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Board Directors

Manual

**North Carolina Workforce Development Boards**

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| **Cape Fear WDB** | **Eastern Carolina WDB** | **Region C WDB** |
| **Capital Area WDB** | **Gaston County WDB** | **Region Q WDB** |
| **Centralina WDB** | **Guilford County WDB** | **Regional Partnership WDB** |
| **Charlotte Works** | **High Country WDB** | **Southwestern WDB** |
| **Cumberland County WDB** | **Kerr-Tar WDB** | **Triangle South WDB** |
| **DavidsonWorks WDB** | **Lumber River WDB** | **Turning Point WDB** |
| **Durham WDB** | **Mountain Area WDB** | **Western Piedmont WDB** |
|  | **Northeastern WDB** |  |
|  | **Northwest Piedmont WDB** |  |
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# What Do I Do? - The Role of the Board Director

The role of the Workforce Development Board Director involves two disciplines –**Stewardship and Leadership**. The Stewardship requirements are the oversight of WIOA Title I (Workforce Development Activities) funds and the operation/oversight of local NCWorks Career Centers. In the stewardship role, the Board directors directs the administrative and programmatic affairs on behalf of the Local Workforce Development Board including personnel, staffing, budgeting, recordkeeping/management information systems, performance standards, reporting, finance, audit, developing and issuing requests for proposals, development of the Local Area Plan, procurement, selection of service providers, contracting, and oversight of programs and the local system of One-Stop Career Centers. Stewardship requirements are how the government will measure your success.

The Leadership role requirements that the Board Director examine the big picture of workforce and talent development. This involves strategic planning, building and maintaining partnerships, leveraging other resources, ensuring the quality of the local workforce as a driver of economic development, and defining system-wide outcomes and quality improvement in the local workforce system over time. Leadership requirements are boarder in nature and these outcomes are how the community will measure your success.

The foregoing areas of Stewardship and Leadership are descriptive in nature and are not intended to represent every function a Board Director may need to perform.

The Board Director responsibilities also include facilitation of Board meetings, establishment of a committee structure, development of Board meeting agendas, staffing committee meetings, professional development of members, keeping the official meeting minutes, solicitation of Board appointments from appropriate local elected officials, adherence to rules of order, and maintenance of Board bylaws.

The Board Director works closely with the Board Chairman to facilitate the conduct of orderly and well-managed meetings free of distraction from external influences, including members of the public who may be in attendance. Close consultation during agenda development, including the order of business to be considered, is vital to meeting success. The Chairman should always be kept abreast of significant local and regional developments to be knowledgeable, well-informed, and current at all times concerning the affairs of the Board. The Chairman should also be briefed well before each meeting concerning all issues on the agenda that require action by the Board.

The Director is responsible for the orientation of new Board members so that they understand their role and authority clearly, thereby enabling them to be contributory and effective members in the shortest period. Development of a handbook for new members is extremely helpful as it allows members to absorb information at their own rate and serves as an ongoing reference. The National Association of Workforce Boards (NAWB), based in Washington DC, is an excellent source of orientation and training materials for Board members. Membership of your Board in that organization will provide both Board members and staff professional development and training opportunities through an annual conference in Washington. Reference NAWB’s web site at <http://www.nawb.org/> for more information, and speak with your counterparts about the merits of membership.

Through successful recruitment of Board members and proper orientation to the work of the Board, the Board Director and Board membership will have the expertise necessary to define and drive a workforce agenda. This includes being familiar with federal and state requirements but not allowing them to drive the Board or its strategic agenda. Assisted by the Board Director’s leadership, the Board’s strategic vision and planning should drive stewardship and governance.

Successful Board Directors have:

1. A Clear Vision.
2. A Focus of Priority Issues (priority issues should align with those of the chief elected officials and help define the region’s economic development strategy).
3. Defined Expectations for themselves and the local workforce system.
4. Staff with the capacity to support the Board’s work.
5. Strong strategic partnerships.
6. CEO level agendas.
7. A strong sense of accountability.

Finally, always consult with fellow Directors when seeking a comfort level with issues you have not faced before and tasks you have never performed. The voice of experience is one of the best teachers as well as a superb source of good advice.

## Responsibilities of Workforce Development Board Directors

1. Manage the “Big Picture” of the workforce development board, including its many

relationships with other agencies and persons, on a day-to-day basis.

1. Support and facilitate the work of the Board and its committees.
2. Work for the entire Board, not for individual members of the Board. Work closely with the Board Chair.
3. Lead the Board within the confines of its mission.
4. Seek frequent counsel from the Board Chair.
5. Be “Chief of Staff” for the Board. (As such, hire, manage, and fire staff.)
6. Present to the Board an annual budget for their modification and approval to work within during the year.
7. Be responsible for providing the Board with necessary fiscal information for them to provide financial oversight.
8. Present regular reports to the Board on the work of the contractors/service providers.
9. Train staff and assists in the training of Board members.
10. Be responsible for media/public relations.
11. Engage the Board in publicizing the services offered.
12. Warn the Board when a public relations emergency is eminent (when possible).

In your role as a Workforce Development Board Director, you must quickly establish a great relationship with your Board, its members, and especially the Board chair. The Board chair and vice-chair work with the Board Director as the Leadership Team for the Board and help set the direction for workforce efforts in your region. The following are some tips for building and strengthening the relationship between the Board and the Board staff.

## Fundamentals of Board/Director Relationships

1. The most important decision a Board makes is the selection of the Director. The second is the selection of the Board Chair.
2. The quality of the relationship between the Director and the Board Chair defines both the quality of the relationship between the whole Board and whole staff **and** the quality of the organization.
3. The Board’s task is *governance*. The Director’s job is *management*.
4. Many non-profits are well managed. Most are not mismanaged—they are simply unmanaged. The Board, however, should not try to “micromanage” operations. The Director must be free to manage the day-to-day operation of the Board (i.e. contract preparation, negotiations with contractors, property purchases, etc.).
5. Board members need training to do what they do. So do Directors and staff.
6. Boards and Director work “for” each other towards fulfillment of their missions.
7. Boards that don’t know what is going on with their staff have only themselves to blame.
8. When receiving or giving reports, never absolutely trust statistics. They are only part of the picture.
9. Leadership at any level takes courage.
10. Most community problems are, and always have been, solved at the community level by community members.

Interaction Between Board and Board Staff:

What Board Volunteers Bring to the Relationship

* Expertise in a variety of technical areas for which the organization couldn’t pay.
* The sanction of various external publics.
* Knowledge of various external publics.
* Continuity of policy and program.
* The ability to be a spokesperson.
* Influence to attract financial resources, human resources, and public resources.
* Preservation of the democratic process.
* An objective point of view of operations; the capability for critical review.
* Ability to effect change in the organization, see a broader perspective, bring new ideas.
* Collective wisdom.

What Board Volunteers Can Expect of Staff

* Attention to details of meetings, conferences, etc.
* Adequate preparation for meetings in which board volunteers must play a leadership role.
* Complete, concise, and accurate information.
* Candor in individual and organizational relationships.
* Judicious use of time.
* Meeting of agreed deadlines, with notification if deadlines cannot be met.
* Prompt response to requests for information.
* Prompt return of phone calls.

What Staff Bring to the Relationship

* Expertise in profession.
* Basic knowledge of the organization.
* Because of their unique position as the bridge between Board, organization and Board members, staff can coordinate activities and spot problems and pitfalls before board volunteers generally do.
* In a culturally diverse organization, staff can be the bridge between cultures.
* Objectively in reaction to Board volunteer suggestions
* Ability to interpret board policy decisions and actions to lower-echelon staff.

What Staff Can Expect of Board Volunteers

* Fulfillment of commitments within agreed deadlines.
* Organizational knowledge and ability.
* Candid performance appraisal and assistance in performance.
* Leadership, vision, and critical perspective.
* Support in controversial situations.
* Easy access by phone, email, or visit.
* Loyalty, confidentiality.

# What Are Workforce Development Boards and What Do They Do?

## Workforce Development Boards

The Workforce Innovation and Opportunity Act (WIOA) amends the state and local governance structure for programs that form the workforce development system under WIOA in part through changes to the state and local Workforce Development Boards (previously Workforce Investment Boards under WIA). This section provides information on state and local WDB membership requirements and functions. For both the state and local WDBs, WIOA specifies the composition, but does not specify the number of board members. In addition, WIOA maintains the WIA-established requirement that the majority of board members, as well as the board chairs, be representatives of private business.

## Local Workforce Areas

Local Workforce Areas are geographic entities of local government that are designated by the Governor, in accordance with criteria prescribed by the WIOA, to sponsor and administer the WIA program. Some are single-county areas, while others are “consortia” of local entities, such as two or more counties or some combination of county and municipal governments. A “consortium” must be organized based on a written “Consortium Agreement” signed by all parties thereto that addresses minimum criteria required by the North Carolina General Statutes at §160A-464. Generally, those criteria include the purpose and duration of the agreement, amendment and termination procedures, the method of financing, the apportionment of costs and revenues, and any other necessary or proper matter. The NC Department of Commerce - Division of Workforce Solutions requires that a copy of the most recent agreement be submitted with the Local Area’s WIOA plan and each yearly modification.

Each Local Area has a “Chief Elected Official” (CEO) empowered to sign legal documents on behalf of the consortium, and could have more than one. For example, the signatory for a single county Local Area will be the chairman of the county’s Board of Commissioners. In a consortium that is comprised by multiple counties, each Board of Commissioners will typically appoint one commissioner to represent its board on the “Consortium Board” that makes WIOA decisions on behalf of the member local governments. This board selects one of its members to act as chairman of the consortium board, and that chairman becomes the consortium’s CEO for legal signatory purposes. In a consortium arrangement involving a county and a municipality, there can be two CEOs, generally the mayor of the municipality and the chairman of the county’s Board of Commissioners. The CEO(s) will cosign the Local Area’s WIOA Plan submission and yearly modification with the chairman of the Local Area’s Workforce Development Board. The unit of local government or, if a consortium, the units of local government involved, retain ultimate liability for all funds received.

An administrative/fiscal agent must be selected to conduct local planning and to administer the WIOA program in accordance with all applicable laws (such as WIOA legislation, WIOA regulations, and state law) as well as state and local policy. Such agent also provides staff support for the Local Area’s Workforce Development Board. A single county Local Area’s administrative/fiscal agent is selected by the Board of Commissioners, while the agent for a multi-county Local Area is selected by the Consortium Board and designated by the CEO of the consortium. Councils of Government in the state’s 18 planning regions established by the state comprise the majority of administrative/fiscal agents while that function is performed in other areas by a county, a city, or a private non-profit agency.

The Workforce Innovation and Opportunity Act requires that each Local Area constitute a Workforce Development Board (WDB) in North Carolina. The members of each Local Area’s Workforce Development Board are appointed by the Chief Elected Official. In a consortium, the CEO of each member body (chairman of each Board of Commissioners and/or each city’s mayor) appoints members in categories identified by the administrative/fiscal agent. The WDB is the policy body for the implementation and operation of the local WIOA program, and a majority of its members must be representatives of private business. The Board must also be chaired by a representative of private business.

## Local WDB Functions

The local WDB performs multiple functions in carrying out the programs and services authorized under WIOA, including the following:

* development of a local plan for workforce investment activities;
* analysis of regional labor market conditions, including needed knowledge and skills for the regional economy;
* engagement of regional employers to promote business participation on the WDB and to coordinate workforce activities with needs of employers;
* development and implementation of career pathways;
* identification and promotion of proven and promising workforce development strategies;
* development of strategies to use technology to increase accessibility and effectiveness of the local workforce system;
* oversight of all programs for youth, adult, and dislocated workers;
* negotiation of local performance measures with the governor;
* selection of One-Stop operators and eligible providers of training;
* coordination of WIOA workforce development activities with local education providers;
* development of a budget and administration of funding to service providers;
* assistance in development of a statewide employment statistics system; and
* assessment of accessibility for disabled individuals at all local One-Stop centers.

The Workforce Development Board, with the agreement of the Chief Elected Official, has numerous responsibilities as follows:

* Develop and submit a Local Plan to the Governor
* Designate One-Stop operators
* Award contracts to eligible providers of youth activities, based on recommendations
* Identify eligible providers of training services for adult and dislocated worker programs (Eligible providers of training services approved by the WDB are entered into the web-based NCWorks on-line.)
* Award contracts to eligible providers of intensive services
* Develop a budget for the purpose of carrying out its duties
* Conduct oversight of programs providing services to youth, adults, and dislocated workers and the One-Stop delivery system
* Reach agreement with the Governor on Local Area performance levels
* Assist the Governor in developing the statewide employment statistics system under the Wagner-Peyser Act
* Coordinate workforce development activities with economic development strategies and develop other employer linkages with such activities
* Promote participation of private sector employers in the workforce development system and assist such employers in meeting hiring needs

The Local Plan, for which the Workforce Development Board provides developmental guidance, is initially a four-year strategic for the local workforce development program conducted under WIOA. The Act prescribes much of the content, and the Governor establishes the balance of its content. The Division of Workforce Solutions (DWS), on behalf of the Governor, issues Planning Instructions to Local Areas each spring that are used to develop the Local Plan, or to modify such plan in years when modification of the original plan is permissible. The Board Director is responsible for development of the plan, and for presenting that plan to the WDB for review, discussion, input, and final approval. The finished product is then cosigned by the WDB chairman and the CEO(s) of the Local Area, indicating agreement thereto, before submission to DWS.

## Workforce Development Board Composition under WIOA

Minimum Size = 19

Business = 10

Workforce = 4 including,

* 2 labor representatives
* 1 apprenticeship program representative

Education and Training Organizations = 2

Governmental and Economic Development = 3, including:

* 1 economic and community development representative
* 1 Employment Service representative
* 1 Vocational Rehabilitation representative

The minimum number of WDB representatives is not specified in WIOA; rather, the minimum number is derived by the combination of requirements for a business majority, a workforce representation of at least 20%, and a number of other required members. The chief elected local official for each local workforce development area appoints local WDB members in accordance with criteria established by the governor and state WDB. In areas with multiple units of local government, the relevant chief officials may establish an agreement for appointing WDB members and carrying out WIOA responsibilities. In the absence of such a voluntary agreement, the governor may appoint members to a local WDB. Finally, while the local elected official appoints members to a local WDB, the governor must certify one local WDB once every two years. In addition, the governor is authorized to decertify local WDBs for fraud, failure to function, or nonperformance. *(Reference Section Title I Sec.107(b)(2))*

## Local WDB Plan

WIOA requires that local WDBs submit a comprehensive four-year plan to the governor. Local WDBs must submit local plan modifications at the end of the first two years of the four-year planning period. In general, a local plan documents how a local WDB will support the state strategy specified in the Unified State Plan. *(Reference Section Title I Sec.108(b)(1)).*  Highlights of the contents of a local plan include descriptions of how local WDBs will:

* develop strategic planning elements;
* align workforce development programs;
* expand access to career pathways and recognized postsecondary credentials;
* develop and implement a service mix that will best meet the workforce needs of
* local employers;
* coordinate workforce development activities with economic development
* activities;
* design and implement the One-Stop system in the local area;
* provide workforce activities authorized under Title I and coordinate these
* activities with other programs authorized by WIOA;
* negotiate local levels of performance; and
* provide training services in the local area.

# Where are My Connections? – Resources

## North Carolina Association of Workforce Development Boards (NCAWDB)

The North Carolina Association of Workforce Development Boards (NCAWDB) is a collective body of all 23 Boards in North Carolina. The NCAWDB is governed by a combination of Private Sector Workforce Board members (whom are elected for a two-year term), and the officers of the Directors Council. The NCAWDB officers consist of a President, Vice-President, Secretary and Treasurer, along with the President, Vice-President and Secretary of the Directors’ Council. The Association’s website is [**www.ncawdb.org**](http://www.ncawdb.org)**.** The NCAWDB sets direction for the state at a strategic level for the workforce system, while the Director’s Council implements and focuses more on strategic operation.

The specific purpose of the Association includes:

* To provide an effective forum and vehicle that facilitates communication among the WDB members and Workforce Development Boards of North Carolina.
* To foster and promote programs that create a business climate that insures jobs for the unemployed/underemployed adults, dislocated workers, and disadvantaged youth of North Carolina.
* To support employers with a highly skilled, motivated and productive workforce.
* To augment the support and involvement of corporate America and the business community in publicly funded programs and public policy making in job training and related issues.
* To assist in guiding the efforts of public and community resources.
* To increase public awareness and recognition of the Workforce Development Board and WDB programs throughout the State.
* To develop and maintain active, involved, and well-informed participation of WDB members and Directors statewide.
* To act as a major conduit between national, state, and local levels to achieve a more effective partnership.
* To assist in developing and maintaining the highest level and quality of functioning of local Workforce Development Boards, Directors, and staff.
* To promote training and education programs. To help advance the needs of workers and employers in North Carolina.
* To facilitate cooperation and coordination of resources and related agenciesto enhance North Carolina’s workforce capabilities.
* To address governmental policy and legislative concerns, when necessary.
* To serve as an advocate for our member workforce systems.

### Workforce Development Board Directors Council

The Directors constitute a Council under the larger body of the NCAWDB. The Directors Council leadership is governed by a President, Vice-President and Secretary. Workforce Development Board directors have long recognized the need to meet and exchange perspectives and ideas concerning emerging issues, decisions, and policies. This exchange among directors allows them the opportunity to develop a unified position on any given matter and represent that position to the appropriate entity for consideration as deliberations progress. A single voice representing the entire body of Directors represents the best opportunity for strategic influence. All sides of an issue must be adequately represented and implications for all affected parties must be considered to constitute an informed decision-making process that is predicated on serving the best interests of the workforce development system statewide. The Directors Council facilitates an interface with public officials that promote frank dialogue concerning workforce issues. Meetings of the Director’s Council are usually held every other month. The agenda for a day and half session is generated by the Director’s with specific questions for the Division of Workforce Solutions (DWS). Questions or areas of concern are shared with senior leadership staff at DWS. The agenda also covers specific issues of the day, as well as general information and guest speakers from partner agencies who bring information pertinent to the workforce system. The day-long meeting is followed by a half-day meeting that includes only members of the Directors’ Council and invited guests for discussion and interchange in a more private setting conducive to discussion of more difficult or sensitive matters, such as developing consensus that will be offered publicly as the official position of the North Carolina Workforce Development Directors’ Council.

As with any organized body, the Council president appoints committees to study various issues and report results to the group. Work groups are also frequently appointed and are charged with producing a specific product. The Council is a working body that requires active participation by all Directors to maximize its influence and effectiveness.

## National Association of Workforce Development Boards (NAWB)

NAWB is a workforce membership association that represents approximately 550 Workforce Development Boards and their 12,000+ business members that coordinate and leverage workforce strategies with education and economic development stakeholders within their local communities, to ensure that state and local workforce development and job training programs meet the needs of employers.

These investments in workforce development create a comprehensive system to provide America with a highly skilled workforce that competes in the global economy.

NAWB is the only association that advocates for Workforce Development Boards. NAWB works closely with policy makers in Washington, DC to inform national strategy as it relates to WIBs and our partners in education, economic development, labor and business.

NAWB’s mission is to support its members through a comprehensive program of advocacy, training and technical assistance, communication, and the promotion of strategic partnerships for the advancement of our nation’s workforce.

The NAWB Annual Forum, held in Washington, DC in the spring, brings together workforce board members, board staff, other workforce professionals, and businesses in an interactive learning exchange. For more information, visit the NAWB website at [**www.nawb.org**](http://www.nawb.org).

## National Association of Workforce Development Professionals (NAWDP)

NAWDP is the premier association for workforce professionals from across the country. The national association advocates for the workforce industry and develops the professional capacity of workforce professionals seeking the highest standards of excellence in credentialing, applied learning opportunities, and cutting edge tools to excel in serving job seekers and business. NAWDP’s members are drawn from Workforce Development Boards and America’s Job Centers, Community and Career College, military bases, youth employment programs, corporations, and Faith and Community-based organizations. For more information, visit the NAWDP website at [www.nawdp.org](http://www.nawdp.org)

## Southeastern Employment & Training Association (SETA)

SETA is a regional workforce development membership association that serves the eight states within the US Department of Labor Region IV area, which includes the following states: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, and Kentucky.

The Southeastern Employment & Training Association provides professional opportunities for all workforce development partners. With a membership base of approximately 1,500, SETA promotes workforce excellence through these efforts:

* Two major conferences each year; one in the spring, one in the fall
* Best Practices in workforce development
* Recent legislation and how it impacts the profession
* Training and development
* Networking with peers in the workforce development industry

Being a SETA member offers Board Directors and staff:

* Training & development
* Benchmarking; learn ground-breaking strategies from peer
* Network with frontline workforce professionals
* Get a fresh look at workforce development
* Build your professional network, your professional portfolio
* Online membership directory
* Online notices of member news
* Bi-annual newsletters
* Low-cost membership and conference registration

For more information, visit the SETA website at [www.seta.org](http://www.seta.org).

