

Side-By-Side Comparison of Current Law, House, and Senate Legislation to Reauthorize the Workforce Investment Act

September 2013

Introduction

The following summary was prepared by the National Skills Coalition. It compares occupational training and adult education and family literacy provisions¹ in the House and Senate Workforce Investment Act (WIA) reauthorization proposals with current law. The summary, while addressing a number of key provisions, is not exhaustive.

Background

Congress is currently engaged in a debate about how to overhaul WIA, the law primarily responsible for authorizing and funding our nation's workforce development system.

WIA, originally authorized in 1998, is now more than a decade overdue for congressional reauthorization. In the years since its passage, WIA has failed to keep pace with changing economic conditions. The law's original emphasis on short-term training and rapid re-employment is increasingly inconsistent with growing demands for longer-term training aligned to high-growth and emerging industries. Administrative barriers make it difficult for local providers to help participants who require multiple services, undermining the law's vision for cross-program alignment. Steady declines in funding—formula funding decreased by more than 30 percent over the last decade—have made it ever more difficult to meet the needs of participants. Many state and local systems have adopted innovative strategies despite the limitations of current law, but these efforts could be greatly strengthened if federal policy is updated to reflect best practices in the field.

Recent congressional efforts in the House and Senate signal that there is some potential for reauthorization in this Congress; however the proposals put forth by the House and Senate

¹ The occupation training provisions fall under Title I and the adult education and family literacy provisions fall under Title II of current law and the House-passed WIA reauthorization bill. The Senate bill creates a new Title I, primarily focused on infrastructure and governance issues. Occupational training issues fall under Title II and adult education and family literacy provisions fall under Title III in the Senate WIA reauthorization bill.



offer significantly different visions for WIA going forward.

In the House, reauthorization efforts have focused largely on reducing the number of federal workforce development programs. In March, the House passed the [SKILLS Act](#) (H.R. 803), legislation authored by Higher Education and Workforce Training subcommittee chair Virginia Foxx (R-NC). The SKILLS Act would [eliminate 35 existing programs and consolidate funding](#) into a single Workforce Investment Fund. National Skills Coalition estimates that the consolidation of these programs would result in a net loss of more than \$1 billion in funding for workforce development activities, and could have the effect of reducing access to services for those individuals who face significant barriers to employment. National Skills Coalition [opposes](#) the SKILLS Act in its current form.

The Senate released its WIA reauthorization bill, the [Workforce Investment Act of 2013](#) (S.1356), in July and cleared it through the Health, Education, Labor and Pensions committee. The Senate bill—crafted on a bipartisan basis by Senator Patty Murray (D-WA) and Senator Johnny Isakson (R-GA), ranking member of the Employment and Workplace Safety subcommittee—does not include consolidation language similar to the House.

While the Senate approach is preferable to the approach taken in the House, it still does not address certain key issues that are central to achieving meaningful systems-level reform of the nation’s workforce system. In particular, the Senate bill in its current form does not create the necessary infrastructure to support sector partnerships at a systems level. Sector partnerships are one of the few workforce interventions that statistical evidence shows to improve employment opportunities for workers and to increase wages on the job. Employers engaged in sector partnerships report increases in productivity, reductions in customer complaints, and declines in staff turnover.

The next step is for the bill to move to the Senate floor, but it is unclear when or if the measure will be considered by the full Senate. When the bill does reach the Senate floor, members on both sides of the aisle will likely offer a number of amendments to the bill, including amendments that would potentially strengthen the bill—such as the inclusion of stronger sectors language—as well as amendments that would consolidate programs.

If the Senate passes its bill, the measure will then move to conference, a process by which the House and Senate each appoint “conferees” to reconcile the differences between the two pieces of legislation in an effort to produce a version that could gain enough support for passage in both chambers. The House has indicated that it is committed to going to conference if the Senate is able to pass a bill, and key Senate offices on both sides of the aisle seem anxious to bring the bill to the floor. However, given the current fiscal situation as well as the partisan divide in Congress, it is difficult to predict exactly how the bill will proceed. National Skills Coalition will provide updates as additional information becomes available.



Side-by-Side Comparison of Occupational Training Provisions in House and Senate WIA Reauthorization Bills

September 2013

Current Law	Senate Bill (S. 1356) ¹	House Bill (H.R. 803)
State Boards		
<p>Membership—</p> <ul style="list-style-type: none"> • Governor • Two members of each chamber of the state legislature, and • Representatives appointed by the governor, including: <ul style="list-style-type: none"> ○ Business representatives ○ Chief elected officials (representing both cities and counties where appropriate) ○ Labor representatives ○ Youth organization representatives ○ Representatives of individuals and organizations with experience and expertise in the delivery of workforce investment activities including chief executive officers of community colleges and community based organizations ○ Lead state officials of mandatory partner agencies ○ Other representatives and state agency officials that the governor may designate 	<p>Membership—Revises current law as follows:</p> <ul style="list-style-type: none"> • Majority of representatives must be employers or representatives of business or trade associations • At least 20 percent must be representatives of labor and CBOs or youth serving organizations • Adds representatives of a joint labor-management program or apprenticeship program as a required partner 	<p>Membership—Revises current law to require only the governor, representatives of business, chief elected officials, a state agency official responsible for economic development and other such representatives as the governor should designate to serve on the board.</p> <ul style="list-style-type: none"> • Requires that two-thirds of board members be representatives of the business community

¹ Occupational training provisions can be found in Title I in current law and in the House bill. The Senate bill split the occupational training provisions into two separate titles, Title I and Title II.

<ul style="list-style-type: none"> • Members must represent diverse regions of the state and a majority must be business representatives • State may use an alternative entity as a state board if it was in existence on December 31, 1997; was established under JTPA or is substantially similar to a state board required under WIA; and includes representatives of business and labor organizations 		
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State Board Function

<p>Functions—</p> <ul style="list-style-type: none"> • Development of the state plan • Development of continuous improvement of statewide activities, including linkages to assure coordination and non-duplication of activities and review of local plans • Commenting at least once annually on Perkins performance measures • Designation of local areas • Development of adult and youth allocation formulas • Development and continuous improvement of comprehensive state performance measures • Preparation of annual report to Secretary of DOL • Development of statewide employment statistics system under Wagner-Peyser Act • Development of application for incentive grants 	<p>Functions— Amends current law to require:</p> <ul style="list-style-type: none"> • Added function of developing guidance on program alignment, career pathways, industry partnerships, developing planning regions, technical assistance and case management information systems • State board to recommend actions to align programs • Development of performance accountability measures • Identification and dissemination of best practices for one-stops and local boards • Development and review of statewide policies for coordinated provision of services through the one-stop system • Development of the statewide workforce and labor market information system 	<p>Functions— Modifies functions of the state board to also include:</p> <ul style="list-style-type: none"> • Reviewing and developing statewide policies and programs in a manner that supports a comprehensive statewide workforce development system, including determining whether the state should consolidate additional programs into the Workforce Investment Fund • Development of a statewide workforce and labor market information system • Developing strategies across local areas to meet the needs of business and support economic growth • Identifying and disseminating information on best practices for one-stops • Program oversight • Developing comprehensive state performance measures
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		<ul style="list-style-type: none"> • Eliminates grandfather clause permitting alternative entities to operate in lieu of state workforce boards
Unified State Plan		
<p>Term—Requires a state plan that outlines a five-year strategy for the statewide workforce investment system.</p> <p>Contents of Plan—</p> <ul style="list-style-type: none"> • Description of the state board • Description of the state-imposed requirements • Description of the state performance accountability system • Information describing the needs of the state regarding current and projected employment opportunities, the job skills necessary to obtain such employment, skills and economic development needs of the state, and the type and availability of workforce investment activities in the state • Identification of local areas designated in the state • Identification of the criteria to be used for the appointment of members of local boards • Detailed plans required under section 8 of the Wagner-Peyser Act • Description of the procedures that will be taken by the state to assure coordination of and avoid duplication among WIA; 	<p>Term—Requires four-year plan. Requires state board to review the plan after two years and the governor to submit modifications to reflect changes in the labor market or economic conditions.</p> <p>Contents of Plan—</p> <ul style="list-style-type: none"> • Strategic Planning: elements include analysis of economic conditions in the state; analysis of knowledge and skill needs of employers; analysis of workforce in the state, including educational and skill levels; analysis of workforce development activities in the state, including strengths and weaknesses; 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 to achieve the strategic vision and goals • Operational Planning: elements include descriptions of how state agency will implement strategy; what state operating systems and policies will support implementation of the strategy; program specific requirements for core programs; and assurances relating to stakeholder 	<p>Term—Requires three-year plan.</p> <p>Contents of Plan—</p> <ul style="list-style-type: none"> • Eliminates current requirement for detailed plans relating to activities carried out under the Wagner-Peyser Act • Adds requirement that state plan include description of state criteria for determining eligibility of training providers • Requires description of procedures that will be taken by the state to assure coordination of and avoid duplication among programs and a description of common data collection and reporting processes used for such programs • Eliminates requirement that state plan provide opportunity for business and labor to comment on plan prior to submission • Requires state plan to include description of how state will serve certain populations, including low-income individuals, youth, dislocated workers, and others • Eliminates requirement for state plan to include information on youth activities • Adds requirement that state plan include description of strategies and services that will more fully engage businesses



