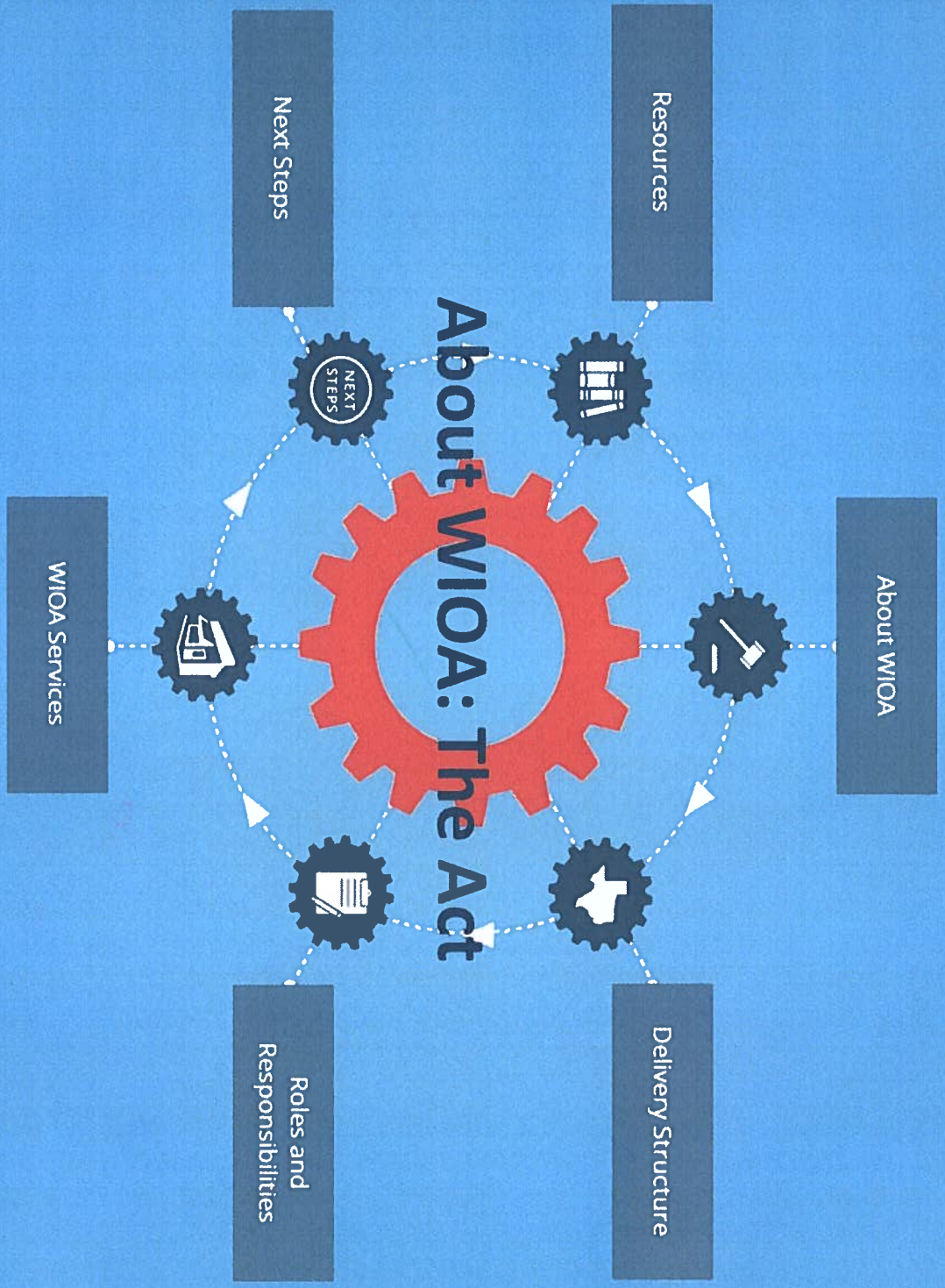


About WIOA: The Act





About MIOA



The Act

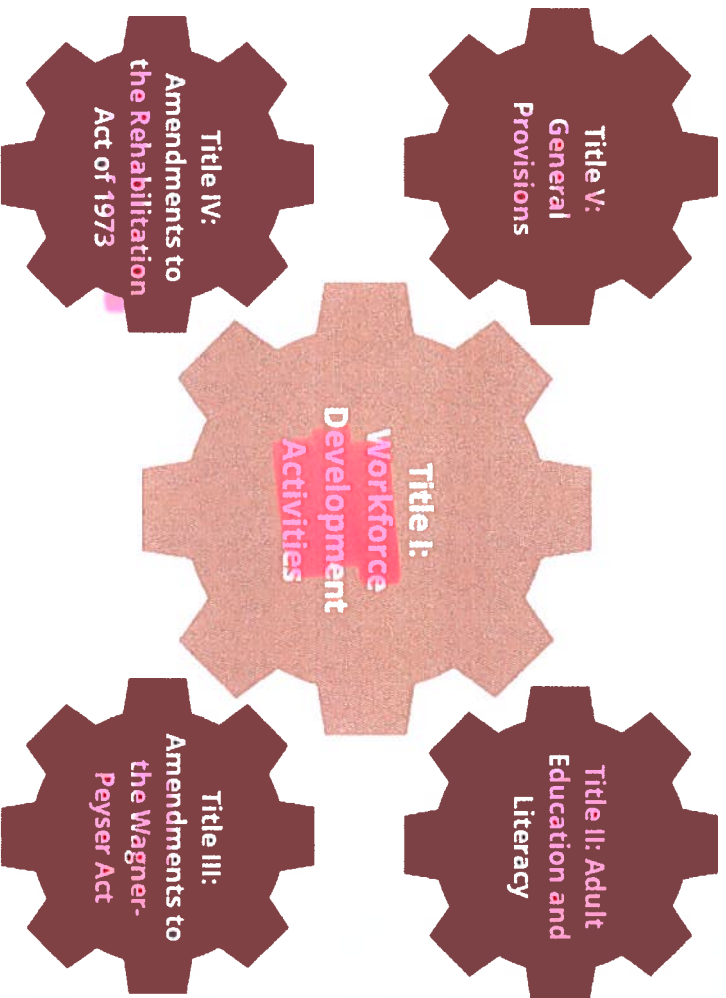
President Barack Obama signed the bi-partisan **Workforce Innovation and Opportunity Act (WIOA)** into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market, as well as to match employers with the skilled workers they need to compete in the global economy.





MIOA has five titles. The five titles authorize legislation for core programs in the workforce development system.

Click each title for a brief summary.



[Return to Menu](#)

[Next Topic](#)

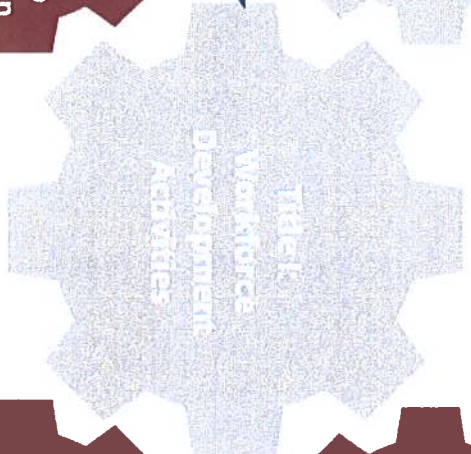


WIOA has five titles. The five titles authorize legislation for core programs in the workforce development system.

Click each title for a brief summary.

Title I - Workforce Development Activities:

Authorizes the delivery of workforce services to youth, adults, and dislocated workers at the state and local level, and requires workforce development boards to set strategy and govern WIOA activities.



Return to Menu

Next Topic



HOME



About WIOA



The Act

WIOA has five titles that authorize legislative and workforce development activities. Click each title for a description.

Title II - Adult Education and Literacy:

Authorizes funding for adult education and literacy activities in local areas.



Return to Menu

Next Topic





WIOA has five titles. The five titles authorize legislation for core programs in the workforce development system.

Click each title for a brief summary.



Title III – Amendments to the Wagner-Peyser Act:
 Requires the employment service (typically a state function) to be co-located in local one-stop centers.



Return to Menu

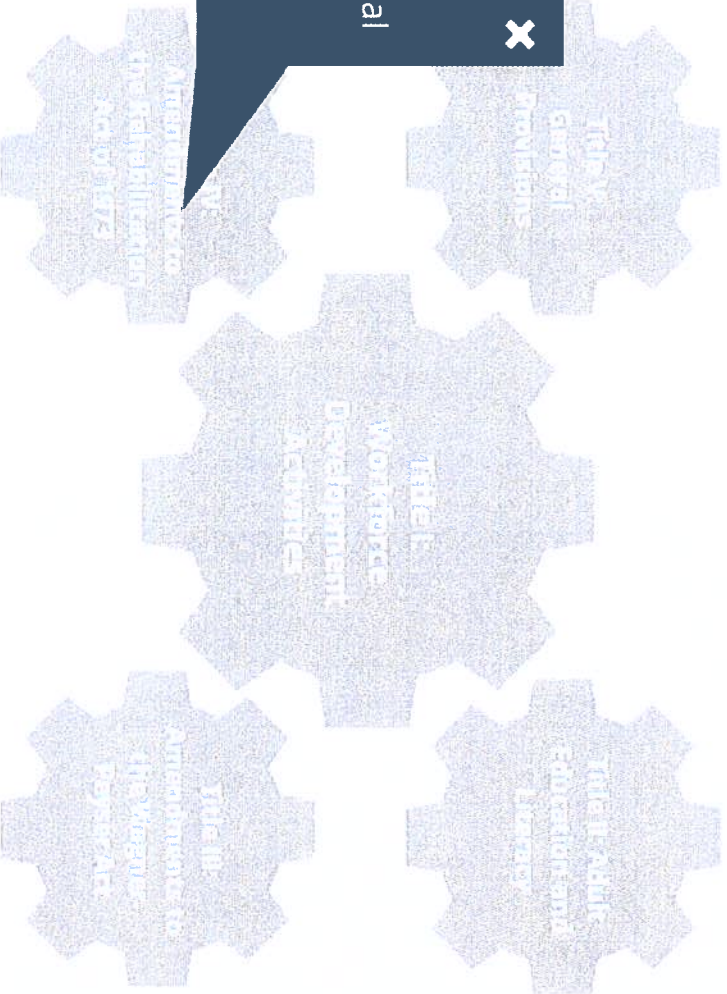
Next Topic



MIOA has five titles. The five titles authorize legislation for core programs in the workforce development system.

Click each

Title IV - Amendments to the Rehabilitation Act of 1973:
Authorizes funding for vocational rehabilitation services and defines those services.



