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| **SIDE-BY-SIDE SUMMARY OF WIOA AND H.R. 6655 “A STRONGER WORKFORCE FOR AMERICA ACT”** | | | |
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| **Section (Current Law)** | **WIOA Current Statute** | **A Stronger Workforce Act** |
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| **Definitions (Sec. 3)** | DEFINITIONS – Includes definitions for the following terms: [click cell to see more] • Administrative costs  • Adult  • Adult education; Adult education and literacy activities  • Area career and technical education school  • Basic skills deficient  • Career and technical education  • Career pathway  • Career planning  • Chief elected official  • Community-based organization  • Competitive integrated employment  • Core program  • Core program provision  • Customized training  • Dislocated worker  • Displaced homemaker  • Economic development agency  • Eligible youth  • Employment and training activity  • English language acquisition program  • English language learner  • Governor  • In-demand industry or sector or occupation  • Individual with a barrier to employment  • Individual with a disability • Industry or sector partnership  • In-school youth  • Institution of higher education  • Integrated education and training  • Labor market area  • Literacy  • Local area  • Local board  • Local educational agency  • Local plan  • Low-income individual  • Lower living standard income level  • Nontraditional employment  • Offender  • Older individual  • One-stop center  • One-stop operator  • One-stop partner  • One-stop partner program  • On-the-job training  • Outlying area  • Out-of-school youth  • Pay-for-performance contract strategy  • Planning region  • Poverty line  • Public assistance  • Rapid response activity  • Recognized postsecondary credential  • Region  • School dropout  • Secondary school  • State  • State board  • State plan  • Supportive services  • Training services  • Unemployed individual  • Unit of general local government  • Veteran  • Recently Separated Veteran • Vocational rehabilitation program  • Workforce development activity  • Workforce development program  • Workforce development system  • Workforce investment activity  • Workforce preparation activities  • Workplace learning advisor  • Youth workforce investment activity | DEFINITIONS – Most current law definitions are maintained. Some exceptions include:  • “foundational skill needs" replaces the term “basic skills deficient." Foundational skill needs is defined as an adult or youth with English reading, writing, or computing skills below an 8th grade level on a standardized test -or- one who is unable to compute or solve problems, read, write, or speak English, or lacks the digital skills required to function in society, family or at work. • Replaces "customized training" with "Employer directed skills development" which is designed to meet the specific skilled demands of an employer or group of employers which follows a an agreement outlined in section 134(c). The employer commits to hiring the worker upon successful completion of the program and pays a portion of the cost determined by the local board that is at least 10% for businesses with 50 employees or fewer; 25% for businesses with 51 to 99 employees; and 50% for businesses with at least 100 employees. • Replaces "English learner" with "English language learner"  • Replaces "offender" with "justice involved individual" • Replaces "out-of-school youth" with "Opportunity youth" • Pay-for-performance contract strategy" is amended to further outline contract components including specifying the amount that will be paid to an eligible service provider based on meeting performance levels for targeted populations determined by the local board. DOL cannot require these contracts to be informed by a feasibility study and bonus payments may be provided to expand effective training capacity. The section also requires states and local areas to account for funds that are not paid due to lack of performance. • "Rapid Response Activity" is amended to add individual training accounts to the information provided to dislocated workers. The definition also adds language to support remote and off-site workers and business engagement or layoff aversion strategies including: connecting employers to short-term compensation programs to avoid layoffs; conducting employee skill assessments to match workers to other occupations; upskilling workers including through incumbent worker upskilling accounts; connecting employers to programs that offer access to financial support and consulting; and partnerships with organizations that can assess business risks and provide strategies to address those risks. • Adds a definition for "Co-enrollment" meaning simultaneous enrollment in more than one program activity carried out by a one-stop partner • Adds a definition for "Digital literacy skills" associated with using existing and emerging technologies to complete tasks. • Adds a definition for "Evidence-based" to require demonstration of a statistically significant effect on improving outcomes this can include strong evidence from experimental studies, moderate evidence from quasi-experimental studies; promising evidence from correlational studies with proper controls, or demonstration of rationale based on research or positive evaluation that the activity is likely to improve outcomes. |
| **State Workforce Development Boards (Sec. 101)** | Requires the Governor to establish a State workforce Development Board that includes the following members:  • Governor;  • One member of each chamber of the State legislature;  • Members appointed by the Governor, of which-  A majority must be representatives of businesses in the State; and ▪ Not less than 20 percent must be representatives of workforce in the State, including, labor organization representatives (required), representatives of a joint labor management partnership or apprenticeship program (required), and, optionally, representatives of community-based organizations serving individuals with barriers to employment, and youth organization representatives. • Lead State officials of agencies responsible for core programs; • Chief elected officials; and • Other representatives and State agency officials the Governor may designate. Requires that the board reflect geographic diversity prohibits representation of multiple categories, and authorizes the Governor to select a chair | STATE WORKFORCE DEVELOPMENT BOARDS - Unchanged from WIOA |
| **State Board Functions (Sec. 101(d))** | FUNCTIONS—Requires the State Board to assist the Governor in the following:• Development and implementation of the State plan;• Review of Statewide policies and programs and development of recommendations on actions theState should take to align core and other programs in a manner that supports a comprehensive system, including the review and provision of comments on State plans for activities and programs of one-stop partners that are not core programs;• Development of guidance for the implementation and continuous improvement of the workforce development system (addressing alignment, career pathways, sector partnerships, coordination between States and local areas, identification of regions, technical assistance, case management information systems);• Development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance;• Identification and dissemination of best practices• Development and review of Statewide policies affecting the coordinated provision of services through the one-stops;• Development of strategies for technological improvements;• Development of allocation formulas for distribution of formula funds to local areas;• Preparation of annual reports;• Development of Statewide workforce and labor market information system as described under theWagner-Peyser Act; and• Other policies which enhance the performance of the system. | STATE BOARD FUNCTIONS- Unchanged from WIOA |
| **Unified State Plan (Sec. 102)** | TERM—Requires single four-year plan covering the core programs. CONTENTS OF PLAN— • Strategic Planning Elements: an analysis of economic conditions in the state; analysis of the workforce in the state, including educational and skill levels; analysis of workforce development activities in the state; a description of the state’s strategic vision and goals for preparing an educated and skilled workforce; and a strategy for aligning core programs and other resources • Operational Planning Elements:  Implementation of state strategy: (including descriptions of activities that will be funded and aligned; how activities will be aligned with other core and non-core program activities; how community and technical colleges will be engaged; how activities will be coordinated with economic development strategies; and how strategy will improve access to activities leading to a recognized postsecondary credential);  State operating systems and policies (including descriptions of the state board, including activities to assist board members in staff in carrying out board functions; how core and other one-stop partner programs will be assessed; the results of an assessment of the core and other one-stop partner programs in the preceding 2 year period; methods and factors state will use to distribute funds to core programs; how lead state agencies will align and integrate workforce education data and measure progress; how state will implement veterans’ priority of service; and how one-stop system will comply with the ADA)  Program-specific requirements (including a description of state policies or guidance; local areas and process for designation; appeals process for designation and infrastructure funding; criteria local boards must use to award youth funding; how eligible agencies will align adult education standards with state academic content standards; how state will fund local adult education activities; how agency will assess quality of adult education providers); and  Assurances (including that state has established quality control and administrative policies) | UNIFIED STATE PLAN - modifies the unified state plans: •to use real-time labor market information to assess the economy and workforce trends and require states to communicate these changes in conditions or trends • to include state activities to expand economic opportunities and reduce barriers to the labor market by promoting the use of skills and competencies in lieu of degree attainment for employment and advancement; evaluation of occupational licensing requirements to streamline or improve interstate reciprocity; and analysis of Opportunity Youth population in the state and service gaps. • eliminates the requirement that states submit an update to the state plan after two years and establishing that communicating trends and economic conditions are not considered modifications to the state plan that require approval. |
| **State Combined State Plan (Sec. 103)** | COMBINED STATE PLAN—Permits state to develop and submit a combined state plan forthe core programs and one or more of the following programs in lieu of submitting multipleplans: Carl D. Perkins Act programs; TANF block grant programs; SNAP E&T programs; TradeAdjustment Assistance activities; VETS programs; UI programs; SCSEP programs; CDBG authorizedprograms; CSBG authorized programs• Core programs covered by the combined plan are still subject to the requirements of thestate unified plan | COMBINED STATE PLAN— Unchanged from WIOA |
| **Workforce Development Areas: Regions (Sec. 106(a))** | REGIONS—Requires state to identify regions in consultation with local boards and chief elected officials in local areas. | REGIONS/ REVIEW - Within 2 years of enactment, states are required to review the current regions in place and consult with local boards and elected officials to maintain or revise the regions. |
| Workforce Development Areas: Local Areas (Sec. 106(b)) | LOCAL AREAS—Requires governor to designate local areas in consultation with the state board, chief elected officials and local boards. Governor must consider: • Extent to which the areas are consistent with labor market areas • The extent to which the areas are consistent with regional economic development areas • Whether the areas have the necessary federal and non-federal resources to administer employment and training activities • Permits automatic designation of existing local areas • Governor may approve request of any unit of general local government for designation if state board recommends designation • State must provide redesignation assistance  INITIAL DESIGNATION - the governor is required in the first two program years following enactment to approve designation as a local area to previously designated areas with successful performance and fiscal integrity.  SUBSEQUENT DESIGNATION - The governor is required to approve subsequent designation after 2 years if the local area performed successfully, sustained fiscal integrity, and engaged in planning processes.  DESIGNATION ON RECCOMENDATION OF STATE BOARD - The governor may approve requests from local government or a combination for designation as a local area if the state boards recommends the designation.   APPEALS - Local governments or grant recipients that are denied designation as a local area may appeal under state process established in the state plan. If the appeal is unsuccessful, the entity may appeal to the Secretary of Labor who will determine if procedural rights were violated and may require designation as a local area.  REGIONAL COORDINATION—Requires local boards and chief elected officials in each planning region to engage in a regional planning process resulting in a regional plan (that incorporates local plans for each area in the planning region), establishment of regional service strategy, the development of sector initiatives for in-demand sectors or occupations in the region, the collection and analysis of regional market data, establishment of administrative cost arrangements, coordination of supportive services, coordination with regional economic development services, and establishment of an agreement on how planning region will negotiate performance accountability measures with governor.  SINGLE STATE LOCAL AREAS—Permits previous designation; requires local plan to be submitted as part of the state plan  DEFINITIONS -  • "Performed successfully" means meeting or exceeding levels for primary indicators of performance for the last two years.  • "Sustained fiscal integrity" means for the previous two years, the area has not misspent funds. | LOCAL AREAS - Current regions are maintained until the end of the third program year. INITIAL ALIGNMENT REVIEW - Before the third program year after enactment, the governor will review local areas in the state and issue proposed redesignations supported by strategic goals and objectives. DESIGNATION OF LOCAL AREAS - redesignation of local areas requires approval by a majority of local boards in the state and takes effect in the 4th program year after enactment.  PROCESS TO REACH MAJORITY -- The chair of each local board has 60 days to consider the changes and vote. In the case of disapproval of the majority of boards, 2 alternate redesignations must be selected and voted upon: 1 that aligns with regional economic development areas and 1 aligned with state planning regions.  SUBSEQUENT ALIGNMENT REVIEWS - The governor reviews the local board areas every 8 years. INTERIM REVISIONS - Local areas wishing to merge into a single area or revise areas without impacting other local designations can be approved by the governor at any time. OTHER REDESIGNATIONS - Outside of voluntary interim revisions, the governor may only redesignate a local area outside of the regular process based on poor performance, lack of fiscal integrity, or unmet regional planning requirements.  APPEALS - Local areas may appeal to the state board if the redesignation process was not followed. If the appeal is denied by the state board, the local area may appeal to the Secretary. The Secretary will require the maintenance of the local area's designation if a determination is made that procedure was not followed.  REDESIGNATION INCENTIVE - the state may provide funding to incentivize consolidation into a single local area or to operate as a regional consortium. REGIONAL COORDINATION - adds to regional coordination provisions around cost arrangements and the pooling of funds for services REGIONAL CONSORTIUMS - local boards and chief elected officials can develop agreements to receive funding as a consortium. Under this consortium a chief elected official will serve as the fiscal agent and the boards will create a memorandum of understanding to jointly administer activities for the consortium. DEFINITION OF PERFORMED SUCCESSFULLY- amends adjusted levels of performance to sanction local boards for failure to meet performance indicators. |
| **Local Workforce Development Boards (Sec. 107)** | MEMBERSHIP—Must include representatives of:• Business (majority of members must be business representatives)• The workforce (must include labor and representative of a labor-management apprenticeshipprogram, may include CBOs and organizations serving out-of-school youth)• Local education and training activities (must include representatives of adult educationproviders, institutions of higher education providing workforce investment activities; mayinclude representatives of local educational agencies and CBOs working with individualswith barriers to employment)• Governmental and economic and community development entities (must include representativesof economic and community development activities, the state employment office,vocational rehabilitation programs; may include agencies administering supportive serviceprograms or philanthropic organizations)STANDING COMMITTEES—Requires board to establish standing committees that assistwith operational and other issues relating to the one-stop delivery system, youth services, andindividuals with disabilities.BOARD FUNCTIONS—Maintains existing functions but adds requirements relating toemployer engagement, leveraging non-federal resources, and leading efforts to develop careerpathways and promote other proven and promising practices (including the establishment ofindustry or sector partnerships). | LOCAL WORKFORCE DEVELOPMENT BOARDS - this section is mostly unchanged from existing law with a few notable amendments:•under the section on employer engagement and strategies to meet the employment and skills needs of workers and employers, "evidence-based" is substituted for "proven" and an emphasis on employers from a variety of industries and occupations is included.• career pathways development aligned with career and technical education is encouraged• prioritizes veterans under local board efforts to identify and promote proven and promising strategies to meet the needs of employers and jobseekers• elaborates that the local board is responsible for the budget for funds allocated for youth, workforce development, and local employment and training activities. |
| **Local Plan (Sec. 108)** | PLAN TERM—Four-year plan term. Local board must review every two years and submit modifications to reflect changes in the labor market and economic conditions. PLAN CONTENTS—In addition to requirements under WIA, must include descriptions of: • Strategic planning elements • Workforce development system in the local area • How local board will expand access to employment, training, education and supporting services • The strategies and services that will be used to facilitate employer engagement; meet the needs of business; better coordinate programs and economic development; and strengthen linkages between one-stop delivery system and UI • How local board will coordinate education and workforce activities with secondary and postsecondary programs • Plans to maximize coordination of services provide by the state employment service • How board will coordinate with adult education and literacy programs • How one-stop centers are implementing and transitioning into an integrated, technology-enabled intake and case management information system | LOCAL PLAN - The local board may share modifications at the end of the first 2 year period of a 4 year plan to reflect changes in the labor market and economic conditions but is no longer required to do so.  Largely maintains existing law while adding a requirement that local areas describe:  •how they will use real-time labor market information to continually asses economic conditions and workforce trends; communicate these changes to job seekers, training providers and employers;  •analysis of the estimated number of Opportunity Youth in a given area and service gaps.  •under the section outlining a description of the strategies and services that will be used in the local area, adds to the list of objectives carrying out statewide skills-based initiatives to promote demonstration of skills and competencies as an alternative to degree attainment. •replaces successful models of youth workforce activities with evidence-based models. |
| **Performance Accountability System (Sec. 116)** | Establishes primary indicators of performance for activities under adult and dislocated programs, adult education, and Employment Services under the Wagner Peyser Act: • The percentage of participants in unsubsidized employment during second quarter after exit • Percentage of program participants in unsubsidized employment during the fourth quarter after exit • Median earnings of participants in unsubsidized employment during second quarter after exit • Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within one year after program exit • Percentage of participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains towards those goals • Indicators of effectiveness in serving employers PRIMARY INDICATORS FOR YOUTH— • Percentage of program participants who are in education or training activities, or in unsubsidized employment during second quarter after exit • Percentage of participants who are participating in education or training activities or in unsubsidized employment during fourth quarter after exit • Median earnings of participants in unsubsidized employment during second quarter after exit • Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within 1 year after program exit • Percentage of participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains towards those goals • Indicators of effectiveness in serving employers INDICATOR RELATING TO CREDENTIAL—Participants who have earned a credential shall only be included in the percentage counted as meeting the criteria of they have obtained or retained employment or are in an education or training program leading to a recognized credential within one year of exit. OTHER INDICATORS—Requires secretaries of Labor and Education to establish one or more primary indicators of performance that indicate the effectiveness in serving employers. Permits state to identify additional measures in state plan. STATE ADJUSTED LEVELS OF PERFORMANCE—Set for the first two years; adjusted levels for third and fourth years prior to third year. DEFINITIONS OF INDICATORS OF PERFORMANCE—Requires DOL and Department of Education to issue definitions for performance indicators. | STATE PERFORMANCE ACCOUNTABILITY MEASURES - Largely maintains existing law with a few notable exceptions: •replaces the indicator that measures the percentage of participants in a program employed during the 4th quarter after exit with the percentage of participants who are unsubsidized employment during the second quarter after exit and remain employed during the 4th quarter after exit (measures workforce retention). •Alters the time period to within 6 months after the quarter a participant enters into a program for the measurement of the percentage of program participants who are in education that leads to a recognized postsecondary credential or employment and achieving skills gains • replaces the indicator of effectiveness in serving employers with the percentage of participants who completed OJT, employer-directed skills development (new customized training), incumbent worker training or apprenticeship for those participants who received training services and exited during a program year. •adds an indicator for the percentage of participants who participated in paid or unpaid work experiences  LEVELS OF PERFORMANCE -- •Education and Labor Secretaries propose expected levels of performance for each primary indicator sharing statistical models and methodology used to develop the proposed levels of performance.  •States must receive sufficient time to evaluate and respond to proposals with an acceptance of the expected level as proposed or a counterproposal including analysis of how the state proposal addresses unique circumstance that were not accounted for in the proposal from the Secretaries. •Adds foster status, school status, education level, highest grade level completed, and low-income status to the list of factors that the state must account for. |
| **Local Performance Accountability Measures (Sec. 116(c))** | Core indicators are the same as state indicators; local areas negotiate local levels of performance with governor, chief elected official. | Unchanged from current law |
| **State Performance Reports (Sec. 116(d))** | PERFORMANCE REPORTS— • Requires DOL and Department of Education to develop performance report templates for use by states, local areas, and eligible providers • State and Local Performance Reports: includes level of performance under accountability measures (including with respect to individuals with barriers to employment disaggregated by subpopulation); total number of participants served by each program (disaggregated); number of participants receiving career and training services and the funds spent on each type of service; number of participants who exited from career and training services; average cost per participant; the percentage of participants who received training services and obtained unsubsidized employment in field related to that training; percentage of state’s allotment spent on administrative costs; and number of participants enrolled in more than one program. For local areas implementing pay-for-performance contract strategies: the performance of service providers entering into contracts for such strategies, measured against performance specified in their contracts; and an evaluation of the design of the programs and performance of the strategies, and (where possible) the level of satisfaction with the strategies  LOCAL PERFORMANCE REPORTS - Requires local area reports to include the same information as required in the State reports, except requires inclusion of the percentage of local area’s allocation that the area spent on administration. | TEMPLATE FOR PERFORMANCE REPORTS -- Within a year, the DOL Secretary will create template for performance reports to be used by states and local boards to report outcomes in a comparable and uniform format  ADDITIONAL REPORTING --Adds to the contents of State Performance Reports: •Median earnings gains calculated as the difference between median earnings of participants in unsubsidized employment during the 2nd quarter after program exit and the median participant earnings in the 2nd quarter prior to entering the program •reporting of the percentage of a local area's allocation spent on services through an individual training account or training contract and separately, supportive services |
| **Eligible Training Provider Performance Reports (Sec. 116(d)(4))** | Requires training service provider to submit information on  •levels of performance achieved relating to primary indicators •total number of individuals exiting program •total number of participants received training through adult and dislocated worker program disaggregated by type of training entity for most recent program year and 3 before • Total number of participants exited disaggregated by training provider entity for most recent program year and 3 before • The average cost per participant disaggregated by the type of training entity for most recent program year and 3 before • The number of individuals with barriers to employment served by the adult and dislocated worker program disaggregated by each subpopulation, race, ethnicity, sex and age. | CONTENTS OF ELIGIBLE TRAINING PROVIDERS LIST--  • States are required to produce performance reports on eligible training providers using data submitted by the providers • Information specifying level of performance achieved for a credential with respect to individuals’ barriers disaggregated by sub population, race, ethnicity sex and age is added to the included reporting components |
| **Publication of Reports (Sec. 116(d)(6))** | STATE PERFORMANCE REPORTS – State performance reports made available annually in an easily understandable format including electronically | STATE PERFORMANCE REPORTS – requires reports to be digitally available using more transparent and accessible formats |