<p>Wagner-Peyser; Title I of the Rehabilitation Act; TANF, Food Stamp employment, training and work activities; Older Americans Act programs; Trade Adjustment Assistance, veterans employment and training services, National and Community Service Act activities; CSBG employment and training activities; HUD employment and training activities; and unemployment insurance programs</p> <ul style="list-style-type: none"> • Description of common data collection and reporting processes for above listed programs • Description of the public comment and input process • Information regarding leveraging of resources • Assurances of fiscal control and fund accounting procedures to ensure the proper disbursement of funds • Description of the methods and factors state will use to distribute funds to local areas • Information specifying actions that constitute conflict of interest • Description of state strategy for assisting local areas in development and implementation of fully operational one-stop delivery system • Description of the appeals process • Description of the competitive process for grants and contracts 	<p>review, and fiscal and administrative compliance</p>	<ul style="list-style-type: none"> • Adds requirement that state plan will convene or help convene sector partnerships • Adds requirement that state plan include description of how state will utilize technology to facilitate access to services in remote areas • Adds requirement that state plan include description of state strategy for encouraging regional cooperation within state and across state borders • Adds requirement that state plan include descriptions of actions it will take to foster communication and partnerships with non-profits • Adds requirement that state plan include a description of process and methodology for determining one-stop partner contributions for cost of one-stop infrastructure • Adds requirement that state plan include description of strategies it will use to assist at-risk and out-of-school youth in acquiring the education and skills to succeed in the labor market • Adds requirement that state plan include description of how state will furnish employment and training and supportive services to veterans
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<ul style="list-style-type: none"> • Description of adult and dislocated worker training activities to be provided, rapid response activities, procedures the local boards will use to identify eligible providers of training services (other than for on-the-job training and customized training) • Lists of special populations for which plan must specify how service needs will be met • Description of the state strategy for providing youth activities, criteria local boards will use in awarding grants to youth providers, how the state will coordinate youth activities with Job Corps and the youth opportunity grant activities 		
State Unified Plan/Combined State Plan²		
<p>State Unified Plan—Permits state to develop and submit a state unified plan in lieu of separate plans for all of the programs or activities covered in the state unified plan.</p> <ul style="list-style-type: none"> • State unified plan must cover: secondary (with approval from the state legislature) and postsecondary programs under the Carl D. Perkins Act and Title I and II activities • State unified plan may also cover: SNAP E&T programs; Trade Adjustment Assistance activities; programs authorized under the Wagner-Peyser Act; programs 	<p>Combined State Plan—Permits state to develop and submit a combined state plan for the core programs and one or more of the following programs in lieu of submitting multiple plans: Carl D. Perkins Act programs; TANF block grant programs; SNAP E&T programs; Trade Adjustment Assistance activities; VETS programs; UI programs, SCSEP programs; CDBG authorized programs; CSBG authorized programs; or prisoner reentry programs.</p> <ul style="list-style-type: none"> • Core programs covered in the combined plan are still subject to the requirements 	<p>State Unified Plan—Permits state to develop and submit a state unified plan for programs authorized by Titles I and II and one or more of the following programs: programs authorized by the Rehabilitation Act of 1973; secondary and postsecondary career education programs authorized under the Carl D. Perkins Career and Applied Technology Education Act; Trade Adjustment Assistance activities; registered apprenticeship programs; CSBG authorized programs; TANF block grant programs; UI programs; SNAP E&T programs; CDBG authorized programs; programs and activities</p>

² Titled “State Unified Plan” in current law and in the House bill and “Combined State Plan” in Senate bill.

<p>authorized under Title I of the Rehabilitation Act of 1973; VETS programs; UI programs; TANF block grant programs; SCSEP programs; CDBG authorized programs; and CSBG authorized programs</p> <ul style="list-style-type: none"> • Programs in the state unified plan are subject to the requirements applicable to a plan or application for assistance under the federal authorizing program authorizing the activity or program 	<p>they would be subject to under the state unified plan.</p>	<p>authorized under the Public Works and Economic Development Act of 1965; and VETS programs</p> <ul style="list-style-type: none"> • Permits states to propose to consolidate the amount (in whole or in part) provided for activities or programs dedicated to employment and training into the Workforce Investment Fund • Requires states, in carrying out consolidation to continue to meet the program requirements, limitations and prohibitions of any federal statute authorizing the activity or program consolidated into the workforce investment fund and to continue meet the intent and purpose of such program³ • Exempts funds allocated under the Carl D. Perkins Career and Technical Education Act of 2006 and the Rehabilitation Act of 1973 from consolidation
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Local Workforce Investment Areas

<p>Designation of Areas—Requires governor in designating local workforce investment areas to consider:</p> <ul style="list-style-type: none"> • Geographic areas served by local educational agencies and intermediate educational agencies 	<p>Designation of Areas—Requires governor, in designating a local area to consider:</p> <ul style="list-style-type: none"> • Extent to which the areas are consistent with labor market areas • The extent to which the areas are consistent with regional economic development areas 	<p>Designation of Areas—Makes the following changes to current law:</p> <ul style="list-style-type: none"> • Eliminates provision relating to automatic and temporary designation of local workforce investment areas
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³ It remains unclear how states will be able to demonstrate that they have met the reporting requirements for individual programs if the funds for those programs are consolidated into a single fund. Given that challenge, it appears that this provision may have the effect of “waiving” the requirements of those individual programs.



<ul style="list-style-type: none"> • Geographic areas served by postsecondary and area vocational educational schools; • The extent to which such local areas are consistent with labor market areas • The distance individuals will need to travel to receive services • The resources of such local areas to effectively administer workforce investment activities <p>Other Means of Designation—provides for automatic designation of local areas, temporary and subsequent designation, and designation on recommendation of the state board.</p> <p>Regional Planning—Permits state to designate the state as a single state local area and permits state to require regional planning by local boards for a designated region in the state.</p>	<ul style="list-style-type: none"> • Whether the areas have the necessary federal and non-federal resources to administer employment and training activities • Leaves existing areas that have performed successfully and sustained fiscal integrity intact <p>Regional Planning—</p> <ul style="list-style-type: none"> • Requires state to identify regions in the state and for those regions that cover two or more local areas. Local boards comprising a region must submit regional plans describing cooperative initiatives and incorporating local plans • If in two years post-enactment a local area is a member of a planning region, it must demonstrate it (1) participated in preparing a regional plan and (2) developed and implemented regional service strategies • Authorizes two or more states to designate interstate regions as planning regions and jointly exercise state functions 	<ul style="list-style-type: none"> • Modifies factors a governor must use in designating local areas • Authorizes any state to be designated a single workforce area • Adds provision authorizing states to require local areas in a designated region to prepare a single regional plan in lieu of separate local plans
Local Board		
<p>Membership—Must include representatives of:</p> <ul style="list-style-type: none"> • Business (majority of members must be business representatives) • Local educational entities, including representatives of local educational agencies, local school boards, entities providing adult education and literacy, and 	<p>Membership—Must include representatives of:</p> <ul style="list-style-type: none"> • Business (majority of members must be business representatives) • Labor, CBOs and youth serving organizations (must make up at least 20 percent of the board) 	<p>Membership—</p> <ul style="list-style-type: none"> • Eliminates requirement that local board include representatives from local educational entities, labor organizations, community-based organizations, economic development agencies, and one-stop partners.

