

Local Plan References and Resources

This document provides specific references to the Workforce Innovation and Opportunity Act and other federal and state guidance, along with resources that may assist local boards.

In 2014-15, the Higher Education Coordinating Commission's Office of Community Colleges and Workforce Development contracted with Thomas P. Miller and Associates to develop the [Strategic Planning Toolkit](#). The toolkit still serves as a resource and guide for the creation of strategic plans in each of Oregon's nine local workforce areas. While each local area in the state is different and has unique needs of its workforce board, this toolkit can provide a common set of processes that can get the local board started on the path to a strategic plan that best fits its community. Its purpose is to provide a tool that can be adapted to the local board's needs and used to guide the process in a manner that offers the best chances for success.

The following list includes specific references and resources that relate to the required components (elements) of a local area's plan, although not all plan components tie directly to a reference or resource in this document.

Element #	Reference or Resource
1.1 – 1.3	You can find the Regional Economist and Workforce Analyst in your local area by visiting the Contact Us page of QualityInfo.org .
2.2	Click here to find the Workforce and Talent Development Board's strategic plan including the vision and goals.
2.3	The WTDB's approved 2020-2021 Strategic Plan includes a number of Imperatives, Objectives, and Initiatives. Some of these apply only to the WTDB. Local boards are expected to address the degree that local vision, strategies and goals, partnerships, and programs and services align with the local economy and the needs of local businesses and workers <u>and</u> the degree that these all align with the WTDB 2020-2021 Strategic Plan. A summary of the WTDB's Imperatives, Objectives, and Initiatives is listed in the 2020 WIOA Local Plan Template.
2.4	<p>WIOA Section 116(b)(2)(A)</p> <p>(A) PRIMARY INDICATORS OF PERFORMANCE.—</p> <p>(i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—</p> <p>(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;</p> <p>(II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;</p> <p>(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;</p> <p>(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;</p> <p>(V) the percentage of program participants who, during a program year, are in</p>

	<p>an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and</p> <p>(VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).</p> <p>(ii) PRIMARY INDICATORS FOR ELIGIBLE YOUTH.— The primary indicators of performance for the youth program authorized under chapter 2 of subtitle B shall consist of—</p> <p>(I) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;</p> <p>(II) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program; and</p> <p>(III) the primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i).</p> <p>(iii) INDICATOR RELATING TO CREDENTIAL.— For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.</p> <p>(iv) INDICATOR FOR SERVICES TO EMPLOYERS.— Prior to the commencement of the second full program year after the date of enactment of this Act, for purposes of clauses (i)(VI), or clause (ii)(III) with respect to clause (i)(IV), the Secretary of Labor and the Secretary of Education, after consultation with the representatives described in paragraph (4)(B), shall jointly develop and establish, for purposes of this subparagraph, 1 or more primary indicators of performance that indicate the effectiveness of the core programs in serving employers.</p>
3.1	Core programs referenced within the guidance document mean Title I Adult, Dislocated Worker, and Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser Employment Services, and Title IV Vocational Rehabilitation.
3.2	<p>Click here to find resources on the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)</p> <p>Click here to find a list of the current Title II Adult Education and Literacy providers with contact information. These providers will be in place until July 1, 2017. CCWD will release a competitive request for applications (RFA) for WIOA Title II Adult Basic Education and Literacy Services between July 1, 2016 and June 30, 2017, following guidance received from the U.S. Department of Education.</p>
3.3	Refer to the information in 2.3 above.
3.4	Click here for the full text of the WorkSource Oregon Operational Standards. Additional resources for the WorkSource Oregon Operational Standards can be found here .
3.5	<p>CCWD will provide the local boards with the Title II application review criteria, if needed.</p> <p>WIOA Section 107(d)(11)(A and B(i))</p> <p>(11) COORDINATION WITH EDUCATION PROVIDERS</p> <p>(A) IN GENERAL.—The local board shall coordinate activities with education and training providers in the local area, including providers of workforce investment activities,</p>

	<p>providers of adult education and literacy activities under title II, providers of career and technical education (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) and local agencies administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741).</p> <p>(B) APPLICATIONS AND AGREEMENTS.—The coordination described in subparagraph (A) shall include—</p> <ul style="list-style-type: none"> (i) consistent with section 232— <ul style="list-style-type: none"> (I) reviewing the applications to provide adult education and literacy activities under title II for the local area, submitted under such section to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and (II) making recommendations to the eligible agency to promote alignment with such plan <p>WIOA Section 232. LOCAL APPLICATION.</p> <p>Each eligible provider desiring a grant or contract from an eligible agency shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including—</p> <ul style="list-style-type: none"> (1) a description of how funds awarded under this title will be spent consistent with the requirements of this title; (2) a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities; (3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate; (4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators; (5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate; (6) a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and (7) information that addresses the considerations described under section 231(e), as applicable.
4.2	<p>Click here to find the Career Pathways Definition which is posted on the Policy and Guidance page of https://www.wioainoregon.org/.</p>
4.4	<p>WIOA Section 121(e)(2) ONE-STOP DELIVERY.</p> <p>The one-stop delivery system</p> <ul style="list-style-type: none"> (A) at a minimum, shall make each of the programs, services, and activities described in paragraph (1) accessible at not less than 1 physical center in each local area of the State; and (B) may also make programs, services, and activities described in paragraph (1) available— <ul style="list-style-type: none"> (i) through a network of affiliated sites that can provide 1 or more of the programs, services, and activities to individuals; and (ii) through a network of eligible one-stop partners— <ul style="list-style-type: none"> (I) in which each partner provides 1 or more of the programs, services, and activities to such individuals and is accessible at an affiliated site that consists of a physical location or an electronically or technologically linked access point; and (II) that assures individuals that information on the availability of the career services will be available regardless of where the individuals initially enter the statewide