## North Carolina Employment & Training Association (NCETA)

The North Carolina Employment and Training Association (NCETA), originally formed in 1967, is a NC based membership association dedicated to providing staff development and training opportunities for its membership. NCETA has steadily refined its offerings into the current multi-day conference format with structured workshops and renowned presenters and speakers. Today, the Association maintains a Board comprised of a diverse group of professionals representing all levels and aspects of workforce development in North Carolina. Under their conscientious direction, the Association has a long-term commitment to “making a difference” by continuing to ensure the availability of quality, affordable and accessible staff development and training opportunities for its membership. For more information, visit the NCETA website at [www.nceta.org](http://www.nceta.org)

## North Carolina Workforce Development Board by Plan Regions

There 23 Workforce Development Boards in North Carolina. Every County is associated with a workforce board and has a baseline of services that they all provide. [Attachment II](#_Attachment_II_--North) identifies each Workforce Development Board, contact information, and counties served and arranged by Planning Regions.

## US Department of Labor - Employment & Training Administration (USDOL-ETA)

The US Department of Labor Employment and Training Administration has an excellent website that covers many workforce services and programs. The website is located at [**https://www.doleta.gov/**](https://www.doleta.gov/)**.** Additional resources may be found at the Federal Register which are the guidelines for program activities and law at [DOL Final Rule](https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf).

## Other USDOL-ETA and NC References

1. [WIOA Public Law, Section 101 (d)(6) and 121 (g)(1)](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)
2. [TEGL No. 16-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8772), *One-Stop Operations Guidance for the American Job Center Network*
3. [WIOA Final Rule 20 CFR 678.800](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *How are one-stop centers and one-stop delivery systems certified for effectiveness, physical and programmatic accessibility, and continuous improvement?*
4. [WIOA Final Rule 20 CFR 678.305](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *What is a comprehensive one-stop center and what must be provided there?*
5. [WIOA Final Rule 20 CFR 678.430](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *What are career services?*
6. [WIOA Final Rule 20 CFR 678.435](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf)*What are the business services provided through the one-stop delivery system, and how are they provided?*
7. [WIOA Final Rule 20 CFR 680.200](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *What are training services for adults and dislocated workers?*
8. [WIOA Public Law, Section 134(d)](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)
9. [NC Prosperity Zones](https://www.nccommerce.com/about-our-department/north-carolina-prosperity-zones)
10. [DOL Final Rule](https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf)
11. [WIOA Public Law](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/html/PLAW-113publ128.htm)
12. [TEGL 17-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=4968) --*Infrastructure Funding of the One-Stop Delivery System*
13. [NC Career Pathways Web Site](https://nccertifiedcareerpathways.com/)
14. [Local Area Issuance system](https://www.nccommerce.com/wf/workforce-professionals/policy-statements/u8957q/706572666f726d616e6365)
15. [Attachment IV -- Infrastructure Agreement Template](#_Attachment_IV_--)

# How Did We Get Here? – A Quick Workforce Development History

## Summary of Federal Workforce Development Legislation

This is a chronology of U.S. federal legislation, including adult education, skill training, vocational education, welfare to work, disadvantaged youth and adults, and dislocated workers. The scope and focus of federal legislation has been largely determined by prevailing policy regarding which level of government (federal, state, local) sets and oversees policy; categorical versus universal entitlement; and the overall political and economic environment.

| **Date** | **Legislation** | **Overview** |
| --- | --- | --- |
| 1862 | Morrill Act | was the first federal financial aid to support vocational education and training. The Act donated 30,000 acres of public land and $15,000 to each state for public colleges. |
| 1917 | Smith-Hughes Act | provides federal matching funds to states for vocational training in congressionally designated occupational areas. The Act started with $7,000,000/year to encourage states to provide training in vocational agriculture, home economics, and trades and industry. By 1963, funds had increased to $55 million/year, and additional priorities included distributive education, fishery occupations, technician training, and health care occupations. |
| 1933 | Wagner-Peyser Act | established public offices to deliver employment services, and the Civilian Conservation Corps (CCC) was formed to provide the first U.S. public service employment. |
| 1935 | Works Project Administration (WPA) | was passed, forming the first U.S. public service employment program. Together with the CCC, the WPA employed over 8 million people. At its height, the WPA accounted for more than 10% of the federal budget. |
| 1935 | Social Security Act | initiated unemployment insurance, Supplemental Security Income (elderly, blind, disabled - SSI), and Aid to Families of Dependent Children (unemployable adults - AFDC). In 1936 there were 546,000 AFDC recipients receiving $22,900,000 in benefits; in 1976, there were 11,203,000 recipients and $10,140,400,000 in benefits. |
| 1937 | National Apprenticeship Act | promotes apprenticeship programs by giving technical assistance to unions and employers. Thirty states now have apprenticeship programs. |
| 1946 | George-Barden Vocational Education Act | provides partial federal reimbursement to states for salaries of faculty and administrators. |
| 1946 | Employment Act of 1946 | provides government-funded job search assistance to returning World War II veterans. |
| 1958 | National Defense Education Act | provides funding to promote the science and engineering fields. |
| 1962 | Manpower Development and Training Act (MDTA) | initially had a retraining focus to assist those workers dislocated because of automation. |
| 1962 | Social Security Act | was amended to include Community Work and Training (CWT) programs to allow states to have recipients to work off their AFDC grants. |
| 1963 | MDTA was amended | youth services were expanded from 5% to 25% - to provide services to increasing numbers of high school dropouts due to changes in mandatory school attendance. |
| 1963 | The Vocational Education Act | extended the Smith-Hughes Act, authorized federal funds for part-time employment of youths, and is the basis for current federal vocational education. |
| 1964 | The Economic Opportunity Act | formed a range of programs including the Neighborhood Youth Corps and the Job Corps, and expanded CWT through Work Experience and Training. |
| 1966 | Concentrated Employment Programs | was a DOL initiative to address extreme, concentrated poverty by allocating funds and providing one stop program shopping in 82 areas. |
| 1968 | Work Incentive Training (WIN) | provided work and training programs for AFDC recipients. WIN peaked in 1978 with almost 1,000,000 participants and $350,000,000 in funding. |
| 1971 | Emergency Employment Act | funded public service employment to combat record unemployment. It provided $2,250,000,000 to place 150,000 on state and local government payrolls. |
| 1973 | Comprehensive Employment and Training Act (CETA) | legitimized earlier 1973 changes by establishing Prime Sponsors. MDTA and EOA, among others, were replaced by CETA. A new allocation formula prioritized unemployment over poverty. |
| 1974 | Public Service Employment (PSE) | was added to CETA. Over two thirds of CETA funds went to PSE; and at its peak in 1978 PSE employed 750,000, while CETA overall served 4,000,000 people. |
| 1975 | Earned Income Tax Credits | were started to assist economically disadvantaged families. |
| 1977 | Youth Employment Demonstration Projects Act (YEDPA) | increased CETA’s youth services; started competitive Youth Community Conservation and Improvement Program, Youth Incentive Entitlement Projects (job guarantees to improve school retention), and Youth Adult Conservation Corps; and expanded the Jobs Corps. At its peak in 1978, YEDPA served over 1,300,000 youth with a budget over $12 billion. |
| 1978 | CETA Reauthorization Act called for the formation of Private Industry Councils through Title VII | a $5,000,000,000 program of private sector employment opportunities for the economically disadvantaged; initiated tax credits for private employers to train and hire CETA-eligible workers; and placed greater emphasis on On-the-Job Training. |
| 1981 | Omnibus Budget Reconciliation Act | gave states the option of establishing workfare under the Community Work Experience Program. |
| 1982 | Job Training Partnership Act (JTPA) replaced CETA | (1) greatly increased private sector input on local policy, (2) targeted services to economically disadvantaged and dislocated workers, (3) eliminated PSE and special youth programs, and (4) was funded at 50% of CETA’s budget. |
| 1984 | Work Supplementation/Grant Diversion | allowed states to use AFDC benefits as wage subsidies. |
| 1988 | Family Support Act replaced WIN with the Job Opportunities and Basic Skills program (JOBS) | providing $736,000,000 in 1993 for employment and training with additional funds for child care. In 1994, 347,000 recipients were in JOBS education and training programs. |
| 1995 | Personal Responsibility and Work Opportunity Reconciliation Act replaced the Family Support Act and JOBS, and Temporary Assistance for Needy Families (TANF) replaced AFDC. | States must meet much higher participation rates, at least 80% of recipients have a 5-year lifetime limit on benefits, work is required after 2 years, and states have great leeway through waivers. |
| 1998 | Workforce Investment Act (WIA) replaced JTPA | (1) established Career Centers nationally, (2) favored Individual Training Accounts over group contracts, (3) eliminated summer youth employment, and (4) required 51% private sector membership on local Boards. |
| 2014 | Workforce Innovation and Opportunity Act (WIOA) replaced WIA | (1) improves services to employers and promotes work-based training; (2) improves career center system; (3) makes investments in serving disconnected youth and other vulnerable populations; and (4) streamlines and strengthens strategic role of workforce development boards. |

Sources include: “Human Resources and Labor Markets: Employment and Training in the American Economy,” Levitan, Mangum, & Marshall, Harper & Row, 1982; “Publicly-Subsidized Jobs Creation Programs in the 1990s: An Overview of Past and Current Programs,” E.A. Chandler, Urban Institute, 1994.

## Why Do We All Look Different: Single County vs Multiple County vs Council of Governments?

The public employment legislation over time has changed requiring different levels of authorization for the various states and Governors beginning with the CETA program and Prime Sponsors.

**The Comprehensive Employment and Training Act** (CETA; P.L. 93-203), enacted in 1973, made substantial changes to federal workforce development programs. CETA transferred more decision-making authority from the federal government to local governments. Specifically, CETA provided funding to about 470 **prime sponsors (sub-state political entities such as city or county governments, consortia of governments, etc.)** to administer and monitor job training activities. Services under CETA—which included on-the-job training, classroom training, and public service employment (PSE)—were targeted to low-income populations, welfare recipients, and disadvantaged youth. At its peak in 1978, the PSE component of CETA supported about 755,000 jobs and accounted for nearly 60% of the CETA budget.

CETA was amended in 1978 in part to create **Private Industry Councils (PIC)** to expand the role of the private sector in developing, implementing, and evaluating CETA programs. The composition of PICs included representatives of business, labor, education, and other groups. ***PICs were the forerunners to today’s workforce development boards.***

For administering CETA programs, North Carolina was divided into 13 prime sponsor jurisdictions. Twelve of the prime sponsors were units of local government, including North Carolina’s five largest cities **(Charlotte, Raleigh, Greensboro, Durham, and Winston-Salem)** and seven counties with more than 100,000 in habitants **(Gaston, Alamance, Buncombe, Cumberland, Davidson, Robeson, and Wake);** the thirteenth CETA jurisdiction was the balance of state.

In 1982, changes to federal workforce development policy were made by enactment of the **Job Training Partnership Act** (JTPA, P.L. 97-300). Major changes implemented under JTPA, which provided classroom and on-the-job training to low-income and dislocated workers, included service delivery at the level of 640 “service delivery areas,” federal funding allocation first to state governors and then to PICs in each of the service delivery areas (**unlike CETA, which provided allocations directly to prime sponsors**), prohibition of the public service employment component, and a new emphasis on targeted job training and reemployment. With a new emphasis on training (rather than public employment), JTPA required that at least 70% of funding for service delivery areas be used for training. Although this percentage was dropped to 50% in the 1992 amendments to JTPA, the emphasis on training remained. The Dislocated Worker Program was added to the JTPA law in 1988.

With the advent of JTPA, one area of the state seized the opportunity to try something new – a regional, multi-county approach to workforce development based on the labor market, not county boundaries. So, in the fall of 1983, the Centralina Interlocal Consortium for Job Training (now known as the Centralina Workforce Development Consortium) began providing workforce services in the six-county region consisting of Cabarrus, Iredell, Lincoln, Rowan, Stanly, and Union counties. Other multi-county workforce boards formed in the late 1980s and into the 1990s, including Western Piedmont, Regional Consolidated, Lumber River, Region Q and others. Many other changes have occurred over time with local workforce boards, their service area, and their administrative entities to get us to today’s 23 local WDBs.

Sensing the change that would come with the passage of the Workforce Investment Act (WIA) in the 1998, **local Private Industry Councils in North Carolina were transformed into local Workforce Development Boards in December of 1995.**

The **Workforce Investment Act of 1998** (WIA; P.L. 105-220) replaced JTPA and continued the trend toward service coordination by establishing the One-Stop system through which state and local WIA training and employment activities were provided and in which certain partner programs were required to be co-located. WIA replaced **PICs with Workforce Investment Boards (WIBs),** which were responsible for the design of services for WIA participants. In addition to these changes, WIA enacted changes that included universal access to services (i.e., available to any individual regardless of age or employment status), a demand driven workforce system responsive to the demands of local area employers (e.g., the requirement that a majority of WIB members must be representatives of business), a work-first approach to workforce development (i.e., placement in employment was the first goal of the services provided under Title I of WIA as embodied in the “sequence of services” provisions), and the establishment of consumer choice for participants who were provided with Individual Training Accounts (ITAs) to choose a type of training and the particular provider from which to receive training. Boards also were required to develop and oversee **Youth Councils** to handle services and issues related to youth.

The Workforce Innovations and Opportunities Act (WIA: P.L. 113-128) enacted in 2014, replaced WIA and changed the name of the WIBs to **Workforce Development Boards** along with significant other changes explained later in this manual.

# What Does Workforce Development Look Like in NC?

## Administrative Structure in North Carolina

The NCWorks Commission was established under General Statute 143B-438.10, within the NC Department of Commerce. The Commission serves as North Carolina's principal policy group for workforce development and has many responsibilities that are outlined in the Workforce Innovation and Opportunity Act and in N.C. General Statue at Section 143B.

The Commission is designated as the state’s Workforce Development Board under the federal [Workforce Innovation and Opportunity Act](http://nccommerce.com/workforce/workforce-professionals/workforce-innovation-and-opportunity-act). Led by a private sector chair, the 33-member Commission includes representatives from the business community, heads of state workforce agencies, educators, and community leaders. All members are appointed by the Governor.

The NCWorks Commission mission is to ensure North Carolina has an innovative, relevant, effective, and efficient workforce development system that develops adaptable, work ready, skilled talent to meet the current and future needs of workers and businesses to achieve and sustain economic prosperity. The Commission’s overall goal is to create a coherent and comprehensive workforce development system from the many workforce programs in six state agencies.

## State NCWorks Commission

The NCWorks Commission recommends policies and strategies that enable the state’s workforce and businesses to compete in the global economy. (Reference PL 113-128, 101. (d), (1-12)

The state Board (NCWorks Commission) is responsible for assisting the governor in the following activities:

* Development and implementation of a Unified State Plan;
* Review of statewide policies, programs, and recommendations that would align workforce programs to support a streamlined workforce development system;
* Development and continuous improvement of statewide workforce activities, including coordination and non-duplication of One-Stop partner programs and strategies to support career pathways;
* Designation of local workforce investment areas and identification of regions;
* Development of formulas for within-state distribution of adult and youth funds;
* Development and updating of state performance accountability measures;
* Identification and dissemination of best practices of workforce development policy;
* Development of strategies to improve technology in facilitating access to and delivery of One-Stop services;
* Preparation of annual reports to DOL on performance measures; and
* Development of the statewide workforce and labor market information system.

## Commission Duties North Carolina General Statute 143B-438.10.

The NCWorks Commission shall:

* Develop strategies to produce a skilled, competitive workforce that meets the needs of the State's changing economy.
* Advise the Governor, the General Assembly, State and local agencies, and the business sector regarding policies and programs to enhance the State's workforce.
* Coordinate and develop strategies for cooperation between academic, governmental, and business sectors.
* Provide ongoing oversight of the NCWorks Career Center system.
* Develop a Unified State Plan for workforce training and development.
* Review and evaluate plans and programs of agencies, boards, and organizations operating workforce development programs.
* Develop and continuously improve performance measures to assess the effectiveness of workforce training and employment programs in the State by providing annual reports on performance, costs, and outcomes.
* Develop performance accountability measures for local workforce development boards.
* Develop fiscal control and fund accounting procedures for local workforce development boards.
* Submit to the Governor and to the General Assembly biennially, a comprehensive Workforce Development Plan to include goals and objectives, assessment of current programs and policies; delivery of training to services and recommendations for policy, program, or funding changes.
* Take the lead role in developing the memorandum of understanding for workforce development programs with the Departments of Commerce, Health and Human Services, and Administration and the Community Colleges System Office.
* Collaborate with the Department of Commerce on the common follow-up information management system.

There are several committees under the direction of the NCWorks Commission that focus on the following functions:

### The Governance and System Alignment Committee

The Governance and System Alignment Committee identifies and supports strategies that foster a more aligned and responsive system that is easy to access and customer-oriented.  This committee promotes collaboration, policy alignment, innovation, and communication among workforce system agencies and partners.  The committee will be reviewing the action items laid out in the WIOA State Unified Plan.  The committee oversees the NCWorks Career Center certification process as well.  This committee seeks to identify opportunities for improvement, as well as gaps in services to customers and then develop recommendations to fill those gaps.

### The Business Engagement Committee

The Business Engagement Committee works to ensure that North Carolina’s workforce system is relevant, valuable, and easy to access by the business community. Current work for this committee includes: 1) conducting a biennial employer needs survey to understand the factors impacting hiring, recruitment, and retention practices and convening the state’s workforce partners to share and discuss key findings; 2) reviewing data to identify regional key industries and encourage regional partnerships to develop career pathways within those industries; 3) developing tools to communicate and promote NCWorks business services to businesses and associations; and 4) conducting research on employability skills, including soft skills, required by specific industries and identifying best practice programs to meet those needs.

### The Performance and Accountability Committee

The Performance and Accountability Committee uses data to drive strategies and ensure accountability. Currently, the committee oversees the following: 1) the NCWorks Commission Local Workforce Development Board (LWDB) Performance Measures; 2) the annual program review which reviews and evaluates the plans and programs of agencies, boards, and organizations operating federally funded or State-funded workforce development programs for effectiveness, duplication, fiscal accountability, and coordination of workforce development programs administered by the Department of Commerce, the Department of Health and Human Services, the Community Colleges System Office, the Department of Administration, and the Department of Public Instruction; and 3) the NCWorks Commission is charged to develop an annual workforce development system report card with universal success metrics.

### The Education and Training Committee

The Education and Training Committee utilizes research on available training programs to help close the skills gap, and identifies and promotes key strategies that affect valued credential attainment and support career advancement. The committee continues to support and endorse NCWorks Certified Career Pathways, and seeks to convene partners for examining gaps in our workforce system and propose strategies to address how best to prepare workers for current and future jobs.  This committee will also be considering best practices of education and training programs in the state to share how and why successful programs are working.

# Who Provides the WIOA Funding and Oversight?

## NC Department of Commerce - Division of Workforce Solutions (DWS)

The Division of Workforce Solutions under the North Carolina Department of Commerce is designated by the governor as the state’s administrative agency and grant recipient for Workforce Innovation and Opportunity Act funds for Title I (WIOA) and Title III (Wagner-Peyser). The Division is responsible for the administration and oversight of a local workforce development system comprised by 23 Local Areas that receive funds from DWS to administer the local service delivery system.

### NC Division of Workforce Solutions (DWS)

While the NCWorks Commission recommends policy and advises the Governor or workforce issues, DWS carries forth the operational aspect of WIOA and sets policies and guidelines for the administration of the various programs, primarily Title I (WIOA) and Title III (Wagner-Peyser).

The Division of Workforce Solutions is divided into several oversight sections. Please see [Attachment I -- Division of Workforce Solutions Organizational Chart](#_Attachment_I_--) and [Attachment II -- Key Division of Workforce Solutions Staff Listing](#_Attachment_II_--) which contains key staff contact information. The staff is located at 313 Chapanoke Road, Suite 120 in Raleigh, NC.

### Regional Operations Directors (RODs)

As the Governor’s and Commerce Secretaries workforce development representatives in the field, the Division of Workforce Solutions Regional Operations Director (ROD) is responsible for collaborating with key workforce partners throughout the economic development prosperity zones. The most important of these partners are local area Workforce Development Board Directors. The ROD provides high quality customer service to partners, businesses, individuals and staff within each Prosperity Zone. The ROD also increases awareness, both to and from the state level, of available workforce development resources, within each Prosperity Zone, through collaboration and ongoing communications. It’s critical that the ROD also collaborate effectively across other prosperity zones to ensure the effective application of resources. As the direct supervisor of DWS employees, the ROD partners with WDB Directors to ensure superb integrated service delivery in the NCWorks Career Centers. As part of the local workforce development teams, the ROD helps establish and accomplish workforce priorities with knowledge, experience and state resources.

Counties assigned to prosperity zones may be identified on the map at the following web site:

[NC Prosperity Zones](https://www.nccommerce.com/about-our-department/north-carolina-prosperity-zones).

