

Section (Current Law)	WIOA Current Statute	A Stronger Workforce Act	S. ___ “Untitled Senate WIOA Reauthorization”
Definitions (Sec. 3)	<p>DEFINITIONS – Includes definitions for the following terms: [click cell to see more]</p> <ul style="list-style-type: none"> • Administrative costs • Adult • Adult education; Adult education and literacy activities • Area career and technical education school • Basic skills deficient • Career and technical education • Career pathway • Career planning • Chief elected official • Community-based organization • Competitive integrated employment • Core program • Core program provision • Customized training • Dislocated worker • Displaced homemaker • Economic development agency • Eligible youth • Employment and training activity • English language acquisition program • English language learner • Governor • In-demand industry or sector or occupation • Individual with a barrier to employment • Individual with a disability • Industry or sector partnership • In-school youth • Institution of higher education • Integrated education and training • Labor market area 	<p>DEFINITIONS – Most current law definitions are maintained. Some exceptions include:</p> <ul style="list-style-type: none"> • “foundational skill needs” replaces the term “basic skills deficient.” Foundational skill needs is defined as an adult or youth with English reading, writing, or computing skills below an 8th grade level on a standardized test -or- one who is unable to compute or solve problems, read, write, or speak English, or lacks the digital skills required to function in society, family or at work. • Replaces "customized training" with "Employer directed skills development" which is designed to meet the specific skilled demands of an employer or group of employers which follows a an agreement outlined in section 134(c). The employer commits to hiring the worker upon successful completion of the program and pays a portion of the cost determined by the local board that is at least 10percent for businesses with 50 employees or fewer; 25percent for businesses with 51 to 99 employees; and 50percent for businesses with at least 100 employees. • Replaces "English learner" with "English language learner" • Replaces "offender" with "justice involved individual" • Replaces "out-of-school youth" with "Opportunity youth" • Pay-for-performance contract strategy" is amended to further outline contract components including specifying the amount that will be paid to an eligible service provider based on meeting performance levels for targeted populations determined by the local board. DOL cannot require these contracts to be informed by a feasibility study and bonus payments may be provided to expand effective training capacity. The section also requires states and local areas to account for funds that are not paid due to lack of performance. • "Rapid Response Activity" is amended to add individual training accounts to the information provided to dislocated workers. The definition also adds language to support remote and off-site 	<p>DEFINITIONS – Most current law definitions are maintained. Some exceptions include:</p> <ul style="list-style-type: none"> • Replaces “basic skills deficient” with “Foundational Skill Needs” • Replaces "English learner" with "English language learner" • Replaces "offender" with "justice involved individual" and adds to the definition • Replaces "out-of-school youth" with "Opportunity youth" •Replaces “secondary school diploma” with “regular high school diploma” •Replaces "homeless individuals" with "individuals experiencing homelessness" •Alters the definition of "Industry and Sector Partnerships" to more strongly include labor representation, includes career and technical education as a potential higher education or training provider partner, and optional partners is amended to include state education agencies, state systems of higher education, higher education agencies, and state higher education governing entities. •Replaces "local educational agency" with “local educational agency, state educational agency" •Amends the definition of "Rapid Response Activity" language to support remote and off-site workers and business engagement or layoff aversion strategies including: connecting employers to short-term compensation programs to avoid layoffs; conducting employee skill assessments to match workers to other occupations; upskilling workers including through incumbent worker upskilling accounts; connecting employers to programs that offer access to financial support and consulting; and partnerships with organizations that can assess business risks and provide strategies to address those risks. •Adds a definition for "Local Educational Agency; State Educational Agency " as defined in ESEA • Amends "Supportive Services" to include assistive technology and

