


Workforce Training History



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The New Deal and the WPA - 1935 – President Franklin Roosevelt


With the crash of Wall Street in 1929, many industrialists lost their fortunes and could no longer employ the workforce they had once supported. This precipitated the New Deal legislation of President Franklin D. Roosevelt's administration which created new programs with the goal of relief, recovery, and reform of the United States economy during the Great Depression.

The most well-known of these programs was called the Works Progress Administration (WPA) (renamed in 1939 as the Work Projects Administration). The WPA was the largest and most ambitious American New Deal agency, employing millions of unemployed people (mostly unskilled men) to carry out public works projects, including the construction of public buildings and roads.

Between 1935 and 1943, the WPA provided almost 8 million jobs, and at its peak in 1938, the WPA provided paid jobs for 3 million unemployed men and women, as well as youth in a separate division, the National Youth Administration. Work relief was preferred over public assistance because it maintained self-respect, reinforced the work ethic, and kept skills sharp.

The WPA program ended on June 30, 1943, as a result of low unemployment due to the worker shortage of World War II.

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Manpower Development Training Act – 1962 – President John F. Kennedy

This program was intended to retrain workers dislocated by technological advances. The MDTA program was not aimed at eliminating poverty, but was rather about intervening to aid workers as they went through a "structural unemployment phase." The government's assumption was that the old industries would be replaced by "new industries." Because of this assumption, the emphasis was on the job training and was targeted largely to economically disadvantaged persons who had been employed in labor-intensive positions that were being replaced by technological advances. The training service providers in the MDTA program were funded directly by the federal government.

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The Comprehensive Employment and Training Act of 1973- President Richard Nixon

CETA encouraged community-based trends and unlike the MDTA program, decentralized control of federally sponsored job-training programs. CETA funding was a hybrid block grant program with local units of government administering basic training components. CETA also for the first time included programs for specific targeted groups and for public service employment.

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The Job Training and Partnership Act of 1983- President Ronald Reagan
JTPA focused on low-income people, created a new local governance structure called Private Industry Councils (PICs), and eliminated public sector employment, which had been a core element of CETA.
Under JTPA, the United States Department of Labor's Employment & Training Administration (ETA) began giving states and local areas grants funded by National Employment Service (Wagner-Peyser funding), to develop and implement "One-Stops" for workforce services.

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The Workforce Investment Act -1998 – President Bill Clinton
In 1998, this idea of "One Stop" for the delivery of workforce services became foundational in the legislation introduced under President Clinton called the Workforce Investment Act.
The WIA supports a market-driven system through the provision of services targeted to meet employers' needs and through services tailored for the unemployed, the underemployed, at-risk-youth and those who have received a notice of termination, with special emphasis placed on the economically disadvantaged
WIA funding supports employers with rapid response services when they are undergoing plant closure or laying off employees. WIA offers a wide variety of programs that can benefit employers through tax credits training assistance, and training cost reimbursement for upgrading the skills of underemployed employees.

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Workforce Innovation and Opportunity Act (WIOA) 2014- Barack Obama
Workforce quality is the number one reason that businesses choose to locate and/or expand in a region...surpassing tax incentives, transportation and warehousing, and even quality of life!
The Workforce Innovation and Opportunity Act (WIOA) presents a progressive opportunity for workforce development and economic development to begin working collaboratively


WIOA Required Programs



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- Title I – Adult, Youth, Dislocated Workers Programs (DES), Youth Build, and Job Corps (DOL)
- Title II – Adult Education and Literacy and Career and Technical education programs at the postsecondary level, authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (ADE)
- Title III – Wagner – Peyser Employment Service Programs (DES)
- Title IV – Vocational Rehabilitation Services (DES)


WIOA Required Additional Partners




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- Senior Community Service Employment Program
- Trade Adjustment Assistance Activities
- Unemployment Compensation Program
- Indian and Native American Program
- Unemployment Compensation Program
- Community Services Block Grant Employment and Training Activities
- National Farmworker Jobs Programs (NFJP)/ Migrant and Seasonal Farmworker Program (WIOA Title I)
- Reentry Employment Opportunities (REO) program (formerly referred to as the Reintegration of Ex-Offenders (ReXO) program)