Return to Menu

Next Topic





About MIOA

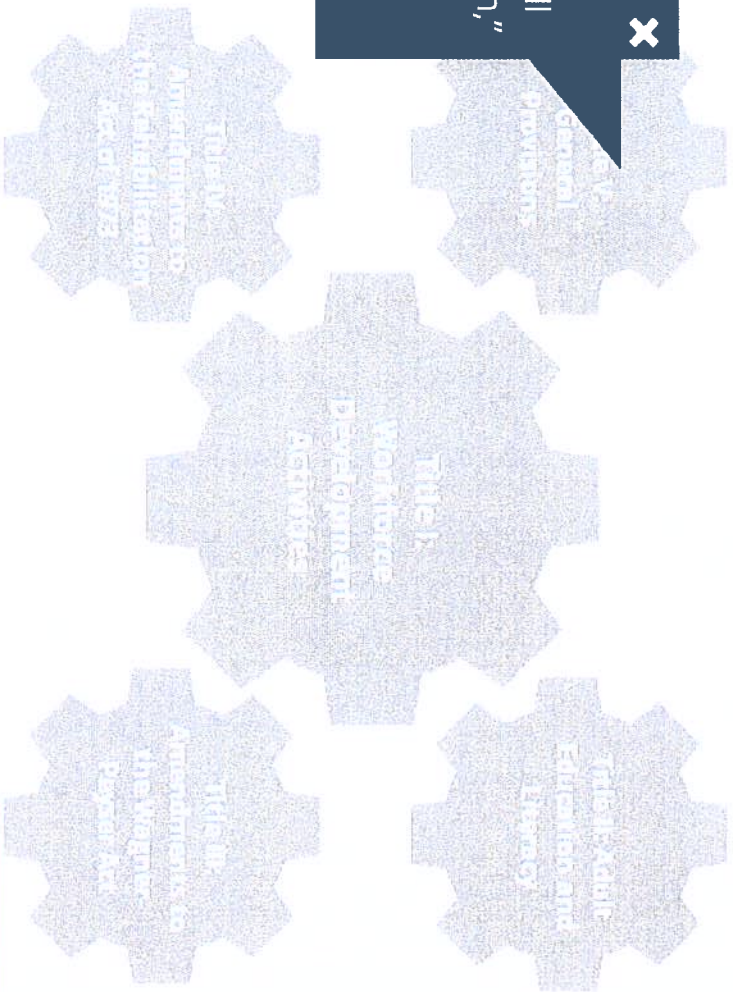


The Act

MIOA has five titles. The five titles authorize legislation for each provision in the workf

Click each

Title V - General Provisions:
 Includes provisions that apply to all the titles, such as "buying American," reducing reporting burdens, and reporting.

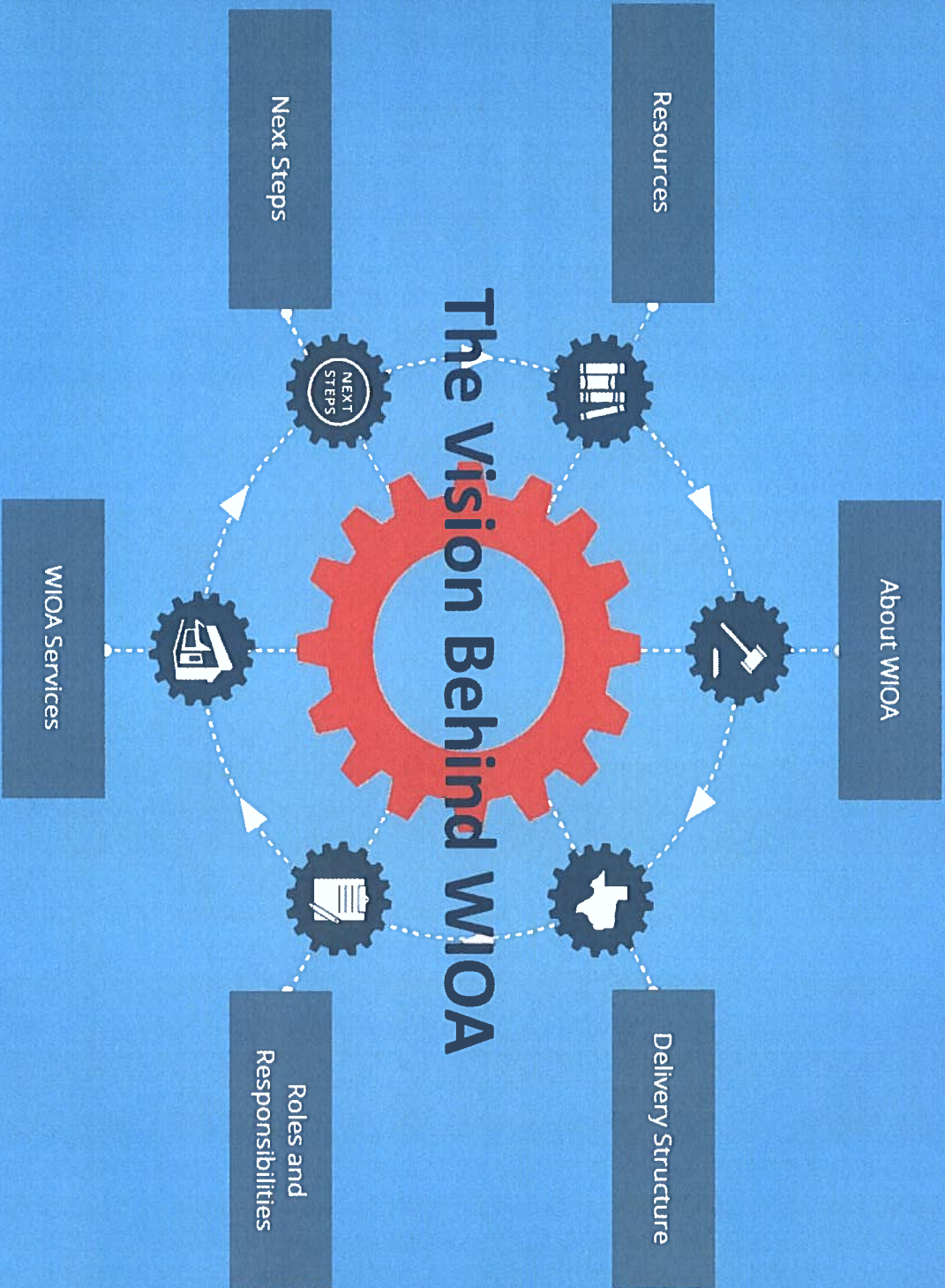


Return to Menu

Next Topic



The Vision Behind WIOA





About MIOA



The Vision Behind MIOA

The Workforce Innovation and Opportunity Act (WIOA) was created to provide states and local areas with the flexibility to collaborate across systems, and collectively respond to economic and labor market challenges at the regional and local levels.

WIOA
WORKFORCE INNOVATION OPPORTUNITY ACT





MIOA is designed to align the workforce investment, education, and economic development systems, and to **engage business executives**, those representing workers, and other informed leaders in crafting a coordinated and high-impact strategy to address the employment and skills needs of current employees, **job seekers**, and employers.



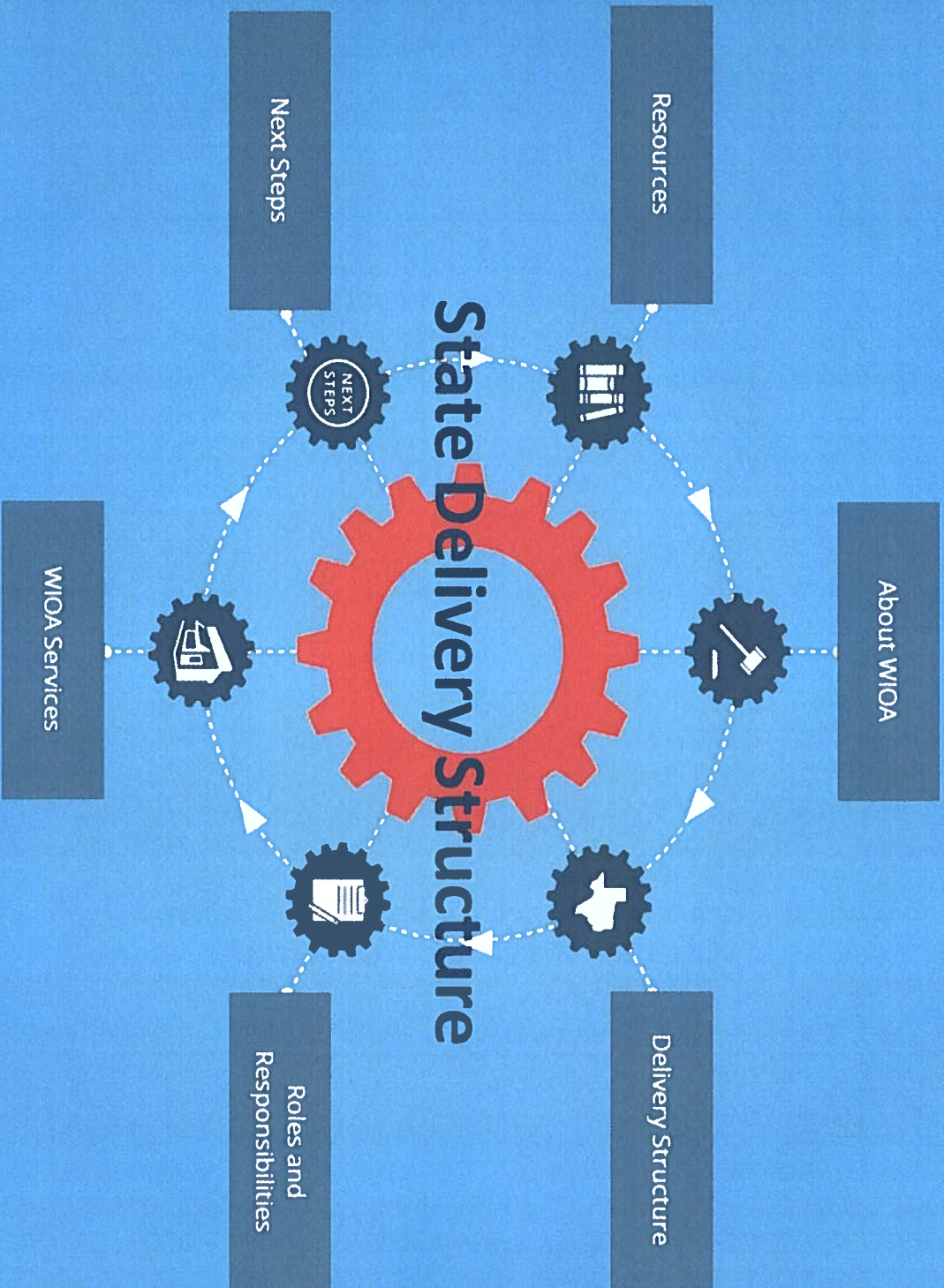
- Business skill needs
- Career pathway development
- Work-based learning