<ul style="list-style-type: none"> • Literacy • Local area • Local board • Local educational agency • Local plan • Low-income individual • Lower living standard income level • Nontraditional employment • Offender • Older individual • One-stop center • One-stop operator • One-stop partner • One-stop partner program • On-the-job training • Outlying area • Out-of-school youth • Pay-for-performance contract strategy • Planning region • Poverty line • Public assistance • Rapid response activity • Recognized postsecondary credential • Region • School dropout • Secondary school • State • State board • State plan • Supportive services • Training services • Unemployed individual • Unit of general local government • Veteran 	<p>workers and business engagement or layoff aversion strategies including: connecting employers to short-term compensation programs to avoid layoffs; conducting employee skill assessments to match workers to other occupations; upskilling workers including through incumbent worker upskilling accounts; connecting employers to programs that offer access to financial support and consulting; and partnerships with organizations that can assess business risks and provide strategies to address those risks.</p> <ul style="list-style-type: none"> • Adds a definition for "Co-enrollment" meaning simultaneous enrollment in more than one program activity carried out by a one-stop partner • Adds a definition for "Digital literacy skills" associated with using existing and emerging technologies to complete tasks. • Adds a definition for "Evidence-based" to require demonstration of a statistically significant effect on improving outcomes this can include strong evidence from experimental studies, moderate evidence from quasi-experimental studies; promising evidence from correlational studies with proper controls, or demonstration of rationale based on research or positive evaluation that the activity is likely to improve outcomes. 	<p>food assistance</p> <ul style="list-style-type: none"> • Adds a definition for "Co-enrollment" meaning simultaneous enrollment in more than one program activity carried out by a one-stop partner • Adds a definition for Digital Literacy Skills using Museum and Library Services definition • Adds definition for "eligible provider" to mean a provider that is allowed to provide services under sections that outlines new standard and WIL training provider procedures. • Replaces "customized training" with "Employer directed skills development" which is designed to meet the specific skilled demands of an employer or group of employers which follows a an agreement outlined in section 134(c). The employer commits to hiring the worker upon successful completion of the program and pays a portion of the cost determined by the local board that is at least 10percent for businesses with 50 employees or fewer; 25percent for businesses with 51 to 99 employees; and 50percent for businesses with at least 100 employees. • Adds a definition for "labor organization" as defined in NLRA • Adds a definition for Universal Design for Learning means a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. • Adds a definition for "Work-based learning" that reflects the definition in Perkins V which means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks
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State Workforce Development Boards (Sec. 101)	<p>Requires the Governor to establish a State workforce Development Board that includes the following members:</p> <ul style="list-style-type: none"> • Governor; • One member of each chamber of the State legislature; • Members appointed by the Governor, of which- A majority must be representatives of businesses in the State; and ▪ Not less than 20 percent must be representatives of workforce in the State, including, labor organization representatives (required), representatives of a joint labor management partnership or apprenticeship program (required), and, optionally, representatives of community-based organizations serving individuals with barriers to employment, and youth organization representatives. • Lead State officials of agencies responsible for core programs; • Chief elected officials; and • Other representatives and State agency officials the Governor may designate. <p>Requires that the board reflect geographic diversity prohibits representation of multiple categories, and authorizes the Governor to select a chair</p>	STATE WORKFORCE DEVELOPMENT BOARDS - Unchanged from WIOA	STATE WORKFORCE DEVELOPMENT BOARDS - Largely unchanged from WIOA except that state board membership is amended to include as optional members representative from historically Black colleges or universities and other minority serving institutions and add reference to principles of universal design related to identifying best practices
State Board Functions (Sec. 101(d))	<p>FUNCTIONS—Requires the State Board to assist the Governor in the following:</p> <ul style="list-style-type: none"> • Development and implementation of the State plan; • Review of Statewide policies and programs and development of recommendations on actions the State should take to align core and other programs in a manner that 	STATE BOARD FUNCTIONS- Unchanged from WIOA	STATE BOARD FUNCTIONS- Unchanged from WIOA

	<p>supports a comprehensive system, including the review and provision of comments on State plans for activities and programs of one-stop partners that are not core programs;</p> <ul style="list-style-type: none"> • Development of guidance for the implementation and continuous improvement of the workforce development system (addressing alignment, career pathways, sector partnerships, coordination between States and local areas, identification of regions, technical assistance, case management information systems); • Development and updating of comprehensive State performance accountability measures, including State adjusted levels of performance; • Identification and dissemination of best practices • Development and review of Statewide policies affecting the coordinated provision of services through the one-stops; • Development of strategies for technological improvements; • Development of allocation formulas for distribution of formula funds to local areas; • Preparation of annual reports; • Development of Statewide workforce and labor market information system as described under the Wagner-Peyser Act; and • Other policies which enhance the performance of the system. 		