| **Sanctions for State Failure to Meet Performance (Sec. 116(f))** | SANCTIONS FOR STATE FAILURE TO MEET PERFORMANCE MEASURES - If a state fails to meet state adjusted levels of performance relating to core and customer satisfaction indicators for a program for any program year, the secretary shall upon request provide technical assistance. If such failure continues for a second consecutive year, the secretary may reduce the following year’s grant award by up to 5 percent. Such penalty will be based on the degree of failure to meet state adjusted levels of performance. | SANCTIONS FOR STATE FAILURE TO MEET STATE PERFORMANCE ACCOUNTABILITY MEASURES - •If a state fails to meet 80 percent of an adjusted level of performance an individual indicator in a year, then the Secretary provides Technical Assistance. •A second year of failure or failure to submit a report results in a 5% reduction from governor's reserve until performance levels are met and reports are submitted  •If a state fails to meet 90 percent of an adjusted level of performance for a program across all performance indicators or levels of performance for a single indicator across all programs in a year, then the Secretary provides Technical Assistance including development of a performance improvement program.  •A second year of failure or failure to submit a report results in a 10% reduction from governor's reserve until performance levels are met and reports are submitted |
| **Sanctions for Local Failure to Meet Performance (Sec. 116(g))** | LOCAL AREA AND ELIGIBLE TRAINING PROVIDER REPORTS - State will make local area performance reports and performance report for eligible training providers available  SANCTIONS FOR LOCAL FAILURE TO MEET PERFORMANCE MEASURES – if a local area fails to meet levels of performance in relation to core and customer satisfaction indicators, the governor, or upon request of the governor, the secretary, shall provide technical assistance. If such failure continues for a second year, the governor shall take corrective actions, which may require appointment of a new local board, prohibit use of eligible providers and one-stop partners identified as achieving a poor level of performance, or take other such actions as the governor determines are appropriate. | SANCTIONS FOR LOCAL AREA FAILURE TO MEET LOCAL PERFORMANCE ACCOUNTABILITY MEASURES – • Requires the Secretary to provide technical assistance when a local area fails to reach 80 percent of accountability levels on an individual indicator of performance, an average of 90 percent of the local levels of performance across indicators for a single program, or an average of 90 percent for a single performance indicator across all programs • In the event of a 2nd consecutive year of failure, the local area sees a 5 percent reduction of funds •In the event of a 3rd consecutive year of failure, the local area is subject to a reorganization plan devised by the governor that appoints and certifies a new board, prohibits the use of one-stop partner with poor performance, revises and redesignates a local area if it is the likely cause of performance failure, and other actions determined by the governor |
| **Pay-for-Performance Incentives (Sec. 116(h))** | PAY-FOR-PERFORMANCE CONTRACT STRATEGY INCENTIVES—Permits governor to use non-federal funds to establish incentives for local boards to implement pay-for-performance contract strategies for training service delivery. | ESTABLISHING PAY-FOR-PERFORMANCE CONTRACT STRATEGY INCENTIVES—incentives from the governor's reserve may be used to incentivize pay-for performance strategies |
| **Fiscal and Management Accountability Information Systems (Sec. 116(i))** | FISCAL AND MANAGEMENT ACCOUNTABILITY INFORMATION SYSTEMS –the governor, in consultation with state board and state administering agencies, is directed to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. The guidelines promote efficient collection and use of information. The Secretary shall ensure that state wage records are accessible to other states as necessary to carry out state plans or complete an annual report. | DESIGNATED ENTITY– this section is largely maintained except that governors are required to designate the state agency to carry out the performance reporting requirements  The state agency is required to facilitate data matching using quarterly wage data, be responsible for data validation and reliability, and protect against disaggregation in violation of privacy standards |
| **One-Stop Delivery System: Partners and Responsibilities (Sec. 121(b))** | REQUIRED PARTNERS— • Partners required under WIA (Wagner-Peyser programs, Adult Education and Literacy programs, Rehabilitation Act programs, Welfare-to-Work, Older Americans Act programs, Perkins postsecondary vocational education activities, Trade Adjustment Assistance programs, Veterans Employment and Training, Community Service Block Grant employment and training activities, HUD employment and training activities, Unemployment compensation programs) • Second Chance Act programs • TANF (unless the governor makes a written determination to exclude TANF)  RESPONSIBILITIES OF REQUIRED PARTNERS—Required partners must: • Make available through the one-stop system the career services applicable to such program or activity • Use a portion of funds available for the program and activities to maintain the one-stop system, including infrastructure costs of one-stop centers • Enter into a local MOU with the local board, relating to the operation of the one-stop system • Participate in the operation of the one-stop system, consistent with the MOU and federal law • Provide representation on the state board  ADDITIONAL PARTNERS—With approval of local board and chief elected official: • Employment and training programs administered by the SSA • SNAP and SNAP E&T programs • Client assistance programs • National and Community Service state grants • Other appropriate federal, state or local employment, education and training programs  MEMORANDUM OF UNDERSTANDING—Largely maintains requirements under WIA, adding: • Methods to ensure needs of workers and youth (including individuals with barriers to employment) are addressed • Procedure for amending and assurances the MOU will be reviewed once every two years  ONE-STOP OPERATORS—Essentially maintains requirements under WIA. Adds new requirement that state and local boards ensure one-stop operators do not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services. | ONE STOP PARTNERS --Maintains existing required partners and responsibilities except that it  • Removes references to a repealed section of law. • Allows additional partners at the direction of the governor or the approval of local boards and the chief elected officer. •Economic Development Administration's workforce and economic development programs is added as an. additional partner |
| **One-Stop Operators (Sec. 121(d))** | ONE-STOP OPERATORS - Authorizes the local board, with chief elected official to designate or certify one stop operators and to terminate operators for cause. Adds new requirement that state and local boards ensure one-stop operators do not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services.  ELIGIBILITY –  •Eligible entities will be designated or certified by a competitive process in accordance with an agreement reached by local board.  •an entity or a consortium of three or more one-stop partners of demonstrated effectiveness.  •One stop operator may include: postsecondary institutions, employment service agencies, private nonprofits (including CBOs), private for-profit entities, government agencies, or another interested organization or entity •Elementary and secondary schools are not eligible for designation unless they are non-traditional public secondary school or area career and technical education school. | ONE-STOP OPERATORS – no change to local designation and certification •One-stop operators eligibility is amended to include an area career and technical school, public library, or a local board with appropriate internal controls to prevent conflicts of interest, and adds joint labor management organization under other interested organization or entity  RESPONSIBILITIES - adds a section on one-stop operator responsibilities including: • Managing physical and virtual infrastructure and operations in the local area • Facilitating coordination among partners • Operators may directly provide services to job seekers and employers with proper internal controls around competitive selection, compliance with OMB circulars on conflicts of interest and state policy on conflicts of interest, and prohibition of the one-stop from managing selection competition. |
| **One-Stop Delivery System – Services (Sec. 121(e))** | REQUIRED SERVICES—Providing: • Core services • Access to intensive services and training services • Access to permissible local employment and training activities • Access to programs and activities carried out by one-stop partners • Access to national employment statistics and all job search, placement, and other labor exchange services under the Wagner-Peyser Act  SERVICE DELIVERY—The one-stop delivery system: • Must at a minimum make each of these programs, services and activities accessible in not less than one physical center in each local area • May also make programs and services and activities available through a network of affiliated sites and through a network of eligible one-stop partners • May have specialized centers to address special needs (i.e. dislocated workers, youth, key industry sectors)  CO-LOCATION—Requires employment services offices to be collocated with one-stop centers.  CONTINUOUS IMPROVEMENT—In order to be eligible for infrastructure funding, state board must establish objective criteria and processes to assess effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop centers and the one-stop delivery system, including standards relating to service coordination. | ONE STOP DELIVERY -- •services may be made available virtually or at one or more physical locations in each local area.  •Where the one-stop delivery system is virtual, there must be two affiliated sites with physical locations to access virtually accessible services. |
| **Funding of One-Stop Infrastructure (Sec.121(h))** | INFRASTRUCTURE FUNDING—Local areas may fund infrastructure costs through methods described in the MOU or through a new state infrastructure funding method. • If local areas fail to reach an agreement through MOU, required partner programs most provide the governor with a “covered portion” to assist with one-stop infrastructure costs • Funds provided for “covered portion” may only come from administrative funds  Contributions are capped at: •Three percent of federal funds provided to a state for a fiscal year for WIA youth, adult, and dislocated worker programs and the Employment Service; and •1.5 percent of federal funds provided to a state for a fiscal year for all other required partners • Federal direct spending programs not required to provide more than the cost of proportionate use of the one-stop centers for the program in the state  Requires a portion of federal funds (or non-cash resources) made available to required or additional partners to be used to pay for additional costs for operating the one-stop system that are not covered by infrastructure funds | FUNDING OF ONE-STOP INFRASTRUCTURE— •strikes funding one-stop infrastructure through an MOU between local boards and one-stop partners. Instead, funding defaults to the state allocation of funds by proportionate use. •Increases the required contribution from formula funds to 5%. •Removes outdated language that scaled up Vocational Rehabilitation contributions over 5 years and maintains the 1.5% contribution from other one-stop partners  SUPPLEMENTAL INFRASTRUCTURE FUNDING --adds language allowing local board, chief elected official, and one-stop partners to enter into a local memorandum of understanding to fund remaining costs not covered by allocation. |
| **Identification of Eligible Providers of Training Services (Sec. 122)** | ELIGIBILITY—To be eligible to receive funds, provider is required to be: • A postsecondary institution that is eligible to receive federal funds under the Higher Education Act of 1965 and that offers a program that leads to an associate or baccalaureate degree, or certificate • A registered apprenticeship program • Another public or private provider of a program of training services (conditional eligibility) • Providers of on-the-job or customized training shall not be subject to these requirements  STATE CRITERIA— Governor must consider: •Performance of training providers with respect to performance accountability and other measures •Whether the training programs of such providers relate to in-demand occupations •The need to ensure access to training services throughout the state •Information reported to state agencies with respect to other federal and state training programs, including one stop partners •Requirements for state licensing of training providers •Ways criteria can encourage providers to use industry recognized certifications •Ability of providers to offer programs leading to recognized postsecondary credentials •Program quality •The ability of providers to provide training to individuals who are employed and those with barriers to employment  STATE INFORMATION REQUIREMENTS— • Requires training service provider to submit information to the State, including: information on the performance of the provider with respect to the performance accountability measures; information on recognized postsecondary credentials received by participants; information on cost of attendance; information on program completion rates; and information on state criteria. • Providers may receive initial eligibility for only 1 year for a particular program.  