[Return to Menu](#)

[Next Topic](#)

State Delivery Structure



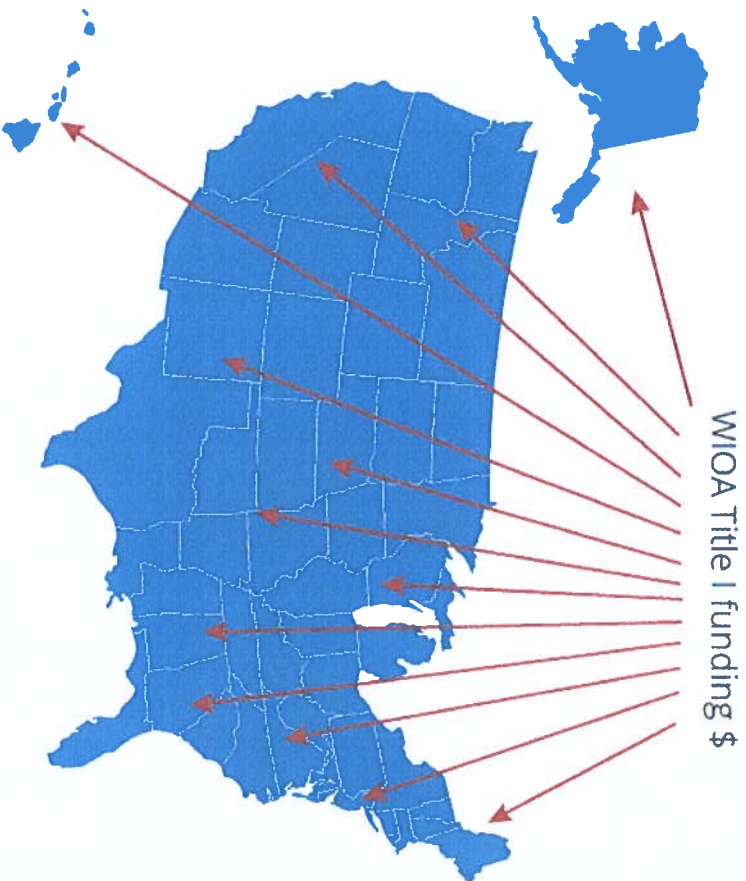


Delivery Structure



State Delivery Structure

Governors are responsible for administering WIOA at the state level, and for allocating federal funding to the local areas. They appoint state workforce boards, and the workforce boards set policies on their behalf.





Delivery
Structure



State Delivery Structure

The state workforce board needs to include representatives from each chamber of the legislature, the private sector, and local governments. The policies that the board sets impact local delivery, as well as the state's discretionary workforce development investments.



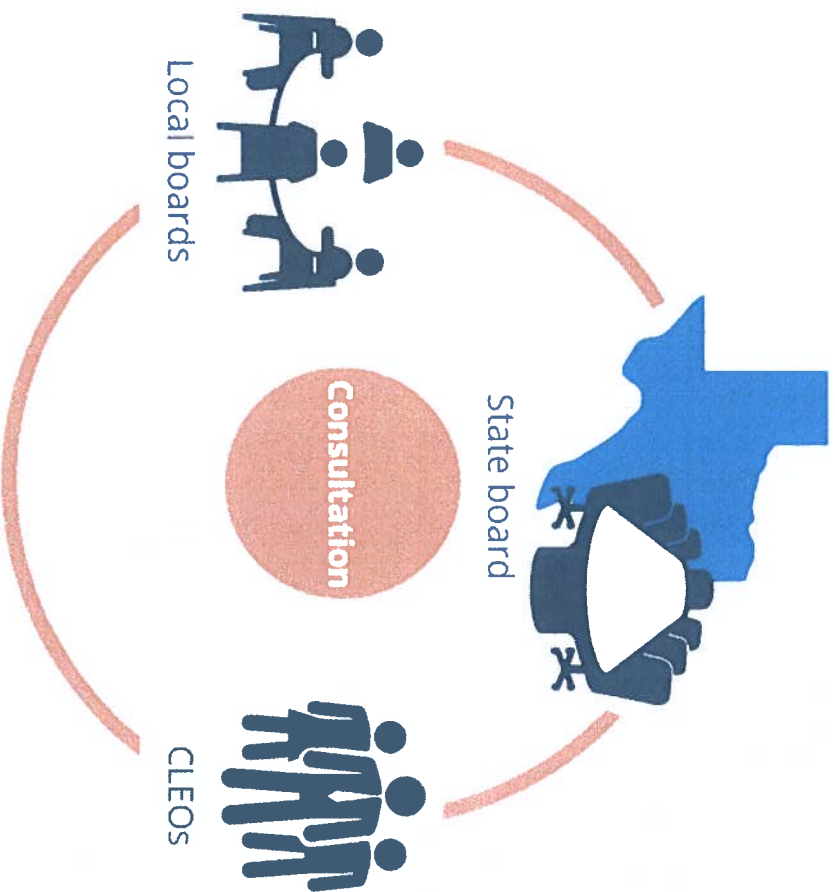


Delivery Structure



State Delivery Structure

The state board is required to consult with the chief local elected officials (CLEOs) and local boards about decisions that affect local workforce areas. However, there is no requirement for the state to act on this input.





Delivery Structure



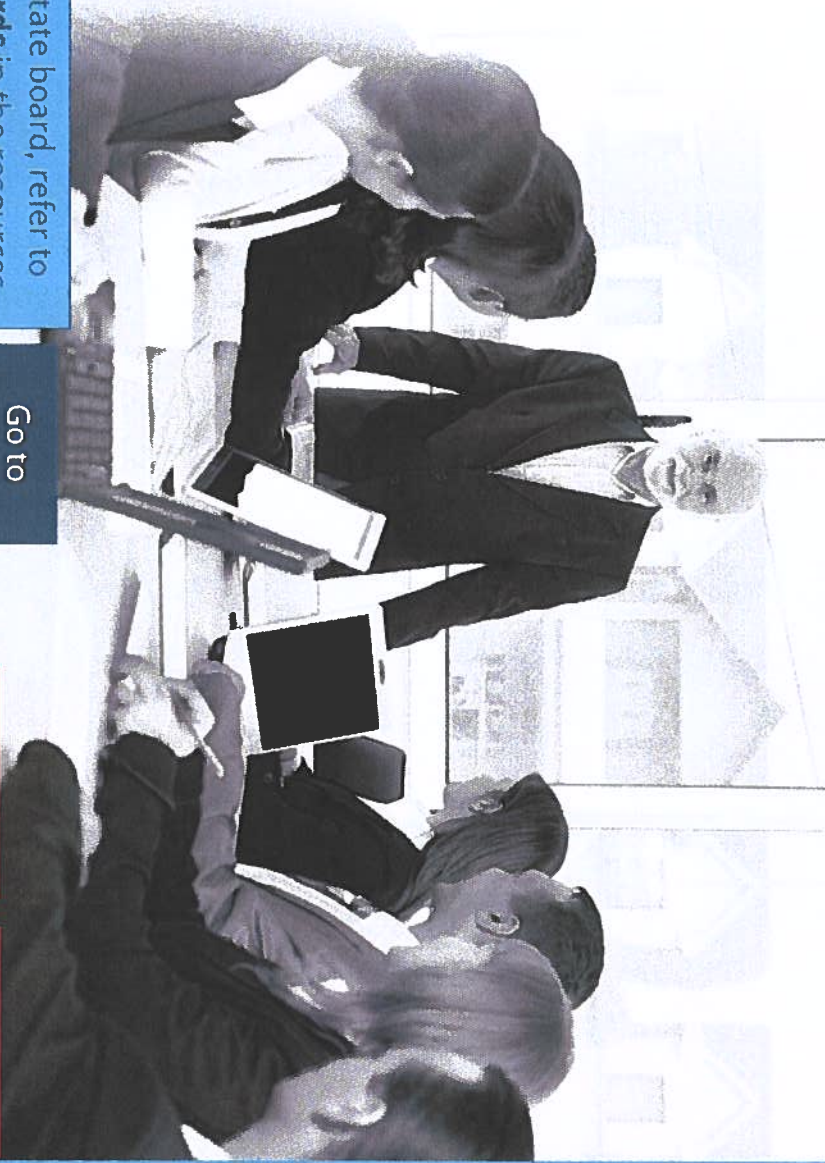
State Delivery Structure

Can you, as a CLEO, influence the state board?

Yes

No

Note: For more information on the state board, refer to **State Workforce Development Boards** in the resources section of this online program.



Go to Resources

Return to Menu

Next Topic



Delivery
Structure



State Delivery Structure

The answer is YES!

State board members can represent an area's interests and influence decisions at the state level. Therefore, chief local elected officials (CLEOs) should think about whether or not there are local board members - particularly those who serve in leadership positions on the local board - who could be nominated to the state workforce development board. The local board director can help prepare and support any state board members from the local area, ensuring they have the information necessary to fully represent local interests.



