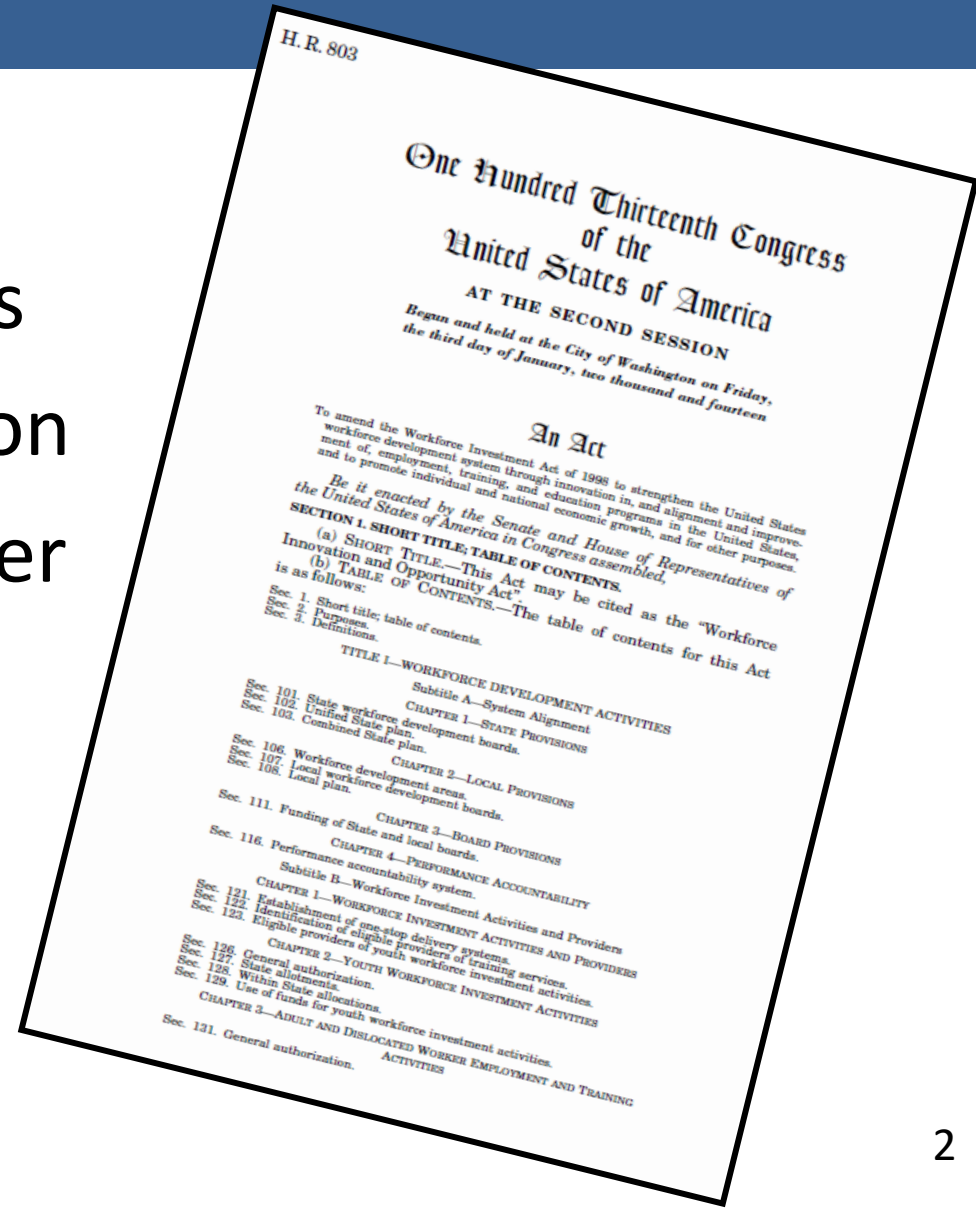


Module 1: Introduction to Apprenticeship Expansion

Session #3 – WIOA Isn't Just Title I and Braided Funding has Nothing to do With Hair