	<p>workforce development system, including information made available through an access point described in subclause (I);</p> <p>(C) may have specialized centers to address special needs, such as the needs of dislocated workers, youth, or key industry sectors or clusters; and</p> <p>(D) as applicable and practicable, shall make programs, services, and activities accessible to individuals through electronic means in a manner that improves efficiency, coordination, and quality in the delivery of one-stop partner services.</p>
4.4.C	For questions and technical assistance related to compliance with WIOA Section 188 and applicable provisions of the Americans with Disabilities Act of 1990, contact Eric Villegas, WIOA Universal Access Coordinator, at 503-947-1794 or Eric.L.Villegas@oregon.gov .
4.5	The Oregon Workforce and Talent Development Board Policy - <i>Minimum Training Expenditures</i> is posted on the Policy and Guidance page of https://www.wioainoregon.org/ .
4.7 – 4.8	<p>WIOA Section 134(c)(3)(G)</p> <p>(G) USE OF INDIVIDUAL TRAINING ACCOUNTS.—</p> <p>(i) IN GENERAL.—Except as provided in clause (ii), training services provided under this paragraph shall be provided through the use of individual training accounts in accordance with this paragraph, and shall be provided to eligible individuals through the one-stop delivery system.</p> <p>(ii) TRAINING CONTRACTS.—Training services authorized under this paragraph may be provided pursuant to a contract for services in lieu of an individual training account if—</p> <p>(I) the requirements of subparagraph (F) are met;</p> <p>(II) such services are on-the-job training, customized training, incumbent worker training, or transitional employment;</p> <p>(III) the local board determines there are an insufficient number of eligible providers of training services in the local area involved (such as in a rural area) to accomplish the purposes of a system of individual training accounts;</p> <p>(IV) the local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve individuals with barriers to employment;</p> <p>(V) the local board determines that—</p> <p>(aa) it would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations; and</p> <p>(bb) such contract does not limit customer choice; or</p> <p>(VI) the contract is a pay-for-performance contract.</p> <p>(iii) LINKAGE TO OCCUPATIONS IN DEMAND.—Training services provided under this paragraph shall be directly linked to an in-demand industry sector or occupation in the local area or the planning region, or in another area to which an adult or dislocated worker receiving such services is willing to relocate, except that a local board may approve training services for occupations determined by the local board to be in sectors of the economy that have a high potential for sustained demand or growth in the local area.</p> <p>(iv) RULE OF CONSTRUCTION.—Nothing in this paragraph shall be construed to preclude the combined use of individual training accounts and contracts in the provision of training services, including arrangements that allow individuals receiving individual training accounts to obtain training services that are contracted for under clause (ii).</p>
4.9	<p>WIOA Section 134(a)(2)(A)</p> <p>(2) REQUIRED STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES.—</p>

(A) STATEWIDE RAPID RESPONSE ACTIVITIES.—

(i) IN GENERAL.—A State shall carry out statewide rapid response activities using funds reserved by the Governor for the State under section 133(a)(2), which activities shall include—

(I) provision of rapid response activities, carried out in local areas by the State or by an entity designated by the State, working in conjunction with the local boards and the chief elected officials for the local areas; and

(II) provision of additional assistance to local areas that experience disasters, mass layoffs, or plant closings, or other events that precipitate substantial increases in the number of unemployed individuals, carried out in local areas by the State, working in conjunction with the local boards and the chief elected officials for the local areas.

(ii) USE OF UNOBLIGATED FUNDS.—Funds reserved by a Governor under section 133(a)(2), and section 133(a)(2) of the Workforce Investment Act of 1998 (as in effect on the day before the date of enactment of this Act), to carry out this subparagraph that remain unobligated after the first program year for which such funds were allotted may be used by the Governor to carry out statewide activities authorized under subparagraph (B) or paragraph (3)(A), in addition to activities under this subparagraph.