<p>postsecondary educational institutions (including representatives of community colleges where such entities exist)</p> <ul style="list-style-type: none"> • Labor organizations • Community-based organizations • Economic development agencies • Each one-stop partner • Other entities the chief local elected official determines appropriate <p>Youth Councils— Requires establishment of Youth Councils as a subgroup of local board to develop portion of local plan relating to youth; recommend providers of youth activities to be awarded grants/contracts, and conduct oversight of providers; coordinate WIA-funded youth activities; other duties determined appropriate by chair of local board.</p> <p>Alternative Entities— Allows alternative entities to be grandfathered in as local boards if they 1) existed as of December 31, 1997 and 2) were established under JTPA or are substantially similar to local boards; and 3) include representatives of business and labor.</p> <p>Board Functions—</p> <ul style="list-style-type: none"> • Develop and submit a local plan • Designate or certify one-stop operators • Identify eligible providers of youth activities by awarding grants or contracts on a competitive basis 	<ul style="list-style-type: none"> • Entities administering education and training activities including ABE, higher education, labor-management programs • Economic and community development entities including a representative of state employment service and a representative of a local vocational rehabilitation program • Other entities identified by local chief elected official. <p>Youth Councils— Eliminates Youth Councils.</p> <p>Standing Committees— Requires board to establish standing committees that assist with operational and other issues relating to the one-stop delivery system, youth services, and individuals with disabilities.</p> <p>Board Functions— Maintains existing functions but adds requirements relating to employer engagement, leveraging of non-federal resources, and leading efforts to develop career pathways and promote other proven and promising practices.</p>	<ul style="list-style-type: none"> • Requires two-thirds business majority on local board. <p>Youth Councils— Eliminates Youth Councils</p> <p>Other Changes to Current Law— Eliminates provisions related to concentrated employment programs and authorizing alternative entities in lieu of local boards.</p> <p>Board Functions— Functions to include:</p> <ul style="list-style-type: none"> • Developing and submitting local plan • Conducting workforce research and labor market analysis, and assisting governor in developing the statewide workforce and labor market information system • Meeting the needs of business and supporting economic growth by enhancing communication, coordination, and collaboration among businesses, economic development agencies, and service providers • Develop a budget for local activities • Selecting one-stop operators and identifying eligible providers of work-ready and training services • Negotiating local performance measures • Developing strategies for technology improvements to facilitate access to services in the local area
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<ul style="list-style-type: none"> • Identify eligible providers of training services • If the one-stop operator does not provide intensive services, identify eligible providers of intensive services by awarding contracts • Develop a budget • Conduct oversight • Negotiate and reach agreement on local performance measures • Assist the governor in developing the statewide employment statistics system under the Wagner-Peyser Act • Coordinate workforce investment activities with economic development strategies and develop other employer linkages with such activities • Promote the active participation of private sector employers 		
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Local Plan

<p>Plan Term—Requires local board to develop and submit to governor a comprehensive five-year local plan in partnership with appropriate chief elected official.</p> <p>Plan Contents—</p> <ul style="list-style-type: none"> • Identification of the local workforce investment needs of businesses, jobseekers, and workers, the current and projected employment opportunities, and the job skills necessary to obtain such employment 	<p>Plan Term—Four years. Local board must review two years into the four-year plan and submit modifications to reflect changes in the labor market and economic conditions.</p> <p>Plan Contents—In addition to current law, must include descriptions of:</p> <ul style="list-style-type: none"> • Strategic planning elements • Workforce development system in the local area • How local board will expand access to 	<p>Plan Term—Three years.</p> <p>Plan Contents—Must include descriptions of:</p> <ul style="list-style-type: none"> • The analysis of local economic and workforce conditions • The one-stop delivery system in the local area • The strategies and services that will be used to more fully engage businesses • How local board will convene or help
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<p>opportunities</p> <ul style="list-style-type: none"> • Description of the one-stop system, including how the local board will ensure the continuous improvement of the eligible providers of services, and a copy of each MOU between the LWIB and each one-stop partner • Description of the local levels of performance • Description and assessment of the type and availability of adult and dislocated worker employment and training activities in the area • Description of how the LWIB will coordinate workforce activities with statewide rapid response activities • Description of the type and availability of youth services • Description of the process for public input and comment on the local plan prior to submission • Identification of the entity responsible for the disbursement of grant funds • Description of the competitive process to be used to award grants • Other such information as the governor may require 	<p>employment, training, education and supporting services</p> <ul style="list-style-type: none"> • 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 	<p>convene industry partnerships</p> <ul style="list-style-type: none"> • How the local board will coordinate local workforce activities with statewide activities • How local area will coordinate activities with local area's disability community • Local levels of performance • The process used by the board to provide an opportunity for public comment prior to plan submission • How local area will serve the employment and training needs of certain populations, including dislocated workers, low-income individuals, English learners, and others • The entity responsible for disbursement of grant funds • Strategies and services that will be used in the local area to assist at-risk youth and out-of-school youth • How local area will furnish employment and training and supportive services to veterans • Eliminates requirement that local plan provide opportunity for business and labor organizations to comment on plan prior to submission
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State Performance Accountability System		
<p>Core Indicators —⁴</p> <ul style="list-style-type: none"> • Adults and Older Youth (19-21) <ul style="list-style-type: none"> ○ Entry into unsubsidized employment ○ Retention in unsubsidized employment six months after employment entry ○ Earnings change six months after entry into unsubsidized employment ○ Credential rate among those who enter into unsubsidized employment ○ Excludes individuals who participate in only self-service and informational activities • Dislocated Workers <ul style="list-style-type: none"> ○ Same as for adults except that earnings replacement rate at six months is measured, rather than earnings change. • Core Indicators for Younger Youth (14-18)— <ul style="list-style-type: none"> ○ Attainment of basic skills and work readiness or occupational skills ○ Attainment of high school diplomas and their recognized equivalents ○ Placement and retention in postsecondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships • Customer satisfaction indicators 	<p>Core Indicators for Title II, Title III, Title IV and Title V programs —</p> <ul style="list-style-type: none"> • Percentage of participants employed during second quarter after exit • Percentage of participants employed during the fourth quarter after exit • Median earnings of program participants employed 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 an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable gains toward those goals • Indicators of effectiveness in serving employers <p>Core Indicators for Youth —</p> <ul style="list-style-type: none"> • Percentage of program participants who are in education or training or employed during second quarter after exit 	<p>Core Indicators for Title I, Title II, and Title IV programs —</p> <ul style="list-style-type: none"> • The percentage and number of program participants who are in unsubsidized employment during the second full calendar quarter after exit • The percentage and number of program participants who are in unsubsidized employment during the fourth full calendar quarter after exit • The median earnings of participants who are in unsubsidized employment during the second full calendar quarter after exit, compared to median earnings of such participants prior to training • The percentage and number of participants who obtain a recognized postsecondary credential, including a registered apprenticeship, or a secondary school diploma or equivalent, during participation or within one year after exit • The percentage and number of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential, a secondary school diploma or equivalent, or unsubsidized employment, and are

⁴ Most states have adopted the “common measures” (entered employment, employment retention, and average earnings for adults and dislocated workers; placement in employment or education, attainment of a degree or certificate, and literacy and numeracy gains for youth) via waivers.

<p>o Customer satisfaction of employers and participants</p> <p>State Adjusted Levels of Performance—Set for first three years; adjusted levels for fourth and fifth years set prior to fourth year. Adjustment factors:</p> <ul style="list-style-type: none"> • Extent to which levels will assist state in attaining high level of customer satisfaction • How levels compare with adjusted levels of other states taking into account factors including differences in economic conditions, participant characteristics at entry, and services to be provided • Extent to which levels promote continuous improvement in performance and ensure optimal return on investment of federal funds 	<ul style="list-style-type: none"> • Percentage of participants who are in education or training activities or employed during fourth quarter after exit • Median earnings of participants who are employed during the second quarter after exit • Percentage of program participants who during a program year are in education or training program that leads to a postsecondary credential or employment and who are achieving measurable gains toward those goals • Indicators of effectiveness in serving employers <p>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.</p> <p>Other Indicators—Requires secretaries of Labor and Education to establish one or more primary indicators of performance that indicate the effectiveness in serving employers.</p> <p>State Adjusted Levels of Performance—Set for the first two years; adjusted levels for third and fourth years prior to third year.</p>	<p>achieving measurable basic skills gains toward such credential or employment</p> <ul style="list-style-type: none"> • The percentage and number of participants who obtain unsubsidized employment in the field relating to the training services received • Requires the Secretary of Labor to use core indicators of performance to assess the effectiveness of the programs and activities carried out by the one-stop delivery system <p>Indicator Relating to Credential—same as Senate bill.</p> <p>Other Indicators—permits a state to identify additional indicators.</p> <p>State Adjusted Levels of Performance—eliminates requirement that state levels of performance be negotiated for the fourth and fifth program year.</p>
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Local Performance Accountability Measures		
Local performance measures consist of the same core indicators and customer satisfaction indicators required for states.	Core indicators are the same as state indicators; local areas negotiate local levels of performance with governor, chief elected official.	Largely maintains current law. Eliminates language on customer satisfaction indicators.
Evaluation, Sanctions and Performance Reports		
<p>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 by not more than five percent, the amount of the grant that would be payable for the immediately succeeding program year. Such penalty shall be based on the degree of failure to meet state adjusted levels of performance.</p> <p>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</p>	<p>Essentially maintains existing language relating to evaluation of state programs, fiscal and management accountability systems, and state and local failure to meet performance measures.</p> <p>Performance Reports—</p> <ul style="list-style-type: none"> • Requires secretaries of Labor and 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); and number of participants enrolled in more than one program • Eligible Training Provider Performance Reports: includes levels of performance under accountability measures; total number of individuals engaging in the program of study; the total number of 	<p>Sanctions for State Failure to Meet Performance Measures —Amends current law to require the secretary to reduce a state’s grant if it fails to meet its performance levels for two consecutive years and to return rescinded grant funds to the Treasury.</p> <p>Sanctions for Local Failure to Meet Performance Measures—Amends current law to require a local area to develop a reorganization plan if it fails to meet performance measures for two consecutive years. Requires the governor, if such failure continues for a third consecutive year, to reduce the grant amount, based on the degree of failure to meet local levels of performance.</p>



performance, or take other such actions as the governor determines are appropriate.	participants served by each adult and dislocated worker program (including number of individuals w/ barriers to employment served, disaggregated by subpopulation)	
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Workforce Innovation and Replication Grants