WIOA Has Five Titles

- Title I – Workforce Development Activities
- Title II – Adult Education
- Title III – Wagner-Peyser
- Title IV – Vocational Rehabilitation
- Title V – General Provisions



Michigan's Expansion Grant

- Reporting on engagement with Title I, II, III and IV is required (read: not just reporting on Title I)



WIOA Title I

Workforce Development Activities

- **Subtitle A – System Alignment**
 - Includes performance measures that apply across programs (Sec. 116)
- **Subtitle B – Workforce Investment Activities & Providers**
 - Authorizes Adult, Dislocated Worker, and Youth Programs
- **Subtitle C – Job Corps**
- **Subtitle D – National Programs**
 - Evaluations and Research (Sec. 169)
 - National Dislocated Worker Grants (Sec. 170)
 - YouthBuild (Sec. 171)
- **Subtitle E – Administration**

Title I of WIOA (Subtitle B)

Reported Data on Engagement

- **WIASRD/PIRL Data: Rolling 4 Quarters ending 6/30/16 (first full year's worth of WIOA data)**

  Common Filters ▼ Adult and DW ▼ Youth ▼ Partners ▼ Funding ▼	
Training Service 1: Apprenticeship Training	
 BENCHMARKING >> Participant Flow	
	Served
Michigan	49
Area Community Services Employment and Training (ACSET) Council	9
Berrien-Cass-Van Buren Office of Michigan Works	3
Capital Area Michigan Works!	1
Detroit Workforce Development Dept.	21
Michigan Works! The Job Force Board	2
Southeast Michigan Community Alliance	1
Washtenaw County Workforce Development & Community Action Boards	12

Title II of WIOA

Adult Education and Family Literacy Act

- The State is expected to report on grant activity with Title II starting from a baseline of zero
- **Types of Title II services that could support Registered Apprenticeship**
 - **Adult Education**
 - **Integrated Education and Training**
 - **Workforce Preparation Activities**



Title II of WIOA

Adult Education

- Sec. 203(1) – The term **“adult education”** means academic instruction and education services below the postsecondary level that increase an individual’s ability to– (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

Title II of WIOA

Integrated Education and Training

- Sec. 203(11) – The term **“integrated education and training”** means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Title II of WIOA

Workforce Preparation Activities

- Sec. 203(17) – The term **“workforce preparation activities”** means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Title III of WIOA

Wagner-Peyser/Labor Exchange

- The State is expected to report on grant activity with Title III
 - Starting from a baseline of zero
- What services could Title III provide to support registered apprentices???
 - How do you pay for the resource rooms at your Michigan Works! Centers?
 - What's the reporting implication here?

Title IV of WIOA

Vocational Rehabilitation

- The State is expected to report on grant activity with Title IV and to report on the number of individuals with disabilities served under the grant
 - Starting from a baseline of zero
- What services could Title IV provide to support Registered Apprenticeship programs and/or apprentices?
 - Training and TA for employers (e.g., on accommodations, workplace access)
 - Recruiting qualified candidates with disabilities

About Braided Funding

- Goes deeper than simply “aligning” resources
- Not the same as *blended* funding
- Part of a customer-focused strategy
- Customer is at the center... *always*



A Call To Action!

- Braided funding is about leveraging multiple resources to comprehensively serve an individual
- Leveraging limited resources is the very essence of the One-Stop system of service design and delivery
 - Since 1998!



To braid funding is to weave together different funding sources in order to support comprehensive, integrated service delivery that is seamless for the customer

Guiding Philosophy

- Customer needs drive the investment of diverse program/funding stream resources
 - Programs and funding streams are *not* the front-end drivers of service design and delivery