# What Does the Law Say We Have to Do? - Overview of the Workforce Innovation and Opportunity Act (WIOA)

**The Workforce Innovation and Opportunity Act** (WIOA; P.L. 113-128), which succeeded the Workforce Investment Act of 1998 (P.L. 105-220) as the primary federal workforce development legislation, was enacted in July 2014 to bring about increased coordination among federal workforce development and related programs. Most of WIOA’s provisions went into effect July 1, 2015. WIOA authorizes appropriations for each of FY2015 through FY2020 to carry out the programs and activities authorized in the legislation. Workforce development programs provide a combination of education and training services to prepare individuals for work and to help them improve their prospects in the labor market. They may include activities such as job search assistance, career counseling, occupational skill training, classroom training, or on-the-job training. The federal government provides workforce development activities through WIOA’s programs and other programs designed to increase the employment and earnings of workers. WIOA includes five titles: Workforce Development Activities (Title I), Adult Education and Literacy (Title II), Amendments to the Wagner-Peyser Act (Title III), Amendments to the Rehabilitation Act of 1973 (Title IV), and General Provisions (Title V). *(Reference: Public Law 113-128, July 22, 2014)* [WIOA Public Law](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/html/PLAW-113publ128.htm)

**Title I**, (Workforce Development Activities) whose programs are primarily administered through the Employment and Training Administration (ETA) of the U.S. Department of Labor (DOL), includes three state formula grant programs, multiple national programs, and Job Corps. **Title II**, (Adult Education and Literacy) whose programs are administered by the U.S. Department of Education (ED), includes a state formula grant program and National Leadership activities. **Title III** (Amendments to the Wagner-Peyser Act) amends the Wagner-Peyser Act of 1933, which authorizes the Employment Service (ES). **Title IV** (Amendments to the Rehabilitation Act of 1973) amends the Rehabilitation Act of 1973, which authorizes vocational rehabilitation services to individuals with disabilities. **Title V** (General Provisions) includes provisions for the administration of WIOA.

The WIOA system provides central points of service via its system of around 3,000 One-Stop centers nationwide, through which state and local WIOA employment and training activities are provided and certain partner programs must be coordinated. This system is supposed to provide employment and training services that are responsive to the demands of local area employers. Administration of the One-Stop system occurs through Workforce Development Boards (WDBs), a majority of whose members must be representatives of business and which are authorized to determine the mix of service provision, eligible providers, and types of training programs, among other decisions. WIOA provides universal access (i.e., an adult age 18 or older does not need to meet any qualifying characteristics) to its career services, including a priority of service for low income adults. WIOA also requires Unified State Plans (USPs) that outline the workforce strategies for the core WIOA program. Finally, WIOA adopts the same six “primary indicators of performance” across most of the programs authorized in the law.

## WIOA Titles

• **Title I**—**Workforce Development Activities**—authorizes job training and related services to unemployed or underemployed individuals and establishes the governance and performance accountability system for WIOA; **Title I** of WIOA, which authorizes programs to provide job search, education, and training activities for individuals seeking to gain or improve their employment prospects, and which establishes the One-Stop delivery system. In addition, Title I of WIOA establishes the governing structure and the performance accountability for all programs authorized under WIOA. The programs and services authorized under Title I are covered in this document, while the programs and services authorized under Titles II and IV are only briefly described in this manual, although Title III, which amends the Wagner-Peyser Act of 1933, is discussed briefly because of the integral role that the Employment Service (ES) plays in the One-Stop system.

• **Title II**—**Adult Education and Literacy**—authorizes education services to assist adults in improving their basic skills, completing secondary education, and transitioning to postsecondary education; **Title II** of WIOA is the Adult Education and Family Literacy Act (AEFLA). AEFLA supports educational services, primarily through grants to states, to help adults become literate in English and develop other basic skills necessary for employment and postsecondary education, and to become full partners in the education of their children.

• **Title III**—**Amendments to the Wagner-Peyser Act**—amends the Wagner-Peyser Act of 1933 to integrate the U.S. Employment Service (ES) into the One-Stop system authorized by WIOA; **Title III** amends the Wagner-Peyser Act of 1933, which authorizes the Employment Service (ES), to make the ES an integral part of the One-Stop system amended by WIOA. Because the ES is a critical part of the One-Stop system, it is discussed briefly even though it is authorized by separate legislation.

• **Title IV**—**Amendments to the Rehabilitation Act of 1973**—authorizes employment-related vocational rehabilitation services to individuals with disabilities, to integrate vocational rehabilitation into the One-Stop system; **Title IV** of WIOA amends the Rehabilitation Act of 1973 and authorizes funding for vocational rehabilitation services for individuals with disabilities. Most programs under the Rehabilitation Act are related to the employment and independent living of individuals with disabilities.

• **Title V**—**General Provisions**—specifies transition provisions from WIA to WIOA.

Workforce development programs provide a combination of education and training services to prepare individuals for work and to help them improve their prospects in the labor market. In the broadest sense, workforce development efforts include secondary and postsecondary education, on-the-job and employer-provided training, and the publicly funded system of job training and employment services. This manual focuses on the workforce development activities that the federal government supports through WIOA, which are designed to increase the employment and earnings of workers. This includes activities such as job search assistance, career counseling, occupational skills training, classroom training, or on-the-job training.

## Characteristics of WIOA Title I Programs

**Title I** of WIOA authorizes several state and national programs to provide employment and training services and continues the One-Stop system as a means of delivering and coordinating workforce development activities. At the outset it is worth highlighting elements of WIOA that collectively are intended to comprise a workforce development system.

* WIOA is designed to be a demand driven workforce development system. This system is supposed to provide employment and training services that are responsive to the demands of local area employers. The demand driven nature of WIOA is manifested in elements such as Workforce Development Boards (WDBs), a majority of whose members must be representatives of business, and in the requirement for local plans to identify existing and emerging in-demand industry sectors and occupations.
* WIOA emphasizes coordination and alignment of workforce development services, through provisions such as a required Unified State Plan for core programs and a common set of performance indicators across most programs authorized by WIOA. In addition, WIOA requires regional planning across local areas.
* WIOA provides local control to officials administering programs under it. Under the state formula grant portion of WIOA, which accounts for nearly 60% of total WIOA Title I funding, the majority of funds are allocated to local WDBs (after initial allotment from ETA to the states) that are authorized to determine the mix, eligible providers, and types of training programs, among other decisions.
* The WIOA system provides central points of service through its system of One Stop centers. The concept of a One-Stop center is to provide a single location for individuals seeking employment and training services, thus making the process of locating and accessing employment services more efficient and seamless. WIOA requires certain programs to be “partners” in the One-Stop center, either by physical colocation or other accessible arrangements. Notably, WIOA requires the colocation of Employment Service offices with One-Stop centers.
* WIOA provides universal access to its career services to any individual regardless of age or employment status, but it also provides priority of service for career and training services to low-income and skills-deficient individuals.
* WIOA emphasizes sector partnerships and career pathways workforce development strategies by requiring local WDBs to lead efforts to develop career pathways strategies and to implement industry/sector partnerships with employers.
* WIOA provides consumer choice to participants. As explained later in this report, participants determined to be eligible for training services are provided with Individual Training Accounts (ITAs), with which they may choose a type of training and the particular provider from which to receive training.
* WIOA implements a performance accountability system based on primary indicators with state-adjusted levels of performance resulting from negotiations between each state and the Secretary of Labor and revised based on a statistical adjustment model. The performance accountability system applies across all titles of WIOA.
* WIOA continues the central role of One-Stop centers that was established in WIA of 1998 to provide access to employment and training services. WIOA continues the requirements of WIA for each state to establish a One-Stop delivery system to provide “career services” and access to “training” services; provide access to programs and activities carried out by One-Stop partners; and provide access to all workforce and labor market information, job search, placement, recruitment, and labor exchange services authorized under the Wagner-Peyser Act.
* WIOA requires the colocation of the Employment Service with One-Stop centers (colocation was optional under WIA). Each local workforce investment area in a state is required to have at least one physical comprehensive One-Stop center in which the aforementioned programs and services are accessible. Services may be collocated or available through a network of affiliated sites or One-Stop partners linked electronically. WIOA requires that certain partner programs provide access to career services in the One-Stop system and allows additional programs to operate in it. The required partner programs are listed below:

## Required Partners in One-Stop Centers under WIOA Program

**Table 1. Required Partners in One-Stop Centers under WIOA**

|  |  |  |
| --- | --- | --- |
| **Program** | **Program Authorization** | **Federal Agency** |
| Youth Workforce Investment Activities | WIOA—Title I, Section 126 | Department of Labor |
| Adult Employment and Training Activities | WIOA—Title I, Section 131 | Department of Labor |
| Dislocated Worker Employment and Training Activities | WIOA—Title I, Section 131 | Department of Labor |
| Job Corps | WIOA—Title I, Subtitle C | Department of Labor |
| Native American Programs | WIOA—Title I, Section 166 | Department of Labor |
| Migrant and Seasonal Farmworker Programs | WIOA—Title I, Section 167 | Department of Labor |
| YouthBuild Program | WIOA—Title I, Section 171 | Department of Labor |
| Employment Service | Wagner-Peyser Act of 1933 | Department of Labor |
| Adult Education and Literacy Activities | WIOA—Title II | Department of Education |
| Vocational Rehabilitation State Grant Programs | Title I of the Rehabilitation Act of 1973, as amended (WIOA Title IV) | Department of Education |
| Senior Community Service Employment Program | Title V of the Older Americans Act of 1965 | Department of Labor |

## WIOA and NCWorks

[NCWorks](http://www.nccommerce.com/ncworks) is the partnership between North Carolina’s workforce and education agencies. Established in 2014, the initiative called for many of the reforms included in the Workforce Innovation and Opportunity Act, including the following:

* The departments of commerce, public instruction, health and human services, and the community college system are building stronger state and local partnerships between themselves and with local employers.
* NCWorks Career Centers have cross-trained staff to be more responsive to the needs of job seekers and businesses.
* The NCWorks Commission approved the criteria for NCWorks Career Pathways, setting the standard for approved pathways in the state.
* Local NCWorks partners met with 1,000 employers to learn how the workforce system can better meet their needs.

As part of the implementation of WIOA, the state’s NCWorks partners will build on their progress in establishing strong partnerships with industry and agencies at the local and state levels.

# The One-Stop Delivery System: Structure and Governance

The initial point of contact for WIOA participants is frequently at a One-Stop center, it is worthwhile to explain the “One-Stop delivery system” established by WIOA before describing the services available at and accessible through the One-Stop centers. *(Reference Section Title I,B Sec.121,* [TEGL No. 16-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8772), *One-Stop Operations Guidance for the American Job Center Network*, [WIOA Final Rule 20 CFR 678.305](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *What is a comprehensive one-stop center and what must be provided there?*

WIOA continues the central role of One-Stop centers that was established in WIA of 1998 to provide access to employment and training services. WIOA continues the requirements of WIA for each state to establish a One-Stop delivery system to:

* provide “career services” and access to “training” services; and
* provide access to all workforce and labor market information, job search, placement, recruitment, and labor exchange services authorized under the Wagner-Peyser Act.

## One-Stop Operators

As the local administrative agent of WIOA programs and activities, local WDBs are authorized to designate or certify, as well as terminate, One-Stop operators. To be eligible to serve as a One-Stop operator, an entity must be designated or certified through a competitive process and must be one of the following (or consortia of these):

* an institute of higher education;
* an Employment Service state agency;
* a nonprofit organization;
* a for-profit entity;
* a government agency; and/or
* other interested entities.

WIOA precludes elementary or secondary schools from eligibility to serve as One-Stop operators, but allows nontraditional public secondary schools and area career and technical education schools to compete for certification.

## Wagner-Peyser Services

In North Carolina the services provided previously by the Employment Service under Wagner-Peyser have been consolidated into the Division of Workforce Solutions. These services are the central component of most states’ One-Stop delivery systems, as these services are universally accessible to job seekers and employers. Reflecting this central role, WIOA requires ES offices to be collocated with One-Stop centers and prohibits stand- alone ES offices. Although the ES is one of 19 required partners in the One-Stop delivery system, its central mission—to facilitate the match between individuals seeking work and employers seeking workers—makes it critical to the functioning of the workforce development system under WIOA.

The two major categories of activities performed by the Division of Workforce Solutions (DWS) under Wagner-Peyser are the administration of State Grants and National Activities. Services provided by the State Grants include:

* labor exchange services (e.g., counseling, job search and placement assistance,
* labor market information);
* program evaluation;
* recruitment and technical services for employers;
* work tests for the state unemployment compensation system; and
* referral of unemployment insurance claimants to other federal workforce development resources.

As noted earlier, WIOA amends the Wagner-Peyser Act to make the Wagner-Peyser funding source a central part of the workforce development system under the One-Stop system by requiring colocation of services. To this end, one of the key functions played by the Wagner-Peyser funds is to deliver many of the “career services” established by WIOA, since Wagner-Peyser Act-funded services are available at all comprehensive One-Stop centers and many affiliated sites. DWS staffs often are the first to assist individuals seeking employment assistance and refer individuals to other programs in the One-Stop system of partners. States provide labor exchange services through three tiers of service delivery:

* ***Self-Service****.* These services, which are typically electronic databases of job openings, are accessed without staff assistance. Not only are these services available to job seekers and employers without ES staff assistance, but typically customers can access these electronic resources away from the local One-Stop center and outside normal business hours (e.g., via the Internet);
* ***Facilitated Self-Help****.* Resources of this type are typically available in local One-Stop offices and include access to self-service tools (e.g., computers, resume writing software, fax machines, photocopiers, and Internet-based tools). The resource-room staff interacts with the customers to facilitate usage of the resources.
* ***Staff-Assisted Service****.* These services are provided to customers both one-on-one and in groups. One-on-one services for *job seekers* often include assessment, career counseling, development of an individual service plan, and intensive job search assistance. One-on-one services for *employers* may include taking a job order or offering advice on how to increase job seeker interest in a job opening.

Various group services for *job seekers* include orientation, job clubs, and workshops on such topics as resume preparation, job search strategies, and interviewing. Group services for *employers* may include workshops on such topics as state UI laws or use of labor market information. Other staff-assisted services that benefit both job seekers and employers include screening and referring job seekers to job openings. Staff-assisted services must be provided in at least one physical location in each workforce investment area.

## Colocation with Wagner-Peyser

Each local workforce investment area in a state is required to have at least one physical comprehensive One-Stop center in which the aforementioned programs and services are accessible. Services may be collocated or available through a network of affiliated sites or One-Stop partners linked electronically. In addition to the required partner programs listed in **Table 1**, WIOA specifies that One-Stop centers may incorporate other partner programs, including

* employment and training programs administered by the Social Security Administration (e.g., Ticket to Work);
* employment and training programs carried out by the Small Business Administration;
* any employment and training activities required of recipients under the Supplemental Nutrition Assistance Program (SNAP, formerly known as the Food Stamp program) and work programs for those recipients who are able-bodied adults without dependents;
* the Client Assistance Program authorized under section 112 of the Rehabilitation Act of 1973;
* programs authorized under the National and Community Service Act of 1990 (e.g., AmeriCorps); and

# Adult and Dislocated Worker Employment and Training Activities Overview and Purpose

The adult and dislocated worker programs both provide employment and training services to individuals ages 18 and older. The programs are funded through formula grants allotted to states, which in turn allocate the majority of those funds to local entities. These two programs are discussed together because the services provided are the same. However, the two programs have different eligibility criteria and different allotment formulas. Any individual age 18 or older is eligible for services funded by the Adult Activities program. An individual is generally eligible for services under the provisions for dislocated workers in WIOA if the person:

* has been terminated or laid off, or has been notified of a termination or layoff;
* is sufficiently attached to the workforce, demonstrated either through eligibility for/exhaustion of unemployment compensation or through other means; and
* is unlikely to return to the previous industry or occupation.

There is some breadth in the definition of a “dislocated worker” under WIOA. For instance, eligibility is afforded in cases of anticipated facility closings and for self-employed workers. However, the core eligibility requirement is displacement due to termination or facility closing. There is no eligibility requirement under WIOA related to the cause of the dislocation. From the perspective of the individual, however, the classification of “adult” or “dislocated” will not make a difference in the services received under WIOA.

## Service Provision

The program for adult and dislocated worker participants in WIOA is structured around two main levels of services: career services and training. On an operational level, career services are categorized as “basic” and “individualized.” Basic services include services such as labor market information and job postings, while individualized services include services such as skills assessment and case management (a detailed list of career services is in **Table 2**).

References: [WIOA Final Rule 20 CFR 680.200](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf) *What are training services for adults and dislocated workers? and* [WIOA Public Law, Section 134(d)](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)

**Table 2.** Services Provided to Adult and Dislocated Workers under Title I of WIOA

|  |  |  |
| --- | --- | --- |
| **Career Services** | **Training Services** | |
| Eligibility Determinations | Occupational Skills (e.g., classroom training) | |
| Outreach, Intake, Orientation, and Referrals | On-the-Job Training | |
| Assessment of Skills and Needs | Incumbent Worker Training | |
| Labor Exchange Services, including Job Search Assistance and Information on In-Demand Occupations | Combined Workplace Training with Related Instruction | |
| Workforce and Labor Market Information | Skill Upgrading and Retraining | |
| Performance and Cost Information for Eligible Training and Education Providers | Entrepreneurial Training | |
| Performance Measurement Data for Local Area | Transitional Jobs | |
| Information on and Referral To Supportive Services | Job Readiness Training | |
| Information on Filing for Unemployment Compensation | Adult Education and Literacy Combined with Training | |
| Assistance in Establishing Eligibility for Financial Aid for non-WIOA Training and Education Programs | Customized Training in Conjunction with an Employer | |
| Services to Obtain or Retain Employment (see note) | |
| Follow-Up Services for at least One Year to Participants Who are Placed in Unsubsidized Employment | |

In WIOA service at one level is not a prerequisite for service at the next level. The workforce development system designed by WIOA is premised on universal access, such that an adult age 18 or older does not need to meet any qualifying characteristics in order to receive career services. While basic career services are available to all adults, individualized career services are to be provided as appropriate to help individuals obtain and retain employment. To be eligible to receive training, an individual, rather than being required to receive career services first, must:

* be unlikely or unable to obtain or retain employment that leads to economic self-sufficiency;
* be in need of training services to obtain or retain employment that leads to
* economic self-sufficiency;
* have the “skills and qualifications” to participate successfully in training;
* select a training service linked to an occupation in the local area (or be willing to
* relocate to another area where the occupation is in demand); and
* be unable to obtain other grant assistance (e.g., Pell grants) for the training services.

Section 134(c)(3)(E) of WIOA stipulates that for funds allocated to a local area for adult employment and training activities, priority is to be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient for career and training services. It is left to the discretion of the local WDB, in consultation with the state’s governor, to determine this prioritization.

# Youth Activities Overview and Purpose

In addition to the formula grants for Adult and Dislocated Worker Employment and Training Activities, WIOA authorizes a formula grant program for Youth Workforce Investment Activities *(although individuals ages 18 or older are also eligible for services provided through the Adult Employment and Training Activities program)*. WIOA, unlike its predecessor WIA, does not specify general purposes for the Youth Activities program; however, WIOA retains many of the same program elements that were in WIA, such as providing assistance to youth in achieving successful academic and employment outcomes. Eligibility and Structure Eligibility for the Youth Activities program is different depending on whether the individual is an “out-of-school” youth or an “in-school” youth.

## Youth Services

WIOA youth funding is allocated to local areas to design and carry out programs that:

* provide an objective assessment of the educational, skill, and service needs of program participants;
* develop service strategies for each participant;
* provide activities leading to attainment of a secondary school diploma or recognized postsecondary credential, preparation for postsecondary education or training, preparation for unsubsidized employment, and effective connections to employers; and
* implement a pay-for-performance contract strategy.

## Out-of-School Youth

An eligible out-of-school youth is not attending any school, is between the ages of 16 and 24, and is one or more of the following:

* a school dropout;
* a student who has not attended school for the most recent quarter;
* a recipient of a secondary school diploma who is low-income but is basic skills deficient or an English language learner;
* involved with the juvenile or adult justice system; homeless or in an out-of-home placement;
* pregnant or parenting;
* disabled; or
* a low-income individual requiring additional assistance to complete an educational program or to secure and hold employment.

## In-School Youth

An eligible in-school youth is attending school, is between the ages of 14 and 21, is low-income, and is one or more of the following:

* basic skills deficient;
* an English language learner;
* an offender;
* homeless or in an out-of-home placement;
* pregnant or parenting;
* disabled; or
* an individual requiring additional assistance to complete an educational program or to secure and hold employment.

WIOA changes the priority of service established under WIA from in-school to out-of-school youth by requiring that at least 75% of all Youth Activities formula grant funds must be used for activities for out-of-school youth (compared to 30% under WIA).

Generally, local WDBs competitively award funds to local organizations and other entities to provide employment and job training services to youth. In order to support the attainment of education and career readiness for youth, local programs must provide the following 14 activities or “elements” to youth:

* tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies leading to completion of secondary school;
* alternative secondary school services, as appropriate;
* paid and unpaid work experiences that have an academic and occupational education component, including summer employment opportunities and pre-apprenticeship programs;
* occupational skill training, as appropriate;
* education offered with training for a specific occupation or cluster;
* leadership development opportunities;
* supportive services;
* adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
* follow-up services for not less than 12 months after the completion of participation, as appropriate;
* comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
* financial literacy education;
* entrepreneurial skills training;
* labor market and employment information; and
* activities to prepare youth to transition to postsecondary education and training.

Although local WDBs must make all 14 program elements available to youth, each individual youth does not need to participate in all elements. However, local areas must spend at least 20% of the allocated funds to provide both in-school and out-of-school youth with paid and unpaid work experiences that have an academic and occupational education component.

DWS also maintains the Dislocated Worker Unit that provides rapid response services to address statewide layoffs and closures as required by WIOA.

### Rapid Response

The purpose of Rapid Response is to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for and responding to layoffs and dislocations and preventing or minimizing their impacts on workers, businesses and communities. Rapid Response is a primary gateway to the workforce system for both dislocated workers and employers and is a component of a demand-driven system.