<p>Unified State Plan (Sec. 102)</p>	<p>TERM—Requires single four-year plan covering the core programs. CONTENTS OF PLAN—</p> <ul style="list-style-type: none"> • Strategic Planning Elements: an analysis of economic conditions in the state; analysis of the workforce in the state, including educational and skill levels; analysis of workforce development activities in the state; a description of the state’s strategic vision and goals for preparing an educated and skilled workforce; and a strategy for aligning core programs and other resources • Operational Planning Elements: 	<p>UNIFIED STATE PLAN - modifies the unified state plans:</p> <ul style="list-style-type: none"> •to use real-time labor market information to assess the economy and workforce trends and require states to communicate these changes in conditions or trends • to include state activities to expand economic opportunities and reduce barriers to the labor market by promoting the use of skills and competencies in lieu of degree attainment for employment and advancement; evaluation of occupational licensing requirements to streamline or improve interstate reciprocity; and analysis of Opportunity Youth population in the state and service gaps. • eliminates the requirement that states submit an update to the state plan after two years and establishing that communicating 	<p>UNIFIED STATE PLAN - modifies the unified state plans:</p> <ul style="list-style-type: none"> •to require a 5 year plan and a mid-plan submission every 3 years of the 5 year plan •to include analysis of the extent that activities are evidenced-based •to include analysis of the opportunity youth population in the state including estimates of the population, demographics, and gaps in services •to include a description of the activities the state is doing to reduce barriers and expand labor market entry through collaboration with employers, providers and statewide skill initiatives that promote competencies, use principles of universal

<p>Implementation of state strategy: (including descriptions of activities that will be funded and aligned; how activities will be aligned with other core and non-core program activities; how community and technical colleges will be engaged; how activities will be coordinated with economic development strategies; and how strategy will improve access to activities leading to a recognized postsecondary credential);</p> <p>State operating systems and policies (including descriptions of the state board, including activities to assist board members in staff in carrying out board functions; how core and other one-stop partner programs will be assessed; the results of an assessment of the core and other one-stop partner programs in the preceding 2 year period; methods and factors state will use to distribute funds to core programs; how lead state agencies will align and integrate workforce education data and measure progress; how state will implement veterans' priority of service; and how one-stop system will comply with the ADA)</p> <p>Program-specific requirements (including a description of state policies or guidance; local areas and process for designation; appeals process for designation and infrastructure funding; criteria local boards must use to award youth funding; how eligible agencies will align adult education standards with state academic content standards; how state will fund local adult education activities; how agency will</p>	<p>trends and economic conditions are not considered modifications to the state plan that require approval.</p>	<p>design as an alternative to use of degree attainment for career entry and advancement; evaluate current occupational licensing policies and recommendations for changes (remove or streamline requirements and improve reciprocity including across states)</p> <ul style="list-style-type: none">•to include a description of apprenticeship and pre-apprenticeship program availability and providers (including those that serve youth)• to include a description of how the state will prioritize funding evidence-based programs that show positive impact on target populations• also amends a segment on including description on how to implement the plan including outlining engagement of historically black college and universities and other minority serving institutions.
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	<p>assess quality of adult education providers); and Assurances (including that state has established quality control and administrative policies)</p>		
State Combined State Plan (Sec. 103)	<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</p> <ul style="list-style-type: none"> • Core programs covered by the combined plan are still subject to the requirements of the state unified plan 	COMBINED STATE PLAN— Unchanged from WIOA	COMBINED STATE PLAN— Unchanged from WIOA
Workforce Development Areas: Regions (Sec. 106(a))	<p>REGIONS—Requires state to identify regions in consultation with local boards and chief elected officials in local areas.</p>	REGIONS/ REVIEW - Within 2 years of enactment, states are required to review the current regions in place and consult with local boards and elected officials to maintain or revise the regions.	REGIONS/ REVIEW - Within 2 years of enactment, states are required to review the current regions in place and consult with local boards and elected officials to maintain or revise the regions.