Local Entities (LWDBs)



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Local Entities (LWDBs) Requirements




1. Develop a Local Plan to submit to the Governor
2. Conduct workforce research and regional labor market analyses
3. Convene, broker, and leverage workforce system stakeholders to assist in the development of the local plan
4. Lead efforts to engage with a diverse range of employers and other entities in the region to promote business representation
5. Develop and implement proven and promising strategies and initiatives to meet the needs of employers and workers through industry partnerships
6. Lead Efforts in the local area to develop and implement career pathways
7. Develop strategies for using technology to maximize the workforce system

Local Entities (LWDBs) Requirement



8. Conduct oversight of local workforce systems and ensure the appropriate use of funds for its activities
9. Negotiate and reach an agreement on local performance measures
10. Establish a memorandum of understanding and negotiate infrastructure costs of one-stop centers with core partners
11. Select providers of youth workforce programs, training services, career services, and one-stop operators, and terminate for cause the eligibility of such providers
12. Coordinate activities with education and training providers in the local area
13. Develop a budget for the activities of the SCC LWDB, consistent with the local plan and duties of the SCC LWDB
14. Certify and annually assess the physical and programmatic accessibility of all one-stop centers in accordance with law

Arizona Workforce System Structure



FEDERAL GOVERNMENT

U.S. Department of Labor Employment & Training Administration

STATE OF ARIZONA

Governor's Workforce Council

Department of Education

Department of Economic Security

Title II Adult Education Literacy

LOCAL WORKFORCE DEVELOPMENT BOARD


Local Career Centers

Businesses: Help Finding Skilled Employees

Job Seekers: Help with Training & Employment


Community: Help Creating a Stronger Economy

SCC LWDB Mission




- The BOS shall establish the SCC LWDB to represent a wide variety of individuals, businesses, and organizations throughout the local area
- The SCC LWDB serves as a strategic convener to promote and broker effective relationships between the County and economic, education, and workforce partners
- The SCC LWDB shall maintain strategic and strong relationships with business organizations, chambers of commerce, labor and trade associations, education providers, and others as needed or required

SCC LWDB Member Qualifications




- The SCC LWDB shall be comprised of the private business sector and public sector members
 - Board membership shall be representative of the local area's geography and business demographics. To the greatest extent possible, the SCC LWDB will seek to have a membership diverse in gender and ethnicity
- At least 51% of members shall be representatives of businesses in the local area, at least 20% of the members must represent small business as defined by the U.S. Small Business Association, and the balance of the Board membership shall include individuals with optimum policy making authority

BOARD MEMBER REPRESENTATION



Category	Percentage
Business	51%
Education & Training	10%
Government, Economic & Community Development	10%
Workforce	10%
Small Business	19%


SCC LWDB Member Responsibilities



1. Regularly attend & actively participate in full board & committee meetings
2. Review meeting materials in advance of board meetings to be prepared
3. Take advantage of learning opportunities to become more educated on the Workforce Development Board & WIOA
4. Demonstrate a positive working relationship with all Board Members & Board Staff

5. Act as a Representative between the board & other stakeholders
6. Notify the Board Chair, Executive Director of the Board or the Board Liaison if you are unable to attend meetings
7. Have awareness of & abstain from any conflicts of interest
8. Help identify and recruit additional Board members

SCC LWDB Member Benefits




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Workforce Board members can learn about workforce trends and legislative efforts that affect business in local communities

Workforce Board members can represent their industry needs and their local community at the regional level

Workforce Board members can network with business owners and community leaders

Santa Cruz County WIOA Funding



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- **ADULT**
- **DISLOCATED WORKER**
- **H1B**
- **YOUTH IN & YOUTH OUT (YOUTH)**
 - Priorities Out-of-School Youth – A minimum of 75 percent of the Youth funds allocated to States and local areas, except for the local area expenditures for administration, must be used to provide services to OSY.
 - Work Experience – Not less than 20 percent of Youth funds allocated to the local area, except for the local area expenditures for administration, must be used to provide paid and unpaid work experiences.
 - Focus on Partnering – Co-enrollment is encouraged where appropriate with Titles II and IV.