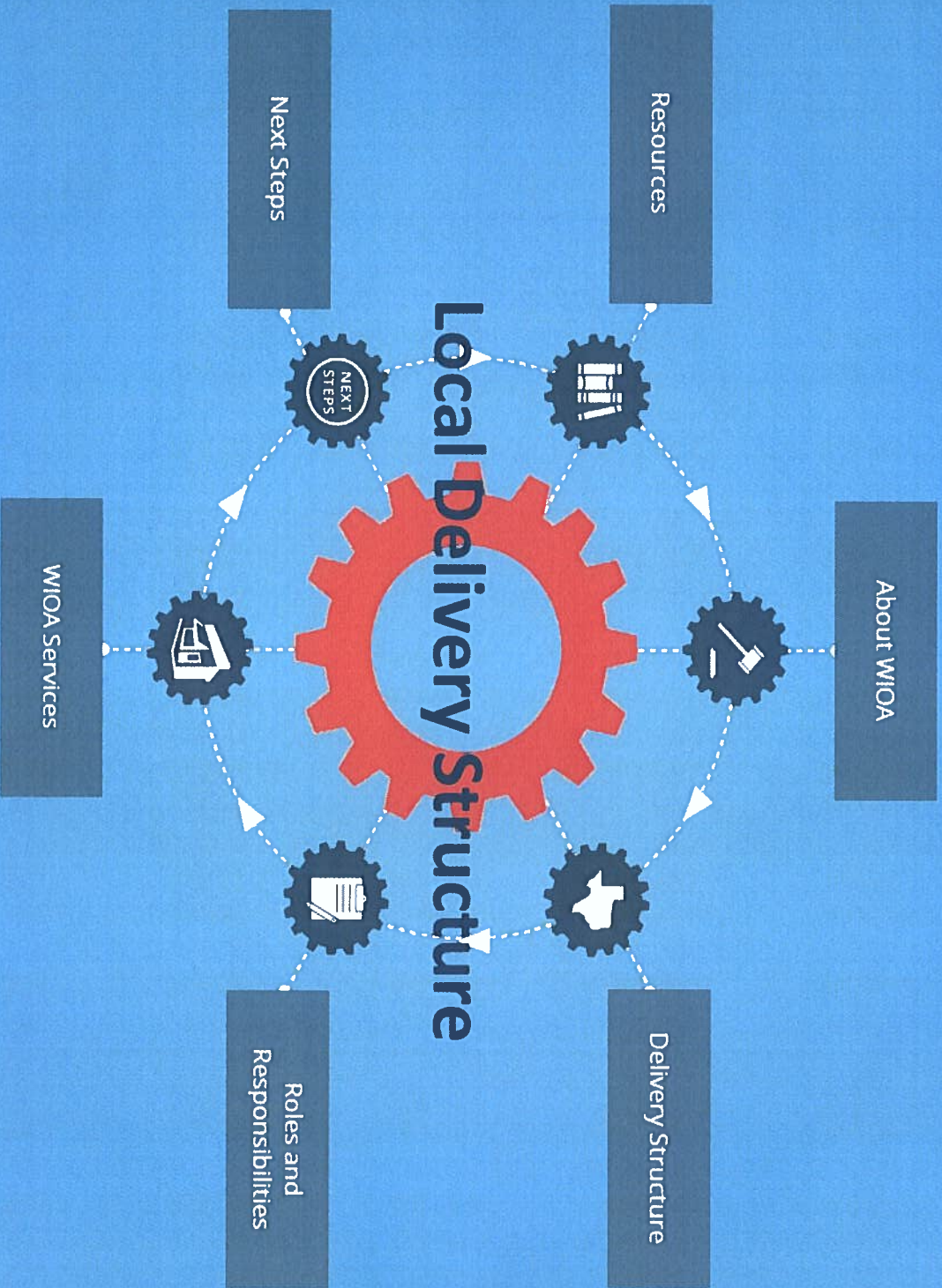
Note: For more information on the state board, refer to **State Workforce Development Boards** in the resources section of this online program.

Go to
Resources

Return to
Menu

Next Topic

Local Delivery Structure



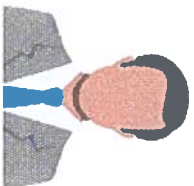


Delivery Structure



Local Delivery Structure

Local areas receive WIOA Title I funding from the state. The chief local elected official (CLEO) is the grant recipient for the funds awarded to the local workforce development area and is liable for those funds.



Governor

Local governmental units are liable for funds awarded to local workforce development areas

\$\$\$\$\$



\$\$\$\$\$



\$\$\$\$\$





Delivery Structure

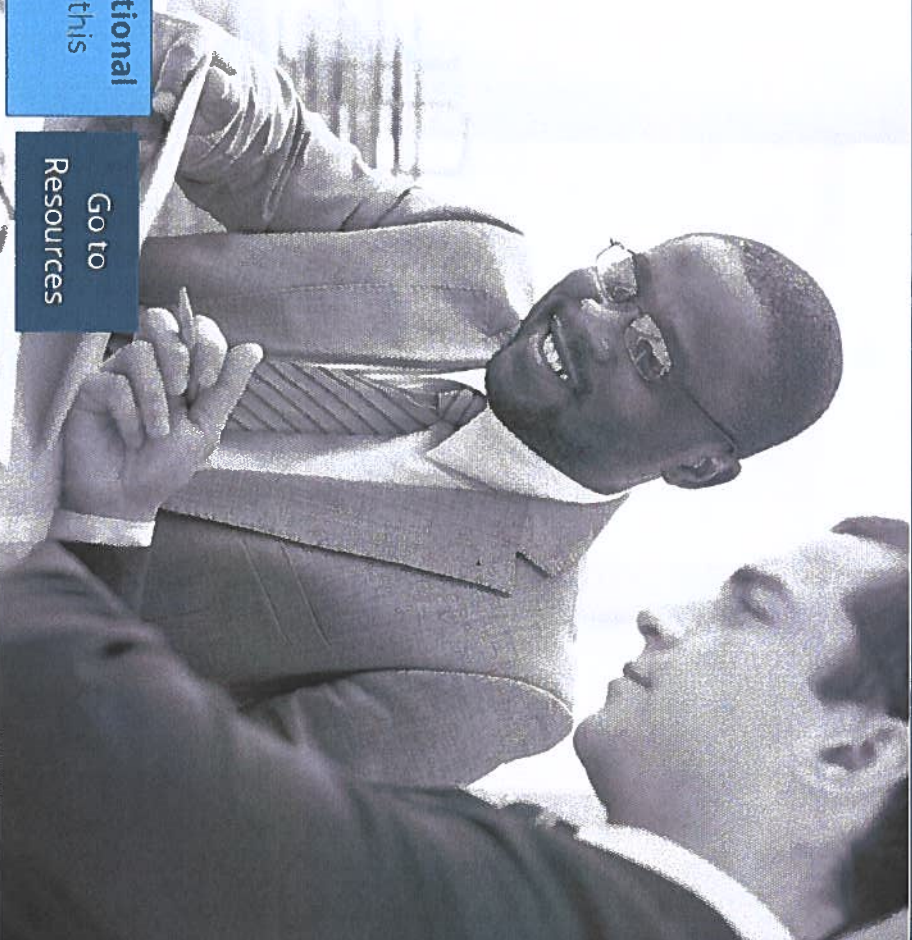


Local Delivery Structure

If a local area consists of more than one city or county, it will have multiple local elected officials. These local elected officials need to draft an agreement that describes how they will share roles and responsibilities, and select a single official to serve as the "chief local elected official," or CLEO. There is some flexibility around how responsibilities are divided, but the agreement needs to identify a single individual who has signing authority on contracts and other documents.

Note: For more information, refer to **Multi-Jurisdictional Local Workforce Areas** in the resources section of this online program.