Successful Rapid Response programs are flexible, agile and focused on promptly delivering comprehensive solutions to businesses and workers in transition. Rapid Response, when operated successfully, delivers on the promises that the workforce system makes to businesses, workers and communities—to provide economically valuable solutions to businesses and critically important services to workers at the time when they are most needed.

To ensure high quality and maximum effectiveness, successful Rapid Response strategies must include at least the following:

* Convening, Facilitating and Brokering Connections, Networks and Partners
  + Effective Rapid Response networks develop and maintain a comprehensive  
    set of partnerships
  + Effective Rapid Response and layoff aversion occur where strong, diverse partnerships exist with:
    - Economic Development
    - Education Providers
    - Business Associations
    - Other State and Local Governmental Organizations
* Strategic Planning, Data Gathering and Analysis Designed to Prepare for, Anticipate and Manage Economic Transition
  + Effective Rapid Response networks have access to real-time information on layoffs and growth, as well as information on available skilled workers for growing companies
  + Effective Rapid Response networks develop early warning networks and systems to understand economic transition trends within industries, communities, or at specific employers, and plan strategies for intervention when necessary and appropriate
  + Strategic planning and data gathering and analysis are not only a function of Rapid Response, but of the local area’s larger demand-driven system
* Informational and Direct Reemployment Services for Workers
  + Local areas should provide the widest array of services possible based on the needs of the workers and the employer
  + Provision of information and access to unemployment compensation benefits and programs, comprehensive One-Stop services, and employment and training activities (including information on the Trade Adjustment Assistance Program, Pell Grants, the GI Bill and other Resources) should be present in strategies
* Solutions for Businesses in Transition; Growth and Decline
  + Rapid Response is a business service that builds and maintains relationships with employers across the business cycle
  + Rapid Response is more than a single, on-site visit in response to a Worker Adjustment Retraining Notification (WARN) Act notice

#### Rapid Response in a Demand-Driven System

The planning and information gathering necessary for effective Rapid Response also establishes an awareness of and familiarity with the talent needs of a region, and allows the workforce system the ability to strategically meet the needs of both hiring employers, and those facing layoffs. Providing an environment to engage industry leadership on a broad range of workforce issues facilitates the identification of necessary resources. Convening employers, and when appropriate, partners and other resources, allows comprehensive dialogue between employers and training institutions, resulting in collaborative problem-solving; creating unique approaches to career pathways; addressing curriculum strategies and ultimately enhancing competitiveness and reducing the potential for future layoffs.

In a demand-driven system, employer engagement results in:

* Employers identifying industry demand and vacancies
* Employers providing direct input into the design of educational program offerings that directly respond to industry identified demand and curriculum addresses occupational skill requirements (work-based learning)
* State and local services and programs align with industry’s need for workers and skills
* The State’s eligible training provider list through NCWorks.gov, includes programs representing high-demand occupations based on input from employers

The overarching objective is to adapt the workforce system to help ensure the production of workers with skills and competencies that align better with industry, and thus increase employment and retention. Pre-existing relationships can build the trust needed to share information and to create a dialogue with employers to encourage them to seek assistance before it is too late. Economic and market intelligence gathering is more robust if there are positive working relationships with business and industry groups that are developed outside of specific dislocations. Employers should be comfortable approaching the workforce system when they are looking for   
new workers, seeking assistance to avert a layoff, and helping their workers transition to a new job in the event they must end their local operation. Therefore, it is critical to develop a long-term strategy to engage employers and develop a relationship with them both to earn their trust and to ensure that they understand the full range of business solutions offered through the local workforce system, including but not limited to, Rapid Response.

Through extensive labor market research, Commerce’s Labor and Economic Data Analysis has initially identified priority clusters including aerospace and defense, energy, healthcare, information technology, advanced manufacturing, transportation, hospitality, business and financial services and is driving workforce development efforts toward meeting the skill needs within these clusters. This approach is in partnership with employers, the NCWorks Career Center System, the Economic Development Partnership of North Carolina, and local economic development entities, education and training providers, and statewide trade associations. A key activity is convening groups of employers to identify and develop solutions to address workforce needs along the entire business cycle continuum.

# Memorandum of Understanding and Infrastructure Funding

The local WDB is required to enter into a Memorandum of Understanding (MOU) with all One-Stop partners that describes the operation of the One-Stop delivery system in the local area. Specifically, the MOU must enumerate the services to be provided, specify the division of operating costs among partners, describe methods of referral of individuals to partner programs, describe the methods to ensure accessibility to services, and indicate the duration of the memorandum and the procedures to amend the memorandum. A key component of the MOU is the system for funding infrastructure costs of One-Stop centers. Unlike its predecessor, WIA, WIOA provides greater detail on funding One-Stop infrastructure costs, which include non-personnel costs such as rent and utilities. Specifically, WIOA provides for a “local” method and a “state” method.

* The Local Funding Mechanism (LFM) for infrastructure funding occurs through the inclusion of an agreement in the MOU between the chief elected local officials, the local WDB, and the One-Stop partners on the relative share of infrastructure cost coverage by each party.
* In the absence of consensus on a local method of funding, the State Funding Mechanism (SFM) is used for each program year in which a local agreement does not exist. The state mechanism directs each required One-Stop partner program to contribute a portion of its funding, up to a statutory cap set in WIOA, to the governor. The state WDB then develops an allocation formula that the governor uses to disburse infrastructure funding to local areas.
* In North Carolina, Local Workforce Development Boards and required partners have established a Local Funding Mechanism that uses the State Funding Mechanism percentages as a guideline for infrastructure sharing. See [Attachment IV -- Infrastructure Agreement Template](#_Attachment_IV_--) for a view of the Infrastructure Agreement that all Boards use in North Carolina.

Reference [TEGL 17-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=4968) Infrastructure Funding of the One-Stop Delivery System. This Training and Employment Guidance Letter (TEGL) provides guidance on the operating costs of the one-stop delivery system, which are comprised of infrastructure costs and additional costs (i.e., career services, shared operating costs, and shared services) in accordance with the requirements set forth in the Workforce Innovation and Opportunity Act (WIOA) and its implementing regulations.

# Funding

Title I (Workforce Development Activities), and Title III (Amendments to Wagner-Peyser Act) of WIOA authorizes programs and activities that support job training and related services to unemployed and underemployed individuals. Title I and Title III programs are administered by the U.S. Department of Labor (DOL), primarily through its Employment and Training Administration (ETA).

Each US DOL office is managed by a Regional Administrator and a staff that services multiple USDOL programs. The national USDOL office is in Washington, D. C. and is supported by five regional offices that service states in each region. Their main contact is with the state workforce development administrators, but representatives do make periodic visits to Local Areas as arranged by the state administrators with the local director.

North Carolina is part of the eight-state southeast region, designated by USDOL as Region 3. That office is located in Atlanta, Georgia and, in addition to North Carolina; it serves Alabama, Florida, Georgia, Kentucky, Mississippi, South Carolina, and Tennessee.

The national office in Washington takes the annual WIOA appropriation for the adult, youth, and dislocated worker funding streams, as approved by Congress each year, and allots funds to the states, territories, and islands in accordance with distribution formulas established in the WIA legislation. States, in turn, take their yearly allotments and allocate funds to Local Areas based on formulas established in the WIOA legislation for in-state distribution of funds. The formulas for each funding stream are different. Generally, the adult and youth funds are based on unemployment and numbers of disadvantaged individuals in each Local Area, in relation to all Local Areas. The dislocated worker formula is more complex than the other two and includes information on insured unemployment, unemployment concentrations, plant closings and mass layoffs, declining industries, and long-term unemployment. The Division of Workforce Solutions releases Local Area allocation information yearly as part of the Planning Instructions to Local Areas for developing new or modifying existing Local Plans.

Formal and legal intent to provide grant funding to Local Areas from funds held by the Division of Workforce Solutions (DWS) is conveyed by a DWS document generated by Workforce Information Systems Enterprise (WISE) that is called the Notice of Fund Availability, or “NFA”. Once DWS has issued allocation numbers for specific funding, those allocations are followed by NFAs emailed to Local Areas formalizing funding. This document contains funding sources, identified by fund number, that are active as of the date on the NFA. Reference the chart on the next page for an explanation of active fund numbers related to Local Areas.

In general, funds are available to a Local Area for two years, but the period of availability can be shorter, depending on when the money is made available. DWS provides written notification of expiration dates. Allocations are transmitted to Local Areas through a system of numbered Policy Statements. These statements transmit financial and program policy to Local Areas as appropriate. **Funds may be transferred between Adult and Dislocated Workers programs up to 100%.**

Local Area finance personnel draw down cash from DWS based on short-term cash needs so as to minimize excess cash on hand. Cash requests are made to DWS electronically by authorized Local Area personnel who have been given appropriate identification information and passwords that allow them to access the cash request in WISE. Requests must be made by Monday midnight in order for funds to be received the same week, and funds are then made available by deposit to the Local Area Administrative/Fiscal Entity’s account on Friday. Access to the cash request screen is gained by making initial contact with DWS’s finance officer and following the instructions received.

## National Emergency Grants (NEGs)

National Emergency Grants (NEGs) authorized under WIOA are made by USDOL-ETA to states and Local Areas that apply for them, in accordance with requirements established by USDOL. Such grants may be made in response to major economic dislocations, such as plant closures and mass layoffs, or closures and realignments of military installations. They may also be made in response to national disasters, such as hurricanes, earthquakes, and floods. North Carolina has received numerous NEGs to address needs created by hurricanes, floods, plant closures and mass layoffs. The largest single NEG award received by the state was for the mass layoff situation created by the closure of textile giant Pillowtex in 2003 and the more recent Hurricane Matthew with availability of $14.9 million.

## Contingency Grants

Workforce Development Boards may apply for assistance for WIOA Dislocated Worker Contingency Funds as described in [Policy Statement 06-2016 Change 1](https://www.nccommerce.com/LinkClick.aspx?fileticket=vdeVcjvpiWg%3d&tabid=3697&mid=8957). The request must certify that Local Area funds are committed and that the Dislocated Worker Contingency Funds will address critical short-term needs. The following conditions will apply:

* The Local Area must have committed all local WIOA Dislocated Worker funds available.
* The Local Area must note that it has exhausted other possibilities for addressing the shortfall in Dislocated Worker Funds, including transferring funds to the Dislocated Worker Program and using other available resources.
* The Local Area must note coordination with Trade Adjustment Assistance program services.
* The Local Area must document the amount of additional funds and reason(s) needed.  Requests may not exceed $200,000.
* The Local Area must include the number of new Dislocated Worker enrollments planned.
* The Local Area must consider the need for training and support for customers. No more than 25 percent of funds shall be used for staff and staff-related costs. If staff costs are to exceed 25 percent, a short justification must be provided.
* Dislocated Worker Contingency Funds do not include Administrative funds and must be expended in the program year they are awarded.

## Program Enhancement Grants

The Division of Workforce Solutions issued the grant opportunity described in [Policy Statement16-2017](https://www.nccommerce.com/LinkClick.aspx?fileticket=EQpfTkSWT90%3d&tabid=3697&mid=8957) to assist Workforce Development Boards in supporting system design improvements and service delivery program initiatives that endeavor to address the workforce needs of businesses, to expand education and training opportunities for citizens, and assist disadvantaged, unemployed, and under-employed adults and youth make connections to employment in growth sectors of the economy. The Program Enhancement Grant presents an opportunity for local Workforce Development Boards to apply for funding, build capacity, create systemic change within their workforce system, and improve career development access and workforce services to individuals and businesses.

## Local Area Active Fund Table

|  |  |  |
| --- | --- | --- |
| **NOO** | **FUND** | **FUND DESCRIPTION** |
| **WIOA Title I Fund Codes** |  |  |
|  | **4010** | **Administration** |
|  | **4020** | **WIOA Adult** |
|  | **4030** | **WIOA Dislocated Worker** |
|  | **4031** | **WIOA Rapid Response** |
|  | **4040** | **WIOA Youth** |
|  | **4050** | **WIOA Statewide Activities** |
|  |  |  |
| **Career Pathways** | **3110** | **Administration** |
|  | **3111** | **Administration (DWS)** |
|  | **3130** | **Program** |
|  | **3131** | **Program Staff** |

# Policy Issuances and Guidance

Periodically the Division of Workforce Solutions will issue Policy statements that guide the work of local Workforce Boards and Directors. Policy Statements are used to transmit policy and operational guidance. Policy Statements are indexed and available on the Division’s website. Policy Statements are issued through the Assistant Secretary by calendar year with consecutive numbers assigned and posted by Planning and Policy Development. Policy statements may be found at the North Carolina Department of Commerce’s web site at

[www.nccommerce.com](http://www.nccommerce.com) at the link below: <http://www.nccommerce.com/workforce/workforce-professionals/policy-statements>

Additionally the US Department of Labor will issue policy guidance in the form of a Technical Assistance Guidance Letter (TEGL) and Training and Employment Notices (TEIN). Both TEGL’s and TEIN’s may be found at the web site listed here: <https://wdr.doleta.gov/directives/>

# Performance Accountability

Title 1, Chapter 4, Section 116 of the Workforce Innovation and Opportunity Act (WIOA) establishes a comprehensive performance accountability system. The system is designed to assess the effectiveness of states and Local Areas in achieving continuous improvement in workforce investment activities funded by WIOA for the purpose of optimizing the return on investment of federal funds.

This system of performance measurements calls for each state and the U. S. Department of Labor to negotiate multi-year performance goals related to participant outcomes of WIOA services, and for each state in turn to negotiate performance goals with each Local Area within the state. The performance accountability system in WIOA consists of two main components—indicators of performance and levels of performance. Performance indicators are the objective variables on which states and localities must report and are specified in statute, while performance levels are the numerical score for indicators and are negotiated between states, localities, and the Departments of Labor and Education.

Participant information from the statewide Management Information System, called ncworks.gov, is extracted in accordance with rigorous guidelines established by USDOL, and the performance of each Local Area is calculated against the negotiated goal for each performance area. The performance of the state is calculated as an aggregate of the data used to calculate the performance of individual Local Areas. In all, there are 12 areas of performance measured through the calculations.

The 12 indicators of performance are as follows.

|  |  |  |
| --- | --- | --- |
| **ADULT** | **DISLOCATED WORKER** | **YOUTH** |
| Employment Rate 2nd Quarter After Exit | Employment Rate 2nd Quarter After Exit | Employment Rate 2nd Quarter After Exit |
| Employment Rate 4th Quarter After Exit | Employment Rate 4th Quarter After Exit | Employment Rate 4th Quarter After Exit |
| Median Earnings 2nd Quarter After Exit | Median Earnings 2nd Quarter After Exit | Median Earnings 2nd Quarter After Exit |
| Credential Attainment within 4 Quarters After Exit | Credential Attainment within 4 Quarters After Exit | Credential Attainment within 4 Quarters After Exit |

Performance calculations are completed by the Division of Workforce Solutions and are usually released to Local Areas in September. Policy Statement: Requirement for Local Workforce Development Board to Meet or Exceed All Federal Performance Measures, is established through the [Local Area Issuance system](https://www.nccommerce.com/wf/workforce-professionals/policy-statements/u8957q/706572666f726d616e6365) and changes periodically.

# Annual Report

The Division of Workforce Solutions prepares an annual report of the activities within the state and publishes the report to the following web site: <http://www.nccommerce.com/workforce/workforce-professionals/plans-policies-reports-initiatives>. The report typically outlines the work of the NCWorks Commission, various demonstration projects, any special funding projects, performance of local workforce boards, charts and data about Youth, Adult and Dislocated Workers programs, customer satisfaction survey results, and job seeker and business success stories.

# Career Pathways

A career pathway is the start-to-finish journey for someone that leads to a good job at a good salary. All of the education, training opportunities, and credentials needed for that great job make up the career pathway. In North Carolina, workforce and education agencies are teaming up with industry to develop NCWorks Certified Career Pathways to educate people on the skills and credentials they need to get those jobs. Workforce Boards are required to have at least 2 Certified Career Pathways (CCP).

Certified Career Pathways are integrated, seamless systems of education and workforce development programs, initiatives and resources and focus on matching worker preparation to employer need in high-demand occupations. CCP are created by regional and local teams that consist of engaged employers, workforce development boards, high schools and community colleges. The most successful Certified Career Pathways also include universities, local community leaders and chambers of commerce as team members.

Certified Career Pathways have the endorsement of NC’s lead workforce agency, making them eligible for targeted grant funds. Certification indicates that career pathways meet eight best-practice criteria, ensuring sustainability of the pathway. Also, certification ensures enrollees of the best education, training and work-based learning opportunities as they pursue careers in high-demand occupations. CCP are demand driven, employer led, collaborative, career aware, coordinated, work based, flexible and evaluable. Teams apply to the NCWorks Commission for certification. The application requires a narrative detailing the development of the pathway and evidence of meeting each of the eight criteria. Teams must identify all of their members and each member’s role in the development of the pathway. Certification review is completed by a statewide interagency team of workforce professionals that makes recommendation to the NCWorks Commission. High school students may enter Certified Career Pathways through career and technical education programs at their school. Adult workers may enter pathways through NCWorks Career Centers or local community colleges. Employers may recommend current employees enroll in a Certified Career Pathways to gain additional skills. Certified Career Pathways are required to be flexible and allow multiple entry and exit points. An individual could be on a Certified Career Pathways a few weeks, earning a work-ready credential or several years, earning a postsecondary degree in a high-demand field. Career pathways meet federal Workforce Innovation and Opportunity Act (WIOA) requirements for workforce training. Statewide certification further establishes NC as a leader in workforce development

To create a workforce system responsive to the economy’s needs, the NCWorks Commission approved the criteria for NCWorks Certified Career Pathways in May 2015. These criteria, and a Q&A about career pathways, may be found at: [NC Career Pathways](Workforce%20Board%20Directors%20Manual_%2011.30.docx) and [Career Pathways Criteria](http://nccommerce.com/Portals/11/Documents/NCWorks%20Commission/Final%20NCWorks%20Career%20Pathways%20Criteria.pdf)