Workforce Development Areas: Local Areas (Sec. 106(b))	<p>LOCAL AREAS—Requires governor to designate local areas in consultation with the state board, chief elected officials and local boards. Governor must 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 • Whether the areas have the necessary federal and non-federal resources to administer employment and training activities • Permits automatic designation of existing local areas • Governor may approve request of any unit of general local government for designation if state board recommends designation • State must provide redesignation assistance <p>INITIAL DESIGNATION - the governor is required in the first two</p>	<p>LOCAL AREAS - Current regions are maintained until the end of the third program year.</p> <p>INITIAL ALIGNMENT REVIEW - Before the third program year after enactment, the governor will review local areas in the state and issue proposed redesignations supported by strategic goals and objectives.</p> <p>DESIGNATION OF LOCAL AREAS - redesignation of local areas requires approval by a majority of local boards in the state and takes effect in the 4th program year after enactment.</p> <p>PROCESS TO REACH MAJORITY -- The chair of each local board has 60 days to consider the changes and vote. In the case of disapproval of the majority of boards, 2 alternate redesignations must be selected and voted upon: 1 that aligns with regional economic development areas and 1 aligned with state planning</p>	<p>CONTINUATION PERIOD - Current regions are maintained until fifth program year after enactment</p> <p>INITIAL ALIGNMENT REVIEW -before the fourth program year after enactment, the governor will review local areas in the state and issue proposed redesignations supported by strategic goals and objectives.</p> <p>DESIGNATION OF LOCAL AREAS - Current regions are maintained until fifth program year after enactment</p> <p>PROCESS TO REACH MAJORITY -- The chief elected official has 60 days to consider the changes and vote. In the case of a disapproval of the majority of chief elected, 2 alternate redesignations must be selected and voted upon: 1 that aligns with regional economic development areas and 1 aligned with state planning regions</p> <p>SUBSEQUENT ALIGNMENT REVIEWS -- After the initial</p>

<p>program years following enactment to approve designation as a local area to previously designated areas with successful performance and fiscal integrity.</p> <p>SUBSEQUENT DESIGNATION - The governor is required to approve subsequent designation after 2 years if the local area performed successfully, sustained fiscal integrity, and engaged in planning processes.</p> <p>DESIGNATION ON RECCOMENDATION OF STATE BOARD - The governor may approve requests from local government or a combination for designation as a local area if the state boards recommends the designation.</p> <p>APPEALS - Local governments or grant recipients that are denied designation as a local area may appeal under state process established in the state plan. If the appeal is unsuccessful, the entity may appeal to the Secretary of Labor who will determine if procedural rights were violated and may require designation as a local area.</p> <p>REGIONAL COORDINATION—Requires local boards and chief elected officials in each planning region to engage in a regional planning process resulting in a regional plan (that incorporates local plans for each area in the planning region), establishment of regional service strategy, the development of sector initiatives for in-demand sectors or occupations in the region, the collection and analysis of regional market data, establishment of administrative cost arrangements, coordination of supportive services, coordination with regional economic development services, and establishment of an agreement on how planning region will negotiate performance accountability measures with governor.</p> <p>SINGLE STATE LOCAL AREAS—Permits previous designation;</p>	<p>regions.</p> <p>SUBSEQUENT ALIGNMENT REVIEWS - The governor reviews the local board areas every 8 years.</p> <p>INTERIM REVISIONS - Local areas wishing to merge into a single area or revise areas without impacting other local designations can be approved by the governor at any time.</p> <p>OTHER REDESIGNATIONS - Outside of voluntary interim revisions, the governor may only redesignate a local area outside of the regular process based on poor performance, lack of fiscal integrity, or unmet regional planning requirements.</p> <p>APPEALS - Local areas may appeal to the state board if the redesignation process was not followed. If the appeal is denied by the state board, the local area may appeal to the Secretary. The Secretary will require the maintenance of the local area's designation if a determination is made that procedure was not followed.</p> <p>REDESIGNATION INCENTIVE - the state may provide funding to incentivize consolidation into a single local area or to operate as a regional consortium.</p> <p>REGIONAL COORDINATION - adds to regional coordination provisions around cost arrangements and the pooling of funds for services</p> <p>REGIONAL CONSORTIUMS - local boards and chief elected officials can develop agreements to receive funding as a consortium. Under this consortium a chief elected official will serve as the fiscal agent and the boards will create a memorandum of understanding to jointly administer activities for the consortium.</p> <p>DEFINITION OF PERFORMED SUCCESSFULLY- amends adjusted levels of performance to sanction local boards for failure to meet performance indicators.