Go to
Resources





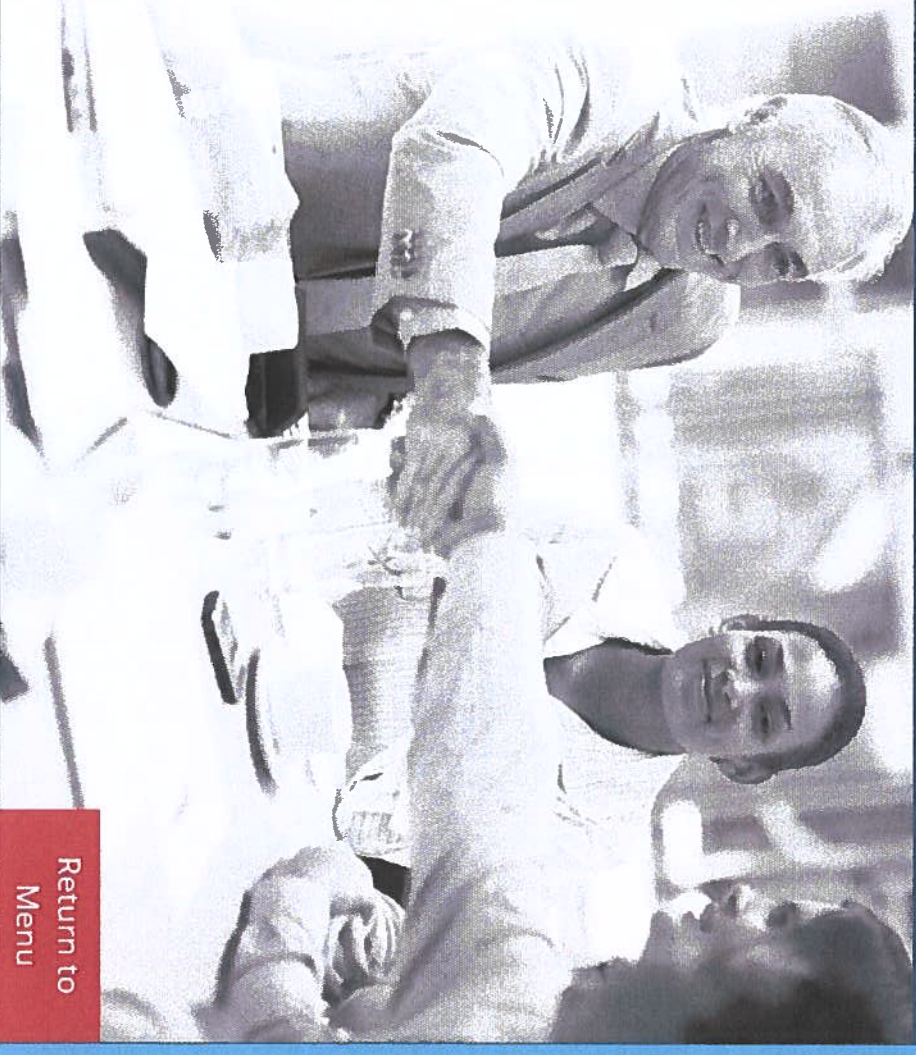
Delivery
Structure



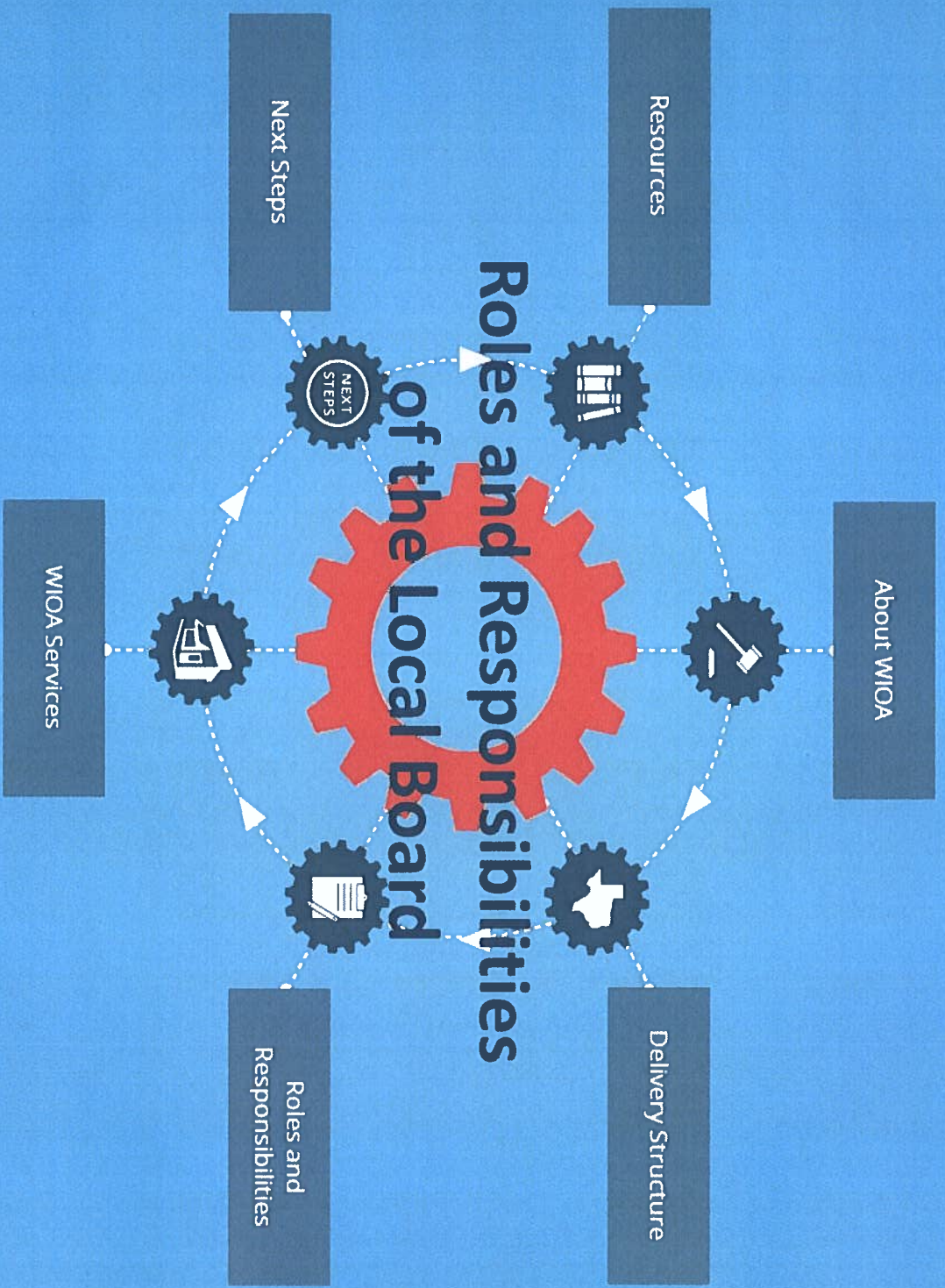
Local Delivery Structure

Within a local area, the CLEO will **appoint a local workforce board**. In partnership with the CLEO, the local board oversees the administration of workforce development services and provides strategic direction for workforce development programs.

The roles and responsibilities of the CLEO and the local workforce development board are explored in greater detail in the **Roles and Responsibilities** section of this course.



Return to
Menu



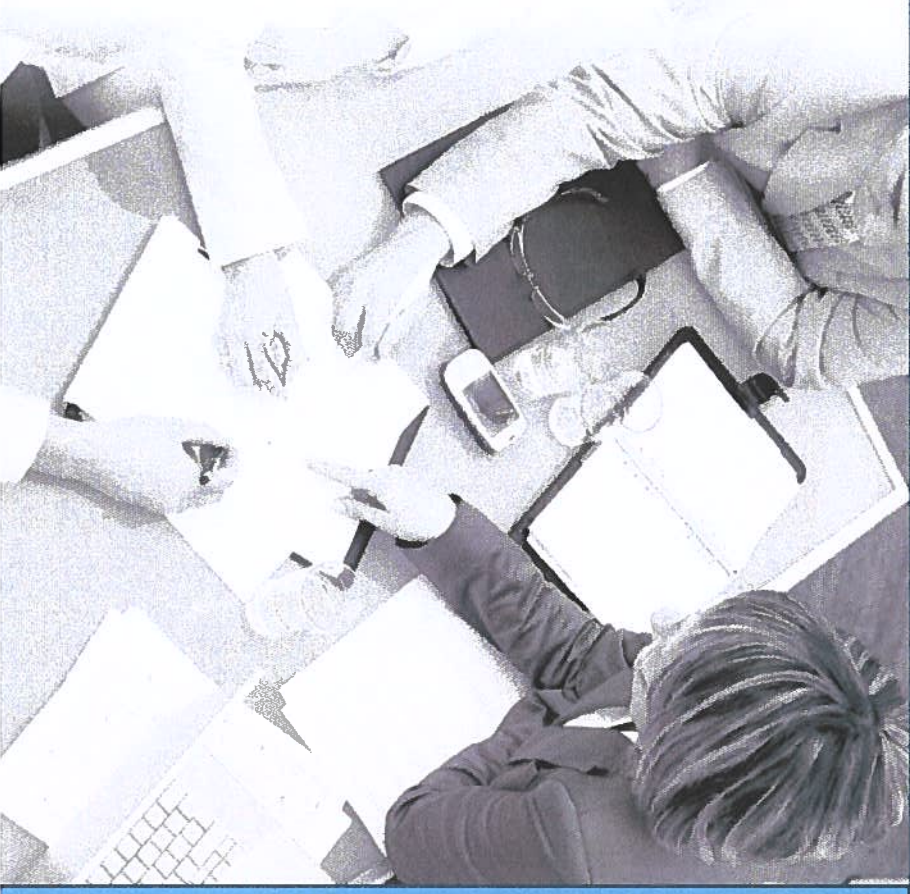


Roles and Responsibilities



The Local Board

The chief local elected official (CLEO) appoints the local workforce board and establishes the by-laws that govern it. Once appointed, the local workforce board works in partnership with the CLEO to provide strategic direction for workforce development programs in the local area.













Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note that states have the discretion to further define (or add to) WIOA requirements, which are typically communicated to local areas through the state board director.

Select each local board member to learn more.

- 1  Private Sector
- 2  Labor
- 3  Adult Education & Literacy
- 4  Higher Education
- 5  Economic and Community Development
- 6  State Employment Service
- 7  Vocational Rehabilitation
- 8  Optional Members



Roles and Responsibilities

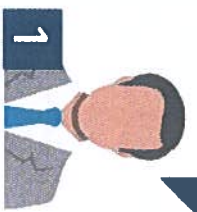


The Local Board

The CLFO needs to follow some basic requirements when appointing board members. Please

The majority of members must come from the private sector. Private sector nominations come from local business organizations or business trade associations. The local workforce board will elect a chair from among the private sector members.

which are



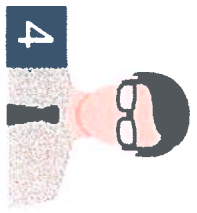
1 Private Sector



2 Labor



3 Adult Education & Literacy



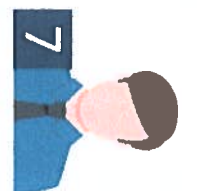
4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members





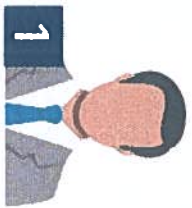
Roles and Responsibilities



The Local Board

The board typically consists of three members of organized labor. Two members from labor organizations and one training director or union member from a joint labor-management or union-affiliated registered apprenticeship program.

Organized labor also must comprise 20% of the entire board membership. Representatives of labor or community-based organizations can be used to meet the 20% threshold.



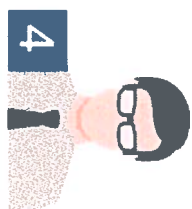
1 Private Sector



2 Labor



3 Adult Education & Literacy



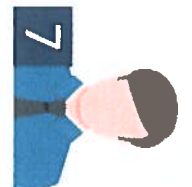
4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members





Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note that states have the discretion to further define (or add to) WIOA requirements, which are typically One provider administering adult education and literacy and serving as a **core one-stop partner**. If there is more than one provider locally, the providers nominate the member.



1 Private Sector



2 Labor



3 Adult Education & Literacy



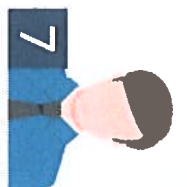
4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members



Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note the following requirements. Typically, one higher education representative from a post-secondary institution that delivers workforce development programs, such as a community college, are

- 1 Private Sector
- 2 Labor
- 3 Adult Education & Literacy
- 4 Higher Education
- 5 Economic and Community Development
- 6 State Employment Service
- 7 Vocational Rehabilitation
- 8 Optional Members





Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note that states have the discretion to further define (or add to) WIOA requirements, which are typically communicated to local areas through the state board director.

Select each local board member

One member from an economic and/or community development entity.



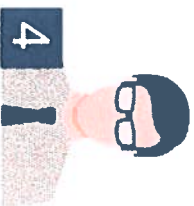
1 Private Sector



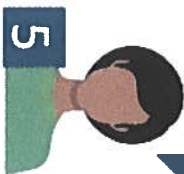
2 Labor



3 Adult Education & Literacy



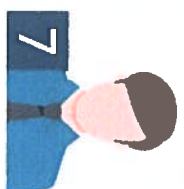
4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members



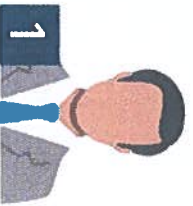
Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note that states have the discretion to further define (or add to) WIOA requirements, which are typically

Select one member from the state employment service office (responsible for Wagner-Peyser) and serving as a core one-stop partner.



1 Private Sector



2 Labor



3 Adult Education & Literacy



4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members



Roles and Responsibilities



The Local Board

The CLEO needs to follow some basic requirements when appointing board members. Please note that states have the discretion to further define (or add to) WIOA requirements, which are typically communicated to local areas through the state board director.

Select **one** member from vocational rehabilitation and serving as a **core one-stop partner**.



1 Private Sector



2 Labor



3 Adult Education & Literacy



4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members



Roles and Responsibilities

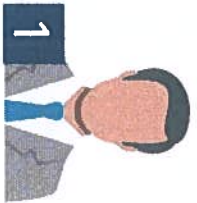


The Local Board

The CLEO needs note that states typically commu

Select each loca

- Optional members, including:
- Representatives from entities administering education and training activities,
 - Governmental and economic and community development entities,
 - Philanthropic organizations,
 - Other individuals the CLEO deems appropriate.