# What Do All These Acronyms and Terms Mean? - Glossary of Terms and Definitions

| **Term** | | **Definition** |
| --- | --- | --- |
| **Adult** | | An individual who is age 18 or older. |
| **Adult Education** | | Academic instruction and education services below the postsecondary level that increase an individual’s ability to -   1. 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; 2. transition to postsecondary education and training; and 3. obtain employment. (WIOA Sec. 203(1)) |
| **Adult Education and Literacy Activities** | | Programs, activities, and services that include: adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. (WIOA Sec. 203(2)) |
| **Adult Mentoring** | | One-to-one formal, supportive relationship between an adult and a youth that is based on trust. One of the fourteen program elements/services under WIOA. |
| **Age of Compulsory School Age** | | A child who is between 6 and 18 years of age |
| **Allocation** | | The funds distribution for adult, dislocated worker, and youth employment and training activities to local workforce investment areas. |
| **American Job Center** | | A One-Stop Center that makes a wide range of the system’s services available at a single site. In North Carolina, the center is called an NCWorks Career Center. |
| **Americans with Disabilities Act (ADA) of 1990** | | A federal law providing for comprehensive civil rights protection to individuals with disabilities in areas of employment, public accommodations, state and local government services, and telecommunications. |
| **Apprenticeship** | | A program approved and recorded by the Employment & Training Administration/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency State Apprenticeship Council. Approval is by certified registration or another appropriate written credential. |
| **Appropriateness** | | The possession of qualities that are right, needed, or suitable for career and/or training services. |
| **Assessment** | | An analysis of the strengths and weaknesses of an individual’s educational level, work history or vocational skills, and/or identification of employment barriers. |
| **Assistive Technology** | | Assistive technology is any item, piece of equipment, or system commonly used to increase, maintain, or improve functional capabilities of people with disabilities. |
| **At-Risk Youth** | | Youth who are unlikely to complete elementary and secondary school successfully or are unlikely to acquire skills necessary for higher education and/or employment without intervention as determined by school district records, policies, or personnel. |
| **Attachment to Workforce** | | An individual who, at the time of application for WIOA services, worked at the same company or same occupation for 15 out of the last 26 weeks. |
| **Attending school** | | An individual who is enrolled in secondary or postsecondary school. |
| **Authorized Representative** | | An individual authorized to sign on behalf of a board, recipient, sub- grantee, or sub-recipient. Such person should be designated by legal authority through a binding legal document. |
| **Barriers to Employment** | | A documented obstruction that has served to limit, hinder, or prohibit that person’s opportunities for participation in the labor force. |
| **Basic Career Services** | | Services available in a center that generally involve less staff time and involvement. Many of these services are available to the universal customer, and therefore, do not require registration in WIOA. Other basic career services require staff assistance from center staff, and receipt of these services triggers an individual to become a WIOA participant. |
| **Basic Skills Deficient** | | A youth who has English reading, writing, or computing skills at or below the 8th grade on a generally accepted standardized test or who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. |
| **Basic Skills Training** | | Instruction normally conducted in an institutional setting and designed to upgrade basic skills and prepare the individual for further training and future employment. |
| **Below Grade Level** | | Educational attainment that is one or more grade levels below that which is appropriate to the age of the individual and derived from a generally accepted standardized test or comparable score on a  Criterion-referenced test. |
| **Bright-line test** | | An objective rule that resolves a legal issue in a straightforward, predictable manner. |
| **Business Relocation** | | When a business has moved from one US Labor marker to another and caused dislocation at the original location. |
| **Business Services** | | Activities that assist employers with their employment needs. Services may include; customized training, pre-hire service, screening and referring of qualified applicants, and labor market information. |
| **Career Counseling** | | Facilitated exploration of occupational and industry information that will lead to a first, new, or better job for the job seeker. |
| **Career Pathway** | | A combination of rigorous and high quality education, training, and other services that:   * Align with the skill needs of industries in the economy of the State or regional economy involved; * Prepare an individual to be successful in any of the full range of secondary and postsecondary education options, including apprenticeships; * Include counseling to support an individual in achieving the individual’s education and career goals; * Include as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; organizes   education, training, and other services to meet the particular needs of an individual in a manner that accelerates the education and career advancement of the individual to the extent practicable;   * Enable an individual to attain a secondary school diploma or its recognized equivalent, and a least one recognized postsecondary credential; and * Help an individual enter or advance within a specific occupation or occupational cluster. |
| **Career Planning** | | The provision of client-centered approach in the delivery of services designed to:   * Prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, where feasible, computer-based technologies; and * Provide job, education, and career counselling, as appropriate during program participation and after job placement. |
| **Caregiver** | | With respect to an eligible veteran, an individual who provides personal care services to the veteran. (WIOAPL 15-20) |
| **Carry Over** | | The amount of funds or people moved from one year to the next year. |
| **Case Management** | | A client-centered approach in the delivery of services designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary services, including computer based technologies, to provide job and career counseling during program participation and after job placement. |
| **Certificate** | | A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. |
| **Charter School** | | Public, nonprofit, nonsectarian, tuition free schools operating independently of a school district, but under contract with a Sponsor who has been approved by the Ohio Department of Education. |
| **Chief Elected Official (CEO)** | | The chief elected executive officer(s) of a unit of general local government in a local area and in the case of a local area that includes more than one unit of general local government, the individual(s) designated under an inter-governmental agreement. |
| **Chronic Truant** | | Any child of compulsory school age who is absent without legitimate excuse from the public school the child is supposed to attend for 7 or more consecutive school days, 10 or more school days in one month, or 15 or more school days in a school year. |
| **Citizenship** | | Designation of an applicant as a citizen of the United States or a lawfully admitted permanent resident alien, lawfully admitted refugee, or parolee, and other individuals authorized by the Attorney General to work in the United States. |
| **Close Family Member** | | Parents, step-parent(s), spouse, domestic partner, children, stepchildren, foster children, siblings, grandchildren, grandparents, and any immediate relatives by blood or marriage (i.e. in-laws, cousins,  nieces, nephews, aunts, and uncles). |
| **Close Relationship** | | The applicant’s prior and/or present social interactions and/or business dealings with stakeholders of the workforce development system which give a reasonable observer cause to believe that the applicant’s access to WIOA program services would be based upon this relationship, as opposed to demonstrated need. |
| **Cognizant Federal Agency** | | The federal agency that is assigned audit or indirect cost rate approval responsibility for a particular recipient organization by the Office of Management and Budget (OMB). Circulars A-87 and A-110. |
| **Community Services Block Grant Employment Programs** | | The Community Services Block Grants are awarded to States to alleviate the causes of poverty in communities within the State. These grants can include employment and training programs. |
| **Community- Based Organization** | | A private nonprofit organization that is representative of a community or a significant segment of a community which has demonstrated expertise and effectiveness in the field of workforce development per section 3(10) of WIOA. |
| **Comprehensive Assessment** | | The Comprehensive Assessment is the process for determining the education, skill levels, and the job readiness of participants; the identification of barriers to self-sufficiency; the identification of a participant’s strengths; and the identification of the services necessary to overcome identified barriers. The Comprehensive Assessment includes a review of occupational skills, prior work experience, interests, aptitudes, supportive service needs and developmental needs. |
| **Comprehensive Guidance and Counseling** | | A process of helping youth make and implement informed education, occupation, and life choices. It includes career and academic counseling, drug and alcohol counseling, mental health counseling, and referral to partner programs for such services |
| **Concurrent Enrollment or Co-enrollment** | | When an individual is enrolled in different activities under different funding sources. |
| **Conflict of Interest** | | A situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity or have the appearance of doing so |
| **Continuing Education Courses or Workshops** | | Courses or workshops which are considered intensive services if they are required for retaining or maintaining certification. An example would include courses required for a real estate agent or Certified Public Accountant (CPA) to retain their license. Registered Nurse (RN) or Licensed Practical Nurse (LPN) refresher courses are considered training when a lapse in time has caused decertification. |
| **Continuous Improvement Plan (CIP)** | | A plan that outlines corrective action within a local workforce investment area to ensure full compliance with federal and state law and WIOA regulations. This plan must be submitted by a local area when auditing or monitoring reveals compliance issues. |
| **County of Residence** | | The county where the individual resides. |
| **Covered Individual** | | An eligible in-school youth, or an eligible out-of-school youth who is low income and meets one of the following criteria:   1. Has a secondary school diploma or its recognized equivalent and is basic skills deficient or an English language learner; or 2. Requires additional assistance to enter or complete an educational program or to secure or hold employment. |
| **Covered Person** | | A veteran or his/her eligible spouse. |
| **Credential** | | A nationally recognized degree or certificate which is State and locally recognized and indicates possession of some training, knowledge, or skill. |
| **Customer** | | A customer is any person, employed or unemployed, seeking assistance to find employment or training. A customer also refers to employers who need qualified workers for their company or training for their workers already employed. |
| **Customer Profile** | | The interaction between the local WIOA office and the customer which must be recorded and traced to a unique customer. The information taken by the WIOA office to establish a customer profile includes SSN, ID, Last Name and/or First Name and tells the system to verify that the customer profile does not already exist in the data base. |
| **Customized Training** | | Training that is designed to meet the specific requirements of an employer (including a group of employers), that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and for which the employer pays:   * A significant portion of the cost of training, as estimated by the local board involved taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees, relation of the training to the competitiveness of the participant, and other employer-provided training and advancement opportunities. |
| **Date of Actual Qualifying Dislocation** | | An individual’s last day of employment at the separating employer. |
| **Department of Labor (DOL)** | | U.S. federal agency responsible for standards in occupational safety, wages and number of hours worked, unemployment insurance benefits, re-employment services, and economic statistics. (WIOA Titles I and III) |
| **Dependent/ Independent** | | ***Dependent:*** An applicant who falls in any one of the following categories:   * Under 18 years of age, living with parents or guardians, and is receiving support from them; or * Age 18-24 and parent(s) or guardian(s) pay(s) for more than 50% of the applicant’s support.   ***Independent***: An applicant who falls into any of the categories below:   * Under 18 years of age, not living with parents or guardians, and is not receiving any support from them; * Individuals age 18-24, providing more than 50% of their own support; * Age 25 or older; * Married (including separated, but not divorced); * Has children that receive more than half of their support from the applicant; * Has dependents other than a spouse or children who live with the applicant and receive more than half of their support from the applicant; * Lives in own residence or in a residence without financial or other support from parents or guardians; * Is on active duty in the U.S. Armed Forces for purposes other than training; or * A veteran of the U.S. Armed Forces. |
| **Disability** | | Any person who has a physical, sensory, or mental impairment which substantially limits one or more major life activities per the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) (ADA) and has a record of such impairment or is regarded as having such impairment. |
| **Disabled Veteran** | | A veteran who is entitled to compensation (or who, except for the receipt of military retired pay, would be entitled to compensation) under the Department of Veteran Affairs, or a veteran who was discharged or released from active duty because of service-connected disability. |
| **Disabled Veterans’ Outreach Program (DVOP)**  **Specialist** | | The individual who provides intensive services and facilitates placements to meet the employment needs of veterans |
| **Disaster Grants** | | Disaster National Emergency Grants (NEGs) require that the Federal Emergency Management Agency (FEMA) has declared a disaster area eligible for public assistance and is only available to states. The primary purpose of a disaster project is to create temporary employment to assist with clean-up activities. |
| **Dislocated Worker** | | A dislocated worker is any adult 18 years and older who:   * Has been terminated or laid off, or has received a notice of termination or layoff. * Is eligible for, or has exhausted entitlement to unemployment compensation; or has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation, and is unlikely to return to a previous industry or occupation; or * Has been terminated or laid off, or has received a notice of termination or layoff from employment as a result of a permanent closure of, or any substantial layoff at a plant, facility, or enterprise; or * Is employed at a facility at which the employer has made a general announcement that the facility will close within 180 days; or * Was self-employed but is unemployed as a result of general economic conditions; or * Is a displaced homemaker; or   Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, or a permanent change of station |
| **Displaced Homemaker** | | An individual who has been providing unpaid services to family members in the home and who:   * Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment; AND * Has been dependent on the income of another family member but is no longer supported by that income; OR   Is the dependent spouse of a member of the Armed Forces on active duty (as defined in Section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section); a call or order to active duty pursuant to a provision of law preferred to in section 101(a)(13)(B) of title 10, United States Code; a permanent change of station; or a service-connected death or disability (as defined in section 101(16) of title 38, United States Code). |
| **Documentation** | | Physical evidence, which is obtained during the verification process, and is maintained in participant’s file. |
| **Early Intervention Services** | | Customized services provided in a rapid and efficient manner and delivered prior to or within a reasonable time of the layoff date. |
| **Economic Development Agency** | | A local planning or zoning commissions or board, a community development agency or institution responsible for regulating, promoting, or assisting in local economic development. (3(17) of WIOA) |
| **Educational Functioning Levels (EFL)** | | EFLs are one way to report measurable skill gain. Each EFL is equivalent to approximately 3 grade levels. |
| **Eligible For or Has Exhausted Unemployment Insurance** | | An individual who has been determined to be eligible for benefit payments under one or more State or Federal unemployment compensation programs whether or not he or she has exhausted his/her benefit rights. An individual need not actually receive benefits to be eligible. |
| **Eligibility Determination** | | The process of establishing and documenting WIOA Ault, Dislocated Worker, and Youth eligibility criteria. |
| **Eligible Migrant Farm Worker** | | An individual who is:   1. An eligible seasonal farm worker whose agricultural labor requires travel to a job site such that the farm worker is unable to return to a permanent place of residence within the same day; and/or 2. A dependent of an eligible seasonal farm worker. |
| **Eligible Spouse** | | An individual who is one of the following:   1. The spouse of any person who died of a service-connected disability. 2. The spouse of any member of the Armed Forces serving on active duty who, at the time of application for assistance, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:    * Missing in action;    * Captured in the line of duty by a hostile force;    * Forcibly detained or interned in the line of duty by a foreign government or power for a total of more than 90 days; or   The spouse of any person who has a total (100%) disability permanent in nature resulting from a service connected disability or the spouse of a veteran who died while a disability was so evaluated was in existence. |
| **Eligible Training Provider (ETP)** | | Eligible training providers are those entities who meet the criteria to provide training services through an Individual Training Account (ITA) to adult, dislocated worker, and WIOA-funded CCMEP-out-of-school youth participants. |
| **Eligible U.C. Claimant** | | An individual who has been determined to be monetarily eligible for benefit payments under one or more State or Federal unemployment compensation programs and whose benefit year or compensation, by reason of an extended duration period, has not ended and who has not exhausted his/her benefit rights. |
| **Eligible Veteran for Jobs for Veterans State Grant [JVSG] Program)** | | A person who is:   * a special disabled or disabled veteran (or an individual who has a claim pending with the Department of Veterans Affairs (VA); * a homeless veteran; * a recently separated service member who has been unemployed for 27 or more weeks in the previous 12 months; * an offender who is currently incarcerated or has been released from incarceration; * an individual who lacks a high school diploma or equivalent certificate; * a low income individual; * a transitioning service member age 18-24-years-old; * a transitioning service member who has been identified in need of intensive services; or * an active duty service member being involuntarily separated through a service reduction in force. |
| **Employed at Participation** | | An individual employed at the date of participation is one who:   1. Did any work at all as a paid employee on the date participation occurs except the individual is not considered employed if   a). he/she has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or  b). he/she is a transitioning service member   1. Did any work at all in his/her own business, profession, or farm 2. Worked 5 hours or more as an unpaid worker in an enterprise operated by a member of the family or 3. Was not working but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job. |
| **Employed in Quarter After Exit Quarter** | | An individual is considered employed if Unemployment Insurance (UI) wage records or supplemental data for the quarter after exit show earnings greater than zero. |
| **Employer** | | An individual, business, company, firm, agency, organization, etc. that employs one or more people. |
| **Employment & Training Administration (DOL-ETA)** | | A federal agency of the U.S. Department of Labor that promotes and contributes to the more efficient functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services primarily through state and local workforce development systems. |
| **Enrollment** | | The collection of information to support eligibility determination and participation in any one of the 14 program elements for the WIOA youth program, or receipt of a career service triggering participation for the WIOA Adult and Dislocated Worker programs. |
| **Entered Employment** | | For WIOA reporting purposes, entered employment includes: entry into unsubsidized employment, entry into the Armed Forces, entry into employment in a registered apprenticeship program, and exiters who become self-employed. |
| **Entrepreneurial Training** | | Training which provides the basics of starting and operating a small business. |
| **Equal Employment Opportunity Commission (EEOC)** | | Federal agency that responds to complaints about actions that violate laws to prevent job discrimination. |
| **Event** | | Any event in which workers are at risk of layoff from a downsizing or closure of an employer’s business, facility, or agency. |
| **Exhaustee** | | An individual who has exhausted their Unemployment Compensation benefits. |
| **Exit** | | The term “exit” or “program exit” means a participant has not received a service funded by WIOA, or a partner program for 90 consecutive calendar days and is not scheduled for future services, except follow up services. |
| **Exit Date** | | Represents the last day on which the individual received a service funded by WIOA, or a partner program. |
| **Exit Quarter** | | Represents the calendar quarter in which the date of exit is recorded for the individual. |
| **Extenuating circumstances** | | An economic hardship that is beyond the reasonable control of the person(s) responsible for providing financial assistance to the WIOA participant for training. |
| **Family** | | Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:   1. A married couple and dependent children; 2. A parent or guardian and dependent children; or 3. A married couple. 20 CFR 675.300 |
| **Family Educational Rights and Privacy Act, FERPA** | | A Federal law that protects an eligible student's privacy interest in his or her "education records." |
| **Family Income** | | All includable income received by all members of the family during the  six-month period prior to application for WIOA services, for determining low income status. |
| **Family Member** | | An individual included in the definition of family per 20 CFR 675.300. |
| **Family of One** | | A person not meeting the definition of family is considered to be an individual often known as family-of-one. If a youth with a disability proves to be ineligible due to family income criteria, that person's income eligibility must be re-determined as though they were an individual. |
| **Family Self- Sufficiency** | | The use of the combination of family members’ incomes to determine whether or not the participant has the means to fund training services. |
| **Farm** | | A farm is identified on the basis of sales alone and is defined as any place which produces agricultural products with annual sales of $1,000 or more. |
| **Farmer, Ranch Worker or Fisherman** | | An individual who is self-employed or employed by another, on a farm, ranch, or boat which produces agricultural or food products with annual sales of $1,000 or more, and who receives at least 50 percent of their family or individual income from agricultural or food production. |
| **Federal Contractor Job Listing (FCJL)** | | A program requiring the listing of job openings with local service delivery sites and consideration of employment service referrals at least concurrently with the use of any other recruitment source, including the employer's own applicant files, and involves the normal obligations which attach to the placing of a bona fide job order, including the acceptance of referrals of Veterans and non-veterans. The listing of the opening does not require the hiring of any particular job applicant or any particular group of job applicants. |
| **Federal Fiscal Year (FY)** | | Begins on October 1st and runs through September 30th of the next year. For example, FFY 2018 began October 1, 2017 and ends September 30,  2018. |
| **Financial literacy Services** | | Activities provided to gain an understanding of basic financial information which is necessary to become self-sufficient, and includes the following:   * Supporting the ability of the participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals; * Supporting the ability to manage spending, credit, and debt, including credit card debt, effectively. * Increasing awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy; * Supporting the ability to understand, evaluate, and compare financial products, services, and opportunities, and   Supporting activities that address the particular financial literacy needs of non-English speakers. |
| **Fiscal Agent** | | The entity designated by the chief elected officials to perform accounting and funds management on behalf of the chief elected officials. |
| **Follow-up Services for Adults and Dislocated Workers** | | Activities to monitor adults or dislocated workers’ success during their transition to employment and further education and to provide assistance as needed for a successful transition. |
| **Follow-up Services for Youth** | | Activities after completion of participation to monitor a youth’s success during their transition to employment and further education and to provide assistance as needed for a successful transition. These activities may include:   1. Leadership development and supportive service activities; 2. Regular contact with a youth participant's employer, including assistance in addressing work related problems that arise; 3. Assistance in securing better paying jobs, career development and further education; 4. Work related peer support groups; 5. Adult mentoring; and 6. Tracking the progress of youth in employment after training.   All youth participants must receive some form of follow up services for a minimum duration of 12 months. Follow up services may be provided beyond twelve (12) months at the State or Local Board's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow up services may be less intensive for youth who have only participated in summer youth employment opportunities. |
| **Foreign Labor Certification** | | Program that permits employers to hire foreign workers if U.S. workers are not able, willing, qualified, and available to fill job openings. |
| **Foster Child** | | Foster youth are those who have been removed from the care and custody of their biological parents by the juvenile court and placed in an out-of-home living situation. |
| **General Announcement** | | A communication by an employer stating intent to close a business within 180 days. |
| **General Educational Development Tests (GED)** | | An established program by the American Council on Education. The purpose is to provide adults who left school a fair and cost effective means of documenting they have achieved high school level of academic skills and knowledge. |
| **Grade-Level Equivalents** | | Method of reporting scores for some assessments that links the raw score to the cited grade. Educational functioning levels equal three grade levels. |
| **Grant Agreement** | | All WIOA Title I funds that are awarded by grant, contract or cooperative agreement are issued under an agreement between the Grant Officer/ Contracting Officer and the recipient. The agreement describes the terms and conditions applicable to the award of WIOA Title I funds. |
| **Grant Recipient** | | 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. (WIOA Sec.107(a)(12)(B)(i)) |
| **Habitual Truant** | | Any child of compulsory age who is absent without legitimate excuse for absence from the public school the child is supposed to attend for 5 or more consecutive days, 7 or more school days in one school month, or 12 or more school days in a school year. |
| **Higher Education** | | Training or education which leads to an associate or baccalaureate degree in a specific area of study or occupation. |
| **Homeless Children and Youth**  **(Section 725 (2) of the McKinney-**  **Vento Homeless Assistance Act)** | | An individual who lacks a fixed, regular, and adequate nighttime residence and includes the following:   1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or awaiting a foster care placement. 2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. 3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and   Migratory children who qualify as homeless for the purpose because the children are living in one of the previously mentioned circumstances. |
| **Homeless Individual (as defined in section 41403(6)** | | An individual who lacks fixed, regular, and adequate nighttime residence and includes:   1. An individual who:  * Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; * Is living in a motel, hotel, trailer park, campground due to the lack of alternative adequate accommodations; * Is living in an emergency or transitional shelter; * Is abandoned in a hospital; or * Is awaiting foster care placement.  1. An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or 2. Migratory children who qualify as homeless because the children are living in circumstances listed above. |
| **Housing and Urban Development (HUD)** | | A federal Cabinet-level agency whose primary purpose is to increase homeownership, support community development, and increase access to affordable housing free from discrimination. |
| **I-9 Form** | | The Employment Eligibility Verification Form I-9 is a U.S. Citizenship and Immigration Services form used by an employer to verify an employee's identity and to establish that the worker is eligible to accept employment in the United States. |
| **Impact Date** | | The date on the Worker Adjustment Retraining Notification (WARN) which states the effective date of a plant closing and/or a mass layoff. |
| **Incentive** | | Remuneration to participants for successful participation and achievement of expected outcomes as defined in the Individual Service Strategy (ISS), as recorded on an Individual Opportunity Plan (IOP). |
| **Incumbent Worker** | | An employed individual who meets the Fair Labor Standards Act requirements for an employer-employee relationship and has established employment history with the employer for six months or more. |
| **Incumbent Worker Training (IWT)** | | Training designed to meet the special requirements of an employer (including a group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment. |
| **In-Demand Occupation** | | An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy as listed on the State In-Demand Occupations list or as defined by the local area. |
| **In-Demand Industry Sector** | | An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency opportunities for advancement) on the State, regional, and local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors as listed on the State In-Demand Occupations list or as defined by the local area. |
| **Individual Employment Plan (IEP)** | | An individualized career service jointly developed by the program participant and staff that includes ongoing strategies to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to obtain these goals and objectives. |
| **Individual Service Strategy (ISS)** | | The ongoing strategy, jointly developed by the youth participant and the case manager, which identifies a career pathway and employment or career goals, appropriate achievement objectives, and appropriate services for the participant to reach those objectives. The ISS is documented on the Individual Opportunity Plan (IOP). |
| **Individual Training Account (ITA)** | | An expenditure account established on behalf of an eligible participant in WIOA Adult and Dislocated Worker programs and WIOA-funded out-of-school youth to purchase training services from eligible providers that they select in consultation with the case manager. |
| **Individual with a Barrier to Employment** | | A member of 1 or more the following populations:   * A displaced homemaker (defined in section 3(16) of WIOA); * Low-income individuals (defined in section 3(36) of WIOA; * Indians, Alaska Natives, and Native Hawaiians (section 166 of WIOA); * Individuals with disabilities, including youth who are individuals with disabilities (defined in section 3(25) of WIOA); * Older individuals; * Ex-offenders; * Homeless individuals as (defined in section 41403 (6) of the Violence Against Women Act of 1994) or homeless children and youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act; * Youth who are in, are transitioning out of or have aged out of the foster care system; * Individuals who are English language learners, individuals who have low levels of literacy, and individuals who are facing substantial cultural barriers; * Eligible migrant and seasonal farmworkers (defined in section 167 (i) of WIOA; * Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act; * Single parents (including single pregnant women); * Long-term unemployed individuals; and * Such other groups as the Governor involved determines to have barriers to employment. (Section 3(24) of WIOA, WIOPL 15-17) |
| **Individual with Disability** | | An individual with a disability as defined in section 3 of the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C.12102) (Section 3(23) of WIA and WIOAPL 15-03) |
| **Individualized Career Services** | | A career service provided to an adult or dislocated worker participant if determined appropriate, in order for the participant to obtain or retain employment, and consists of the following:   1. Comprehensive and specialized assessment of the skill levels and service needs of adults and dislocated workers 2. Development of an individual employment plan (IEP) 3. Group counseling 4. Individual counseling 5. Career planning 6. Short-term prevocational services 7. Internships and work experiences 8. Workforce preparation activities 9. Financial literacy services 10. Out-of-area job search assistance and relocation assistance 11. English language acquisition 12. Provision of job club activities |
| **Initial Assessment** | | A basic career service that provides information about adults’ and dislocated workers’ skill levels, aptitudes, abilities, and supportive service needs. |
| **Initial Designation** | | A request for designation if the local area meets all of the following criteria as outlined in section 106(b)(2) of WIOA:   * The local area was designated as a local area for purposes of the Workforce Investment Act (WIA): * The local area performed successfully; and * The local area sustained fiscal integrity. |
| **In-School Youth** | | A youth, who at the time of enrollment, is:   1. Attending school; 2. Not younger than 14 or (unless an individual with a disability who is attending school under state law) older than age 21; 3. Is a low-income individual; and 4. Has one or more of the following barriers:    * basic skills deficient;    * An English language learner;    * An offender;   A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the John H. Chafee Foster Care Independence Program, or in an out-of- home placement;   * Pregnant or parenting; * An individual with a disability; or * An individual who requires additional assistance to complete an education program or to secure or hold employment as defined by the local area. |
| **Integrated Education and Training** | | 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. |
| **Interim Employment** | | Employment that has been accepted for income maintenance prior to, and/or during, participation in intensive or training services with the intention of ending such employment at the completion of the career or training services and entry into permanent, unsubsidized employment as a result of the services. Interim employment is accepted because the affected workers have lost the primary occupation for which their training, experience, or work history qualifies them. Interim employment can be part-time or full time and must not be with the same employer from which the affected workers were dislocated. |
| **Internships** | | A system of gaining on-the-job experience by placement in a work environment for a period of time with the goal to build technical and job awareness skills. Internships may be paid or unpaid. |
| **Job Club** | | Group of job seekers who meet for mutual support and networking while looking for employment. |
| **Job Coaching** | | An activity for a specific participant to work individually with a mentor/coach to successfully develop the ability and capabilities to perform a specific job. |
| **Job Corps** | | Job Corps is a national program that operates in partnership with States and communities, local workforce development boards, youth councils, One-Stop centers and partners, and other youth programs. Job Corps is a public private partnership, administered by the U.S. Department of Labor.  Job Corps is a comprehensive residential education and job training program to provide education and training, primarily in a residential setting for at risk youth, ages 16 through 24 and low income young people. The program provides disadvantaged young people with the integrated academic, vocational, and social skills training they need to gain independence and get quality, long term jobs, hold a job, enter the Armed Forces, or enroll in advanced training or further education. |
| **Job Development** | | A planned and organized effort to encourage employers or business organizations to make jobs available within local workforce development areas. | |
| **Job Placement Services** | | Services that help people to identify and secure paid employment that matches their aptitude, qualifications, experiences, and interests. | |
| **Job Search** | | A Basic Career Service that helps an individual seek, locate, apply for, and obtain a job. It may include but is not limited to, job finding skills, orientation to the labor market, resume preparation assistance, development of a job search plan, job development, referrals to job openings, job placement services, , job search workshops, vocational exploration, relocation assistance, and re-employment services, such as orientation, skills determination and pre-layoff assistance. | |
| **Job Shadowing** | | A short-term unpaid activity which introduces a participant to the workplace and provides exposure to occupational areas of interest to increase career awareness. | |
| **Labor Management Adjustment Committee** | | A labor-management committee, voluntarily agreed upon by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet the needs of dislocated workers. | |
| **Labor Market Area** | | An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. | |
| **Labor Market Information (LMI)** | | Reports and data about employment levels, unemployment rates, wages and earnings, employment projections, jobs, training resources, and careers. | |
| **Laid-off or Layoff** | | A separation due to the lack of work or other factor(s) not related to the behavior of the employee | |
| **Layoff Aversion** | | A strategy that prevents and/or minimizes unemployment for employees of companies that have either announced layoffs, or are struggling and at risk of downsizing. | |
| **Leadership Development Opportunities** | | Opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors. | |
| **Learning Disability** | | Any neurological condition that impedes a person's ability to take in, store, process or express information. It can affect one's ability to read, write, and communicate or compute math. | |
| **Limited English Proficient (LEP)** | | The inability of an individual whose native language is not English, to communicate in English, resulting in a barrier to employment. | |
| **Literacy** | | An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society. | |
| **Local Area Rapid Response Coordinator (LC)** | | An individual representing the local workforce development board, local workforce development area, and NCWorks Career Centers in the local area on the Rapid Response Team. | |
| **Local Workforce Development Areas** | | A geographic area comprised of single or multiple units of general local governments that are designated by the Governor to receive funds to administer the Workforce Innovation and Opportunity Act Title I programs. | |
| **Local Workforce Development Board** | | Each local workforce development area must establish a board to administer the functions outlined in section 107(d) of WIOA for its local workforce development system. | |
| **Long-Term Unemployed** | | A person who has been unemployed for 27 or more consecutive weeks | |
| **Low Income Individual** | | An individual who:   * Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received assistance through the supplemental nutrition assistance program (SNAP), temporary assistance for needy families (TANF), or the supplemental security income (SSI) or local income-based public assistance. * Is in a family with a total family income that does not exceed the higher of:   + The poverty line; or   + 70% of the lower living standard income level. * Is a homeless individual; * Receives or is eligible to receive a free or reduced price lunch; * Is a foster child on behalf of whom the State or local government payments are made; or * Is an individual with disability whose own income meets the eligibility income requirements of clause (b) but who is a member of a family whose income does not meet this requirement. | |