</p>	<p>redesignation review, additional alignment reviews but cannot redesignate a local area that has already been designated for 6 years unless the chief elected officials approve. Approved realignments take effect the first full program year after approval.</p> <p>APPEALS - Local areas may appeal to the state board if the redesignation process was not followed. If the appeal is denied by the state board, the local area may appeal to the Secretary. The Secretary will require the maintenance of the local area's designation if a determination is made that procedure was not followed.</p> <p>REDESIGNATION SUPPORT- A local area may request funding from state to support a group of local areas request to redesignate to a single area; multiple boards in region to develop agreement to operate as a regional consortium; or effective and equitable provision of services to individuals served including those with barriers to employment.</p> <p>REGIONAL COORDINATION - adds to regional coordination provisions around cost arrangements and the pooling of funds for services and includes child care in coordination of supportive services</p> <p>REGIONAL CONSORTIUMS - local boards and chief elected officials can develop agreements to receive funding as a consortium. Under this consortium the chief elected official will designate a fiscal agent and the boards will create a memorandum of understanding to jointly administer activities for the consortium. Additionally, required activities for local areas apply to the consortium as a whole.</p> <p>SINGLE STATE LOCAL AREAS - A review may create new single local area state if the state has a population less than 5 million or 5 or fewer local areas and the state has legislature approval. After 5 years, if the negotiated levels of performance fall below the avg. levels for the 5 years preceding the single state designation, then the state must reestablish the local areas and local boards though a state may appeal</p>
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	<p>requires local plan to be submitted as part of the state plan</p> <p>DEFINITIONS -</p> <ul style="list-style-type: none"> • "Performed successfully" means meeting or exceeding levels for primary indicators of performance for the last two years. • "Sustained fiscal integrity" means for the previous two years, the area has not misspent funds. 		
<p>Local Workforce Development Boards (Sec. 107)</p>	<p>MEMBERSHIP—Must include representatives of:</p> <ul style="list-style-type: none"> • Business (majority of members must be business representatives) • The workforce (must include labor and representative of a labor-management apprenticeship program, may include CBOs and organizations serving out-of-school youth) • Local education and training activities (must include representatives of adult education providers, institutions of higher education providing workforce investment activities; may include representatives of local educational agencies and CBOs working with individuals with barriers to employment) • Governmental and economic and community development entities (must include representatives of economic and community development activities, the state employment office, vocational rehabilitation programs; may include agencies administering supportive service programs or philanthropic organizations) <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>LOCAL WORKFORCE DEVELOPMENT BOARDS - this section is mostly unchanged from existing law with a few notable amendments:</p> <ul style="list-style-type: none"> • under the section on employer engagement and strategies to meet the employment and skills needs of workers and employers, "evidence-based" is substituted for "proven" and an emphasis on employers from a variety of industries and occupations is included. • career pathways development aligned with career and technical education is encouraged • prioritizes veterans under local board efforts to identify and promote proven and promising strategies to meet the needs of employers and jobseekers • elaborates that the local board is responsible for the budget for funds allocated for youth, workforce development, and local employment and training activities. 	<p>LOCAL WORKFORCE DEVELOPMENT BOARDS -</p> <ul style="list-style-type: none"> • requires rather than allows representatives of organizations that serve eligible youth in employment, training, or education on local workforce boards • Adds explicit inclusion of corrections education programs under adult education and literacy representatives and also requires as is practical the inclusion of historically Black colleges and minority serving institutions • allows organizations and agencies with training expertise serving incarcerated and justice-involved individuals as local board members <p>STANDING COMMITTEES -- replaces existing language to create standing committees that are made up of individuals with relevant expertise that are not members of the board and outlines.</p> <ul style="list-style-type: none"> • The standing committee on services for youth is amended to require representatives from community-based organizations and others with youth workforce programs with a record of success; opportunity youth including those with disabilities, public or nonprofit agencies, and job corps and youth build (where relevant) • a standing committee on engagement of representatives of workforce in the area that requires membership from local labor including a representative connected to apprenticeship and pre-apprenticeship and can include representatives related to connecting dislocated works to education and training; • Creates a standing committee on engaging educational entities in the local area the must include a representative of an educational