N/A	<p>Requires secretaries of Labor and Education to award on a competitive basis, workforce innovation and replication grants to state partnerships and regional entities. Grants awarded to eligible entities must be used to support innovative new strategies and activities, or the replication and expansion of effective evidence-based strategies and activities that are designed to align and strengthen the state’s workforce development system.</p> <ul style="list-style-type: none"> • Requires a 50 percent match • Three-year non-renewable term 	N/A
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Youth Innovation and Replication Grants

N/A	<p>Requires secretaries of Labor and Education to award on a competitive basis, innovation and replication grants to eligible entities to support the demonstration of innovative new strategies and activities, or the replication and expansion of effective evidence-based strategies and activities designed to substantially improve education and employment outcomes for eligible youth.</p>	N/A
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	<ul style="list-style-type: none"> • Requires 50 percent matching share from non-federal resources, cash or in-kind. Allows financial hardship waiver • Grant is three years, non-renewable 	
One-Stop Delivery System: Partners		
<p>Required Partners—</p> <ul style="list-style-type: none"> • WIA • Wagner-Peyser • Adult Education and Literacy programs • Rehabilitation Act programs • Welfare-to-Work • Older Americans Act programs • Perkins postsecondary vocational education activities • Trade Adjustment Assistance and NAFTA-TAA programs • Veterans Employment and Training • Community Service Block Grant employment and training activities • HUD employment and training activities • Unemployment compensation programs <p>Responsibilities of Required Partners— Required partners must:</p> <ul style="list-style-type: none"> • Make available to participants through a one-stop system the core services applicable to such program or activity • Participate in the operation of the system consistent with terms of a memorandum of understanding and with the requirements of federal law applicable to the program. 	<p>Required Partners—</p> <ul style="list-style-type: none"> • Partners required under current law • Programs under the Second Chance Act • TANF (unless the governor makes a written determination to exclude TANF) <p>Responsibilities of Required Partners— Required partners must:</p> <ul style="list-style-type: none"> • Make available through the one-stop system the core 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 <p>Additional Partners— With approval of local board and chief elected official:</p> <ul style="list-style-type: none"> • Employment and training programs administered by the SSA 	<p>Required Partners— Eliminates requirement that the Senior Community Service Employment program and TANF be mandatory partner programs and eliminates reference to SNAP E&T and TANF as optional partner programs.</p> <p>Responsibilities of Required Partners— Required partners must:</p> <ul style="list-style-type: none"> • Provide access through the one-stop delivery system to programs and activities carried out by the entity • Use a portion of funds available to the program to maintain the one-stop delivery system, including infrastructure costs • Enter into a local MOU with the local board • Participate in the operation of the one-stop system consistent with the MOU <p>Additional Partners— Eliminates reference to SNAP E&T and TANF as optional partner programs. Adds employment and training programs administered by the Social Security Administration, the Small Business Administration, and public libraries to list of optional partner programs</p>



<p>Additional Partners—May add if local board and chief elected official approve participation:</p> <ul style="list-style-type: none"> • TANF • Food Stamp employment, training, and work programs • National and Community Service Act programs • Other federal, state, or local programs, including private sector programs <p>Memorandum of Understanding (MOU)— Requires local board and one-stop partners to enter into an MOU concerning the operation of the one-stop delivery system in the local area, that describes:</p> <ul style="list-style-type: none"> • The services to be provided through the one-stop delivery system • How the costs of such services and operating costs will be funded • Methods of referral of individuals between the one-stop operator and one-stop partners for services and activities • Duration of the MOU <p>One-Stop Operators— Requires local board, with chief elected official to designate or certify one stop operators and to terminate operators for cause. Eligible entities will be designated or certified by a competitive process in accordance with an agreement reached by local board and consortium of entities that at a minimum includes three or more one-stop partners. One</p>	<ul style="list-style-type: none"> • 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 <p>Memorandum of Understanding— Largely maintains current law, adding:</p> <ul style="list-style-type: none"> • 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 <p>One-Stop Operators— Essentially maintains current law. 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.</p>	<p>Memorandum of Understanding— essentially maintains current law. Adds requirement that MOU be reviewed not less than once every three years.</p> <p>One-Stop Operators—</p> <ul style="list-style-type: none"> • Eliminates option to designate one-stop operators through agreement between local boards and three or more partner programs • Eliminates provision allowing employment services agencies to serve as one-stop operators • Eliminates grandfather provision for one-stop delivery systems in place prior to WIA enactment
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<p>stop operators may include: postsecondary institutions, employment service agencies, private nonprofits (including CBOs), private for-profit entities, government agencies, or another interested organization or entity</p> <ul style="list-style-type: none"> • Includes grandfather provision for pre-WIA one-stops. 		
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Establishment of One-Stop Delivery System

<p>Required services—Providing:</p> <ul style="list-style-type: none"> • 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 <p>Service delivery—The one-stop delivery system:</p> <ul style="list-style-type: none"> • 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 	<p>Required services—Essentially maintains current law.</p> <p>Service delivery—Essentially maintains current law.</p> <p>Co-location—Requires employment services offices to be collocated with one-stop centers.</p> <p>Continuous Improvement—Requires state board to 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.</p> <p>Infrastructure Funding—Local areas may fund infrastructure costs through methods described in the MOU or through a new state infrastructure funding method.</p> <ul style="list-style-type: none"> • If local areas fail to reach an agreement through MOU, required partner programs 	<p>Required services—Essentially maintains current law. Redesignates core and intensive services as “work ready” services.</p> <p>Service delivery—Essentially maintains current law.</p> <p>One-stop center certification—Requires state board to establish procedures for certifying one-stop centers for purposes of awarding one-stop infrastructure funds.</p> <p>Infrastructure Funding—Provides that a portion of federal funds be made available to a state for partner programs participating in the one-stop delivery systems must be provided by the governors who must then allocate funds to local areas to assist in paying for one-stop infrastructure costs.</p> <ul style="list-style-type: none"> • Provides that in addition to infrastructure funds made available, a portion of funds or non-cash resources of participating one-stop partners must be used to cover the
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<ul style="list-style-type: none"> • May have specialized centers to address special needs (i.e. dislocated workers, youth, key industry sectors) 	<p>most provide the governor with a “covered portion” to assist with one-stop infrastructure costs</p> <ul style="list-style-type: none"> • Funds provided for “covered portion” may only come from administrative funds • Contributions are capped at: <ul style="list-style-type: none"> ○ 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 	<p>costs of infrastructure not covered by the funds made available by the governor</p>
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Identification of Eligible Providers of Training Services