| **Lower Living Standard Income Level (LLSIL)** | | Income level (adjusted for regional, metropolitan, urban and rural differences, and family size) determined annually by the Department of Labor, based upon the most recent lower living family budget issued by the secretary. (Section 3(36)(A) of WIOA and WIOAPL 15-08.1) | |
| **Major Life Activity Impairment** | | Substantial physical, sensory or mental limitation or a major life activity. Major life activities include: communication, ambulation, self-care, socialization, education, vocational training, employment, transportation, and adapting to housing. | |
| **Mass Layoff** | | Any reduction in force that is not the result of a plant/branch/office closing but still results in the filing of a Worker Adjustment and Retraining Notification (WARN) notice, regardless of the number of workers affected by the layoff announced; or, if no WARN correspondence is issued, employment loss at a single site of employment for:   1. At least 25% of employees, or 2. At least 50 employees. | |
| **Meaningful Assistance** | | Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants or providing assistance by phone or other technology, as long as the assistance is provided by trained and available staff and within a reasonable time. | |
| **Memorandum of Understanding (MOU)** | | The agreement resulting from negotiations at the local level that describes the roles and responsibilities of the local WDB and local partners in the operation of the NCWorks Career Centers and participation in the local workforce development system. The MOU lists each local partner’s proportionate share of infrastructure costs and the costs for shared services as well as other locally negotiated terms. | |
| **Merit Staff** | | Regular state civil service employees rather than political appointees who are hired under a merit personnel system. | |
| **Migrant Farmworker** | | An eligible seasonal farmworker whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day (WIOA section 167 (i)) | |
| **National Emergency Grant (NEG)** | | Under WIOA, a federal grant to provide emergency employment and training assistance to:   1. Workers affected by major economic dislocations, such as plant closures, mass layoffs, or closures and realignments of military installations; or, 2. Provide assistance to the Governor of any state for an area that has suffered an emergency or a major disaster; or 3. Provide additional assistance to a state or local board for eligible dislocated workers in a case in which the state or local board has expended the funds provided. 4. Provide additional assistance to a state or local boards serving an area where a higher-than-average demand for employment and training activities for dislocated workers of the Armed Forces, eligible spouses, or members of the Armed Forces exceeds state and local resources, and such activities are to be carried out in partnership with the Department of Defense and Department of Veterans Affairs transition assistance programs.   (Section 170(b) of WIOA) | |
| **Native American Program** | | An employment and training program for Indian, Alaska Native, and Native Hawaiian individuals in order-   1. To develop more fully the academic, occupational, and literacy skills of such individuals 2. To make such individuals more competitive in the workforce; and To promote the economic and social development of Indian, Alaska Native, and Native Hawaiian communities in accordance with the goals and values of such communities. | |
| **Natural Disaster** | | Events that may include a hurricane, tornado, storm, flood, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud-slide, snowstorm, ice storm, drought, fire, explosion, or other catastrophe. | |
| **Need for Training Services** | | A determination of the need for training services as identified in the individual employment plan (IEP), comprehensive assessment, or through any other intensive service received. The determination of the need for training services must be contained in the participant's case file. | |
| **Needs Related Payments** | | Payments to an eligible adult or dislocated worker who is unemployed and does not qualify for or has ceased to qualify for unemployment compensation, in order to enable such individuals to participate in training services. | |
| **Nepotism** | | A person in an administrative capacity using their position for a purpose that is, or gives the appearance of being motivated by favoritism for themselves or others with whom they have family relationships. | |
| **Non-covered person** | | Any individual who does not meet the definition of “veteran,” nor the definition of “eligible spouse.” | |
| **Nontraditional Employment** | | Occupations or fields of work for which individuals from one gender comprise less than 5 percent of the individuals employed in each such occupation or field of work. | |
| **North American Free Trade Agreement (NAFTA)** | | The agreement between the United States, Canada, and Mexico to achieve the following objectives as elaborated more specifically through its principles and rules, including national treatment, most favored nation treatment and transparency, are to:   1. Eliminate barriers to trade in, and facilitate the cross border movement of, goods and services between the territories of the Parties; 2. Promote conditions of fair competition in the free trade area; 3. Increase substantially investment opportunities in the territories of the Parties; 4. Provide adequate and effective protection and enforcement of intellectual property rights in each Party's territory; 5. Create effective procedures for the implementation and application of this Agreement, for its joint administration and for the resolution of disputes; and 6. Establishes a framework for further trilateral, regional and multilateral cooperation to expand and enhance the benefits of this agreement. | |
| **Notice of Termination from Employment** | | A written notice from an employer concerning the lay-off or termination of an employee. Such written notice of lay-off or termination may consist of:   * A final letter from an employer laying off or terminating the employee; or * A public announcement by an employer about an upcoming lay- off or termination affecting groups of employees, provided that the announcement makes clear that the applicant is a member of that group. | |
| **Notification** | | The process by which an individual on the Rapid Response (RR) team is made aware of a possible layoff or employer closing. A notification can come from a variety of sources, including, but not limited : a Worker Adjustment Retraining Notification Act (WARN) letter, word of mouth, media, local Chamber of Commerce, union officials, local government, etc. | |
| **Occupation** | | An individual’s usual or principal work, business, profession, or trade used as a means of earning a living. | |
| **Occupational Informational Network (O\*NET)** | | The O\*NET database contains comprehensive information on job requirements and worker’s competencies. It replaces the Dictionary of Occupational Titles (DOT), and offers a more dynamic framework for exploring the world of work. The database currently contains information developed by job analysts using the O\*NET skill-based structure. Future data will come directly from workers and employers themselves describing the work they do, the skills they need, and the knowledge they use on the job. Go to: <http://www.doleta.gov/programs/onet> | |
| **Occupational skill training** | | An organized program of study that provides specific vocational skills that lead to proficiency in performing actual task and technical functions required by certain occupational fields at entry, intermediate, or advance levels and results in attainment of a recognized postsecondary credential. | |
| **Offender** | | An adult or juvenile who:   1. Is or has been subject to any stage of the criminal justice process, and for whom services under WIOA may be beneficial; or 2. Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.   (WIOAPL15-20) (Section 3(38) of WIOA) | |
| **Older Individual** | | An individual age 55 or older. | |
| **One-Stop Operator** | | One or more entities designated authorized by the Local Workforce Development Board responsible for the operations and the coordination of all activities in an NCWorks Career Center. | |
| **On-The-Job Training (OJT)** | | Training by an employer that is provided to a paid participant while engaged in productive work in a job that:   * Provides knowledge or skills essential to the full and adequate performance of the job; * Is made available through a program that provides reimbursement to the employer a percentage of the wage rate of the participant; and   Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior experience of the participant, and the service strategy for the participant. | |
| **Orientation** | | Process of providing broad information to customers in order to acquaint them with the services, programs, staff and other resources at a comprehensive or affiliate NCWorks Career Center, or self-service location. | |
| **Out-of-Area Job Search** | | A job search out of an individual’s local labor market area. A career service that helps an individual seek, locate, apply for, and obtain a job. It may include, but is not limited to: job finding skills, orientation to the labor market, resume preparation assistance, development of a job search plan, job development, referrals to job openings, job placement services, job finding clubs, job search workshops, vocational exploration, relocation assistance, and re-employment services, such as orientation, skills determination and pre layoff assistance. | |
| **Out-of-School Youth** | | A youth, who at the time of enrollment, is:   1. Not attending any school; 2. Not younger than 16 or older than age 24; and 3. Has one or more of the following barriers:    * A school dropout;    * 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;    * A recipient of a secondary school diploma or its recognized equivalent who is a low income individual and is basic skills deficient or an English language learner;    * An individual who is subject to the juvenile or adult justice system;    * A homeless individual (as defined in section 41403(6) of the Violence Again Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the John H. Chafee Foster Care Independence Program, or in an out-of- home placement;    * An individual who is pregnant or parenting;    * A youth who is an individual with a disability; or    * A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by the local area. | |
| **Outreach** | | Activities which involve the collection, publication and dissemination of information on program services available and directed toward economically disadvantaged and other individuals eligible to receive WIOA training and support services. | |
| **Participant** | | An individual who has been determined to be eligible to participate in and who is receiving services, except follow-up services, authorized under WIOA. Participation shall be deemed to commence on the first day on which the individual began receiving either a youth program element, a career service triggering participation, or a training service. | |
| **Participation** | | For Adults and Dislocated Workers, a point as which the individual has been determined eligible for program services and has received or is receiving at least one program service, and is the point at which the individual is to be included in calculations of performance measures.  For Youth, the point at which the individual has been determined eligible for program services, has received an assessment, has received or is receiving at least one program service, and is the point at which the individual is to be included in calculations of performance measures. | |
| **Partner Services** | | Program services provided by an NCWorks partner. | |
| **Pay for Performance Contract Strategy** | | A procurement strategy that uses pay-for-performance contracts in the provision of training services and includes:   * Contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider based on the achievement of specified levels of performance on primary indicators of performance for target populations within a defined timetable, and which may provide for bonus payment to such service provider to expand capacity to provide effective training; * A strategy for independently validating the achievement of the performance; and   A description of how the State or local board will reallocate funds not paid to the provider because of the achievement of performance did not occur for further activities related to such a procurement strategy. | |
| **Peer Support Groups** | | A support group where youth encourage development and offer appropriate peer centered activities as a youth program follow-up. | |
| **Pell Grant** | | A Federal grant awarded to an eligible undergraduate student who has not earned a Bachelor's or professional degree. Funding from this grant is not repaid by the recipient. | |
| **Performed Successfully (for Initial Designation)** | | The local area met or exceeded the levels of performance for each of the last 2 consecutive years per Section 106(e) (1) of WIOA. (WIOAPL 15- 01) | |
| **Performed Successfully (for Subsequent Designation)** | | The local area met or exceeded all performance levels for core indicators of performance per Section 106(e) (1) of WIOA and 20 CFR 679.260(b). | |
| **Permanent Closure** | | The permanent shutdown of a business, facility, or agency. (WIOAPL 15-02 and 15-15.1) | |
| **Planned Gap in Services** | | No participant activity of greater than 90 days due to a delay before the beginning of training, a health/medical condition or a temporary move that prevents an individual from participating in services. | |
| **Plant Facility or Enterprise** | | A distinct unit of business or industry; for example the closure of a division of a corporation, the entire facility at a specific site of location, or the closure of a functional unit, such as a warehouse. | |
| **Positive Social Behaviors** | | Outcomes of leadership opportunities often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following:   1. Positive attitudinal development; 2. Self-esteem building; 3. Openness to working with individuals from diverse racial and ethnic backgrounds; 4. Maintaining healthy lifestyles, including being alcohol and drug free; 5. Maintaining positive relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting; 6. Maintaining a commitment to learning and academic success; 7. Avoiding delinquency; 8. Postponed and responsible parenting; and 9. Positive job attitudes and work skills. 10. Keeping informed of community affairs. | |
| **Post Placement Services** | | Activities for participants who have entered unsubsidized employment and have not been exited from WIOA. Activities to ensure continuation of participant contact, success in retraining, self-sufficient employment, and career progress. | |
| **Post-Secondary Education** | | An education program at a career technical school or an accredited institution that leads to a recognized credential. | |
| **Post-Secondary School** | | Any schooling that follows graduation from high school or completion of high school equivalency, including community colleges, four-year colleges and universities, and technical and trade schools. | |
| **Poverty Level** | | The annual income level at, or below, which families are considered to live in poverty, as annually determined by the U.S. Department of Health and Human Services. | |
| **Pre- Apprenticeship Programs** | | Programs or set of strategies designed to prepare individuals to enter and succeed in Registered Apprenticeship programs and have a documented partnership with at least one, if not more employers. | |
| **Pregnant/ Parenting Youth** | | An individual who is under 25 years of age and is:   * pregnant; * providing custodial care for one or more dependents under age 18; or * the parent of a child under age 18. | |
| **Prevocational Services** | | Short-term “employability” or “soft skills” services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training. Considered to be an individualized career service. | |
| **Primary Occupation** | | The customary work for which the dislocated worker’s training, experience, or work history qualifies them. | |
| **Priority of Service for Individualized Career Services and Training Services by the WIOA Adult Program** | | Priority for individualized career and training services funded by and provided through the WIOA Adult Program shall be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. | |
| **Priority of Service for Veterans and Eligible Spouses** | | Priority of service means, with respect to any qualified job training program that a covered person shall be given priority over a non-covered person in obtaining all employment, training, and placement services provided under the program. When a program has statutory eligibility requirements, priority means the right to take precedence, with all other eligibility requirements being equal, over non-covered persons in obtaining services. | |
| **Program of Training Services** | | A structured regimen leading to recognized post-secondary credentials, industry-recognized credentials, employment, and measurable skill gains toward credentials or employment. | |
| **Program Year** | | A program year begins on July 1st and ends on June 30th of the following year. For example, PY 17 begins on July 1st, 2017 and ends on June 30th, 2018. | |
| **Public Announcement** | | An employer has publicly declared through the media the impending closure of a specific facility, including the planned date of final closure, and documented verification of such has been made to the State. | |
| **Public Assistance** | | Federal, state, or local government cash payments for which eligibility is determined by a needs or income test. This includes temporary assistance for needy families (TANF), supplemental nutrition assistance program (SNAP), or supplemental security income (SSI). | |
| **Public Service Employment** | | Work normally provided by governments, and includes, but is not limited to work in fields of: human betterment and community improvement, child care, health care, education, crime prevention, public transportation, streets, and parks, solid waste removal, housing and neighborhood improvement, rural development, etc. | |
| **Rapid Response** | | A series of activities provided by the state, to assist dislocated workers in obtaining reemployment as soon as possible when one of the following circumstances occur:   1. announcement or notification of a permanent closure, regardless of the number of workers affected; 2. announcement or notification of a mass layoff; 3. a mass job dislocation resulting from a natural or other disaster; or 4. the filing of a TAA petition. | |
| **Rapid Response Activity** | | Services provided by the state or an agency designated by the state in case of a closing or significant lay-off in order to assist dislocated workers in obtaining reemployment as soon as possible. | |
| **Rapid Response (RR) Team** | | Individuals from state and local workforce entities that respond collectively to layoffs and closures that occur within their local area or planning region and assist in providing RR services to employers and affected workers. | |
| **Reasonable Accommodations** | | May include:   1. Making existing facilities used by employees readily accessible to and usable by individuals with disabilities, and 2. Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. | |
| **Recognized Postsecondary Credential** | | A credential consisting of an industry-recognized certificate or certification, certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. | |
| **Reemployment Services** | | A series of career services and labor exchange activities that provide job search assistance, job placement, and other job readiness services to job seekers. | |
| **Referral to Employment** | | Directing a job seeker to a specific employer for a specific job, usually as a result of a job order, job development, or other job placement activity. | |
| **Referrals** | | Directing a job seeker or other customer to a resource for information, training, or other services. Resources may include: federal, state, and local government, NCWorks partners, educational institutions, or community and faith-based organizations. | |
| **Refugee** | | A person who is unable or unwilling to return to his or her country of nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. | |
| **Registration** | | The process of collecting information to support determination of eligibility for the WIOA adult, dislocated worker, and youth programs. This information may be collected through methods that include electronic data transfer, personal interview, or an individual’s application. | |
| **Release of Information** | | Authorization from a participant to protect against unauthorized access or release of information from their records. | |
| **Relocation Assistance** | | Relocation assistance is an Individualized Career Service that may be provided within the United States if it is determined that:   1. Such employee cannot reasonably be expected to secure suitable employment in the commuting area in which the employee resides, and 2. Such employee    1. Has obtained suitable employment affording a reasonable expectation of long-term duration in the area in which the employee wishes to relocate or has obtained a bona fide offer of such employment, and    2. Is totally separated from employment at the time relocation commences. | |
| **Residence** | | An individual’s permanent actual home address at time of WIOA eligibility certification except when local policy provides limited exceptions such as in the case of homeless individuals. | |
| **Resource Room** | | A facility for use by job seekers or universal customers that has resources such as fax machines, phones, personal computers, copiers, and job search reference materials made readily available for their job search. | |
| **Runaway** | | A young person who has run away from home. | |
| **Secondary School** | | A non-profit institutional day or residential school, including a public secondary charter school, that provides secondary education as determined under State law, except that the term does not include any education beyond grade 12. | |
| **School** | | Any school operated by a board of education, any community school established under Chapter 3314 of the Revised Code, or any nonpublic school for which the state board of education prescribes minimum standards under section 3301.07 of the Revised Code. | |
| **School Dropout** | | An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. | |
| **Seasonal Farmworker** | | A person who during the preceding 12 months worked at least an aggregate of 25 or more days or parts of days in which some work was performed in farm work, earned at least half of his/her earned income from farm work, and was not employed in farm work year round by the same employer.  For the purposes of this definition only, a farm labor contractor is not considered an employer. Non-migrant individuals who are full-time students are excluded. (20 CFR 651.10) | |
| **Seasonal Workers** | | Individuals who work in cyclical, intermittent or seasonal industries. Workers are predictably laid off or terminated for periods of each year, and may or may not expect to be rehired by the same employer.  Industries employing seasonal workers may include agriculture, construction, and landscaping. | |
| **Secondary School** | | A nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under state law, except that the term does not include any education beyond grade 12. | |
| **Selective Service Registrant** | | An individual who registered within 30 days of their 18th birthday, between the ages of 18 and 26, and who is legally in the country, as required by Section 3 of the Military Selective Service Act (50 U.S.C. App. 453), for the selective service. | |
| **Self-Attestation** | | An individual's signed attestation or certification that the information he/she submits to demonstrate eligibility under Title I of WIOA is true and accurate. | |
| **Self-Employed** | | Persons who work for profit or fees in their own business, profession, trade, or farm. | |
| **Self-Sufficiency** | | Self-Sufficiency is when an individual’s income allows him or she to provide for one’s needs and outside support is not necessary. | |
| **Skills Upgrading** | | Training to upgrade employees to new jobs that require additional skills that relate to the introduction to new technologies, new production, or service procedures, and will provide opportunity to advance in their current job. | |
| **SNAP Recipient (Formerly Food Stamp)** | | An individual who is receiving or has been determined eligible to receive assistance pursuant to the Supplemental Nutrition Assistance Program (SNAP) during the six-month period prior to eligibility determination date. | |
| **Stakeholders** | | Individuals not related but have direct or indirect management or responsibility for managing the WIOA workforce system (including WIOA executive staff, supervisors, local elected officials, contractors (e.g. adult, dislocated worker, or youth program vendors), WDB and subcommittee members, WIOA employees, and Career Center partner staff. | |
| **State Fiscal Year (SFY)** | | Each SFY begins on July 1 and runs until June 30 of the following enumerated year. For instance, SFY 17 began on July, 2016 and ends June, 2017. | |
| **Statewide WIOA Discretionary Fund** | | Federal WIOA monies set aside by the governor for specific purposes and programs. | |
| **State Workforce Development Board** | | The state board that has been appointed by the Governor to assist in the development of the WIOA combined State Plan and advise the Governor on workforce development activities. In North Carolina the State Board is called the NCWorks Commission. (WIOA Sec. 101) | |
| **Stipend** | | A fixed and regular small payment, such as an allowance. | |
| **Student, Attending Post- H.S.** | | The individual has received a secondary school diploma or its recognized equivalent and is attending a postsecondary school or program whether full or part-time or is between school terms and intends to return to school. | |
| **Student, High School or Less** | | The individual has not received a secondary school diploma or its recognized equivalent and is attending any school including elementary, intermediate, junior high school, secondary or postsecondary, or alternative school or program whether full or part-time or is between school terms and intends to return to school. | |
| **Subsidized Employment** | | A participant employed by a private or public employer who receives a subsidy from WIOA to offset some or all of the wages and costs. | |
| **Summer Employment Opportunities** | | An activity conducted mainly during the summer months which involves work experience as the primary strategy and must provide direct linkages to academic and occupational learning. | |
| **Supplemental Security Income (SSI)** | | A type of public assistance authorized under the Social Security Act, Title  XVI. It is a federal income maintenance program for the aged, blind, and disabled and is based on need. | |
| **Supportive Services** | | Services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under WIOA. | |
| **Sustained Fiscal Integrity** | | The USDOL Secretary has not made a formal determination that either the grant recipient misspent funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the two year period preceding the determination. | |
| **Temporary Assistance for Needy Families (TANF)** | | Temporary Assistance to Needy Families is a federal program providing cash, medical, or food assistance for parents and children. | |
| **Termination of Employment** | | Separation from employment due to reasons other than discharge for cause, voluntary departure or retirement; or, individuals who accept early or forced retirement as part of a reduction in workforce; or, an individual who has been dismissed but is still eligible for unemployment compensation. | |
| **Termination/Lay**  **-Off Notice Recipient** | | Individuals who have:   1. Been terminated or laid off or who have received a notice of termination or layoff from employment are eligible for or have exhausted their entitlement to unemployment compensation, and are unlikely to return to their previous industry or occupation; 2. Been terminated or have received a notice of termination of employment, as a result of any permanent closure of or any substantial layoff at a plant, facility, or enterprise. | |
| **Trade Adjustment Act (TAA)** | | The Trade Adjustment program assists individuals, who became unemployed as a result of increased imports, return to suitable employment based upon an approved petition. The TAA program provides for reemployment services and allowances for eligible individuals. <http://www.doleta.gov/tradeactx> | |
| **Trade Petition** | | An application to USDOL to determine if a group of workers can be certified under the Trade Adjustment Act and receive assistance. | |
| **Training** | | A planned, systematic sequence of instruction or other learning experience on an individual or group basis under competent supervision, which is designed to impart skills, knowledge, or abilities to prepare individuals for employment. See 20 CFR 651.10. | |
| **Training Fair Labor Standards Act** | | The Federal Fair Labor Standards Act (FLSA) applies in any training situation where an employer/employee relationship exists. According to the Wage and Hour Division of the U.S. Department of Labor, if all of the following six items exist, a work experience can be considered a training situation. The WIOA participant is not an employee of the employer site if:   1. The training even though it includes actual operation of the facilities of the employer, is essentially a training experience similar to a vocational school. 2. The participant is primarily the beneficiary of the experience. 3. Regular employees are not displaced, and the experience is closely supervised/observed. 4. The "employer" that hosts the experience derives no immediate or significant advantage and may experience an actual downside. 5. The participant is not necessarily entitled to a job at the conclusion of the experience. 6. There is a mutual understanding between the participant and the host agency that the participant is not entitled to wages for this time because the activity is essentially a training experience. | |
| **Training Services** | | These services include:   1. Occupational skills training, including training for nontraditional employment. 2. On-the-job training. 3. Programs that combine workplace training with related instruction, which may include cooperative education programs. 4. Training programs operated by the private sector. 5. Skill upgrading and retraining. 6. Entrepreneurial training. 7. Transitional jobs. 8. Job readiness training. 9. Adult education and literacy activities in combination with other training. | |
| **Transfer of WIOA Funds** | | The movement of funds between the WIOA Adult and Dislocated Worker programs. | |
| **Transitioning Service Member** | | An individual in active duty status (including separation leave) who registers for employment services and is within 24 months of retirement or 12 months of separation. | |
| **Transitional jobs** | | Subsidized work experiences that are time-limited and designed to assist individuals to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in unsubsidized employment. | |
| **Tutoring** | | Instruction designed to increase basic skills level. Tutoring can be provided as a group activity, one-on-one service, or via computer based programs through One-Stop centers or partnering agencies. | |
| **Underemployed Individual** | | An individual who is one of the following:   * Employed less than full time who is seeking full time employment; * Employed in a position that is inadequate with respect to their skills and training; * Employed and meets the definition of a low-income individual; or * Employed, but whose current job’s earnings are not sufficient compared to their previous job’s earnings from their previous employment per local policy. | |
| **Underemployment** | | An individual who is working part time but desires full time employment, or who is working in employment that is not commensurate with the individual's demonstrated level of educational and/or skill achievement. Also includes individuals who fall below the dislocated worker self- sufficiency threshold, as defined by the local WDB. | |
| **Unemployed Individual** | | An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job is made in accordance with the criteria used by the Bureau of Labor Statistics (BLS) in defining individuals as unemployed. | |
| **Unemployed as a Result of General Economic Conditions or Natural Disaster** | | A business lost due to one of the following reasons:   * The closure or substantial lay-off of a primary supplier or customer affecting the self-employed applicant’s products or services; or * Less demand for the occupation or product within the community; or * A decline in profits significant enough to lead to closure, documented by most recent tax return or other company documents showing negative gains/losses statement; or * Natural disaster, as defined by State or Federal declaration. | |
| **Unit of General Local Government** | | Any general purpose political subdivision of a state that has the power to levy taxes and spend funds, as well as general corporate and police powers. | |
| **Universal Customer** | | An alternative term for the general public who may receive WIOA self- services in an NCWorks Career Center. | |
| **Universal Services** | | Services available to every individual through the NCWorks Career Center system without regard to any specific eligibility criteria, including information about job vacancies, career options, employment trends, job search techniques, resume writing, and access to eligible training provider lists. | |
| **Unlikely to Return** | | Laid off without a recall date (or the recall date has passed) and falls into one of the following categories:   * The number of jobs in the applicant’s previous industry/occupation are declining based on Labor Market Information (LMI) data; or * The projected annual increase in employment growth within the local area or LMI or O\*Net is fewer than 100 jobs in the previous industry (includes replacement) or the projected annual increase in growth openings is fewer than 30 jobs in the previous occupation; or * The applicant is dislocated from a job not found on the most recent local or state list of demand occupations (if applicable); or * The applicant has conducted a dedicated but unsuccessful job search in the previous industry/occupation, as evidenced by employer rejection letters or employer contact logs; or * Evidence, preferably from several sources including OhioMeansJobs.com, professional journals, etc., of few openings in the previous industry or occupation; or * The applicant is unable to perform the duties of the previous job due to age, ability, or disability. | |
| **Unobligated Balance** | | The portion of funds authorized by the recipient that has not been obligated or committed by contract. | |
| **Unsubsidized Employment** | | Full or part time employment in the private or public sector that is not subsidized with WIOA funds to offset some or all of the wages and costs. | |
| **Veteran** | | An individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable, which may include National Guard or Reserve personnel. | |
| **Veteran - Active Duty** | | Full-time duty in the active military service of the United States. This includes members of Reserve Components serving on active duty or full-time training duty, but does not include full-time National Guard duty. Also called AD. See also active duty for training and inactive duty for training as defined in 38 USC 101. | |
| **Veteran - Disabled Veteran** | | A veteran who is entitled to compensation (or who, except but for the receipt of military retired pay would be entitled to compensation) under the Department of Veterans Affairs, or a veteran who was discharged or released from active duty because of a service-connected disability, who is not classified as a Special Disabled Veteran. (20 CFR 1001.101) | |
| **Veteran - Discharge** | | A term generally used to describe a veteran who leaves military service. A discharge may be honorable, general, or dishonorable. Only veterans who have a discharge other than dishonorable are eligible for veterans' preference in hiring; individualized career services and training services under WIOA; and employment and training services under veteran services. | |
| **Veteran - Military Spouse** | | Either:   1. The spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty state of such member; or 2. The spouse of a member of the Armed Forces on active duty and who meets the criteria of a displaced homemaker who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | |
| **Veteran (for Priority of Service)** | | Any person who served at least one day in the active military, naval, or air service, and who was discharged or released under conditions other than “dishonorable.” Active service includes full-time Federal service in the National Guard or a Reserve component, other than full-time duty for training purposes. | |
| **Veteran - Recently Separated** | | Any veteran during the three year period beginning on the date of such veteran’s discharge or release from active duty. (WIOAPL 10-7.3)  Any veteran who applies for participation under WIOA within 48 months after the discharge or release from active military, naval, or air service. | |
| **Veteran - Special Disabled** | | A veteran who is entitled to compensation under laws administered by the U.S. Department of Veterans Affairs for:   * Disabilities rated at 30 percent or higher; or * Disabilities rated at 10 to 20 percent, if the individual has a serious employment disability; or   A veteran who was discharged or released from active duty because of a service-connected disability. | |
| **Veteran - Vietnam Era** | | A veteran, any part of whose active military, naval, or air service was during the Vietnam Era (August 5, 1964 through May 7, 1975, per Presidential Proclamation 4373). | |
| **Veteran’s Workforce Investment Programs** | | Programs to meet the needs for workforce investment activities of veterans with service-connected disabilities, veterans who have significant barriers to employment, veterans who served on active duty in the armed forces during a war or in a campaign or expedition for which a campaign badge has been authorized and recently separated veterans. | |
| **Veterans Service- Connected Disability** | | A disabling condition that has resulted from or was aggravated by an injury or illness while the veteran was serving on active duty in the military. | |
| **Veterans - Discharged** | | A term generally used to describe a veteran who leaves military service. A discharge may be honorable, general, or dishonorable. Only veterans who have a discharge other than dishonorable are eligible for veterans' preference in hiring; individualized and training services under WIOA; and employment and training services under veteran services. | |
| **Veterans - Disabled Veterans Outreach Program** | | A program of Federal assistance through grants to states that support an allocated formula position level stationed in accordance with 38 U.S.C.  03A, appointed to perform a number of duties chief among which direct employer contact, particularly with Federal contractors, Federal employers using individualized job development techniques, and with veterans particularly with disabled veterans using a case management approach to client-centered services. | |
| **Vocational Education** | | Organized educational programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. | |
| **Vocational Rehabilitation Act** | | The Rehabilitation Act that authorizes the formula grant programs for vocational rehabilitation, supported employment, independent living, and client assistance. | |
| **Wage Record Interchange system (WRIS)** | | WRIS facilitates the exchange of wage data among participating states for the purpose of assessing and reporting on state and local employment and training program performance, evaluating training provider performance, and for other purposes allowed under the WRIS Data Sharing Agreement. | |
| **Wagner-Peyser Act** | | The Federal legislation to provide for the establishment of a national employment system of public labor exchange, provided as part of the NCWorks Career Center customer service system and for cooperation with the States in the promotion of such systems, and for other purposes. | |
| **Web-Based Training (WBT)** | | Self-directed and self-paced training which allows an individual to access the training with the use of a computer. | |
| **WIOA Youth Program** | | The purpose of the program is to provide to eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers. | |
| **Work Experience** | | A planned, structured learning activity that takes place in a workplace setting for a limited period of time, which may be paid or unpaid. | |
| **Workplace Learning Advisor** | | An individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self- sufficiency. | |
| **Work Readiness** | | Services that provide individual or group training for people who want to learn the behaviors and techniques that are required for job retention. The training addresses regular attendance, punctuality, appropriate dress, adapting to supervision, employee rights and responsibilities and other similar topics. | |
| **Workforce Delivery System** | | A system under which entities responsible for administering separate workforce development, educational, and other human resource programs collaborate to create a seamless system of service delivery that will enhance access to the programs' services and improve long term employment outcomes for individuals and businesses. | |
| **Worker Adjustment Retraining Notification (WARN) Act** | | An act funded through the Department of Labor (DOL) that protects workers, their families, and communities by requiring most employers with 100 or more employees to provide notification 60 calendar days in advance of plant closings and mass layoffs. General provisions of WARN covers employers with 100 or more employees, not counting those who have worked less than 6 months in the last 12 months and those who work an average of less than 20 hours a week; or at least 50 employees at a single site of employment. Additional material of compliance and assistance can be found at [http://www.doleta.gov/layoff/warn.cfm.](http://www.doleta.gov/layoff/warn.cfm) | |

