant competencies;
6. Develop a College and Career Blueprint (CCB), also known as individual service strategy, that addresses each participant’s needs as identified through the comprehensive assessment, in a manner that is appropriate to the individual, developmental needs of each participant, and follows clear timelines in which to be completed;
7. Provide supportive services as appropriate and identified in the CCB;
8. Facilitate the coordination of occupational training accounts (OTAs) for participants, as appropriate;
9. Define the terms of participant success for each service delivered;
10. Work with employers in the development and structure of work experiences that match the skills and interest of participants, and address the specific needs of both participants and employers;
11. Fulfill the role of Employer of Record and coordinate payroll for participants placed in paid work-experiences;
12. Develop effective community partnerships that will support the service delivery needs of participants as identified in the comprehensive assessment;
13. Maintain contact and active engagement with participants to ensure there are no gaps in services;
14. Maintain current progress of participant activities using Arizona Job Connection (AJC);
15. Provide follow-up services for a minimum of 1 year after exit.

The purpose of this ARIZONA@WORK – City of Phoenix Youth Policy & Procedures Manual is to provide a user friendly reference manual for delivering WIOA Youth Workforce Development Services. The Community and Economic Development Department (CEDD), Business and Workforce Development Division Youth Program staff is available to assist with questions or clarifications pertaining to this manual and can be contacted by using the following information:

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