<p>Eligibility—To be eligible to receive funds, provider is required to be:</p> <ul style="list-style-type: none"> • A postsecondary institution that is eligible to receive federal funds under the Higher Education Act of 1965 and that provides a program that leads to an associate or baccalaureate degree, or certificate 	<p>Eligibility—Maintains current law.</p> <p>State Criteria—</p> <ul style="list-style-type: none"> • Requires governor in developing criteria a range of factors, including: <ul style="list-style-type: none"> ○ Performance of training providers with respect to performance accountability 	<p>Eligibility—Maintains current law.</p> <p>State Criteria—</p> <ul style="list-style-type: none"> • Must take into account: <ul style="list-style-type: none"> ○ Performance of training providers respect to performance accountability measures
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<ul style="list-style-type: none"> • 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 <p>State Criteria— automatic initial eligibility for postsecondary educational institutions and registered apprenticeship programs. For other eligible providers, governor shall establish a procedure for local boards to determine initial eligibility.</p> <ul style="list-style-type: none"> • In establishing subsequent eligibility procedures, local boards must consider the specific economic, geographic and demographic factors in the local area and the characteristics of the populations served by providers seeking eligibility • Requires training providers to submit information on performance and performance cost and training services information for all participants who received assistance 	<p>measures</p> <ul style="list-style-type: none"> ○ The need to ensure access to training services throughout the state ○ 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 <ul style="list-style-type: none"> • Allows local areas to establish additional criteria and information requirements or require higher levels of performance than required under state criteria • Requires training providers to submit information on provider performance, postsecondary credentials received by participants, program costs for participants, program completion rate • Establishes factors governor should consider in devising criteria for initial eligibility 	<ul style="list-style-type: none"> ○ Whether the training programs of such providers relate to in-demand occupations ○ The need to ensure access to training throughout the state ○ The ability of providers to offer programs leading to a recognized postsecondary credential ○ Information that providers are required to report to state agencies with respect to federal and state programs ○ Other factors deemed appropriate <ul style="list-style-type: none"> • Requires that training providers submit information to the state on degree and industry-recognized certifications received by participants, cost of attendance, program completion rate, provider performance and other information • Provides for review and renewal of provider eligibility every three years • Permits local areas to establish additional criteria
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Eligible Providers of Youth Activities

<p>Requires local board to award grants and contracts to eligible providers on a competitive basis based on recommendations of the youth council and the criteria set forth in the state</p>	<p>Requires local board to award grants to providers based on criteria set forth in the state plan and to conduct oversight with respect to providers.</p>	<p><i>H.R. 803 repeals the Youth Activities section of the Workforce Investment Act.</i></p>
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plan and to conduct oversight with respect to providers.	Adds authorization for local boards to sole-source award grants if it determines there are insufficient providers to award grants on a competitive basis.	
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State Allotments for Youth Workforce Investment Activities

<p>State Allotment Formula—</p> <ul style="list-style-type: none"> • 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 /13 percent based on relative number of disadvantaged youth • Hold harmless and small state minimum provisions • Outlying areas: requires secretary to reserve no more than .25 percent of funds made available for states and outlying areas for outlying areas • Requires secretary to, in fiscal years in which appropriations for youth activities are equal to or less than \$1B, reserve a portion of the amount appropriated for youth opportunity grants (capped at \$250M) and youth activities under migrant and seasonal farmworker programs (capped at four percent of funding for youth activities in excess of \$1B) • Requires secretary to make funds available for Native American programs 	<p>State Allotment Formula—</p> <ul style="list-style-type: none"> • 33 1/3 percent based on relative number of individuals in the civilian labor force ages 16-21 • 33 1/3 percent based on relative number of unemployed individuals • 33 1/3 percent based on relative number of disadvantaged youth ages 16-21 • Hold harmless and small minimum state provisions • Maintains current law regarding outlying areas • Eliminates requirement that secretary reserve excess funding for youth opportunity grants. Caps funding for youth activities under migrant and seasonal farmworker programs at \$10M • Caps total allotment for Native American youth workforce investment activities at 1.5 percent 	<p><i>H.R. 803 repeals the Youth Activities section of the Workforce Investment Act.</i></p>
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Within-State Allocations for Youth Activities		
<p>Not more than 15 percent of youth formula funds can be reserved at the state level. Funds allocated to local areas based on each of the three factors used by secretary to determine state allocation.</p>	<p>Essentially maintains current law. Adds requirement that not less than 80 percent of the remaining allotment using the same state allocation formula (including minimum and maximum percentages) and not more than 20 percent as a “youth discretionary allocation” to local boards with a significant number of eligible youth. Limits local administrative costs to ten percent of local allocation.</p>	<p><i>H.R. 803 repeals the Youth Activities section of the Workforce Investment Act.</i></p>
Youth Activities		
<p>Required Statewide Activities—</p> <ul style="list-style-type: none"> • Disseminating a list of eligible providers of youth activities • Carrying out same activities described under required adult activities (below) • Providing additional assistance to local areas that have high concentrations of eligible youth <p>Allowable Statewide Activities—</p> <ul style="list-style-type: none"> • Carrying out same activities described as allowable statewide adult activities (below) • Carrying out, on a statewide basis, programs that incorporate local elements and requirements <p>Local Elements and Requirements –</p> <ul style="list-style-type: none"> • Provide objective assessment of the academic/skill/service levels and needs of each participant 	<p>Required Statewide Activities—No required activities.</p> <p>Allowable Statewide Activities – Funds may be used for:</p> <ul style="list-style-type: none"> • Conducting evaluations, research or demonstrations relating to meeting the education and employment needs of youth • Providing assistance to local areas coordinating local activities • Providing technical assistance • Operating a fiscal and management accountability information system • Carrying out monitoring and oversight activities • Supporting the development of alternative programs and activities that enhance choices available to eligible youth • Supporting the provision of core services • Supporting financial literacy 	<p><i>H.R. 803 repeals the Youth Activities section of the Workforce Investment Act.</i></p>

<ul style="list-style-type: none"> • Develop service strategies for each participant that are directly linked to the indicators of performance and that identify career pathways • Provide activities leading to the attainment of a secondary school diploma or postsecondary credential, preparation for postsecondary opportunities that have strong linkages between academic instruction opportunities, preparing students for unsubsidized learning opportunities, and effective connections to employers • Provide elements consisting of tutoring, alternative secondary school services, summer employment opportunities, internships, occupational skills training, leadership development, supportive services, adult mentoring, follow-up services, and comprehensive guidance and counseling 	<ul style="list-style-type: none"> • Requires at least 75 percent of available statewide funds and 75 percent of funds made available to local areas to be used to provide workforce investment activities for out-of-school youth (exception available for states receiving the minimum allotment) • Limits administrative set aside to 5 percent of allocation <p>Local Elements and Requirements –essentially maintains current law. Includes additional local elements.</p>	
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State Allotments for Adult and Dislocated Worker Employment and Training Activities

<p>Adult State Allotment Formula—</p> <ul style="list-style-type: none"> • 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 	<p>Adult State Allotment Formula –</p> <ul style="list-style-type: none"> • 40 percent based on relative number of unemployed individuals in areas of substantial unemployment • 25 percent based on relative number of individuals in the civilian labor force • 35 percent based on relative number of disadvantaged adults 	<p>Adult State Allotment Formula—Creates a Workforce Investment fund.</p> <ul style="list-style-type: none"> • 25 percent based on relative number of unemployed individuals in areas of substantial unemployment • 25 percent based on relative number of individuals in the civilian labor force • 25 percent based on the relative number of individuals in the state who have been
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<p>disadvantaged adults</p> <ul style="list-style-type: none"> • Hold harmless and small state minimum provisions • Requires secretary to reserve not more than ¼ of one percent for outlying areas <p>Dislocated Worker State Allotment—</p> <ul style="list-style-type: none"> • 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 <p>Appropriations—Such sums as may be necessary for fiscal years 1998-2003.</p>	<ul style="list-style-type: none"> • Maintains current law regarding hold harmless and small state minimum allotments. • Maintains current law regarding outlying areas <p>Dislocated Worker State Allotment –</p> <ul style="list-style-type: none"> • Largely maintains current law. Provides for reallocation of unobligated balance of adult or dislocated worker funds. • Requires secretary to reserve .25 percent for assistance in outlying areas. <p>Appropriations—Such sums as may be necessary for fiscal years FY 2014-2018.</p>	<p>unemployed for 15 weeks or more</p> <ul style="list-style-type: none"> • 25 percent based on the relative number of disadvantaged youth in each state • Requires secretary to reserve 0.5 percent for technical assistance and evaluations (divided equally) • Requires secretary to reserve not more than one percent for Native American programs • Requires secretary to reserve not more than 25 percent for Job Corps • Requires secretary to reserve 3.5 percent for emergency grants • Hold harmless provision <p>Appropriations--\$6,245,318,000 for FY 2014 and each of the six succeeding fiscal years.⁵</p>
Within-State Allocations for Adult and Dislocated Worker Employment and Training Activities		
<p>Adult Activities—</p> <ul style="list-style-type: none"> • Requires governor to reserve not more than 15 percent of adult, dislocated worker, and youth funds for statewide workforce investment activities⁶ 	<p>Adult Activities—Essentially maintains current law.</p> <p>Dislocated Worker Activities—Essentially maintains current law. Amends provision</p>	<p>Within State Allocations—</p> <ul style="list-style-type: none"> • Requires governor to reserve up to 15 percent of total amount for statewide activities (not more than 25 percent of which must be reserved for statewide rapid

⁵ Effectively caps funding at this level for FY 2014 and each of the six succeeding fiscal years.