# Attachment I -- Division of Workforce Solutions Organizational Chart

North Carolina Department of Commerce

Division of Workforce Solutions

Organizational Structure

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **Governor**  Roy Cooper | | |  |  |  |  |
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|  |  |  |  |  | **Secretary of Commerce**  Tony Copeland | | |  |  |  |  |
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|  |  |  |  |  | **Deputy Secretary of Commerce**  Napoleon Wallace | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Chief Operating Officer**  Mark Edmonds | |  | **Deputy Assistant Secretary**  Catherine Moga Bryant | |  | **Chief Administrative Officer**  Ron Jamison | |  | **Legal Counsel**  Kevin Butterfield | |
|  |
|  |  | |  |  |  |  |  |  |  |  |  |
|  | **Field Services Director**  Danny Giddens | |  |  |  |  |  |  |  |  |  |
|  |
|  | *Areas of Responsibilities*   * WIOA Planning * Employment Services * Specialty Programs * Agriculture * Trade Adjustment Act * Information Technology | |  | *Areas of Responsibilities*   * NCWorks Commission * Quality Improvement * Performance & Accountability * Training * Communications * Customer Ombudsman * O\*NET | |  | *Areas of Responsibilities*   * Administration * Finance | |  |  | |
|  | **Work-Based Learning Director**  Vacant | |  |  | |  |  | |  |  | |
|  |
|  | *Areas of Responsibilities*   * Apprenticeship * Business Services * Rapid Response * Veterans | |  |  | |  |  | |  |  | |
|  | **Regional Operations Directors**  Western - Tim Mathis  Northwest - Felicia Setzer  Southwest - Ronne Grantham  Piedmont Triad - Caroline Brigmon  South Central - John Lowery  North Central - Michelle Muir  Northeast - Larry Donley  Southeast - Karl Zurl | |  |  | |  |  | |  |  | |
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# Attachment II -- Key Division of Workforce Solutions Staff Listing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** |  | **Name** | **Email** | **Phone** |
| **Governance and Strategic Planning** | **Deputy Assistant Secretary** | **Catherine Moga Bryant** | [Catherine.mogabryant@nccommerce.com](mailto:Catherine.mogabryant@nccommerce.com) | 919-814-0318 |
| NCWorks Commission |  | Catherine Moga Bryant | [Catherine.mogabryant@nccommerce.com](mailto:Catherine.mogabryant@nccommerce.com) | 919-814-0318 |
| Policy and Research |  | Annie Izod | [Annie.izod@nccommerce.com](mailto:Annie.izod@nccommerce.com) | 919-814-0313 |
| EEO |  | Mose Dorsey | [Mdorsey@nccommerce.com](mailto:Mose.dorsey@nccommerce.com) | 919-814-0419 |
| Field Services |  | Beth Coberly | [Beth.coberly@nccommerce.com](mailto:Beth.coberly@nccommerce.com) | 919-814-0271 |
| Quality Improvement |  | Michael McFarland | [Mmcfarland@nccommerce.com](mailto:Mmcfarland@nccommerce.com) | 919-814-0307 |
| Communications |  | VACANT |  |  |
| Customer Ombudsman |  | Myra Beatty | [Mbeatty@nccommerce.com](mailto:Mbeatty@nccommerce.com) | 919-814-0302 |
| Training |  | Gene Scott | [Gscott@nccommerce.com](mailto:Gscott@nccommerce.com) | 919-814-0330 |
| Performance |  | Beth Coberly | [Beth.coberly@nccommerce.com](mailto:Beth.coberly@nccommerce.com) | 919-814-0271 |
| Career Pathways |  | Dion Clark  *(Not a Commerce Employee)* | [dion.clark@nccommerce.com](mailto:Dionne.clarke@nccommerce.com) | 919-814-0418 |
|  |  |  |  |  |
| **Finance and Administration** | **Chief Financial Officer** | **Ron Jamison** | [Ronald.jamison@nccommerce.com](mailto:Ronald.jamison@nccommerce.com) | 919-814-0389 |
| Human Resources |  | Miranda Miller | [Miranda.miller@nccommerce.com](mailto:Miranda.miller@nccommerce.com) | 919-814-0447 |
| Finance |  | Cathy Koegl | [Ckoegl@nccommerce.com](mailto:Ckoegl@nccommerce.com) | 919-814-0421 |
| Administrative Services |  | Olita Boone | [Olita.boone@nccommerce.com](mailto:Olita.boone@nccommerce.com) | 919-814-0377 |
| **Field Operations** | **Chief Operating Officer** | **Mark Edmonds** | [Mark.edmonds@nccommerce.com](mailto:Mark.edmonds@nccommerce.com) | 919-814-0378 |
| **Business Connections (Work-Based Learning)** |  | Vacant |  |  |
| Business Services |  | Vacant |  |  |
| Rapid Response |  | Russell Doles | [rdoles@nccommerce.com](mailto:rdoles@nccommerce.com) | 919-814-0323 |
| Veterans |  | Archie Barrow | [Archie.barrow@nccommerce.com](mailto:Archie.barrow@nccommerce.com) | 919-814-0453 |
| **WIOA and Field Services** |  | Danny Giddens | [Dgiddens@nccommerce.com](mailto:Dgiddens@nccommerce.com) | 919-814-0325 |
| **Regional Operations Directors (RODs)** |  | Veronica Grantham | [veronica.grantham@nccommerce.com](mailto:veronica.grantham@nccommerce.com) | 704-853-5328 |
|  |  | Caroline Brigmon | [caroline.brigmon@nccommerce.com](mailto:caroline.brigmon@nccommerce.com) | 336-776-6720 |
|  |  | John Lowery | [john.lowery@nccommerce.com](mailto:john.lowery@nccommerce.com) | 910-618-5500 |
|  |  | Karl Zurl | [karl.zurl@nccommerce.com](mailto:karl.zurl@nccommerce.com) | 910-777-3923 |
|  |  | Tim Mathis | [tim.mathis@nccommerce.com](mailto:tim.mathis@nccommerce.com) | 828-286-3042 |
|  |  | Larry Donley | [larry.donley@nccommerce.com](mailto:larry.donley@nccommerce.com) | 252-355-9067 |
|  |  | Felicia Culbreth-Setzer | [felicia.setzer@nccommerce.com](mailto:felicia.setzer@nccommerce.com) | 828-466-5535 |
|  |  | Michelle Muir | [michelle.muir@nccommerce.com](mailto:michelle.muir@nccommerce.com) | 919-469-1406 |