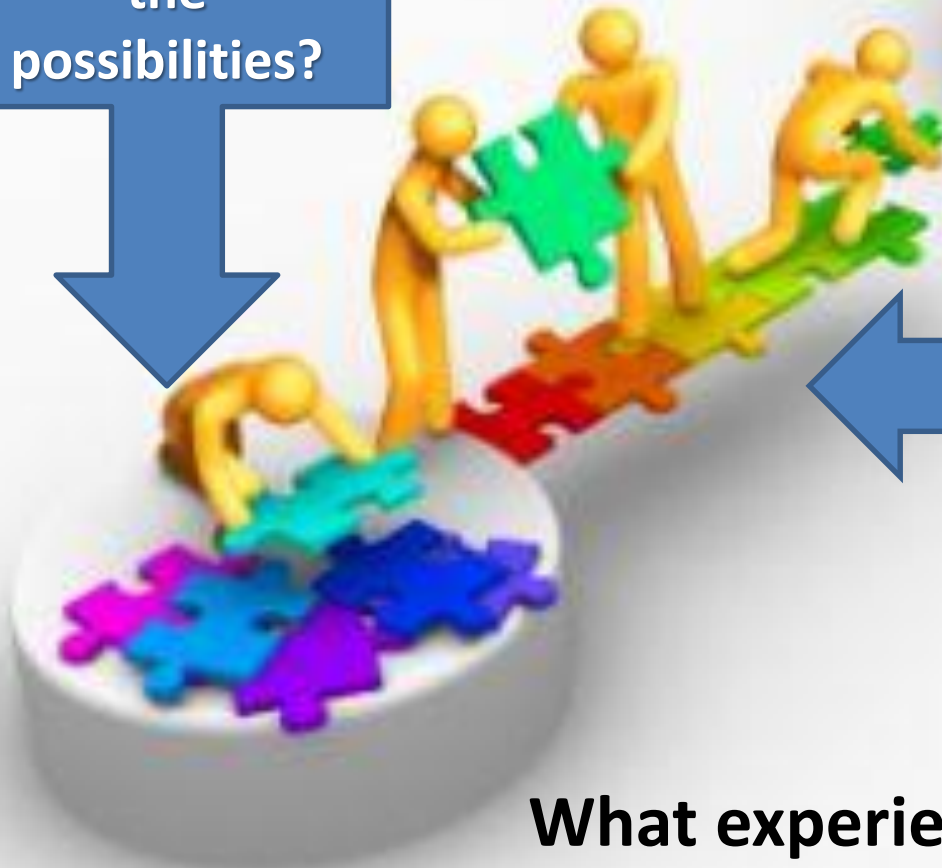


Think creatively
and expansively
to map assets.
What's out
there? What are
the
possibilities?

SUCCESS

Braid funding to
achieve customer
goals/success

**What experiences with braided funding
do you have in your personal life?**



Success Factors



- Involves two of the hardest things in the world for *any* entity/organization based on decades of research
 - What are they?

Success Factors (2)

- Partnerships and leadership essential to any systems change, e.g., overcoming turf issues
- Shared goals and strategies
 - Contribution versus Attribution!
- Co-location helpful but collaborative service planning and funding investment essential
- Capitalize on partners' strengths
- Staff capacity necessary for financial/admin oversight



Scenario

- Thomas goes to a Michigan Works! Center, accompanied by a family member. He is 19 years old and is on the autism spectrum although he is high functioning. Thomas also graduated from high school with a regular diploma (albeit a semester late).
- Thomas meets with a youth case manager, is determined eligible for WIOA youth services, and he undergoes an objective assessment that includes TABE testing.
- Thomas is very interested in “robotics” and has had several robotics classes in junior high and high school. The case manager thinks the mechatronics registered apprenticeship program or the industrial production manufacturing program (IPMT) might be a good fit.

Scenario (2)

- Thomas' math scores could be better based on his TABE assessment. He could probably use further instruction before he applies to the registered apprenticeship program.
- The sponsor of the program is forward thinking and sees much potential for individuals like Thomas but they're a little uncertain because this is new ground for them. They haven't hired individuals with disabilities in the past.
- Thinking in terms of the incredible opportunity the State Expansion Grant fosters, *how can we help Thomas succeed?*

Let's Discuss: What Does Thomas Need to Succeed?

- Maybe some financial literacy instruction since he needs to learn how to handle a paycheck?
- ?
- ?
- ?
- ?
- ?
- ?

Stay Tuned!



Moving Forward:
Roles and
Responsibilities is
next. . .