⁶ Provisions included in the FY 2011 and FY 2012 appropriations bills reduced the governor’s set-aside to five percent

<ul style="list-style-type: none"> • 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. <p>Dislocated Worker Activities –</p> <ul style="list-style-type: none"> • Requires state to allocate funds according based on allocation formula prescribed by the governor • Allows governor to reserve 15 percent of funds for statewide workforce investment activities and an additional 25 percent for statewide rapid response activities • Provides governor with transfer authority to move up to 20 percent of funds between adult and dislocated worker programs 	<p>regarding transfer authority to allow the governor to move up to 100 percent of funds between adult and dislocated worker programs.</p>	<p>response activities)</p> <ul style="list-style-type: none"> • Requires governor to reserve 15 percent for “individuals with barriers to employment” grants • Requires governor to allocate remaining Workforce Investment Fund allotment funds (after all required reservations to local areas) according to the same formula used to determine state allotments. • Eliminates references to separate adult and dislocated worker funding
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Statewide Activities for Adults and Dislocated Workers

<p>Required Statewide Activities –</p> <ul style="list-style-type: none"> • Statewide rapid response activities • Disseminating state list of eligible providers, performance and program cost information • Conducting evaluations • Providing incentive grants to local areas for 	<p>Required Statewide Activities –</p> <ul style="list-style-type: none"> • 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 	<p>Required Statewide Activities –</p> <ul style="list-style-type: none"> • Disseminating state list of eligible training providers • Supporting provision of work-ready services in the one-stop delivery system • Implementing strategies and services that will be used to serve at-risk and out-of-
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<p>regional cooperation, local coordination of activities, and exemplary performance on local performance measures</p> <ul style="list-style-type: none"> • Providing technical assistance to local areas that fail to meet local performance measures • Assisting in the establishment and operation of one-stop delivery systems • Operating a fiscal and management accountability information system <p>Allowable Statewide Activities—</p> <ul style="list-style-type: none"> • Not more than five percent can be used for administrative activities • Providing capacity building and technical assistance • Research and demonstrations • Innovative incumbent worker training programs • Programs targeted to empowerment zones and enterprise communities • Programs to increase the number of individuals training for and placed in non-traditional employment • Other activities 	<p>accountability system</p> <ul style="list-style-type: none"> • Carrying out monitoring and oversight activities • Disseminating state list of eligible providers • Conducting evaluations • Developing strategies that lead to comparable pay for men and women <p>Allowable Statewide Activities—</p> <ul style="list-style-type: none"> • 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 • Other activities 	<p>school youth</p> <ul style="list-style-type: none"> • Conducting evaluations • Providing technical assistance to local areas that fail to meet performance measures • Operating a fiscal and management accountability system • Carrying out monitoring and oversight of these activities <p>Allowable Statewide Activities—</p> <ul style="list-style-type: none"> • Implementing innovative programs and strategies designed to meet the needs of all employers in the state • Providing incentive grants to local areas for regional cooperation among local boards • Developing strategies for effectively integrating programs and services among one-stop partners • Carrying out activities to facilitate remote access to services provided through the one-stop delivery system • Incorporation of pay-for-performance contracting strategies • Other activities <p>Statewide Grants for Individuals with Barriers to Employment— reserves two percent of Workforce Investment Fund for grants awarded by governors to eligible entities to carry out employment and training activities for individuals with barriers to employment.</p>
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Local Activities for Adults and Dislocated Workers		
<p>Required Local Activities—</p> <ul style="list-style-type: none"> • Establish a one-stop delivery system • Provide core services through one-stop delivery system (which include determination of eligibility, outreach, intake, initial skills assessment, job search and placement assistance, provision of employment statistics information; provision of performance information and cost and other services) • Provide intensive services (which include comprehensive and specialized skills assessments; development of an individual employment plan; counseling; case management; and short-term pre-vocational services) • Provide training services (which includes occupational skills training, OJT, private-sector training; skills upgrading; entrepreneurial training; job readiness training; customized training; adult education and literacy activities) <p>Sequence of Services—</p> <ul style="list-style-type: none"> • Requires intensive services to be provided only to those adults and dislocated workers who are unemployed and are unable to obtain employment through core services and who have been determined by the one-stop operator to be in need of more intensive services to obtain employment; or 	<p>Required Local Activities –</p> <ul style="list-style-type: none"> • Establish and provide services through one-stop delivery system • Provide core services • Provide intensive services • Designate a dedicated business liaison • Requires priority for individuals on public assistance, other low-income individuals, and individuals who are basic skills deficient. <p>Sequence of Services— Clarifies that individuals are not required to receive core or intensive services prior to receiving training services</p> <p>Permissible Local Activities—</p> <ul style="list-style-type: none"> • Discretionary one-stop delivery activities • Supportive services • Needs-related payments • Incumbent worker training programs • Transitional jobs <p>Use of Individual Training Accounts— Maintains requirement that training services be provided through ITAs.</p> <ul style="list-style-type: none"> • Expands current list of exceptions where training may be provided through contracts for services • Increases reimbursement level for OJT to 75 percent of a participants wage rate 	<p>Required Local Activities—</p> <ul style="list-style-type: none"> • Establish a one-stop delivery system • Provide work ready services (core and intensive services under current law) <ul style="list-style-type: none"> ○ Amends current law to eliminate separate references to adults and dislocated workers ○ Adds new activities to current law, including assistance in obtaining eligibility determinations under the one-stop partner programs through activities; provision of labor exchange services; administration of the work test for the unemployment compensation system; assistance establishing eligibility for programs of financial aid assistance; the provision of information regarding federal tax credits available to individuals relation to education, job training and employment; comprehensive and specialized assessments of the skill levels and service needs of workers; development of an individual employment plan; counseling; case management; short-term pre-career services; internships and work experience; and literacy activities ○ Eliminates references to youth activities • Provide training services • Eliminates provision relating to supportive services and needs-related payments

<p>who are employed but who are determined by one-stop operator to be in need of intensive services in order to obtain/retain employment that allows self-sufficiency</p> <ul style="list-style-type: none"> • Requires training services only to be provided to adults and dislocated workers who have met the eligibility requirements for intensive services but who are unable to obtain employment through such services; who after an interview, evaluation or assessment and case management, have been determined by a one-stop operator or partner to be in need of training services; who select programs of training services that are directly linked to employment opportunities in the local area; who are unable to obtain other grant assistance, or require assistance beyond what is available under other grant programs; and who are determined to be eligible in accordance with the priority system (giving priority to low-income individuals and recipients of public assistance) <p>Permissible Local Activities—</p> <ul style="list-style-type: none"> • Discretionary one-stop delivery activities • Supportive services • Needs related payments 	<ul style="list-style-type: none"> • Expands the list of permissible local employment and training activities • Allows local areas to provide work support activities to help low-wage workers retain and enhance employment • Maintains current language allowing local areas to provide needs-related payments to adults or dislocated workers who are unemployed and do not qualify for unemployment compensation • Allows local boards to reserve up to 15 percent of adult and dislocated worker funds for incumbent worker training (can be increased to 20 percent upon determination by local board) 	<ul style="list-style-type: none"> • Requires board to employ a veteran employment specialist <p>Permissible Local Activities—</p> <ul style="list-style-type: none"> • Discretionary one-stop delivery activities • Incumbent worker training programs <p>Use of Individual Training Accounts/Career Enhancement Accounts—</p> <p>Redesignates individual training accounts as “career enhancement accounts.” Authorizes local boards to coordinate career enhancement accounts with other federal, state, local, or private job training programs or sources. Authorizes local boards to help individuals establish “enhanced career accounts” that include funds from other programs and sources beyond the regular career enhancement account.</p> <ul style="list-style-type: none"> • Maintains exceptions in current law • Adds exception allowing for training to be provided through a contract with an institution of higher education to facilitate the training of multiple individuals in in-demand sectors and occupations
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<p>Use of Individual Training Accounts—</p> <ul style="list-style-type: none"> • Requires training services be provided through ITAs • Exceptions: <ul style="list-style-type: none"> ○ On-the-job training provided by an employer or customized training ○ If local board determines there are an insufficient number of training providers in the local area to accomplish the purposes of an ITA system ○ If local board determines there is a training services program of demonstrated effectiveness operated by a CBO or other private organization to serve individuals with barriers to employment • Requires training services to be linked to in-demand occupations in the local area 		
Job Corps		
<p>Authorizes the Job Corps program.</p>	<p>Authorizes the Job Corps program.</p>	<p>Authorizes the Job Corps program.</p>