	<p>BOARD FUNCTIONS—Maintains existing functions but adds requirements relating to employer engagement, leveraging non-federal resources, and leading efforts to develop career pathways and promote other proven and promising practices (including the establishment of industry or sector partnerships).</p>		<p>agency in the local area, representatives of higher education, and career and training education programs</p> <ul style="list-style-type: none"> • Creates a standing committee on providing services in the justice-involved space that includes a justice-involved individual and representatives from a community based organization with expertise in reentry space • Under section related to board engagement with employers a specific reference is added to creating linkages that include industry and sector partnerships and adds to the list of entities that local board should coordinate to include local educational agencies, community colleges, and other institutions of higher education. • replaces references to proven strategies with evidence-based • career pathways development is amended to require alignment with career and technical education • consumer choice language is amended to ensure that there are enough types of providers and that activities support the needs of individuals with barriers to employment. • clarifies that the board must develop a budget for federal formula funds provided to the local area • Amends revocation language that allows a governor to grant a waiver to the rule prohibiting board from offering training services but that waiver can be revoked if the board fails to meet requirements or the training is no longer being needed or there has been a pattern of inappropriate referrals.
<p>Local Plan (Sec. 108)</p>	<p>PLAN TERM—Four-year plan term. Local board must review every two years and submit modifications to reflect changes in the labor market and economic conditions.</p> <p>PLAN CONTENTS—In addition to requirements under WIA, 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 employment, training, education and supporting services 	<p>LOCAL PLAN - The local board may share modifications at the end of the first 2 year period of a 4 year plan to reflect changes in the labor market and economic conditions but is no longer required to do so.</p> <p>Largely maintains existing law while adding a requirement that local areas describe:</p> <ul style="list-style-type: none"> •how they will use real-time labor market information to continually asses economic conditions and workforce trends; communicate 	<p>LOCAL PLAN --The local plans are altered to a 5-year schedule with the mid-plan moving to 3 years the plans are also amended to:</p> <ul style="list-style-type: none"> • include a description of how a local area will use labor market information to assess economic conditions and how that information and changes will be shared with stakeholders • include an analysis of Opportunity Youth population including estimated youth and gaps in services for populations from other existing workforce activities •expand the section on describing the strategies and services used

	<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>these changes to job seekers, training providers and employers;</p> <ul style="list-style-type: none"> •analysis of the estimated number of Opportunity Youth in a given area and service gaps. •under the section outlining a description of the strategies and services that will be used in the local area, adds to the list of objectives carrying out statewide skills-based initiatives to promote demonstration of skills and competencies as an alternative to degree attainment. •replaces successful models of youth workforce activities with evidence-based models. 	<p>in the area to include statewide skills-based initiatives in state plan that use competency and demo skills in place of degree attainment exclusively</p> <ul style="list-style-type: none"> • to alter the description of workforce activities in the local area to include the availability of community based organizations that serve youth after-school and during breaks, the type of activities for youth with disabilities and the successful evidence-based model of such, and the availability of apprenticeship and pre-apprenticeship youth programs. •to alter the description of coordination of workforce investment activities to include promoting co-enrollment of eligible youth enrolled in adult education and activities
<p>Performance Accountability System (Sec. 116)</p>	<p>Establishes primary indicators of performance for activities under adult and dislocated programs, adult education, and Employment Services under the Wagner Peyser Act:</p> <ul style="list-style-type: none"> • The percentage of participants in unsubsidized employment during second quarter after exit • Percentage of program participants in unsubsidized employment during the fourth quarter after exit • Median earnings of participants in unsubsidized employment during second quarter after exit • Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within one year after program exit • Percentage of participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains towards those goals • Indicators of effectiveness in serving employers <p>PRIMARY INDICATORS FOR YOUTH—</p> <ul style="list-style-type: none"> • Percentage of program participants who are in education or training activities, or in unsubsidized employment during second 	<p>STATE PERFORMANCE ACCOUNTABILITY MEASURES - Largely maintains existing law with a few notable exceptions:</p> <ul style="list-style-type: none"> •replaces the indicator that measures the percentage of participants in a program employed during the 4th quarter after exit with the percentage of participants who are unsubsidized employment during the second quarter after exit and remain employed during the 4th quarter after exit (measures workforce retention). •Alters the time period to within 6 months after the quarter a participant enters into a program for the measurement of the percentage of program participants who are in education that leads to a recognized postsecondary credential or employment and achieving skills gains • replaces the indicator of effectiveness in serving employers with the percentage of participants who completed OJT, employer-directed skills development (new customized training), incumbent worker training or apprenticeship for those participants who received training services and exited during a program year. •adds an indicator for the percentage of participants who participated in paid or unpaid work experiences 	<p>STATE PERFORMANCE ACCOUNTABILITY MEASURES - makes amendments to the state primary indicators of performance to include:</p> <ul style="list-style-type: none"> • adds "who are in employment related to training or services received" to percent of program participants in unsubsidized employment during 2nd quarter after exit •changes percent of program participants who are in unsubsidized employment related to training during second quarter after exit to include <i>and remain during 4th quarter after exit</i> •Median earnings of participants in unsubsidized employment during 2nd quarter after exit •changes measure on earnings to now reflect median earnings of participants in unsubsidized employment during second quarter after exit as a percentage of earnings of a high school graduate in the state •keeps measure on percent of program participants who obtain a postsecondary credential or high school diploma/ equivalent during or within one year after exit • makes slight change to measure on the percent of program participants enrolled for two quarters who enter a training program

	<p>quarter after exit</p> <ul style="list-style-type: none"> • Percentage of participants who are participating in education or training activities or in unsubsidized employment during fourth quarter after exit • Median earnings of participants in unsubsidized employment during second quarter after exit • Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within 1 year after program exit • Percentage of participants who during a program year are in education that leads to a recognized postsecondary credential or employment and who are achieving measurable gains towards those goals • Indicators of effectiveness in serving employers <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. Permits state to identify additional measures in state plan.</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>DEFINITIONS OF INDICATORS OF PERFORMANCE—Requires DOL and Department of Education to issue definitions for performance indicators.</p>	<p>LEVELS OF PERFORMANCE --</p> <ul style="list-style-type: none"> • Education and Labor Secretaries propose expected levels of performance for each primary indicator sharing statistical models and methodology used to develop the proposed levels of performance. • States must receive sufficient time to evaluate and respond to proposals with an acceptance of the expected level as proposed or a counterproposal including analysis of how the state proposal addresses unique circumstance that were not accounted for in the proposal from the Secretaries. • Adds foster status, school status, education level, highest grade level completed, and low-income status to the list of factors that the state must account for. 	<p>that leads to a postsecondary credential or employment and achieve measurable skills gains during the year</p> <ul style="list-style-type: none"> • adds a new measure on the percent of exiters who completed on the job training, employer directed skills development (formerly customized training), incumbent worker training, or apprenticeship • under primary indicators for youth, connects employment to the training and services received and adds a measure on the percentage of youth who participated in paid or unpaid work experience where academic credit was given. • the indicator on developing an indicator for serving employers is struck from the legislation <p>ROLE OF SECRETARIES -- (strikes identification in state plan)</p> <ul style="list-style-type: none"> • outlines Labor and Education Departments role in proposing state expected levels of performance for the primary indicators of performance with enough time for states to evaluate and respond and requires Labor to post the statistical model and methodology used to develop the levels of performance on a website. <p>ROLE OF THE STATE -- requires states to</p> <ul style="list-style-type: none"> • evaluates the expected levels and either accepts or provides a counter proposal including how unique factors may not have been considered <p>CONTINUOUS IMPROVEMENT --</p> <ul style="list-style-type: none"> • The Secretary will identify the three States with performance levels that are performing worst on state adjusted levels. These States must then include an analysis in their plan on how they will continuously improve their performance for each indicator in each program. • Adjusts citations, terms and years to reflect plan length changes and new language <p>STATISTICAL ADJUSTMENT MODEL -- within 12 months after enactment the departments of Labor and Education are required to develop a statistical model that will be used to make adjustments in adjusted levels of performance</p>