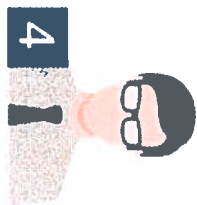
1 Private Sector



2 Labor



3 Adult Education & Literacy



4 Higher Education



5 Economic and Community Development



6 State Employment Service



7 Vocational Rehabilitation



8 Optional Members



Roles and
Responsibilities



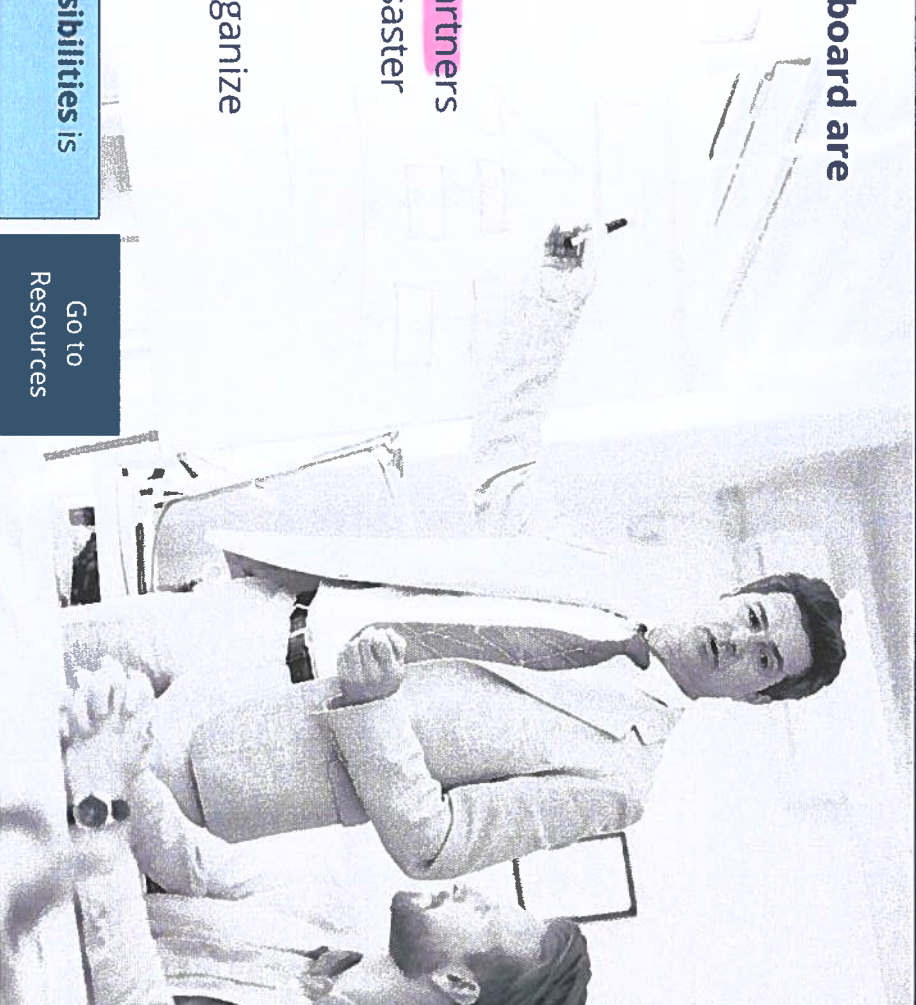
The Local Board

Together, CLEOs and the local workforce board are responsible for:

1. Commenting on the state plan
2. Developing the local four-year plan
3. Conducting regional planning
4. Setting policy for the local area
5. Developing the local board budget
6. Approving non-mandatory one-stop partners
7. Working with the governor during a disaster
8. Providing oversight
9. Negotiating performance measures
10. Appealing a governor's decision to reorganize

Note: A printable list of CLEO and Local Board Responsibilities is provided in the resources section.

Go to
Resources





Roles and Responsibilities

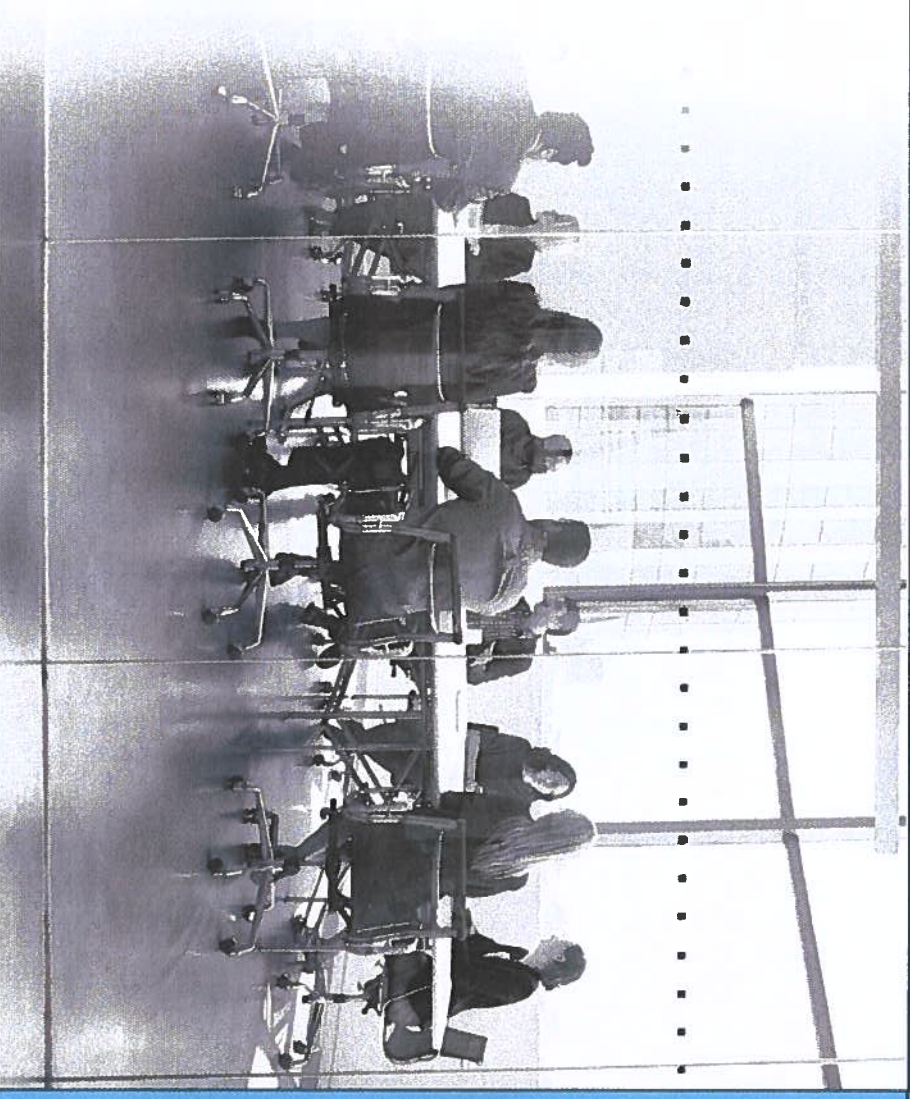


The Local Board

Local and regional planning are key responsibilities that warrant further discussion. The CLEO and the local workforce board work in partnership to develop and submit a comprehensive four-year plan to the governor.

The local four-year plan must:

- Be consistent with the state plan
- Identify and describe:
 - Policies
 - Procedures
 - Planned local activities





Roles and Responsibilities

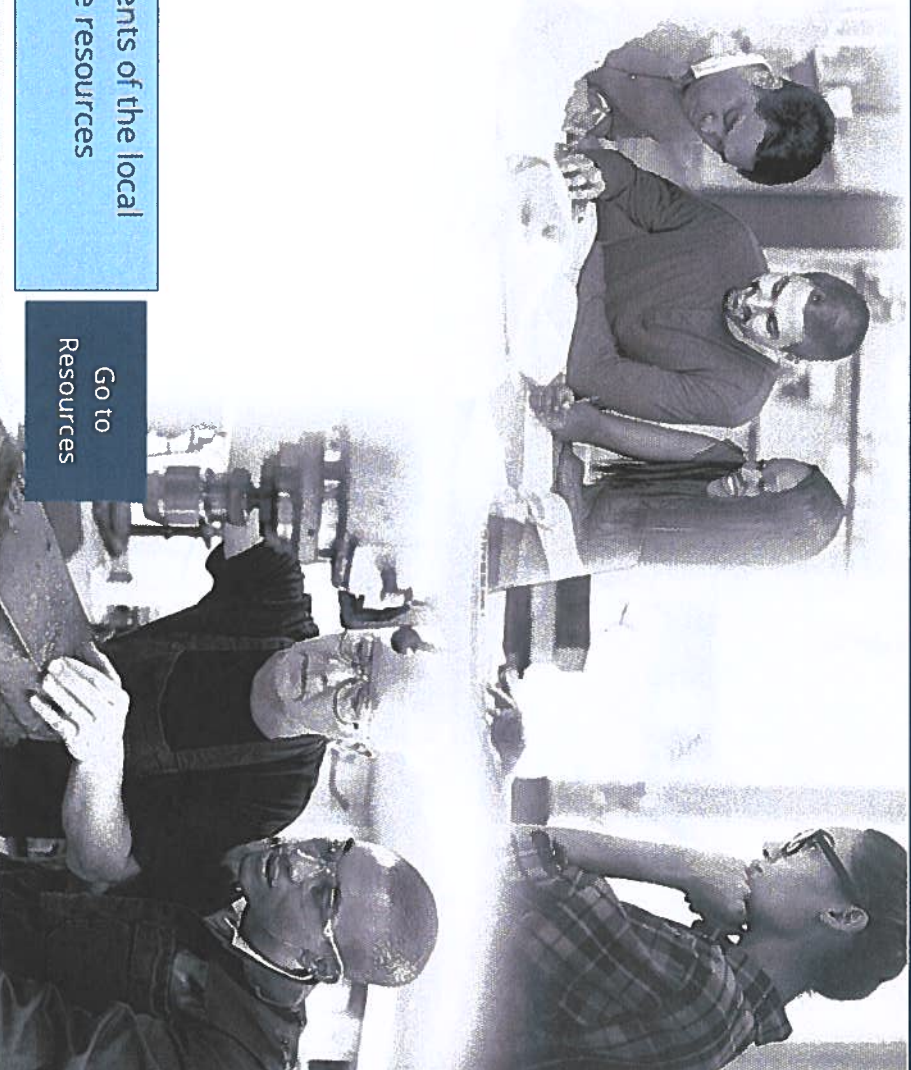


The Local Board

Local boards are expected to begin their plans with a strategic vision and goals targeted at preparing an educated and skilled workforce.