LOCAL CRITERIA—Permits local board to establish criteria and information requirements  CRITERIA AND INFORMATION REQUIREMENTS TO ESTABLISH INITIAL ELIGIBILITY— Permits providers to seek initial eligibility by providing program-specific information based on criteria established by the state. | ELIGIBILITY— • creates two tiers of eligibility: standard and conditional; • Governor will establish minimum levels of performance to receive eligibility • adds to the list of eligible entities: institutions of high education that offer Pell eligible short-term programs, on-line providers, providers of entrepreneurial skills development programs, Industry sector partnerships, and groups of employers or trade associations   CRITERIA AND INFORMATION REQUIREMENTS— providers required to demonstrate: • program prepares participants to meet hiring requirements of potential employers in the state or local area that is high-skill and high-wage or in in-demand sectors or occupations • Leads to a recognized postsecondary credential •Offered by a provider for at least 1 year •meets performance requirements for standard or conditional eligibility  PROVIDER ELIGIBILITY ELECTION -- Any provider can elect to seek either standard or conditional eligibility  PERFORMANCE CRITERIA FOR STANDARD ELIGIBILITY: •Governor to establish minimum levels of performance to receive and maintain standard eligibility and verify using state administrative data and other applicable methods • Verification should include a sufficient number of participants to protect information and serve as a reliable indicator of performance Performance criteria: •Credential attainment rate of participants (% who obtain recognized postsecondary credential within 6 months of exit from program) •Job placement rate (% in unsubsidized employment 2nd quarter after exit from program) •Median earnings in unsubsidized employment during the second quarter after program exit •Ratio of median earnings increase to total cost of program ( difference between median participant earning (unsubsidized) during 2nd quarter after exit and median earnings of participants during quarter before program entrance compared to the total cost of program) • Local area may require higher levels of performance than the governor but can’t require information not included in the performance criteria  CONDITIONAL ELIGIBILITY -- •The governor will establish procedures and criteria for conditional eligibility •conditional eligibility has a maximum length of 4 years; there is a three year gap before a program can receive conditional eligibility again •separate levels of performance may be set for conditional eligibility •Programs with conditional eligibility are paid 25% on enrollment; 25% on completion; 25% on employment; and 25% determined by governor •Participant cannot be charged and reimbursed upon meeting benchmarks or be billed for failure to meet benchmarks  EMPLOYER SPONSORED OR INDUSTRY OR SECTORAL PARTNERSHIP DESIGNATION-- • governor establishes criteria for providers to apply for an employer-sponsored designation for a program that has either conditional or standard eligibility •the employer or industry/sector partnership agree to pay the provider 25% of the program cost for training services and guarantee an interview and consideration for a job for each participant that completes the program.  INFORMATION REQUIREMENTS -- • providers must submit information about participants • Data must be in a common, linked, open and interoperable format •submit information on performance of the program related to accountability measures •recognized postsecondary credentials received by participants, 3rd party endorsements, occupation related to the credential, competencies achieved, level of master of competencies, and transfer value or stackability •the total cost of the program including tuition, fees, books, and other required costs •percentage of participants that complete the program within the number of weeks a full-time participant would take  •necessary information for the state to develop program performance data •necessary information to determine the percentage of participants who entered into unsubsidized employment in a related occupation  PROCEDURES--- •Requires an eligibility determination from the governor within 30 days of receipt on an application •Eligibility is reviewed annually instead of biennial •Process for providers offering services in multiple states should allow provider to submit the same application materials in each state as long as the program meets the requirements of each state to provide services. •Online providers must be on the ETPL in each state they serve a participant to receive funding.  LIST AND INFORMATION TO ASSIST PARTICIPANTS IN CHOOSING PROVIDERS-- •requires a credential navigation for participants and employers to understand and compare recognized postsecondary credentials, search a list of credentials and providers, earnings and outcomes, eligibility status, and employer sponsored designation •the list will be made available through one-stop delivery on a website that is searchable, accessible, and easy to understand and use.  •The Secretary must provide TA on establishing the website upon request.  PROVIDER PERFORMANCE INCENTIVES - Governors and local boards can provide incentives to payments from the governors reserve (state) or youth, adult and dislocated funds (local) for achieving performance above minimum levels, performance success related to mobility and economic stability, and serving a significantly higher number of individuals with barriers to employment.  ENFORCEMENT –makes the following changes •provider is ineligible if required information is not provided •A program with standard eligibility failing to meet performance requirements is notified by the governor the first year; failing to meet minimum performance standards two years in a row results in the loss of standard eligibility •A program that loses standard eligibility may apply for conditional eligibility  ON THE JOB TRAINING, CUSTOMIZED TRAINING, INCUMBENT WORKER TRAINING, AND OTHER TRAINING EXCEPTIONS-- • requires one-stop operators to collect the minimum amount of information from providers necessary to generate performance information for the governor • replaces customized training with employer-directed skills development  TECHNICAL ASSISTANCE -- • The governor may apply for TA from the Secretary to carry out the provisions relating to Multi-state providers, information that is intended to assist participants in choosing providers, and any other amendments related to the ETPL  TRANSITION – •Governor and boards will implement the requirements in the section within a year of enactment •to facilitate transition, the governor may allow eligible providers to continue to be eligible until December 31, 2024 |
| **Eligible Providers of Youth Activities (Sec. 123)** | • Requires local board to award grants to providers based on criteria set forth in the state plan, considering the ability of the providers to meet performance accountability measures • Permits local boards to sole-source award grants if it determines there are insufficient providers to award grants on a competitive basis | Unchanged from current law |
| **Youth Workforce Investment Activities – General Authorization (Sec. 126)** | GENERAL AUTHORIZATION – Directs the Secretary to provide allotments to each State and outlying area to assist local areas in providing workforce investment activities for eligible youth. | Unchanged from current law |
| **Within-State Allocations for Youth Activities (Sec. 128)** | STATE ALLOTMENT FORMULA— • 33 1/3 percent based on relative number of unemployed individuals in areas of substantial unemployment • 33 1/3 percent based on relative excess number of unemployed individuals • 33 1/3 percent based on relative number of disadvantaged youth • Changes hold harmless to require that no state receive less than the greater of either 90 percent of the previous year’s allotment or 100 percent of the FY 2014 allotment.  • Outlying areas: requires secretary to reserve no more than .25 percent of funds made available for outlying areas • Requires DOL, in years for which appropriations for youth activities exceeds $925,000,000 to reserve a portion (not more than $10M) for youth activities for migrant and seasonal farmworkers • Caps total allotment for Native American youth workforce investment activities at 1.5 percent | Unchanged from current law |
| **Youth Participant Eligibility (Sec. 129)** | RESERVATIONS FOR STATEWIDE ACTIVITIES – Allows Governor to reserve not more than 15 percent for Statewide activities. | RESERVATIONS FOR STATEWIDE ACTIVITIES – additional funds from adult, dislocated, and youth allotments up to 10% may be used to establish a Critical Industry Skills Fund as long as that amount is matched by funds from the governor's reserve or other state and federal funds |
| **Youth Activities (Sec. 129(b))** | YOUTH ELIGIBILITY – defines out-of-school youth and in-school youth Out-of-School Youth •not attending school • between the ages of 16 and 24 and one or more of the following:  • a school dropout • has not attended school for the last quarter • recipient of a diploma or equivalent but low-income and basic skills deficient or an English language learner • a justice involved individual • a homeless or foster care child  • pregnant or parenting • a youth with a disability • a low income individual who requires additional assistance to enter or complete education or hold employment  In-school Youth • attending school • between the ages of 14 or 21 • is low-income and one or more of the following: • basic skills deficient • English language learner • justice involved • homeless or in the foster care system • pregnant or parenting • an individual with a disability • requires additional assistance to enter or complete education or hold employment  **Permits up to 5 percent of participating youth in each local area to be individuals who are not low-income but otherwise meet the eligibility criteria.** •Requires 75% of funds to be used for Out-of-school Youth with exceptions that could bring that down to 50% | YOUTH PARTICIPANT ELIGIBILITY – • replaces out-of-school youth with the term Opportunity Youth • Justice involved, homeless, and individuals in the foster care system who are in-school are added to the definition of Opportunity Youth •provides 30 days of enrollment where there is a reasonable belief of eligibility while the necessary information is collected which programs will be paid for the services provided  •reduces the requirement for 75% of funds to be spent on out-of-school youth to 65% statewide • Increases to 10% the amount of funding that may be used to serve individuals who are not low-income but otherwise eligible •Increases the cap to 10% for the amount of funding that may be used to serve in-school youth individuals who require additional assistance to enter or complete education or hold employment •Allowable statewide activities amended to expand description of career services to include providing guidance on career options in in-demand industry sectors or occupations  Adds new allowable activities including:  •establishing, supporting and expanding work-based learning opportunities including transitional jobs aligned with career pathways •raising awareness of career and technical education programs and other programs focused on preparing students for in-demand industries or occupations •developing partnerships between education and employers to build workforce development programs  •increases to 40% the amount of funding for paid work experiences •increases to 40% the amount of funding that may be used for pay-for-performance contracts which can increase to 60% with two years of performance improvements •adds to the paid work program elements activities to develop workforce readiness inclusive of digital skills •makes individual training accounts available to in-school and opportunity youth •Summer or year-round employment opportunities should match youth with programs with components of occupational skills education including at least 2 of the following: 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; Financial literacy; Career counseling/ exploration; and adds Activities to develop workforce readiness including creativity, collab, critical thinking, digital literacy, and other relevant skills • Summer or year-round employment opportunities may only subsidize up to 50% of wages of each eligible youth • Summer employment must last at least 4 weeks and cannot pay less than the greater of the federal/ state or local minimum wage •Year round employment opportunities may not be shorter than 180 days or longer than a year, must pay minimum wage and employ youth at least 20 hours per week except when the individual is under 18 or in school  •Priority is given to programs in existing or emerging high skill/ high wage/ in demand sectors |
| **State Allotments for Adult and Dislocated Worker Employment and Training Activities (Sec 131/132)** | ADULT STATE ALLOTMENT FORMULA— • 33 1/3 percent based on relative number of unemployed individuals in areas of substantial unemployment (at least 6.5 percent) • 33 1/3 percent based on relative excess number of unemployed individuals (number above 4.5 percent) • 33 1/3 percent based on relative number of disadvantaged adults • Hold harmless and small state minimum provisions • Requires secretary to reserve not more than ¼ of one percent for outlying areas DISLOCATED WORKER STATE ALLOTMENT— • 33 1/3 percent based on relative number of unemployed individuals • 33 1/3 percent based on relative excess number (number above 4.5 percent) of unemployed individuals • 33 1/3 percent based on relative number of individuals in each state who have been unemployed for 15 weeks or more • 20 percent of funds reserved by secretary for technical assistance, demonstration projects, National Emergency Grants, and assistance to outlying areas • Provides for minimum (100 percent) and maximum (130 percent) allotment percentages • Requires secretary to reserve .25 percent for assistance in outlying areas. | STATE ALLOTMENTS— adds workforce data quality initiatives to the list of what the 20% Secretary's (National) reserve may be used for |
| **Within-State Allocations for Adult and Dislocated Worker Employment and Training Activities (Sec. 133)** | STATE RESERVATIONS — • Requires governor to reserve not more than 15 percent of adult, dislocated worker, and youth funds for statewide workforce investment activities • Requires Governor to reserve not more than 25 percent of allotment for Statewide rapid response activities; • Formula allocation for within-State adult activities is identical to Statewide formula allocation; • Provides States the option to disburse 70 percent of allocation in accordance with formula and allocating the remaining portion incorporating additional factors such as excess poverty or unemployment; and • Requires that allocation should be used to contribute to the cost of the one-stop delivery system and to provide employment and training services.  DISLOCATED WORKER ACTIVITIES— • Requires State to allocate funds based on the allocation formula prescribed by the Governor; • Provides Governor with transfer authority to move up to 100 percent of funds between adult and dislocated worker programs; and | STATEWIDE CRITICAL INDUSTRY SKILLS FUND --Adds provision allowing Governors to reserve 10 percent of funds to be used for the Critical Industry Skills Fund |