ADULT/DISLOCATED WORKER ELIGIBILITY

WIOA, Adult and Dislocated Worker An individual must:

- Be at least 18 years of age or older;
- Be a native or naturalized citizen of the United States, and
- Meet Military Service Service requirements (military only)

WIOA, Adult, Priority of Service

- As required under WIOA Section 321(c)(3)(C), with respect to individualized career and training services funded with WIOA adult funds, the priority of service must be given to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient and other individuals in accordance with the SCC Priority of Service Policy
- Priority of service status is established at the time of eligibility determination and does not change during the period of participation. Priority does not apply to the dislocated worker population.
- Veterans and eligible spouses continue to receive priority of service among all eligible individuals, however, they must meet the WIOA adult program eligibility criteria and meet the criteria under WIOA Section 324(c)(3)(1)

WIOA, Dislocated Worker:

- Has been terminated or laid off or has received a notice of termination or layoff from employment;
- Is eligible for or has submitted unemployment insurance;
- Has demonstrated an appropriate attachment to the workforce, but is not eligible for unemployment insurance and is unlikely to return to a previous industry or occupation;
- Has been terminated or laid off or received notice of termination or layoff from employment as a result of a permanent closure or substantial layoff;
- Is employed at a facility where the employer has made the general announcement that the facility will close within 180 days;
- Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster, or;
- Is a displaced homemaker who is no longer supported by another family member

YOUTH

In order to be considered eligible for the WIOA Title I Youth program an individual must be:

- Eligible to work in the United States; and
- Between the ages of 14 and 24 at the time of enrollment (see "Age Eligibility" below); and
- Meet Selective Service Registration requirements as outlined in the Selective Service Policy
- Be an eligible In-School Youth or an Out-of-School Youth as identified below.

WIOA In-School Youth Eligibility

Eligible In-School Youth must be Attending school (as defined under the "School Status" section above), And

- Not younger than 14 and not older than 21 at the time of enrollment; And
- Low income; and one or more of the following:
 1. Basic Skill deficient;
 2. An English Language Learner;
 3. An offender;
 4. A homeless individual as defined by the McKinney-Vento Homeless Assistance Act and/or a runaway youth or a youth in an out-of-home placement;
 5. Youth in or aged out of a foster care system;
 6. Pregnant or parenting;
 7. Individuals with a disability;
 8. An individual who requires additional assistance

Low-Income Eligibility Exception - If an applicant meets all other eligibility criteria for WIOA Title I Youth except the low-income criteria, eligibility could still be possible. Five percent of WIOA Youth can be participants who meet all other eligibility criteria for WIOA Title I Youth except the low-income criteria. Prior to enrolling Title I Youth under the five percent window, the Employment Specialist must contact the WIOA Youth Labor Program Specialist to obtain availability approval. A program must calculate the five percent based on the percent of newly enrolled youth in the WIOA Youth program in a given program year.

WIOA In-School Youth Eligibility

An OSY is an individual who is:

- (a) Not attending any school (as defined under State law);
- (b) Not younger than age 16 or older than age 24, at the time of enrollment; and
- (c) One or more of the following:

1. (i) A school dropout;
2. (ii) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter;
3. (3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
4. (4) An offender;
5. (5) A homeless individual, a homeless child or youth, or a runaway;
6. (6) An individual in foster care or who has aged out of the foster care system or who has attained 18 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 422 of the Social Security Act (42 U.S.C. 422), or in an out-of-home placement;
7. (7) An individual who is pregnant or parenting;
8. (8) An individual with a disability; or
9. (9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

What can LWDB do to help?

- Attend LWDB Meetings to be up to date with the program
- Assist with the Development of our Local Plan when due
- Labor Market Analysis
- Employer engagement: Lead efforts to engage with a diverse range of employers and other entities in the region in order to promote business representation, developing linkages with employers to support employer utilization of the local workforce development system and to support local workforce investment activities.
- Proven and Promising Practices: Lead efforts in the local area to identify and promote proven and promising strategies and initiatives for meeting the needs of employers, workers, and job seekers (including individuals with barriers to employment).
- ADVOCATE FOR OUR PROGRAM

Questions