CLEOs can use this opportunity to make sure that **their** vision and goals are reflected in and supported by the local plan.

Note: For more information on the required elements of the local plan, refer to **Local Plan Required Elements** in the resources section.



Go to Resources



Roles and Responsibilities

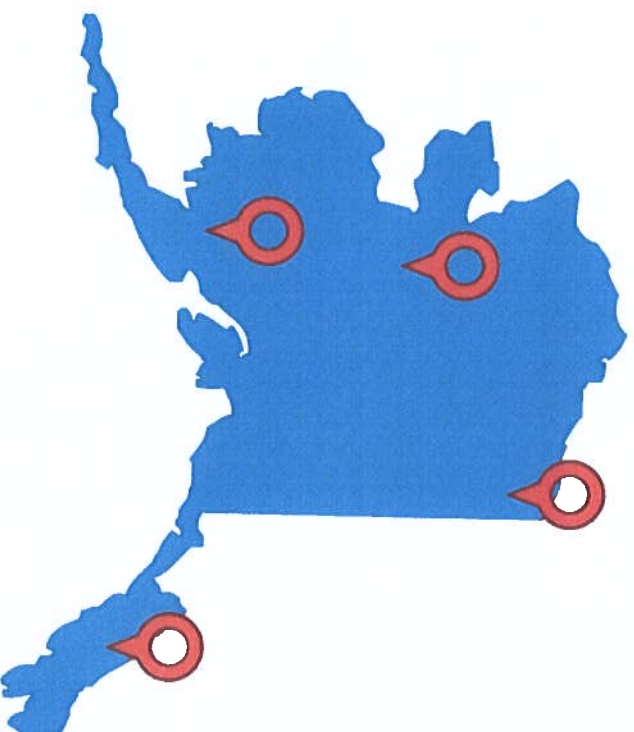


The Local Board

Within a state, regions are defined by the governor. They can be defined based on labor market areas, regional economic development areas, or other factors. The CLEOs and local workforce boards within a region must work together to develop a regional plan.

Regional planning gives CLEOs and local workforce boards an opportunity to collectively develop strategies to address labor market challenges that transcend local boundaries.

Note: For more information on the required elements of the regional plan, refer to **Regional Plan Required Elements** in the resources section.



[Go to Resources](#)



Roles and
Responsibilities



The Local Board

The local workforce board is also responsible for the following functions:

- Electing a chair
- Engaging employers
- Convening stakeholders
- Creating standing committees
- Analyzing economic conditions
- Entering into memoranda of understanding (MOUs) with the one-stop partners and other system partners
- Leading efforts to develop and implement career pathways
- Helping the governor with state-wide labor market information
- Identifying and promoting strategies and initiatives to meet employer, worker, and job seeker needs



[Return to
Menu](#)

[Next Topic](#)

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁸ and other populations.⁹

(B) Goals for meeting the skilled workforce needs of employers.

[8] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. ASSESSMENT

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

Vision

Arkansas will have a world-class workforce that is well educated, skilled, and working in order to keep Arkansas's economy competitive in the global marketplace.

Mission

To promote and support a talent development system in Arkansas that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity.

Arkansas's Talent Development System Philosophy

- We believe that there must be a pipeline of skilled workers for employers and a job for every Arkansan that wants one.
- We believe that the talent development system of Arkansas must be relevant to the labor market in order to meet the needs of employers and jobseekers, and for Arkansas to compete globally.

- We believe that every Arkansan should have opportunity and access to training and education that leads to a career with gainful employment.
- We believe innovation and partnerships centered on local economic priorities maximizes effectiveness and puts the State in the best position to address local and regional workforce needs.
- We believe Arkansas's workforce system should be a viable resource for business and industry.
- We believe that in order for the talent development system to be the preferred system, the system must be accountable, flexible, and align education and training with business and industry needs.
- We believe that in order for the talent development system to be effective, we must eliminate overlap and duplication of resources and services and streamline investment of funds.

Vision for the Arkansas Workforce Development Delivery System

The publicly funded workforce system envisioned by the Workforce Innovation and Opportunity Act (WIOA) is quality focused, employer-driven, customer-centered, and tailored to meet the needs of regional economies. It is designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. It aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers, and provides a comprehensive, accessible and high-quality workforce development system. This is accomplished by providing all customers access to high-quality workforce development centers that connect them with the full range of services available in their communities, whether they are looking to find jobs; build basic educational or occupational skills; earn a postsecondary certificate or degree; obtain guidance on how to make career choices; or are businesses and employers seeking skilled workers.

The Arkansas Workforce Development Board adopted a vision for the Arkansas Workforce Development Delivery System at their regular quarterly meeting in October 2015. This vision provides standards for a high quality workforce center including customer service, innovation and service design, and systems integration and high-quality staffing.

The publicly funded workforce system envisioned by the Workforce Innovation and Opportunity Act (WIOA) is quality-focused, employer-driven, customer-centered, and tailored to meet the needs of regional economies. It is designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. It aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers, and provide a comprehensive, accessible and high-quality workforce development system. This is accomplished by providing all customers access to high-quality workforce development centers that connect them with the full range of services available in their communities, whether they are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices, or are businesses and employers seeking skilled workers.

Under WIOA, partner programs and entities that are jointly responsible for workforce and economic development, educational, and other human resource programs collaborate to create a seamless customer-focused workforce delivery system that integrates service delivery across all programs and enhances access to the programs' services. The workforce delivery system includes six core programs (Title I adult, dislocated worker, and youth programs; Title II adult education and literacy programs; Title III Wagner-Peyser program; and Title IV vocational rehabilitation program), as well as other required and optional partners identified in WIOA. In Arkansas, these programs are administered by the Arkansas Division of Workforce Services (Titles I, II, III) and the Rehabilitation Services portion of Title IV. The Division of Services for the Blind administers the remaining portion of Title IV. Through the Arkansas Workforce Center network, these partner programs and their service providers ensure that businesses and job seekers—a shared client base across the multiple programs identified above— have access to information and services that lead to positive employment outcomes. Under WIOA, workforce centers and their partners:

- Provide job seekers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages.
- Provide access and opportunities to all job seekers, including individuals with barriers to employment, such as individuals with disabilities, to prepare for, obtain, retain, and advance in high-quality jobs and high-demand careers.
- Enable businesses and employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce.
- Participate in rigorous evaluations that support continuous improvement of workforce centers by identifying which strategies work better for different populations.
- Ensure that high-quality integrated data inform decisions made by policy makers, employers, and job seekers.

The management of the Arkansas workforce delivery system is the shared responsibility of States, local boards, elected officials, the core WIOA partners, other required partners, and workforce center operators. The Divisions encourage all of these entities to integrate the characteristics below into their work, including developing state, regional, and local strategic plans; establishing workforce center certification criteria; examining the state, regional, and local footprint of workforce centers; conducting competitions for selecting workforce center operators; developing local Memoranda of Understanding (MOUs); updating other workforce center policies and procedures; and operating and delivering services through the Arkansas Workforce Centers.

Characteristics of a High-Quality Arkansas Workforce Center

The characteristics identified below, consistent with the purpose and authorized scope of each of the programs, are designed to reflect elements that contribute to a high-quality workforce delivery system. They demonstrate the spirit and intent of the WIOA, and they will strengthen the successful integration and implementation of partner programs in Arkansas Workforce Centers. For clarity and readability the characteristics have been grouped into three functional categories: (a) Customer Service; (b) Innovation and Service Design; and (c) Systems Integration and High-Quality Staffing.

Customer Service

Arkansas Workforce Centers provide excellent customer service to job seekers, workers and businesses. Meeting the needs of job seekers, workers and businesses is important in developing thriving communities where all citizens succeed and businesses prosper. High-quality workforce centers:

- **Reflect a Welcoming Environment:** Reflect a welcoming environment to all customer groups who are served by the workforce centers. All workforce center staff are courteous, polite, responsive, and helpful to job seekers, businesses, and others who visit the workforce centers, either in person or by telephone or e-mail. Moreover, workforce center staff are sensitive to the unique needs of individuals with disabilities and are prepared to provide necessary accommodations.
- **Provide Career Services that Empower:** Provide career services that motivate, support and empower customers, including individuals with disabilities, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals.
- **Value Skill Development:** Value skill development by assessing and improving each individual's basic, occupational, and employability skills.
- **Create Opportunities:** Create opportunities for individuals at all skill levels and levels of experience by providing customers, including those with disabilities, as much timely, labor market, job-driven information and choice as possible related to education and training, careers, and service delivery options, while offering customers the opportunity to receive both skill-development and job placement services.
- **Improve Job Seeker Skills:** Improve the skills of job seeker and worker customers. Workforce centers offer access to education and training leading to industry-recognized credentials through the use of career pathways, apprenticeships, and other strategies that enable customers, including those with disabilities, to compete successfully in today's global economy. They provide businesses with access to the quantity and quality of talent they need and support upskill/backfill strategies that expand job opportunities in the community.
- **Deliver Quality Business Services:** Develop, offer, and deliver quality business services that assist specific businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the regional economy. To support area employers and industry sectors most effectively, workforce center staff identifies and has a clear understanding of industry skill needs, identify appropriate strategies for assisting employers, and coordinate business services activities across workforce center partner programs, as appropriate. This includes the incorporation of an integrated and aligned business services strategy among workforce center partners to present a unified voice for the workforce center in its communications with employers. Additionally, workforce centers use the forthcoming performance measure(s) on effectiveness in serving employers to support continuous improvement of these services.
- **Innovation and Service Design:** Arkansas Workforce Centers reflect innovative and effective service design.

Integrate Intake Process

Use an integrated and expert intake process for all customers entering the workforce centers. Frontline staff is highly familiar with the functions and basic eligibility requirements of each program, and can appropriately assist customers and make knowledgeable referrals to partner programs, as needed and as appropriate given the authorized scope of the program.

- **Actively Engage Industry Sectors:** Design and implement practices that actively engage industry sectors and use economic and labor market information, sector strategies, career pathways, Registered Apprenticeships, and competency models to help drive skill-based initiatives.
- **Use Market Driven Principles:** Balance traditional labor exchange services with strategic talent development within a regional economy. This includes use of market-driven principles and labor market information that help to define a regional economy, its demographics, its workforce and its assets and gaps in skills and resources.
- **Use Innovative Delivery Models:** Incorporate innovative and evidence-based delivery models that improve the integration of education and training, create career pathways that lead to industry-recognized credentials, encourage work-based learning, and use state-of-the-art technology to accelerate learning and promote college and career success.