| **Statewide Activities for Adults and Dislocated Workers (Sec. 134(a))** | REQUIRED STATEWIDE ACTIVITIES— • Statewide rapid response activities • Building capacity by providing assistance to state entities and agencies, local areas, one-stop partners and operators for a range of activities • Operating a fiscal and management accountability system • Carrying out monitoring and oversight activities • Disseminating state list of eligible providers • Conducting evaluations  ALLOWABLE STATEWIDE ACTIVITIES— • Implementing innovative programs and strategies designed to meet the needs of all employers in the state • Developing strategies for effectively serving individuals with barriers to employment • Programs to increase the number of individuals training for and placed in non-traditional employment • Carrying out activities to facilitate remote access to services provided through the one-stop delivery system • Development or identification of education or training programs that respond to real time data analysis, utilize direct and prior learning assessment, that evaluate skills, and ensure that credits are portable and stackable • Providing technical assistance to local areas implementing pay-for-performance strategies | STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES – • adds to required statewide rapid response activities assistance to local areas with excess demand for individual training accounts for dislocated workers. • states without sufficient funds to meet the excess demand of local areas for individual training accounts for dislocated workers may apply to the secretary for national dislocated worker grant funds • Adds development and education of staff to increase expertise in providing opportunities for veterans • Adds assistance for local boards and eligible training providers carrying out performance reporting including data matches using quarterly wage record information and other information to measure program performance • Adds coordination with industry organizations employers, industry or sector partnerships, training providers, local boards, and institutions of higher education to identify and develop competency-based assessments that are valid and reliable in measuring prior skills knowledge and abilities of individuals that are adult or dislocated. The goal of which is to award recognized postsecondary credentials, credit toward a recognized postsecondary credential aligned with in demand industry sectors and occupations in the state to accelerate attainment, or recognized postsecondary credentials for progress along a career pathway developed by state or local area •adds development of individual employment plans that incorporate prior learning to identify in-demand sectors that require similar skills and any upskilling needed to secure employment as well as helping communicate skills through skills based resume. This includes disseminating information to local areas and employers relating to competency-based assessments including credentials or credit awarded, and businesses organizations or training providers in the state that recognize the knowledge and skills of an individual validated by assessments • replaces customized training with employer-directed skills development • adds evidence based innovative to strategies designed to meet needs of employers to allowable activities •adds competency-based assessment identified or developed by the state as an option which also incorporates digital literacy  ALLOWABLE STATEWIDE ACTIVITIES— •allows funds to be used for innovate or evidence-based programs to meet the needs of employers through a variety of strategies already included in the law •Allows support for employers seeking to implement skills-based practices including technical assistance •Allows developing partnerships between educational institutions and employers to create and improve workforce development programs to address the needs of employers as determined by analysis • allows for funds to be used to offer online skills development programs at free or reduced cost aligned with industry and leading to a recognized postsecondary credential • allows funds to be used to establish and administer the critical skills fund  CRITICAL INDUSTRY SKILLS FUND -- • States must use funds to establish and administer the critical industry skills fund and award performance based payments on per-worker basis to eligible entities that provide eligible skills development programs to jobseekers or incumbent workers (which can include youth 18-24 industries and occupations identified by the governor that result in employment or retention with participating employer • the Governor will identify industries for which eligible skills development program may receive funds • Prioritizes industries that have a high rate of growth and unmet worker demand (with wages higher than occupations with similar skill levels) and are aligned with career pathways into higher-wage occupations • eligible entities submit proposals to the governor describing the following: • jobs in the industry or occupations the employer is seeking to fill, specific credentials or skills necessary to obtain jobs and salary range • Expected number of individuals who will participate • Description of the program including the provider and length, skills to be gained and recognized postsecondary credential that will be earned • Total cost of program • A commitment to employ participants for at least a 6-month period after completion • And a commitment to have written agreement and submit documentation • Eligible entity that submits new proposal may only receive approval if most recent approved proposal ended, minimum employment periods have ended, all payments to eligible entity have been made, and more than 70% of participants enrolled completed the program and were employed for the minimum period plus any other governor determined requirements • eligible entities will receive 50% of the reimbursement for approved proposals after a participant completes the program and the other 50% after the participant has been employed for the minimum period • The non-federal cost share is dependent on employer size: fewer than 25 employees, up to 90% of cost covered; 25-100 employees, 75% of cost; over 100 employees, 50% of cost. •If skills development program is on the job, then the non-federal share may include the amount of wages paid by employer while participants were part of the program. •Eligible entities are required to provide performance reports that includes the number of participants in programs and performance measures related to completion, employment, median earnings, and the increase in median earning between entrance and completion. •Eligible entity is defined as an employer, group of employers and industry sector partnership, or another entity serving as an intermediary in partnership with at least one employer  •Defines eligible skills development program as one in which the state sets minimum or maximum length, includes work based education, develops the skills necessary for the successful performance in an occupation, may be provided by any training provider and not required to be on the eligible training provider list for the state, and cannot include onboarding, orientation or professional development. •Requires that rules or policies set outside federal law must be identified to local areas and providers as being imposed by the state. |
| **Local Activities for Adults and Dislocated Workers (Sec. 134(b))** | REQUIRED LOCAL ACTIVITIES— • Establish a one-stop delivery system • Provide “career services” (consolidating core and intensive) • Provide training services (requires training services to be linked directly to an in-demand industry or occupation in the local or regional area) • Establish relationships and networks with small employers and their intermediaries • Develop, convene, or implement industry or sector partnerships • Requires priority for individuals on public assistance, other low-income individuals, and individuals who are basic skills deficient. • Permits governor or local board to increase OJT reimbursement to an amount up to 75 percent above the wage rate • Allows training contracts to be used for pay-for-performance contracts SEQUENCE OF SERVICES—Clarifies that individuals are not required to receive career services prior to receiving training services | REQUIRED LOCAL EMPLOYMENT AND TRAINING ACTIVITIES— •Sets a 50% minimum amount of adult and dislocated worker funds to be used to pay for training services  •separates career services under WIOA into basic career services, individualized career services, and business services •requires the one-stop system to coordinate with the Employment Service required services include:  •workforce and labor market employment statistics related to job vacancies and job skills required to obtain those jobs •information related to local in-demand occupations • job search and placements and career counseling including information on in-demand industries and occupations, non-traditional employment; information on entrepreneurship; availability of and referrals to supportive services; information and assistance filing unemployment; eligibility for financial aid •determination of benefit from a competency- based assessment to accelerate career advancement or job entry  TRAINING SERVICES -- •one-stops are not required to conduct assessment if referred by an employer •priority of service is maintained in determining eligibility to receive training services •if an individual is determined to be lacking skills or qualification to successfully participate then they are referred to adult education and literacy programs •adds Employer-directed skills development which replaces customized training to the list of training services. •employer-directed skills development programs allow an employer to contract with the local board to provide skills development to a participant or group of participants upon approval of agreement that among other components includes a commitment to employ participants after completion and has a cost shared by the employer. • recruitment and business services and strategies on behalf of employers that meet the workforce needs of area employers may include: sector strategies, workforce investment services including pathways upskilling, skill standard development, and certification for recognized post-secondary credential use, and apprenticeship; layoff aversion strategies, marketing business services, and technical assistance to employers looking to implement skills based hiring practices. |
| **Permissible Local Employment and Training Activities (Sec. 134(d))** | PERMISSIBLE LOCAL ACTIVITIES— • Customized screening, referral, and employment-related services to employers • Implementation of a pay-for-performance contract strategy for training services • Customer support for individuals with barriers to employment • Technical assistance for one-stop operators and partners, and eligible training providers on the provision of services to individuals with disabilities • Employment and training activities provided in coordination with child support agencies, cooperative extension programs • Activities to improve coordination between workforce and economic development activities, the workforce system and employers, and the one-stop system and state UI programs; • Training programs for displaced homemakers and for nontraditional occupations • Activities to provide business services that meet the needs of local employers • Activities to adjust economic self-sufficiency standards for local factors • Improved coordination between employment and training activities and programs for individuals with disabilities • Implementation of promising services to workers and businesses • Local board can reserve 20 percent of funds for incumbent worker training | PERMISSIBLE LOCAL EMPLOYMENT AND TRAINING ACTIVITIES— • increases the amount that local areas may use to 40% of funding for pay-for-performance contracts which can increase further to 60% with 2 years of performance improvements and approval of the governor •allows funds to be used for professional development to help staff use digital technology to deliver services •allows funds to be used to provide technical assistance to employers implementing skills-based hiring practices •supports the use of competency assessments •supports the development of partnerships between education and employers to create or improve workforce development programs  INCUMBENT WORKER TRAINING PROGRAMS – •Increases the amount that can be used for incumbent worker training to 30%  • If an area had unemployment of less than 3% for 6 months in the previous program year then 40% of funds may be used for incumbent worker training • An area meeting unemployment criteria and located in state with labor force participation rate of at least 68% for 6 months in the previous program year can use up to 45%  INCUMBENT WORKER UPSKILLING ACCOUNT - • local boards can establish an incumbent worker upskilling account using up to 10% of incumbent worker funds to pay eligible providers of training services • funds reserved for state wide rapid response that are provided to the local area may be used for upskilling • local boards establish criteria for incumbent worker eligibility including wages, career advancement opportunities, ability to secure employment upon program completion. • workers are ineligible if total annual wages are greater than the median household income of the state or if they have earned a bachelors or professional degree • if a worker is not low income, then the worker will pay at least 25% of the cost of the program and the upskilling account will cover the remaining 75%. |
| **AUTHORIZATION (Sec. 136)** | APPROPRIATIONS—Authorized: Youth workforce investment activities: •2015: $820,430,000 •2016: $883,800,000 •2017: $902,139,000 •2018: $922,148,000 •2019: $943,828,000 •2020: $963,837,000 Adult employment and training activities: •2015: $766,080,000 •2016: $825,252,000 •2017: $842,376,000 •2018: $861,060,000 •2019: $881,303,000 •2020: $899,987,000 Dislocated worker employment and training activities: •2015: $1,222,457,000 •2016: $1,316,880,000 •2017: $1,344,205,000 •2018: $1,374,019,000 •2019: $1,406,322,000 •2020: $1,436,137,000 | APPROPRIATIONS—Authorized: Youth workforce investment activities: $976,573,900 for each of 2025-2030 FY (1.32% change) Adult employment and training activities: $912,218,500 for each of 2025-2030 FY (1.36% change) Dislocated worker employment and training activities: $1,451,859,000 for each of 2025-2030 FY (1.08% change) |