National Programs		
<p>Native American Programs—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.</p> <p>Migrant and Seasonal Farmworker Programs—authorizes a competitive grant program to award grants to eligible entities to carry out workforce investment activities and provide related assistance for eligible migrant and seasonal farmworkers.</p> <p>Veterans’ Workforce Investment Programs—Authorizes secretary to conduct either directly, or through grants and contracts, programs to meet the needs for workforce investment activities of veterans with service-connected disabilities, who have significant barriers to employment, who served on active duty during a war, and recently separated veterans.</p> <p>Youth Opportunity Grants—establishes a grant program to provide activities for youth to increase long-term employment for youth who live in empowerment zones, enterprise</p>	<p>Native American Programs—Largely retains provisions under current law except:</p> <ul style="list-style-type: none"> • Requires secretary to award grants every four years (instead of two years) • Adds new requirements related to the primary indicators of performance <p>Migrant and Seasonal Farmworker Programs—Largely retains provisions under current law except:</p> <ul style="list-style-type: none"> • Requires secretary to award grants every four years (instead of two years) • 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 <p>Veterans’ Workforce Investment Programs—Largely retains provisions under current law. Adds new provision requiring that performance accountability measures for grant and contract recipients include the primary indicators of performance, and agreements on adjusted levels of performance with respect to those indicators.</p> <p>Youth Opportunity Grants—<i>repealed.</i></p>	<p><i>Repealed</i>—</p> <ul style="list-style-type: none"> • Native American programs • Migrant and seasonal farmworker programs • Veterans’ workforce investment programs • Youth opportunity grant program

<p>communities, and high-poverty areas and who seek assistance.</p> <p>Technical Assistance—Requires secretary to provide, coordinate and support the development of training, technical assistance, staff development and other activities to states.</p> <ul style="list-style-type: none"> • 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 	<p>Technical Assistance—</p> <ul style="list-style-type: none"> • Adds requirement that the secretary provide technical assistance in the development and implementation of an integrated technology-enabled intake and case management information for programs carried out under this act • 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. 	
Demonstration, Pilot, Research and Multistate Projects		
<p>Demonstration and Pilot Projects—Secretary is required to carry out, through grants and contracts, demonstration and pilot projects that include provision of direct services to individuals to enhance employment opportunities and an evaluation component.</p> <p>Research Projects—Requires secretary to carry out research projects, through grants and contracts that will contribute to the solution of employment problems in the U.S. In addition, requires a two-year study on formula improvement for distribution of adult employment and training funds.</p> <p>Multiservice Projects, Research Projects, and Multistate Projects—Requires secretary to</p>	<p>Demonstration and Pilot Projects—Eliminates Demonstration and Pilot Projects section. Replaced with Evaluations and Research section.</p> <p>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.</p>	<p><i>Repealed.</i></p>

<p>conduct, through grants or contracts, multiservice and research projects. Permits secretary to carry out through grants and contracts, multistate projects.</p> <p>Dislocated Worker Projects—Requires secretary to use not more than ten percent of funds for demonstration and pilot projects to carry out projects relating to the employment and training needs of dislocated workers.</p> <p>Evaluations—Requires secretary to provide for the continuing evaluation of the programs and activities carried out under the Workforce Investment Act.</p>	<p>Research, Studies and Multistate Projects— Requires secretary to every two years publish a plan that describes the research, studies, and multistate project priorities of the Department for employment and training activities over the five years following submission.</p> <p>Dislocated Worker Projects— Largely maintains current law.</p> <p>Energy Efficiency and Renewable Energy Worker Training Program— Maintains current law requiring secretary to establish an energy efficiency and renewable energy worker training program that includes a grant program and a national research program.</p> <p>Integrated Workforce Training Programs for Adults Who are English Language Learners— Requires secretary to establish and implement a national demonstration project designed to analyze and provide data on workforce training programs that integrate English language acquisition and occupational training.</p> <p>Community-Based Job Training— Authorizes secretaries of Labor and Education to establish and implement a national demonstration project designed to (a) develop local innovative solutions to the workforce challenges facing in-demand industry sectors with labor shortages and (b) increase employment opportunities for</p>	
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	<p>workers by establishing partnerships among education entities, workforce development systems, and businesses in in-demand industry sectors.</p> <p>Career Pathways for Nursing Care Providers of Early Education and Child Care— Authorizes projects that focus on career advancement for child care and early education or nursing care providers.</p>	
National Emergency Grants/National Dislocated Worker Grants		
<p>Authorizes secretary to award national emergency 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.</p>	<p>Redesignates national emergency grants as “national dislocated worker grants.” Defines “emergency or disaster” and “disaster area.” Expands secretary’s authority to provide assistance to such states.</p>	<p><i>Repealed.</i></p>
YouthBuild		
<p><i>YouthBuild was transferred from the US Department of Housing and Urban Development to the Employment and Training Administration in 2007.</i></p>	<p>Largely maintains current law, except:</p> <ul style="list-style-type: none"> • Adds new purpose “to improve the quality and energy efficiency of community and other nonprofit facilities” • Requires secretary to establish expected levels of performance relating to each of the primary indicators of performance for 	<p><i>Repealed.</i></p>

	eligible youth activities and permits the secretary to establish additional indicators <ul style="list-style-type: none"> • Requires secretary to reserve five percent of funds for management and technical assistance 	
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Side-by-Side Comparison of Adult Education & Family Literacy Provisions in House and Senate WIA Reauthorization Bills⁷

Current Law	Senate Bill (S. 1365)	House Bill (H.R. 803)
Federal Provisions		
<p>Reservation of Funds—Secretary must reserve:</p> <ul style="list-style-type: none"> • 1.5 percent for the National Institute for Literacy⁸ • 1.5 percent for national leadership activities • Requires secretary to make available 1.72 percent to the Secretary of Labor for incentive grants <p>Allotments—</p> <ul style="list-style-type: none"> • Initial Allotments: Requires secretary to allot \$100,000 to an eligible agency in an outlying area and \$250,000 to any other eligible agency • Additional Allotments: requires secretary to allot all remaining funds to eligible agencies according to a formula that reflects the 	<p>Reservation of Funds—Secretary must reserve:</p> <ul style="list-style-type: none"> • Two percent for national leadership activities • 12 percent for grants to states to support integrated English literacy and civics education <p>Allotments—Largely maintains current law, except:</p> <ul style="list-style-type: none"> • Requires that eligible agencies that only receive an initial allotment shall receive 100 percent of their initial allotment in the subsequent year • Requires secretary, from the national leadership activities reserve, make grants to eligible agencies to provide state activities 	<p>Reservation of Funds—Secretary must reserve two percent for national activities</p> <p>Allotments—Largely maintains current law.</p>

⁷ Title II under current law and in the House Bill. Title III in the Senate bill.

⁸ The National Institute for Literacy was closed out in 2009.

<p>number of “qualifying adults” in each state or outlying area compared with the total number of such adults in all states and outlying areas</p> <ul style="list-style-type: none"> • Hold harmless: Provides that no eligible agency may receive less than 90 percent of the allotment received for the preceding fiscal year <p>Performance Accountability—establishes a comprehensive performance accountability system for adult education and literacy programs and activities.</p>	<p>Performance accountability— Aligns Title III programs and activities to the performance accountability provisions described in Title I.</p>	
State Provisions		
<p>State Administration—Requires eligible agencies to be responsible for state administration of activities including: development and implementation of the state plan; consultation with other appropriate agencies, groups, and individuals; and coordination and non-duplication with other federal programs.</p> <p>State Distribution of Funds—Requires eligible agencies:</p> <ul style="list-style-type: none"> • To use not less than 82.5 percent of grant funds to award grants and contracts to local providers and to carry out correctional programs 	<p>State Administration—Largely maintains current law.</p> <p>State Distribution of Funds—Requires eligible agencies:</p> <ul style="list-style-type: none"> • To use not less than 80 percent to award grants and contracts to local providers and carry out correctional programs • To use not more than 15 percent to carry out state leadership activities • To use not more than five percent for administrative expenses • Maintains matching requirement in current law 	<p>State Administration—Largely maintains current law.</p> <p>State Distribution of Funds—Maintains current law.</p> <p>State leadership Activities—makes state leadership allowable rather than required. Allowable activities include:</p> <ul style="list-style-type: none"> • The establishment or operation of professional development programs • Technical assistance to eligible providers • Coordination with other public programs (including welfare-to-work, workforce development, and job training programs)