Offer Virtual and Center-Based Services: Include both virtual and center-based service delivery for job seekers, workers, and employers. Both methods of delivery support the talent needs of the regional economy, although each may better serve different customers with different levels of service needs at any given time. The workforce delivery system can expand its reach by delivering robust virtual services; and increasing the accessibility of those services through community partners, such as libraries, community and faith-based organizations, and other partners.

Ensure Access to All Customers: Ensure meaningful access to all customers. Workforce centers must be physically and programmatically accessible to all customers, including individuals with disabilities. In so doing, workforce centers use principles of universal design and human-centered design, such as flexibility in space usage; the use of pictorial, written, verbal and tactile modes to present information for customers with disabilities or limited English proficiency; providing clear lines of sight to information for seated or standing users; providing necessary accommodations; and providing adequate space for the use of assistive devices or personal assistants. Workforce centers use assistive technology and flexible business hours to meet the range of customer needs.

Systems Integration and High-Quality Staffing

Arkansas Workforce Centers operate with integrated management systems and high-quality staffing. High-quality workforce centers:

- **Reflect Robust Partnerships:** Reflect the establishment of robust partnerships among partners. The workforce center operator facilitates an integrated, co-located partnership that seamlessly incorporates services of the core partners and other workforce center partners.
- **Organize Services by Function:** Organize and integrate services by function (rather than by program); when permitted by a program's authorizing statute and as appropriate, and by coordinating staff communication, capacity building, and training efforts. Functional alignment includes having workforce center staff who perform

similar tasks serve on relevant functional teams, e.g. Skills Development Team, Business Services Team. Service integration focuses on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program.

- **Use Common Performance Indicators** Use common performance indicators to ensure that federal investments in employment and training programs are evidence-based, labor market driven, and accountable to participants and taxpayers. Center performance is transparent and accountable to the communities and regions served; data entry staff are trained and understand the importance of data validation, data collection processes, and the importance of accurate reporting.
- **Offer Highly Trained Career Counselors:** Staff the center with highly trained career counselors, skilled in advising job seekers of their options, knowledgeable about local labor market dynamics, aware of available services inside and outside the workforce center, and skilled in developing customers' skills for employment success.
- **Implement Integrated Policies:** Develop and implement operational policies that reflect an integrated system of performance, communication, and case management, and use technology to achieve integration and expanded service offerings.
- **Cross-Train and Equip Center Staff:** Train and equip workforce center staff in an ongoing learning process with the knowledge, skills, and motivation to provide superior service to job seekers, including those with disabilities, and businesses in an integrated, regionally focused framework of service delivery. Center staff are cross-trained, as appropriate, to increase staff capacity, expertise, and efficiency. Cross-training allows staff from differing programs to understand every program and to share their expertise about the needs of specific populations so that all staff can better serve all customers.
- Center staff is routinely trained and are keenly aware as to how their particular function supports and contributes to the overall vision of the local board.
- **Maintain Integrated Case Management:** Develop and maintain integrated case management systems that inform customer service throughout the customer's interaction with the integrated system and allow information collected from customers at intake to be captured once. Customer information is properly secured in accordance with personally identifiable information guidelines, and facilitated as appropriate, with the necessary memoranda of understanding or other forms of confidentiality and data sharing agreements, consistent with federal and state privacy laws and regulations. Data, however, would be shared with other programs, for those programs' purposes, within the workforce system only after the informed written consent of the individual has been obtained, where required.

Strategic Goal 1: Develop an efficient partnership with employers, the educational system, workforce development partners, and community-based organizations to deliver a platform that will prepare a skilled workforce for existing and new employers.

Goal 1 Objectives:

1. Expand employer partnerships through the support of industry engagement.
 - a. Identify and promote best practices (private and public) for developing and sustaining partnerships.

- b. Expand partnership with economic development to refine sector strategies.
- c. Improve communication/participation between education entities, local and state boards, government agencies, community-based organizations, and employers.
- d. Increase accountability and clarity of action between all workforce related boards.
- e. Increase the utilization of Registered Apprenticeship programs as viable talent development opportunities.
- f. Increase connections with employers and Vocational Rehabilitation agencies to provide support and employment for youth and adults with disabilities.
- g. Partner with K-12 education, higher education, career and technical education, and adult education to provide consistent rules and eliminate barriers to implementing training programs around the State.
- h. Explore data sharing opportunities with non-governmental organizations that are committed partners to the state's workforce center system that will lead to improved intake, referral, and case management for customers served by multiple agencies (both public and private).
- i. Expand small business participation.

Strategic Goal 2: Enhance service delivery to employers and jobseekers.

Goal 2 Objectives:

1.
 - a. Develop a common intake process for jobseekers and businesses that will efficiently connect them with services available from all workforce development partner programs and identify any barriers to employment that need to be addressed.
 - b. Develop an integrated data system that will enable the sharing of information between partner agencies to more efficiently service both employers and jobseekers.
 - c. Promote training that leads to industry recognized credentials and certification.
 - d. Support transportable skill sets for transportable careers.
 - e. Support career pathways development and sector strategy initiatives as a way to meet business and industry needs.
 - f. Expand service delivery access points by the use of virtual services.
 - g. Develop a common business outreach strategy with a common message that will be utilized by all workforce system partners.
 - h. Develop a menu of services available at each service delivery access point that provides a list of the services and training opportunities available through Arkansas's talent development system.

- i. Utilize customer satisfaction surveys to ensure continuous improvement of the State's talent development system.
- j. Explore data sharing opportunities with non-governmental organizations that are committed partners to the state's workforce center system that will lead to improved intake, referral, and case management for customers served by multiple agencies (both public and private).

Strategic Goal 3: Increase awareness of the State's Talent Development System.

Goal 3 Objectives:

1.
 - a. Increase access to the workforce development system through a no wrong door approach to services.
 - b. Change employer and jobseeker perceptions of the workforce system.
 - c. Develop an image-building outreach campaign that educates Arkansans about the services and the career development opportunities available in the State.
 - d. Utilize technology, including social media and search engine optimization, to better connect jobseekers and employers with the talent development system in Arkansas.
 - e. Develop a user-friendly website that provides a common repository of information about career development opportunities that are relevant to K-12 education, parents, educators, adults, employers, government agencies, and the general public.

Strategic Goal 4: Address Skills Gaps

Goal 4 Objectives:

1.
 - a. Conduct a statewide skills and asset analysis to determine the skills gap present and resources available to solve the skills issue.
 - b. Develop and implement an action plan to close the basic core, technical, and soft skills gaps in Arkansas.
 - c. Analyze the effectiveness of currently used job readiness standards and ensure coordination between the Arkansas Career Readiness Certificate program and the Workforce Alliance for Growth in the Economy (WAGE) program.

The Workforce Innovation and Opportunity Act (WIOA) has a focus on helping low-income and disadvantaged populations. Workforce development professionals operate within a highly integrated one-stop career system, complete with co-located partners, procured service providers, and shared resource leveraging. However, funding and available public resources are still finite and limited, so populations with significant or multiple barriers to employment should receive priority for services. Sometimes these populations will be referred to as "hard-to-serve" or "hard-to-employ" clients.

Some special populations the workforce system serves include, but are not limited to:

§ 679.310 What is the Local Workforce Development Board?

(a) The Local WDB is appointed by the chief elected official(s) in each local area in accordance with State criteria established under WIOA sec. 107(b), and is certified by the Governor every 2 years, in accordance with WIOA sec. 107(c)(2).

(b) In partnership with the chief elected official(s), the Local WDB sets policy for the portion of the statewide workforce development system within the local area and consistent with State policies.

(c) The Local WDB and the chief elected official(s) may enter into an agreement that describes the respective roles and responsibilities of the parties.

(d) The Local WDB, in partnership with the chief elected official(s), develops the local plan and performs the functions described in WIOA sec. 107(d) and § 679.370.

(e) If a local area includes more than one unit of general local government in accordance with WIOA sec. 107(c)(1)(B), the chief elected officials of such units may execute an agreement to describe their responsibilities for carrying out the roles and responsibilities. If the chief elected officials are unable to reach agreement after a reasonable effort, the Governor may appoint the members of the Local WDB from individuals nominated or recommended as specified in WIOA sec. 107(b).

(f) If the State Plan indicates that the State will be treated as a local area under WIOA, the State WDB must carry out the roles of the Local WDB in accordance with WIOA sec. 107, except that the State is not required to meet and report on a set of local performance accountability measures.

(g) The CEO must establish by-laws, consistent with State policy for Local WDB membership, that at a minimum address:

(1) The nomination process used by the CEO to select the Local WDB chair and members;

(2) The term limitations and how the term appointments will be staggered to ensure only a portion of membership expire in a given year;

(3) The process to notify the CEO of a WDB member vacancy to ensure a prompt nominee;

(4) The proxy and alternative designee process that will be used when a WDB member is unable to attend a meeting and assigns a designee as per the requirements at § 679.110(d)(4);

(5) The use of technology, such as phone and Web-based meetings, that will be used to promote WDB member participation;

(6) The process to ensure WDB members actively participate in convening the workforce development system's stakeholders, brokering relationships with a diverse range of employers, and leveraging support for workforce development activities; and

(7) A description of any other conditions governing appointment or membership on the Local WDB as deemed appropriate by the CEO.

§ 679.390 How does the Local Workforce Development Board meet its requirement to conduct business in an open manner under the “sunshine provision” of the Workforce Innovation and Opportunity Act?

The Local WDB must conduct its business in an open manner as required by WIOA sec. 107(e), by making available to the public, on a regular basis through electronic means and open meetings, information about the activities of the Local WDB. This includes:

- (a)** Information about the Local Plan, or modification to the Local Plan, before submission of the plan;
- (b)** List and affiliation of Local WDB members;
- (c)** Selection of one-stop operators;
- (d)** Award of grants or contracts to eligible training providers of workforce investment activities including providers of youth workforce investment activities;
- (e)** Minutes of formal meetings of the Local WDB; and
- (f)** Local WDB by-laws, consistent with § 679.310(g).

Summary of the Freedom of Information Act

Quick Links

- [Online version of FOIA, from U.S. Department of Justice](#)
- The official text of the FOIA is available in [the *United States Code*](#) from the U.S. Government Printing Office

5 USC §552 et seq. (1966)

The Freedom of Information Act (FOIA) is a federal law that generally provides that any person has a right, enforceable in court, to obtain access to federal agency records. All federal agencies, including EPA, are required to make requested records available unless the records are protected from disclosure by one of [nine FOIA exemptions](#) contained in the statute.

The FOIA applies only to federal agencies. It does not apply to records held by Congress, the courts, or by state or local government agencies. Each state has its own public access laws that should be consulted for access to state and local records.