| **Subtitle C - Job Corps (Sec. 141 Purpose, Sec 142 Definitions, Sect. 143 Establishment, Sec. 144 Qualified Individuals** | Establishes a national Job Corps program for eligible youth to connect to the labor force and authorizes the establishment of Job Corps centers  Defines eligible local boards are those that serve the communities of Job Corp centers Defines one-stop centers as that provides services, such as referral, assessment, recruitment, and placement, to support the purposes of the Job Corps.  Individuals who are eligible include 16-21 year olds, but not more than 20 percent of the individuals enrolled in the Job Corps may be less than age 22 and not more than age 24 on the date of enrollment - the Secretary can waive this age restriction for low-income individuals, individuals w/disabilities, basic skills deficient, homeless, parents, or a school dropout, or anyone who needs more training, and veterans that meet qualifications | Section 151 in new bill, purposes: This section amends section 141 of WIOA to update the terminology in the program to refer to each site as a Job Corps “campus.”  Updates age criteria definitions: This section amends section 144 of WIOA to modify the eligibility criteria for the Job Corps program, including by revising the age criteria to remove the limitation on the percent of individuals that can be ages 22 to 24 and require that an individual who is age 16 or 17 only be eligible upon a determination by the director of a Job Corps campus that the individual has the ability to succeed in the program. Also streamlines eligibility of residents in Opportunity Zones to qualify for campus services without further documentation of income status Clarifies that transitioning servicemembers also qualify for the miliary income exemption that exists for veterans, and streamlines the determination of homeless or foster youth status to match the Higher Education Act. |
| **SEC. 145. RECRUITMENT, SCREENING, SELECTION, AND ASSIGNMENT OF ENROLLEES** | —The Secretary shall prescribe specific standards and procedures for the recruitment, screening, and selection of eligible applicants for the Job Corps, after considering recommendations from Governors of States, local boards, and other interested parties - The Secretary must inform eligible candidates that there will be a drug test after 45 days of enrollment - The Secretary must assure appropriate representation of enrollees from urban areas and from rural areas in enrolls - There is an emphasis on coordinating the services provided under the Job Corps program with services provided under other programs to ensure that eligible youth receive comprehensive and effective assistance - Individuals on parole or probation may be eligible, people with felony convictions are not | Section 154 in new bill, increases Secretary's responsibilities to also consider applications for assist in the development of joint applications for Job Corps, Youth Build, and the youth activities program Increases drug testing for Job Corps users: enrollee must take a drug test 48 hours after enrollment, if the result is positive, Secretary must determine when next drug test will occur to determine if enrollee is no longer using. It also revises the number of days the results of the subsequent drug test must be received, from 45 days after arrival to within 50 days after arrival, and if the test is positive, the enrollee must be terminated from the program and referred to a substance use disorder treatment program. |
| **Job Corps Centers (Sec. 147)** | The Secretary is authorized to enter into agreements with public or private entities for the operation of Job Corps centers. These entities, often contractors, play a crucial role in implementing the program at the center level The centers are required to provide comprehensive services, including education, training, and support services, to eligible youth. The goal is to equip participants with the skills and knowledge needed for employment and career advancement. The section provides criteria for selecting locations for Job Corps centers. Factors such as the employment opportunities in the area, the needs of eligible youth in the area, and the ability to establish effective community and employer linkages are considered in the selection process Standards for the facilities are outlined, ensuring that Job Corps centers are equipped with appropriate infrastructure to support the delivery of services. This includes considerations for the safety and well-being of participant Centers can include Civilian Conservation Centers, especially if located in rural area Duration Determination: Agreements between the Secretary of Labor and the entities responsible for operating Job Corps centers are established for a specified duration. The specific duration is determined as part of the agreement terms The duration of these agreements is not standardized across all agreements | raises the percentage of enrollees that can be non-residential to 30 percent.  Raises standards to be "top performing" job center Higher standards for performance overall: extends the length of contracts to three years while raising the threshold for a renewal to require the campus to have achieved at least 80 percent of their expected levels of performance, at least 80 percent of the contractually agreed upon level of enrollment and maintained a safe and secure campus.   Also modifies the process through which the Secretary selects entities to operate Job Corps campuses to require the consideration of a numeric metric of the entities’ past effectiveness based on the primary indicators of performance, a description of the policies that will be implemented to maintain a secure campus, and agreements to provide off-campus work-based learning opportunities to enrollees. |
| **Job Corps Program Activities (Sec. 148 - 154)** | Outlines the essential elements that must be included in agreements between the Secretary of Labor and entities operating Job Corps centers. These elements cover the comprehensive delivery of services, performance standards, recruitment strategies, coordination with employers and other programs, facility standards, agreement duration, reporting requirements, and termination procedures Agreements should address strategies for student recruitment and outreach There is an emphasis on the coordination of Job Corps center activities with local employers. This includes establishing effective linkages between the center and the local job market to enhance job placement opportunities for participants. Agreements should articulate how Job Corps centers will coordinate their services with other related programs.  Job Corps centers are required to provide educational services; training programs; support services; career development and placement; health and wellness services The One Stop operator is responsible for networking with businesses and community based orgs within the community Each center shall have a local workforce council (section 154), consisting primarily of businesses in the area in order to inform the center of labor market needs, meeting once every 6 months | Section 156 of ASWA amends section 148 of WIOA to require campuses to provide residential enrollees productive activities outside of program hours Clarifies that any eligible provider on the state “eligible training provider list” and aligned with the CTE the enrollee has completed may be used to provide advanced career education for selected enrollees. Section 157 of ASWA amends section 150 of WIOA to allow a Job Corps graduate to remain a resident on campus for up to one month after graduation with written approval from the director of the Job Corps campus and only if such individual has not had a behavioral infraction in the 90 days prior to graduation. Allows One stop operator greater jurisdiction over contracts with campus, without approval of Secretary Section 159 of ASWA amends section 152 of WIOA to require each campus operator to develop and implement a behavioral management plan for enrollees, requires them to make contracts with local law enforcement, and report behavior, includes a list of "zero tolerance" offenses This theme is repeated in section 162 of ASWA, advisory committee, where the Secretary must establish an advisory committee to improve Job Corps safety, which will provide recommendations on effective or evidence-based strategies to improve campus safety, security, and learning conditions, in addition to recommendations on the required standards for campus safety |
| **Job Corps Experimental Projects and Technical Assistance (156)** | Allows the Secretary to carry out experimental, research, or demonstration projects relating to carrying out the Job Corps program. Must inform education and workforce committee via writing within 90 days of start. Allows the Secretary to use 1/4 of 1 percent for technical assistance for Job Corps center improvements | Section 163 of ASWA amends section 156 of WIOA to authorize Job Corps Scholars as an allowable demonstration project. Through this initiative, creates a new competitive grant program where the Secretary may award competitive grants to institutions of higher education to enroll cohorts of Job Corps eligible youth and provide a yearlong CTE component with intensive counseling and supportive services, followed by up to a year of employment and placement support. If grants are awarded for this purpose, the Secretary must provide for an independent evaluation that compares the outcomes and cost-effectiveness of Job Corps Scholars with those of the Job Corps program |
| **Special Provisions (157, 158)** | Enrollees in Job Corps programs are not considered federal employees Women and men must be given equal consideration for enrollment Operators are paid not less than 1% of amount appropriated for center Secretary may accept donations for Job Center | Allows operator to accept charitable donations for job corps campus |
| **Management System (159)** | Operator must ensure one stop is financially sound; Secretary and team can check. Operator must establish key performance indicators of center, recruiters, and career transition providers Secretary must provide a report on center's performance, and can implement one year Performance Improvement Plan for center if necessary. Community and member of Congress in job Corp’s district must be alerted if Job Corps center closes | specifying how the Secretary is to establish expected levels of performance for each Job Corps campus, taking into consideration local conditions for such campus instead of setting one national level for all campuses, requiring the Secretary to establish campus safety standards, and directing each of the primary indicators of performance to be given equal weight in determining the overall performance of a Job Corps campus. Threshold for PiPs are tighter - develop an improvement plan for any campus that fails to meet an average of 90 percent of its expected levels of performance or is in the bottom 10 percent of all Job Corps campuses (referred to as “initial failures” This section requires the Secretary to take substantial action if a campus fails to meet 85 percent of its expected levels of performance or is in the bottom 10 percent of all Job Corps campuses for two consecutive years (referred to as “repeat failures”), such as changing the management staff or CTE offered or replacing the operator of the campus. If a Job Corps campus that was subject to substantial action for a repeat failure and continues to fail to meet 85 percent of its expected levels of performance, or is in the bottom 10 percent of all Job Corps campuses for the two subsequent years (referred to as “chronic failures”), the Secretary is required to take further action, such as closing or relocating the campus, or awarding the funding directly to the state in which the campus is located for operation of the campus with increased flexibility. Additionally, this section clarifies that a Civilian Conservation Center that fails to meet 90 percent of its expected levels of performance for three consecutive years will have a new operator selected competitively |
| **Authorization of appropriations for Job Corps (sec. 162)** | (1) $1,688,155,000 for fiscal year 2015;  (2) $1,818,548,000 for fiscal year 2016;  (3) $1,856,283,000 for fiscal year 2017;  (4) $1,897,455,000 for fiscal year 2018;  (5) $1,942,064,000 for fiscal year 2019; and  (6) $1,983,236,000 for fiscal year 2020 | This section amends section 162 of WIOA to authorize appropriations for the Job Corps program for each of the Fiscal Years 2025 to 2030 at an amount of $1,760,155,000 (lowest since 2015). |
| **Native American Programs (Sec. 166)** | •Authorizes a competitive grant program to award grants, or enter into contracts or cooperative agreements with Indian tribes, tribal organizations, Alaska native entities, Indian-controlled organizations serving Indians, or Native Hawaiian organizations to carry out workforce investment activities and supplemental services. •Requires secretary to award grants every four years (instead of two years) • Adds new requirements related to the primary indicators of performance | NATIVE AMERICAN PROGRAMS --- •a maximum of 10% of a grant may be used for administrative costs •requires the Secretary to make arrangements with state to facilitate the use of wage records to evaluate performance and to publish the performance report annually • vacancies on the Native American Employment and Training Council may be filled by appointment for the duration of the term or until a successor is appointed • authorizes $542,000 annually through 2030 for unique populations in Alaska and Hawaii |
| **Migrant and Seasonal Farmworker Programs (Sec. 167)** | •Authorizes a competitive grant program to award grants every 4 years to eligible entities to carry out workforce investment activities and provide related assistance for eligible migrant and seasonal farmworkers. •Adds new requirements related to the primary indicators of performance •Adds customized career and technical education to the list of authorized activities •Requires secretary to reserve up to one percent of funds appropriated for discretionary purposes | MIGRANT AND SEASONAL FARMWORKER PROGRAMS-- •a maximum of 10% of a grant may be used for administrative costs •requires the Secretary to make arrangements with state to facilitate the use of wage records to evaluate performance and to publish the performance report annually • the Secretary may reserve a maximum of 1% for discretionary purposes including technical assistance. • clarifies the timelines under which grant funds must be obligated and spent: Funds appropriated may be obligated starting on April 1 and ending on June 30 of following calendar year; obligated funds may be spent starting on July 1 of calendar year and ending on June 30 of following calendar year |