<ul style="list-style-type: none"> • To use not more than 12.5 percent of grant funds to carry out state leadership activities • To use not more than five percent for administrative expenses • To provide non-federal match of 25 percent (12 percent for outlying areas) <p>State Leadership Activities—Requires eligible agencies to use funds for one or more of the following activities: establishment or operation of professional development programs; technical assistance to eligible providers; technology assistance; support of state or regional networks of literacy resource centers; monitoring and evaluation of the quality and improvement in adult education and literacy activities; incentives for program coordination and performance awards; developing and disseminating curricula; coordination with existing support services; integration of literacy instruction and occupational skills training; linkages with postsecondary.</p> <p>State Plan—Requires eligible agency to establish a five-year state plan. Plan must include:</p> <ul style="list-style-type: none"> • An objective assessment of the needs of individuals in the state or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve 	<p>State Leadership Activities—Required activities: alignment of adult education and literacy activities other core programs and one stop-partners; professional development; technical assistance; monitoring and evaluation of adult education and literacy activities.</p> <ul style="list-style-type: none"> • 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 education and training and career pathways; developing a system to assist with the transition from adult education to postsecondary; integration of literacy and English language instruction 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. <p>State Plan—Eliminates current state plan requirements and requires state plan to be established under Title I.</p>	<ul style="list-style-type: none"> • Development and implementation of a system to assist in the transition from adult basic education to postsecondary education • Integration of literacy, instructional, and occupational skills training and promotion of linkages with employees. <p>State Plan—Requires eligible agencies to submit three-year state plans. Provides that state plan can be submitted as part of a state unified plan. state plan must include:</p> <ul style="list-style-type: none"> • An objective assessment of the needs of individuals in the state or outlying area for adult and family literacy education programs, including individuals most in need or hardest to serve • A description of the adult and family literacy education programs to be carried out • An assurance that funds will not be expended for any purpose other than for activities under Title II • A description of how the eligible agency will annually evaluate and measure the effectiveness and improvement of Title II programs using the indicators of performance described in sec. 136 • A description of how the eligible agency will fund local activities in accordance with measurable goals described in sec. 231
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<ul style="list-style-type: none"> • A description of the adult education and literacy activities to be carried out • A description of how the eligible agency will evaluate the effectiveness of programs • A description of the performance measures and how such performance measures will improve adult education activities in the state • An assurance that the eligible agency will award not less than one grant under this subtitle to an eligible provider who offers flexible schedules and necessary support services • An assurance that the funds received under this subtitle will not be expended for any other purpose • A description of how the eligible agency will fund local activities • An assurance that the eligible agency will expend funds in a manner consistent with fiscal requirements provided • A description of the process that will be used for public participation and comment with respect to the state plan • Description of how eligible agencies will develop program strategies for certain populations • A description of how the activities carried out under this title will be integrated with other adult education and literacy activities going on in the state 	<p>Corrections Education— Requires eligible agencies to carry out academic programs, including: adult education and literacy activities; special education; secondary school credit; integrated education and training; career pathways; concurrent enrollment, peer tutoring; and transfer to re-entry initiatives.</p>	<ul style="list-style-type: none"> • An assurance that the eligible agency will expend funds in a manner consistent with fiscal requirements under sec. 241 • A description of the process that will be used for public participation and comment with respect to the state plan. Mandates consultation with a range of entities, including the state workforce investment board, the state board responsible for community or technical colleges, the governor, state educational agency, and others. Lists optional entities for consultation. • A description of the eligible agency’s strategy for serving populations that include, at a minimum: low-income individuals; individuals with disabilities; the unemployed; and individuals with multiple barriers to educational enhancement, including English learners; • A description of how adult and family literacy education programs will be integrated with other adult education, career development, and employment and training activities; • A description of how the state will provide direct and equitable access for eligible providers; • An assessment of the adequacy of the state or outlying area system to ensure teacher quality, and a description of how the state
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<ul style="list-style-type: none"> • A description of the steps the eligible agency will take to ensure direct and equitable access <p>Corrections Education—Requires eligible agency to carry out corrections education or education for other institutionalized individuals, including basic education, special education programs; English literacy programs; and secondary school credit programs.</p>		<p>or outlying area will improve teacher quality; and</p> <ul style="list-style-type: none"> • A description of how the eligible agency will consult with any state agency responsible for postsecondary education to prepare students to enter postsecondary education without the need for remediation <p>Corrections Education—Largely maintain current law, 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.</p>
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Grants and Contracts for Eligible Providers		
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<p>Grants and Contracts—Requires eligible agencies to award multiyear grants or contracts on a competitive basis within the state or outlying area. Eligible providers must provide instruction in one or more of the following categories:</p> <ul style="list-style-type: none"> • Adult education and literacy services (including workplace literacy services) • Family literacy services • English literacy programs <p>Considerations—In awarding grants, eligible agencies must consider several factors, including: degree to which provider will</p>	<p>Grants and Contracts— 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.</p> <p>Considerations—In awarding grants, eligible agencies must consider a range of factors, including: degree to which the eligible provider would be responsible to regional needs, and serving community members most in need; capacity, including past effectiveness on primary indicators of performance; whether</p>	<p>Grants and Contracts—Largely maintains current law.</p> <p>Measurable Goals—Builds upon the Considerations requirements in current law by adding:</p> <ul style="list-style-type: none"> • The activities of the eligible provider employ advances in technology; the activities provide instruction in real-life contexts; the activities are staffed by well-trained instructors, counselors and administrators; the activities are coordinated with other available resources in the community; the activities offer
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<p>establish measurable goals for participant outcomes; past effectiveness of eligible provider; commitment of eligible provider to serve community members most in need; whether the program is of sufficient intensity and duration and uses instructional practices; whether activities are research-based; whether activities provide learning in real life contexts; whether activities coordinate with other available community resources; and whether the activities offer flexible schedules and support systems.</p> <p>Local application—Requires provider to submit an application to eligible agency that includes a description of how funds awarded will be spent and a description of any cooperative arrangements the provider has with other agencies or institutions for the provision of adult education and delivery services.</p> <p>Administrative Costs—Requires no more than five percent set aside for administrative costs.</p>	<p>provider demonstrates alignment between proposed activities and the strategies and goals of the local plan; whether provider’s program is of sufficient intensity and quality; whether activities provide learning in context; whether activities coordinate with other resources in the community; and provider’s capacity to provide integrated education and training.</p> <p>Local Application—Expands upon current law 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.</p> <p>Administrative Costs—Largely maintains current law.</p>	<p>flexible schedules and support services; the activities include a high-quality information management system; the local communities have a demonstrated need for additional English language acquisition programs; the capacity of the eligible provider to produce valid information on performance results; adult education and family literacy education programs offer rigorous content that is evidence-based; the application of technology and services provided are of sufficient intensity and duration</p> <p>Local application—Builds on current law by adding a requirement that providers also describe how they would meet the measurable goals.</p> <p>Administrative Costs—Largely maintains current law.</p>
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General Provisions		
<p>Administrative Provisions—</p> <ul style="list-style-type: none"> • Requires funds under this title supplement and not supplant other state or local public funds expended for such activities. • Maintenance of Effort: Eligible agencies may receive funds under this title if the 	<p>Administrative Provisions—Largely maintains current law.</p> <p>National Institute for Literacy—Removes existing language authorizing a National Institute for Literacy.</p>	<p>Administrative Provisions—largely maintains current law. Eliminates current maintenance of effort provisions.</p>

<p>secretary finds that spending per student or aggregate spending by eligible agency during the second preceding fiscal year was not less than 90 percent of spending during third preceding fiscal year. Provides procedures and formulas to be used where eligible agencies fail to meet MOE requirements.</p> <p>National Institute for Literacy— Establishes a National Institute for Literacy.</p> <p>National leadership activities— 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.</p>	<p>National leadership activities— Required activities: assistance with performance indicators; assistance in using performance accountability measures; research and evaluation. Allowable activities: technical assistance; disbursement of competitive grants and contracts to national networks of nonprofits, institutions of higher education, and libraries to build capacity of networks' members to meet the performance requirements of eligible providers; other national leadership activities, through grants or contracts.</p> <p>Integrated English literacy and civics education— Requires secretary to award by formula, grants to states for integrated English literacy and civics education. Formula: 65 percent on basis of state need for services; 35 percent on basis of whether the state experienced growth in LPRs.</p>	<p>National Institute for Literacy— Removes existing language authorizing a National Institute for Literacy.</p> <p>National activities— Requires secretary to carry out a program of national activities that may include: providing technical assistance upon request to eligible entities; providing for the conduct of research on national literacy basic skill acquisition levels among adults, including English learners; improving the coordination, efficiency, and effectiveness of adult education and workforce development services at the national, state, and local levels; determining how participation in adult education, English language acquisition, and family literacy education prepares individuals for entry into and success in postsecondary education and employment, and the effect of prison-based services on recidivism; evaluating how different types of providers measurably improve the skills of participants in adult education, English language acquisition, and family literacy programs; identifying model integrated basic and workplace skills education program and effective strategies for serving adults with disabilities; and other activities.</p>
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