# Attachment III -- North Carolina Workforce Development Board by Plan Regions

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Boards** | **Director** | **Counties** |
| *Western Region* | **Southwestern Workforce Development Board** | **Todd Douglas, Director**  125 Bonnie Lane  Sylva, NC 28799 Phone: (828) 586-1962  [E-mail: todd@regiona.or](mailto:todd@regiona.org)  Website: [www.regiona.org](http://www.regiona.org) | Cherokee, Clay, Graham, Haywood, Jackson, Macon and Swain counties |
|  | **Mountain Area Workforce Development Board** | **Nathan Ramsey, Director**  339 New Leicester Hwy., Ste. 140  Asheville, NC 28806  Phone: (828) 251-7473  [E-mail: nathan@landofsky.org](mailto:nathan@landofsky.org)  Website: [www.mountainareaworks.org](http://www.mountainareaworks.org) | Buncombe, Henderson, Madison, and Transylvania counties |
| *Northwest Region* | **High Country Workforce Development Board** | **Keith Deveraux, Director**  468 New Market Blvd.  Boone, NC 28607  Phone: (828) 265-5434 ext. 130  [E-mail: keith.deveraux@highcountrywdb.com](mailto:keith.deveraux@highcountrywdb.com)  Website:  [www.highcountrywdb.com](http://www.highcountrywdb.com) | Alleghany, Ashe, Avery, Watauga, Yancey, Mitchell, and Wilkes counties |
|  | **Western Piedmont Workforce Development Board** | **Wendy Johnson, Director**  P.O. Box 9026  Hickory, NC 28603  Phone: (828) 485-4273  [E-mail: wendy.johnson@wpcog.org](mailto:wendy.johnson@wpcog.org)  Website: www.westernpiedmontworks.org | Alexander, Burke, Caldwell and Catawba counties |
|  | **Region C Workforce Development Board** | **Steve Lockett, Director**  111 West Court Street  Rutherfordton, NC 28139  Phone: (828)-351-2373  [E-mail: slockett@regionc.org](mailto:slockett@regionc.org)  Website: www.regioncwdb.com | Cleveland, McDowell, Polk and Rutherford counties |
| *Piedmont Triad Region* | **Northwest Piedmont Workforce Development Board** | **Wendy Walker-Fox, Director**  1398 Carrollton Crossing Dr.  Kernersville, NC 27284 Phone: (336) 904-0300  [E-mail: wwalkerfox@ptrc.org](mailto:E-mail:%20wwalkerfox@ptrc.org)  Website: www.northwestpiedmontworks.org | Caswell, Davie, Forsyth, Rockingham, Stokes, Surry and Yadkin counties  Kernersville, |
|  | **Greensboro/High Point/Guilford Workforce** **Development Board** | **Lillian Plummer, Director**  2301 West Meadowview Road  Greensboro, NC 27407  Phone: (336) 373-8041  [E-mail: lillian.plummer@greensboro-nc.gov](mailto:lillian.plummer@greensboro-nc.gov)  Website: [www.guilfordworks.org](http://www.guilfordworks.org) | Guilford County |
|  | **DavidsonWorks Workforce Development Board** | **Pamela S. Walton, Director**  P.O. Box 1067  Lexington, NC 27293  Phone: (336) 242-2065  [E-mail: Pam.Walton@DavidsonCountyNC.gov](mailto:E-mail:%20Pam.Walton@DavidsonCountyNC.gov) Website: [www.davidsonworks.org](http://www.davidsonworks.org) | Davidson County |
|  | **Regional Partnership Workforce Development Board** | **James Bain, Director**  P.O. Box 1883  Asheboro, NC 27204  Phone: (336) 629-5141  [E-mail: [JBain@regionalcs.org](mailto:JBain@REGIONALCS.ORG)](mailto:kslovak@regionalcs.org)  Wesbite: [www.regionalpartnershipwdb.org](http://www.regionalpartnershipwdb.org) | Alamance, Montgomery, Moore, Orange and Randolph counties  James |
| *Southwest Region* | **Centralina Workforce Development Board** | **David Hollars, Executive Director**  9815 David Taylor Drive, Suite 100  Charlotte, NC 28262  Phone: (704) 348-2717  [E-mail: dhollars@centralina.org](mailto:E-mail:%20dhollars@centralina.org)  Website: [www.centralinaworks.com](http://www.centralinaworks.com) | Anson, Cabarrus, Iredell, Lincoln, Rowan, Stanly  and Union counties |
|  | **Charlotte Works Workforce Development Board** | **Dr. Patrick Graham, President/CEO** 11301 Carmel Commons Blvd., Suite 301 Charlotte, NC 28226  Phone: (704) 206-1342  [E-mail: pgraham@charlotteworks.com](mailto:pgraham@charlotteworks.com) Website: [www.charlotteworks.com](http://www.charlotteworks.com) | Mecklenburg County |
|  | **Gaston Workforce Development Board** | **Angela Karchmer, Director**  330 Dr. Martin Luther King Jr. Way  Gastonia, NC 28052  Phone: (704) 862-7930  [E-mail: angela.karchmer@gastongov.com](mailto:angela.karchmer@gastongov.com)  Website: www.gastonworks.com | Gaston County |
| *North Central Region* | **Durham Workforce Development Board** | **Andre Pettigrew, Executive Director** 807 E. Main St., Ste. 5-100  Durham, NC 27701  Phone: (919) 560-4965 – ext. 15219  [E-mail:](mailto:esther.coleman@durhamnc.gov) [andre.pettigrew@durhamnc.gov](mailto:andre.pettigrew@durhamnc.gov)  Website: <http://nc-durham.civicplus.com/460/Workforce-Development-Board> | Durham County |
|  | **Capital Area Workforce Development Board** | **Pat E. Sturdivant, Executive Director**  2321 Crabtree Blvd., Suite 200  Raleigh, NC 27604  Phone: (919) 856-6048  [E-mail: pat.sturdivant@wakegov.com](mailto:pat.sturdivant@wakegov.com)  Website: [www.capitalareawdb.com](http://www.capitalareawdb.com) | Johnston and Wake counties |
|  | **Kerr-Tar Workforce Development Board** | **Vincent Gilreath, Director**  P.O. Box 709  1724 Graham Ave.  Henderson, NC 27536  Phone: (252) 436-2040 Ext. 2052  [E-mail: vgilreath@kerrtarcog.org](mailto:vgilreath@kerrtarcog.org)  Website: [www.kerrtarcog.org/departments/workforce-development](http://www.kerrtarcog.org/departments/workforce-development) | Franklin, Granville, Person, Vance and Warren counties |
| *Sandhills Region* | **Lumber River Workforce Development Board** | **Patricia Hammonds, Director**  30 CJ Walker Rd.  Pembroke, NC 28372  Phone: (910) 775-9764  [E-mail:](mailto:E-mail:) [patricia.hammonds@lrcog.org](mailto:patricia.hammonds@lrcog.org)  Website: [www.lrwdb.com](http://www.lrwdb.com) | Bladen, Hoke, Richmond, Robeson and Scotland counties |
|  | **Cumberland Workforce Development Board** | **Nedra Rodriguez, Director**  410 Ray Avenue  Fayetteville, NC 28301  Phone: (910) 678-7716  Email: [nrodriguez@co.cumberland.nc.us](mailto:nrodriguez@co.cumberland.nc.us)  Website: www.co.cumberland.nc.us/workforce/board | Cumberland County |
|  | **Triangle South Workforce Development Board** | **Rosalind Cross, Director**  1105 Kelly Dr.  Sanford, NC 27330  Phone: (919) 777-7795  [E-mail: rcross@cccc.edu](mailto:rcross@cccc.edu)  Website: www.trianglesouthworkforce.com | Chatham, Harnett, Lee and Sampson counties |
| *Northeast Region* | **Region Q Workforce Development Board** | **Jennie Bowen, Director**  1502 N. Market Street, Suite A  Washington, NC 27889 Phone: (252) 974-1815  [Email: jbowen@mideastcom.org](mailto:jbowen@mideastcom.org)  Website: [www.regionqwdb.org](http://www.regionqwdb.org) | Beaufort, Bertie, Hertford, Martin and Pitt counties |
|  | **Northeastern Workforce Development Board** | **Dave Whitmer, Director**  512 South Church Street  Hertford, NC 27944  Phone: (252) 426-5753 ext. 231  [E-mail: dwhitmer@albemarlecommission.org](mailto:dwhitmer@albemarlecommission.org)  Website: [www.trianglesouthworkforce.com](http://www.trianglesouthworkforce.com) | Camden, Chowan, Currituck, Dare, Gates, Hyde, Pasquotank, Perquimons, Tyrell and Washington counties |
|  | **Turning Point Workforce Development Board** | **Michael Williams, Director**  110 Fountain Park Drive  Battleboro, North Carolina 27809  Phone: (252) 443-6175 Ext. 203  [E-mail: mwilliams@turningpointwdb.org](mailto:mwilliams@turningpointwdb.org)  Website: <http://www.turningpointwdb.org> | Edgecombe, Halifax, Nash, Northampton and Wilson |
| *Southeast Region* | **Eastern Carolina Workforce Development Board** | **Tammy Childers, Executive Director**  1341 South Glenburnie Rd.  New Bern, NC 28562  Phone: (252) 636-6901  [E-mail: childers@ecwdb.org](mailto:childers@ecwdb.org)  Website: [www.ecwdb.org](http://www.ecwdb.org) | Carteret, Craven, Duplin, Greene, Jones, Lenoir, Onslow, Pamlico and Wayne counties |
|  | **Cape Fear Workforce Development Board** | **Ginger Brick, Director**  1480 Harbour Dr.  Wilmington, NC 28401  Phone: (910) 395-4553  [E-mail:](mailto:cmay@capefearcog.org)  [gbrick@capefearcog.org](mailto:gbrick@capefearcog.org)  Website: http://capefearcog.org/Workforce-Development/Workforce-Development-Board | Brunswick, Columbus, New Hanover and Pender |

# Attachment IV -- Infrastructure Agreement Template

***(Local Area name)* NCWORKS Career Center**

**Partner Infrastructure Funding Agreement (IFA)**

1. **Purpose**

This Infrastructure Funding Agreement (IFA) is entered into by and between the *(workforce board name)*\_\_\_\_\_\_\_\_\_ and (*Local Area name)* NCWorks Partners. This IFA provides information on the shared infrastructure cost and/or in-kind arrangements. All partners to this IFA recognize that infrastructure costs are applicable to all required partners whether they are physically located in the NCWorks Career Center or not. Each partner’s contribution to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received.

The sharing and allocations of infrastructure costs among NCWorks partners are governed by WIOA sec. 121(b), its implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200 (Uniform Guidance).

Infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the NCWorks Career Center, including: rental of the facilities, utilities and maintenance, equipment (including assessment related and assistive technology for individuals with disabilities), technology to facilitate access to the center, as well as many other infrastructure costs such as signage, supplies, etc.

1. **\_\_(***Local Area)***\_\_\_\_\_\_\_\_\_\_ NCWorks System Infrastructure Budget**

*(insert system budget)*

1. **Cost Allocation Methodology**

For required WIOA Career Center partners, the Local Funding Mechanism (LFM) uses funding percentage caps, which ranges from .75 to 1.5%, to determine agencies proportionate share of infrastructure costs. The LFM is used to negotiate appropriate contributions from each required partner that will be allocated to \_\_\_\_\_\_\_\_\_\_- workforce board as outlined below. This methodology does not include Division of Workforce Solutions (DWS) administered programs or workforce development board administered programs. For all other required partners with state agencies, infrastructure contributions will be transferred to DWS as a lump sum based on the LFM for the said agency. Once DWS receives funding from the state agency, DWS will distribute funding to the local area via the funding methodology set up for each state agency as outlined in the table below.

For required partners without a state agency, but are federally funded, LFM can be used as well, however, this negotiation will vary per workforce board and should be outlined in the table below. All federally funded required partners may not administer programs in a Workforce Board’s Local Area. In that case, infrastructure cost sharing is not required.

For required partner programs administered by the Division of Workforce Solutions (DWS): Title III-Wagner-Peyser Employment Services, Trade Adjustment Assistance (TAA), and Jobs for Veterans State Grants (JVSG), the cost sharing model is based on the grant employees proportionate use of the NCWorks Career Center. DWS and WDB will pay a cost per employee housed in the center. The cost per employee will be based on the total infrastructure cost of the NCWorks Career Center, where applicable.

|  |  |
| --- | --- |
| **Partner agency** | **Funding Methodology** |
| Adult, Dislocated Worker, and Youth formula programs | Proportionate use – cost per employee |
| **Job Corps** | *Local negotiations or N?A* |
| YouthBuild | *Local negotiation or N/A* |
| Native American programs | *Local negotiation or N/A* |
| National Farmworker Jobs Program (NFJP) | *Local negotiation or N/A* |
| Wagner-Peyser Act Employment Service (ES) program | Proportionate use – cost per employee |
| Senior Community Service Employment Program (SCSEP | Based on Title 1 WIOA Adult formula |
| Trade Adjustment Assistance (TAA) activities | Proportionate use – cost per employee |
| Unemployment Compensation (UC) programs | Based on Title 1 Dislocated Worker formula |
| Jobs for Veterans State Grants (JVSG) programs | Proportionate use – cost per employee |
| Reentry Employment Opportunities (REO) programs | *Local negotiation or N/A* |
| Adult Education and Family Literacy Act (AEFLA) program | Based on 1.5% of each provider’s administrative budget |
| Carl Perkins -Career and technical education programs | Based on 1.5% of each provider’s administrative budget |
| Vocational Rehabilitation (VR) Services program | 1. The allocation is by county and then the counties are rolled up to the appropriated Local Work Force Board. |
|  | 2. 80% ($659,572) is allocated based on the number of people with disabilities age 18-64 within each county. |
| 3. 13% ($107,180) is based on a “disability density” factor: (people aged 18-64 with disability in county / people age 18-64 in county) / (people aged 18-64 with disability in state / people age 18-64 in state). This tends to help rural counties where the “density factor” is higher. |
| 4. 7% ($57,713) is allocated based on a county’s relative Fair Market Rent as compared to the state average.  This tends to help counties with higher occupancy costs (occupancy is a stand-in for infrastructure costs). |
| Community Services Block Grant (CSBG) programs | CSBG  Amount to distribute was made by applying CSBG Funding by percentage of  amount spent by Community Action Agencies (entities who received CSBG Funding) for Employment Services.  Each county’s percent of funding allocated was applied to this amount. |
| Temporary Assistance for Needy Families (TANF) program | TANF  Amount to distribute was determined by counties coding (method of recording expenditures) to WFCBG for Employment Services in SFY 2016-17.  The percentage of funding for each county of the total allocation of the TANF Work First County Block Grant (this funding provides dollars for Employment Services Funded with TANF) was applied to the coded expenditure amount. |

For additional partners that are not required partners, funds are paid directly to the Local Area Workforce Development Board based on the partner’s proportionate use of the center as outlined in the table below.

*(Insert table for additional partners as applicable)*

1. **IFA Modifications**

The partners recognize that modifications to the IFA may be necessary during the program year. Any authorized representative of a partner may make a written request for modification. In order to be valid, any modification to the IFA must be in writing, with a 30 day notice, and signed and sent to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If *\_\_(insert board name)*\_\_\_\_\_\_\_\_\_\_\_ requests a modification, notice will be sent to the partner organization contact and address identified in section V. IFAs shall be reviewed by all partners at least **once per** year as part of the Workforce Development Board’s Local Plan MOU update process. If partners are not able to resolve issues related to infrastructure funding during the MOU duration period when consensus cannot be reached, partner contribution defaults to the State Funding Mechanism limits.

1. **Partner Infrastructure Contributions**

For required partners that have a state agency, required infrastructure cost will be transferred to DWS. DWS will then distribute the funds to each board based on the methodology agreed on between the agency and the NC Director’s Council.

Where DWS needs to contribute funds to a WDB, they will issue a funding authorization for the amount owed which will allow the board to draw down those funds as they are needed  will work with DWS planning unit to generate the NFA for the entire amount owed to that WDB. Boards can draw the funds down as needed.     
   
Where the WDB needs to contribute funds to DW, DWS will issue an invoice, which will provide the required documentation and audit trail that will allow the board to draw down the funds and write a check to DWS.   The local areas that owe DWS will be invoiced that amount and tracked for receipt by our finance unit.

For partners cost sharing funds not distributed by the Division of Workforce Solutions, \_\_\_\_\_\_\_\_\_\_\_\_\_ Development Board will invoice Partner within 30 days of the signed MOU for infrastructure cost sharing effective January 1, 2018.

**Payment:** one time annual cost (due 30 days after invoice date) $

monthly payments (due by 5th day of each month) $

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NCWorks Partner** | **Infrastructure Total Share $** | **Funded** | **In-kind** | **N/A** | **In-kind Description** | **Partner Contact (Name, Organization, Address, e-mail and phone number)** |
| Adult, Dislocated Worker, and Youth formula programs; |  |  |  |  |  |  |
| Job Corps |  |  |  |  |  |  |
| YouthBuild |  |  |  |  |  |  |
| Native American programs |  |  |  |  |  |  |
| National Farmworker Jobs Program (NFJP) |  |  |  |  |  |  |
| Wagner-Peyser Act Employment Service (ES) program |  |  |  |  |  |  |
| Senior Community Service Employment Program (SCSEP |  |  |  |  |  |  |
| Trade Adjustment Assistance (TAA) activities |  |  |  |  |  |  |
| Unemployment Compensation (UC) programs |  |  |  |  |  |  |
| Jobs for Veterans State Grants (JVSG) programs |  |  |  |  |  |  |
| Reentry Employment Opportunities (REO) programs |  |  |  |  |  |  |
| Adult Education and Family Literacy Act (AEFLA) program |  |  |  |  |  |  |
| Career and technical education programs |  |  |  |  |  |  |
| The State Vocational Rehabilitation (VR) Services program |  |  |  |  |  |  |
| Employment and training programs |  |  |  |  |  |  |
| Community Services Block Grant (CSBG) programs |  |  |  |  |  |  |
| Temporary Assistance for Needy Families (TANF) program |  |  |  |  |  |  |
| *(other agencies)* |  |  |  |  |  |  |

1. **Term of Agreement**

This Agreement will remain in effect from January 1, 2018 to June 30, 2018. It shall be reviewed by the parties as necessary or at least once per year as part of the Workforce Development Board’s Local Plan update.

1. **Signatures**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gilda Rubio-Festa Signature Date

Associate Vice President College and Career Readiness

State Director, Adult Education

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Adult Education

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Job Corps program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

YouthBuild program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Native American programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

National Farmworker Jobs Program (NFJP)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Wagner-Peyser Act Employment Service (ES) program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Senior Community Service Employment (SCSEP) program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Trade Adjustment Assistance (TAA) activities

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Unemployment Compensation (UC) programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Jobs for Veterans State Grants (JVSG) programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Reentry Employment Opportunities (REO) programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Adult Education and Family Literacy Act (AEFLA) program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Career and technical education programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Vocational Rehabilitation (VR) Services program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Employment and Training programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Community Services Block Grant (CSBG) programs

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Temporary Assistance for Needy Families (TANF) program

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

Capital Area Workforce Development Board Executive Director

***Other partners (add a signature line for each additional partner included)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name Signature Date

**(Partner program name)**