| **Technical Assistance (Sec. 168(a))** | •Requires secretary to provide, coordinate and support the development of training, technical assistance, staff development and other activities to states. •Adds requirement for secretary to provide technical assistance in the development and implementation of an integrated technology-enabled intake and case management information system •Requires secretary to reserve no more than five percent of funds reserved for dislocated worker national activities to provide technical assistance to states that fail to meet the state performance accountability measures •Adds to the list of technical assistance activities that may be provided by the secretary •Requires secretary to establish new system through which states can share information on promising and proven practices | GENERAL TECHNICAL ASSISTANCE -- • Replaces the term training with professional development •updates activities the secretary provides to include assisting one-stops and employment service with the integration of basic career services, maintaining the list of eligible training providers, and transitioning to the new components of the eligible training provider list. •funds reserved for technical assistance are made available to states that do not meet performance accountability  •adds requirement that the secretary evaluate and share information regarding evidence-based and promising practices for addressing the impacts of opioid use disorders |
| **EVALUATIONS AND RESEARCH (SEC. 169)** | EVALUATIONS—Requires secretary to continually evaluate programs and activities, addressing:  general effectiveness of programs and activities in relation to their cost;  the effectiveness of the performance accountability measures relating to those activities; the effectiveness of the mechanisms for delivery of service; the impact of programs and activities on the participants and the community;  the impact on related programs;  the extent to which programs and activities meet the needs of various demographic groups. | LIMITATION -- Limits the authority of the Secretary to use evaluation authority if the required evaluations are incomplete requires the following studies to be completed (most within 4 years):  STUDIES AND REPORTS--  •Employment conditions - a study examining unsubsidized employment after exit from training programs including PTO, health and retirement, workplace safety, predictable work schedule, stackable credentials, and advancement •Improving workforce services for individuals with disabilities - analyzing access to services by individuals with disabilities including if there is wait list  •Efficacy of pay-for-performance - compare the effectiveness of PFP strategies to grants and contracts awarded before enactment • Individual training accounts for dislocated workers - compare ITA usage after enactment to those in place before enactment including training services and target occupations and the effectiveness of skills development • Statewide critical industry skills funds - review the usage of critical skills funds, the industries targeted, the occupations that individuals are upskilling for, how frequently skills development is provided to workers, and reported outcomes • Effectiveness of employer-based training -Measure the effectiveness of on the job training, employer directed skills training, apprenticeship, and incumbent worker training in preparing workers including those with barriers for unsubsidized employment inclusive of costs per participant and wage and employment outcomes compared to other training. |
| **Workforce Data Quality Initiative (Sec. 169 (d))** | N/A | Requires the Secretary to reserve 5% under the Adult and Dislocated worker programs to award grants to state agencies to create workforce longitudinal data systems with priority given to cross-state interoperable data infrastructure projects. |
| **National Dislocated Worker Grants (Sec. 170)** | Authorizes secretary to award national dislocated worker grants to provide employment and training assistance affected by major economic dislocations; • to provide assistance to a state in which there is an area that has suffered a major emergency or disaster; • and to provide additional assistance to a state or local board for eligible dislocated workers where the state or local board has expended the funds provided and can demonstrate the need for additional funds. • provide assistance to State local boards serving an area which has a higher than average demand in serving dislocated workers. | OPIOID RELATED GRANTS-- • Expands assistance to include grants for employment and training activities to prevent and treat opioid use disorders in area of widespread use and overdose • Eligible recipients of the grants to treat opioid impacted areas include dislocated workers, long-term unemployed, individuals under-employed as a result of opioid use, and individuals seeking employment in a health care profession related to opioid treatment. |
| **YouthBuild (Sec. 171)** | • Requires secretary to establish expected levels of performance relating to each of the primary indicators of performance for eligible youth activities and permits the secretary to establish additional indicators • Requires secretary to reserve five percent of funds for management and technical assistance • Expands list of industry sectors for apprenticeship programs | YOUTHBUILD PROGRAM -- •Reserves 20 percent of any amounts appropriated over $90 million for grants to rural areas and tribes  •Makes providing meals permissible •Requires the Secretary to make arrangements with the state to use wage records to evaluate YouthBuild programs •Encourages the Secretary to make the funding announcement annually at the same time each year •Authorizes appropriations of $108,150,000 through 2030. |
| **Reentry Employment Opportunities (Sec. 172)** | Not currently a separate section in statute | • Reentry Employment Opportunities becomes sec. 172 • Objectives of the program include: Improving earnings and outcomes of justice involved Individuals (JII), prompt innovation and improvement in the reentry into workforce of justice involved individuals, and the development of evidence on improved employment earnings and skill attainment to reduce recidivism. • Authorizes competitive grants, contracts and cooperative agreements to implement reentry projects that serve adults or youth  • Sets a cap of 30% of funds that may go to eligible entities to serve as national or regional intermediaries to implement reentry projects and monitor and support entities.  • Requires 30% of funding to be used for pay-for-performance contracts that specify a fixed amount to be paid upon achievement of performance levels, may provide bonus payments to expand capacity and provide effective services, and are awarded to geographically diverse areas.  • Initial grant period is 4 years with a potential for additional 4 year grants • Priority is given to applicants committed to use funds for reentry projects in high-poverty areas, that enroll eligible youth or adults, use evidence-based strategies and design, establish partnerships with businesses or institutions of higher education that lead to a recognized post-secondary credential, and provide training services including customized and on-the-job training designed to meet the requirements of an employer (or a group of employers) with a commitment to employ participants upon completion. • Funds must be used to provide individual career services, one or more training services including subsidized employment through transitional jobs and for participants who are eligible youth, program elements of WIOA youth programs. • Funds may be used to provide follow-up after placement in unsubsidized employment, apprenticeship programs, education in digital literacy, mentoring, assistance in obtaining employment (inclusive of establishment of relationships with employers, development of customized training and on the job training, assistance with license reinstatement, referrals to health services and other support services. The is a 5% cap on the funds that may be used to provide services that participants may obtain through other services • A maximum of 7% may be used for administrative purposes including data collection, analysis and coordination • Eligible entities must match at least 25% however, there is an allowance for the Secretary to waive this requirement on a case by case basis for up to 20% of grants in the case of financial hardship • The Secretary will develop levels of performance and reach agreements around expected performance levels, the local economic conditions of the geographic area to be served, and the characteristics of project participants. If a recipient fails to meet performance levels, then they will receive technical assistance and be put on a performance improvement plan. • Within 5 years of the first awards, the secretary is required to conduct an evaluation of the effectiveness of the reentry projects and publish the findings.  • Eligible entity includes private non-profit organizations including CBOs or faith-based organizations that are a 501(c)(3), local boards, state, tribal or local governments, labor or joint labor management organizations, industry or sector partnerships, institutions of higher education or a consortium of those entities. |
| **Strengthening Community College Program (Sec. 173)** | Not currently codified in statute | STRENGTHENING COMMUNITY COLLEGES GRANT PROGRAM -- • Codifies the strengthening community college workforce development grants in section 173 to make competitive grants to institutions of higher education for an initial period of no more than 4 years (subsequent of no more than 4 years possible with achieved performance) • No more than 2% may be used for administrative purposes including TA, targeted outreach, and evaluation, and reporting • Applications should demonstrate success building partnerships with employers in in demand industry sectors to provide skills; methods and strategies to engage with business, the roles and responsibilities of partners, the needs addressed by the institutions of higher education and partnerships; the ability to leverage other resources; future sustainability; how the program will ensure quality; the population and geographic location and number of students that will be served; the workforce development programs supported; the recognized postsecondary credential expected to be earned; evidence; alignment with workforce strategies; and goals including individual participant performance • Prohibit institutions of higher education from being disqualified solely for lack of experience • Provides priority to applicants that serve individuals with barriers to employment or incumbent workers In need of foundational skills; use of competency based assessments to award credit for prior learning; or that are or will seek to be included on the ETPL • Funds will be used to establish a partnerships with employers and ensure that the programs target high wage, high skill or in-demand industries, collaborate with the workforce system ; serve adult, dislocated, incumbent and new workers; use evidence-based program design; and incorporate work-based learning and virtual service delivery. • Activities required under the grant include: creating or expanding workforce development, career pathways or work-based learning programs; Career navigation, coaching, mentoring, and case management; Access to course materials technology, equipment and other supports for participation and successful completion; Open and easy comparison of curricula and recognized postsecondary credential including skills and competencies, level of mastery, and transfer value; skills or competencies developed by participants and related employment and earnings outcomes. • Grant recipients must also support at least one of the following activities: articulation agreements, credit transfer agreements, co-enrollment in remedial education programs, Dual/ co-enrollment, competency based education and assessment, credit for prior learning, establish plans for inclusion on the ETPL, procurement of specialized equipment (no more than 15% of funds) and efforts that reduce or eliminate unmet financial need. |
| **Authorization of Appropriations for National Programs (Sec. 172 redesignated as Sec. 174)** | 2020 authorized levels: •$54,137,000 for Native American Programs, •$96,211,000 for Migrant and Seasonal Farmworker Programs, •$3,524,000 for Technical Assistance, and •$106,906,000 for Evaluations and Research, | Authorizes appropriations for FY 2025 through 2030 for National Programs: •$61,800,000 for Native American Programs, •$100,317,900 for Migrant and Seasonal Farmworker Programs, •$5,000,000 for Technical Assistance, •$12,720,000 for Evaluations and Research, •$115,000,000 for Reentry Employment Opportunities, and •$65,000,000 for the Strengthening Community Colleges Grant Program |
| **Administration (Sec. 181)** | This section outlines requirements, permissions and prohibitions relating to a number of administrative topics including to wages, labor standards, employee displacement, working conditions, and drug testing. | REQUIREMENTS AND RESTRICTIONS -- • If employer has collective bargaining agreement in place, then they must consult with the labor organization representing employees related to planning and design of training |
| **Secretarial Administrative Authorities and Responsibilities (Sec. 189)** | This section of law outlines the Secretary of Labor's authorities and responsibilities related to:  • purchasing, leasing or disposing of property • entering into agreements and contracts • preparing annual reports to Congress • obligating funds during mandated time periods • enforce military selective service • Grant certain waivers of WIOA requirements to states and local areas | GENERAL WAIVERS OF STATUTORY OR REGULATORY REQUIREMENTS -- • Excludes from secretary's waiver authority performance reports and the requirement that 50% of funding be spent on training from |