Each Local Plan must include protocols in place to deliver solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment. Local Plans must include strategies and activities, as detailed in 20 CFR 682.300 through 682.370 and TEGl 19-16, change 1. Local Plans must include, either in the body of the plan or as attachments:

- The local area’s Layoff Aversion Plan, which must include local systems and processes for identifying and gathering information for early warning of potential layoffs or opportunities for layoff aversion; analyzing, and acting upon, data and information on dislocations and other economic activity in the state, region, or local area; and tracking outcome and performance data and information related to the activities of the Rapid Response program. Include:
 - How the local area intends to prioritize layoff aversion.
 - How the local area utilizes Work-based trainings including: registered apprenticeships, on-the-job training (OJT), and customized training.
 - How the local area utilizes Incumbent Worker Training (IWT)
 - How success will be measured.
 - Strategy for continuing to avert layoffs, accelerate re-employment, and/or reduce the duration of unemployment for dislocated workers.

- The local area’s Rapid Response Team Protocols, which must outline strategies and activities necessary to plan for and respond as quickly as possible following an announcement or notification of a permanent closure or mass layoff, a mass job dislocation resulting from a natural or other disaster, or the filing of a Trade Adjustment Assistance (TAA) petition. The protocol must include:
 - An outline of the local Rapid Response infrastructure, team structure, and roles and responsibilities. Roles and responsibilities should include all partnerships within the Rapid Response team(s).

	<ul style="list-style-type: none"> ○ Required partners and materials for large Rapid Response services (10 or more workers) and the local strategy for small Rapid Response services (1-10 workers). ○ A communication system that ensures ongoing, comprehensive approaches to identifying, planning for, or responding to layoffs and dislocations, and preventing or minimizing their impacts on workers, businesses, and communities. ○ Direction that Rapid Response Teams must respond and provide services to workers regardless of whether employers choose to participate. ○ Direction that the Oregon Rapid Response Activity Tracking System must be utilized to track all rapid response data. <ul style="list-style-type: none"> ▪ The local area’s Rapid Response policy. ▪ The local area’s Supportive Services policy.
5.4 & 5.5	Oregon’s <i>WIOA 107(b) – Local Board Membership Criteria</i> policy and attachments can be found on the Policy and Guidance page of https://www.wioainoregon.org/ .
5.6	Oregon’s <i>WIOA 107(c) – Appointment and Certification of Local Workforce Development Boards</i> policy and attachments can be found on the Policy and Guidance page of https://www.wioainoregon.org/ .
5.8	<p>WIOA Section 107(d)(12)(B)(i) (i) GRANT RECIPIENT.—</p> <p>(I) IN GENERAL.—The chief elected official in a local area shall serve as the local grant recipient for, and shall be liable for any misuse of, the grant funds allocated to the local area under sections 128 and 133, unless the chief elected official reaches an agreement with the Governor for the Governor to act as the local grant recipient and bear such liability.</p> <p>(II) DESIGNATION.—In order to assist in administration of the grant funds, the chief elected official or the Governor, where the Governor serves as the local grant recipient for a local area, may designate an entity to serve as a local grant subrecipient for such funds or as a local fiscal agent. Such designation shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds as described in subclause (I).</p> <p>(III) DISBURSAL.—The local grant recipient or an entity designated under subclause (II) shall disburse the grant funds for workforce investment activities at the direction of the local board, pursuant to the requirements of this title. The local grant recipient or entity designated under subclause (II) shall disburse the funds immediately on receiving such direction from the local board.</p>
5.11	<p>WIOA Section 107(d)(11)(B)(ii) & WIOA Section 107(d)(11)(C) (11) COORDINATION WITH EDUCATION PROVIDERS</p> <p>(A) IN GENERAL.—The local board shall coordinate activities with education and training providers in the local area, including providers of workforce investment activities, providers of adult education and literacy activities under title II, providers of career and technical education (as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) and local agencies administering plans under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741).</p> <p>(B) APPLICATIONS AND AGREEMENTS.—The coordination described in subparagraph (A) shall include—</p> <p>(C) (ii) replicating cooperative agreements in accordance with subparagraph (B) of</p>

	<p>section 101(a)(11) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)), and implementing cooperative agreements in accordance with that section with the local agencies administering</p> <p>(D) plans under title I of that Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that</p> <p>(E) title (29 U.S.C. 732, 741) and subject to section 121(f)), with respect to efforts that will enhance the provision of services to individuals with disabilities and other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.</p> <p>(F) COOPERATIVE AGREEMENT.—In this paragraph, the term “cooperative agreement” means an agreement entered into by a State designated agency or State designated unit under subparagraph (A) of section 101(a)(11) of the Rehabilitation Act of 1973.</p>
5.12	<p>WIOA Section 108(d)</p> <p>(d) PROCESS.—Prior to the date on which the local board submits a local plan under this section, the local board shall—</p> <p>(1) make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media;</p> <p>(2) allow members of the public, including representatives of business, representatives of labor organizations, and representatives of education to submit to the local board comments on the proposed local plan, not later than the end of the 30-day period beginning on the date on which the proposed local plan is made available; and</p> <p>(3) include with the local plan submitted to the Governor under this section any such comments that represent disagreement with the plan.</p>