| **State Innovation Demonstration Authority (Sec. 190)** | N/A | Establishes an innovation demonstration allowing a state, local area, or consortia of local areas to receive adult, dislocated, and youth funds as a consolidated grant for five years. The projects must comply with performance accountability and reporting and priority of service. The demonstration will be eligible for a 5-year renewal if it meets expected levels of performance and shows improvement of 5% across all primary indicators in the final year. Limits demo projects to 4 statewide and 6 local or consortium with only one allowed per state. Authority to approve new demo projects terminates in 2031. |
| **TITLE II - Adult Education** |  |  |
| **Purpose (Sec. 202)** | Establishes the purpose of Title II as, briefly, assisting adults in becoming literate and in obtaining the skills necessary for employment and economic self-sufficiency, assisting adults who are parents in obtaining the skills necessary to become full partners in the education of their children, assisting adults in obtaining a secondary school diploma, and assisting immigrants and English learners (EL) in improving their English and math skills and in acquiring the knowledge needed for citizenship. | This section amends section 202 of WIOA to update the purpose of the Adult Education and Literacy program to include assisting adults in **obtaining digital literacy skills.** |
| **Definitions (Section 203)** | Defines “adult education” as, briefly, academic instruction and education below the postsecondary level that increase an individual’s ability to read, write, and speak in English and to perform mathematics, to transition to postsecondary education and training, and to obtain employment.  Important definitions include:  “eligible individual”: someone who is at least 16, who is not enrolled or required to be enrolled in secondary school, and who is: (1) basic skills deficient; (2) without a secondary school diploma or its equivalent; or (3) an English learner.  Defines “family literacy activities,” in part, as activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family.  Defines “integrated literacy and civics education” as, education services provided to adult ELs that enable them to achieve competency in English and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Specifies that those services must include instruction in literacy and English language acquisition and in citizenship and may include workforce training. | This section amends section 203 of WIOA to define “digital literacy skills,” - The term ‘digital literacy skills’ means the skills associated with using existing and emerging technologies to find, evaluate, organize, create, and communicate information and to complete tasks."  replace the term “English language learner” with “English learner,” and update the definition of “integrated English literacy and civics education.” Individuals with foundational skills needs are now included in those eligible for these services (more people eligible, we need more funding) |
| **Authorization of Appropriations (Sec. 206)** | There are authorized to be appropriated to carry out this subchapter $577,667,000 for fiscal year 2015,  $622,286,000 for fiscal year 2016,  $635,198,000 for fiscal year 2017,  $649,287,000 for fiscal year 2018,  $664,552,000 for fiscal year 2019, and  $678,640,000 for fiscal year 2020. | $751,042,100 for each of the fiscal years 2025 through 2030. Slight increase - but should not be stagnant for 5 years. Should work with appropriations committee |
| **Performance Accountability System (Sec. 212)** | Aligns Title II programs with program accountability provisions described in Title I | Programs and activities under Title II are still subject to Title I performance accountability measures, however, the indicator related to employer connected programs is measured by the percentage of participants who exited the program and completed an integrated education training program. |
| **Matching Requirement (Sec. 222(b))** | Requires States to match the funds they receive under Title II with non-Federal cash or in-kind support for adult education and literacy at a rate of 25 percent (12 percent for Outlying Areas). | This section amends section 222 of WIOA to direct each State agency to make publicly available the sources of the required matching funds and an explanation of how these funds are being distributed to eligible providers. |
| **State Literacy Activities: Required Activities (Section 223(a)(1))** | Sets forth several activities that a State must carry out with up to 12.5 percent of the State’s Title II formula allocation that may be reserved for State leadership activities.  One of the mandatory activities is aligning adult education and literacy activities with other core WIOA programs and one-stop partners, in order to implement the strategy, set forth in the State’s WIOA plan through such activities as developing career pathways.  Another mandatory activity is the provision of technical assistance to educational providers, including through the development and dissemination of instructional and programmatic practices, assistance on the role of eligible providers as one-stop partners and assistance on the use of technology. | This section amends section 223 of WIOA to update the required state leadership activities to include the identification of opportunities to align with Perkins  More TA for states on participant outcomes - Provides that technical assistance is also to be provided on reporting participant outcomes, including by facilitating partnerships with State entities on matching with State administrative data.  Adds development of identification of instructional materials that meet needs of adult and English learners, are evidence based (as practical), will improve instruction   Dissemination of instructional materials to providers including those developed for IET and lead to English language acquisition and/or a recognized Post secondary credentials |
| **State Leadership Activities: Permissible Activities (Section 206(a)(2))** | Required activities: alignment of adult education and literacy activities other core pro- grams and one stop-partners; professional development; technical assistance; monitoring and evaluation of adult education and literacy activities. • Permissible activities include: support of state or regional networks of literacy resource centers; development and implementation of technology applications; developing and disseminating curricula; developing content and models for integrated career pathways; developing systems to assist with the transition from adult education to postsecondary; integration of literacy, ESL and occupational skills training and linkages to employers; activities to promote workplace adult education and literacy activities; identifying curriculum frameworks and aligning rigorous content standards; development and piloting of new and promising assessment tools and strategies and options for improving teacher quality and retention. | Adds alignment to digital literacy. Adds that the strategies for improving teacher quality and retention may include developing and maintaining policies for awarding recognized postsecondary credentials to adult educators who demonstrate effectiveness at improving student achievement. Adds, as new permissible activities: (1) performance incentive payments to eligible providers (including payments linked to increased use of integrated employment and training or other forms of instruction that link adult education with the development of occupational skills for in-demand occupations); and (2) strengthening adult education and literacy programs through support for program quality standards and accreditation requirements. |
| **Programs for Corrections Education and Other Institutionalized Individuals (Section 225)** | Largely maintain WIA requirements: in that it requires eligible agency to carry out corrections education or education for other institutionalized individuals, but expands use of funds provision to include: basic skills education, special education programs, reading, writing, speaking, and math programs, secondary school credit or diploma programs, or equivalent, and integrated education and training. | Requires coordination with CTE under Perkins   Requires identifying opportunities for IET |
| **Grants and Contracts for Eligible Providers (Section 231)** | Requires eligible agencies to award multiyear grants or contracts on a competitive basis within the state or outlying area. Requires eligible providers to establish or operate programs that provide adult education and literacy activities.  CONSIDERATIONS—Eligible agencies must consider: eligible provider’s potential responsive to regional and community needs; provider’s ability to serve individuals with disabilities; provider’s past effectiveness; whether provider’s proposal aligns with local plan goals; whether program is of sufficient intensity or quality; whether activities are based on best practices; whether activities effectively use technology; whether activities provide learning in context; whether activities are delivered by well-trained instructors; whether activities coordinate with other community resources; whether activities offer flexible schedules and coordination with supportive services; whether provider maintains high-quality information management systems; whether area has need for additional ESL or civics programs. | State agencies must consider in grants and contract awards to providers the costs of providing learning in context including IET in order to align funds awarded with costs. |
| **Local Application (Section 232)** | Expands upon WIA to require provider to also describe: how they will provide services in alignment with the local plan (including how provider will promote co-enrollment with Title II programs); how they will meet state adjusted levels of performance; how they will fulfill one-stop partners responsibilities; and how they will provide services to meet the needs of eligible individuals. | Greater emphasis on IET: One of the requirements is now a description of how the eligible provider will provide learning in context, including through partnerships with employers to offer workplace adult education and literacy activities and integrated education and training; |
| **Local Administrative Cost Limits (Section 233)** | Requires no more than five percent set aside for administrative costs. | This section amends section 233 of WIOA to revise the local administrative cost limits to move professional development for adult educators into its own category, subject to a 10 percent cost limit.   Essentially, funding costs broken down same as WIOA |
| **National Leadership Responsibilities (Section 242)** | Requires secretary to establish and carry out a program of national leadership activities to enhance the quality of adult education and literacy programs. Allowable activities include technical assistance; funding activities through grants to develop or improve strategies for educating adults, improving the quality of adult literacy, or carrying out research or demonstration projects. | This section amends section 242 of WIOA to update the national leadership required activities to include the dissemination of effective practices used by states to reduce reporting burden through the use of administrative data. Additionally, this section adds new allowable activities of developing and evaluating programs for the preparation of adult educators and carrying out initiatives to disseminate effective staffing models, program quality standards, and accreditation requirements that may be voluntarily adopted. |
| **Title III - Amendments to Other Laws** |  |  |
| **Amendments to the Wagner-Peyser Act** | Provides grants to support Employment Services offices, which must be collocated in one-stop centers and provide universal access to labor exchange services. | Adds Northern Mariana Islands and American Samoa to Employment Service the first fiscal year that total allotments increase above FY24 levels and thereafter (receiving ½ of amount Guam receives each)   LMI on real-time trends in new and emerging occupational roles and skills available on demand and user-friendly format   Authorized appropriations $64,532,600 (2025-230) |
| **Job Training Grants - Amendments to the American Competitiveness and Workforce Improvement Act of 1998 – (Individual Training Accounts for Dislocated Workers)** | Not in current law | This section amends section 414 of the American Competitiveness and Workforce Improvement Act of 1998 to repurpose the H-1B fee revenue provided to the Secretary and allot the funding through states and down to local areas based on a formula that allocates one-third of the funding based on the relative number of unemployed individuals, one-third of the funding based on the relative number of disadvantaged adults, and one-third based on the relative number of individuals in the civilian labor force.  It requires the funds to be used to provide ITAs for dislocated workers that are determined to be eligible for training services, have not received an ITA during the preceding five-year period, and are not subject to any other state or local limitations relating to individuals that have previously received an ITA.   The ITAs provided under this section will function in the same manner as ITAs provided under section 134 of WIOA, except that a local area may not limit the maximum amount available for an ITA to less than $5,000 and must provide notice to an eligible dislocated worker of any opportunities to participate in on-the-job training or employer-directed skills development before selecting a program from the state’s “eligible training provider list.”   Local areas must use the funds provided under this section before using the funds available for skills development under section 134 of WIOA for ITAs for dislocated workers. Once the funds provided under this section are exhausted, the local area must use the funds reserved under section 134 for any dislocated worker determined eligible for an ITA and may limit the maximum amount available to less than $5,000 if the dislocated worker is not a low-income individual. If the demand for ITAs by eligible dislocated workers exceeds the amount provided to a local area under this section and section 134 of WIOA, the local area may request additional funds from the amount reserved by the state for rapid-response activities. |
| **Amendment to the Social Security Act - National Directory of New Hires** |  | Amends Section 453 of the Social Security Act to authorize State agencies responsible for administering the performance accountability system under Section 116 of WIOA to receive information from the National Directory of New Hires. |