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Local Performance Accountability Measures (Sec. 116(c))	<p>Core indicators are the same as state indicators; local areas negotiate local levels of performance with governor, chief elected official.</p>	<p>Unchanged from current law</p>	<p>LOCAL PERFORMANCE ACCOUNTABILITY MEASURES FOR SUBTITLE B --</p> <ul style="list-style-type: none"> •adds a reference for local performance accountability measures that are applicable to eligible providers of training services on the standard provider list
State Performance Reports (Sec. 116(d))	<p>PERFORMANCE REPORTS—</p> <ul style="list-style-type: none"> • Requires DOL and Department of Education to develop performance report templates for use by states, local areas, and eligible providers • State and Local Performance Reports: includes level of performance under accountability measures (including with respect to individuals with barriers to employment disaggregated by subpopulation); total number of participants served by each program (disaggregated); number of participants receiving career and training services and the funds spent on each type of service; number of participants who exited from career and training services; average cost per participant; the percentage of participants who received training services and obtained unsubsidized employment in field related to that training; percentage of state’s allotment spent on administrative costs; and number of participants enrolled in more than one program. For local areas implementing pay-for-performance contract strategies: the performance of service providers entering into contracts for such strategies, measured against performance specified in their contracts; and an evaluation of the design of the programs and performance of the strategies, and (where possible) the level of satisfaction with the strategies <p>LOCAL PERFORMANCE REPORTS - Requires local area reports to include the same information as required in the State reports, except requires inclusion of the percentage of local area’s allocation that the area spent on administration.</p>	<p>TEMPLATE FOR PERFORMANCE REPORTS -- Within a year, the DOL Secretary will create template for performance reports to be used by states and local boards to report outcomes in a comparable and uniform format</p> <p>ADDITIONAL REPORTING --Adds to the contents of State Performance Reports:</p> <ul style="list-style-type: none"> •Median earnings gains calculated as the difference between median earnings of participants in unsubsidized employment during the 2nd quarter after program exit and the median participant earnings in the 2nd quarter prior to entering the program •reporting of the percentage of a local area's allocation spent on services through an individual training account or training contract and separately, supportive services 	<p>PERFORMANCE REPORTS -- within two years after enactment the DOL Secretary will create template for performance reports to be used by states and local boards to report outcomes in a comparable and uniform format in a manner that protects privacy and data.</p> <p>DATA COLLECTED -- requires states to help local boards and training providers access relevant data including unemployment compensation data and wage data</p> <p>ADDITIONAL REPORTING -- DOL with DoEd may require a core program to provide additional necessary information and will review reporting requirements to ensure that the data is necessary adds a requirement to state performance reports requiring information related to identifying gaps in performance between individuals with and without barriers to employment disaggregated by race, ethnicity, sex and age.</p> <p>also adds supportive services explicitly to the measure around number or participants served receiving services</p> <p>adds to the measure related to number of individuals with barriers to employment served, a percentage of total participants with barriers to employment and disaggregated by each subpopulation amends the measure on median participant earnings in unsubsidized employment to compare the earnings during the second quarter after program exit and earnings the second quarter prior to entering the program.</p> <p>CONTENTS OF LOCAL AREA PERFORMANCE REPORTS -- percentage of allocation that were spent on services paid through ITAs and on supportive services</p>
Eligible Training Provider	<p>Requires training service provider to submit information on</p> <ul style="list-style-type: none"> •levels of performance achieved relating to primary indicators 	<p>CONTENTS OF ELIGIBLE TRAINING PROVIDERS LIST--</p> <ul style="list-style-type: none"> • States are required to produce performance reports on eligible 	<p>CONTENTS OF ELIGIBLE TRAINING PROVIDERS PERFORMANCE REPORT --</p>

Performance Reports (Sec. 116(d)(4))	<ul style="list-style-type: none"> •total number of individuals exiting program •total number of participants received training through adult and dislocated worker program disaggregated by type of training entity for most recent program year and 3 before • Total number of participants exited disaggregated by training provider entity for most recent program year and 3 before • The average cost per participant disaggregated by the type of training entity for most recent program year and 3 before • The number of individuals with barriers to employment served by the adult and dislocated worker program disaggregated by each subpopulation, race, ethnicity, sex and age. 	training providers using data submitted by the providers <ul style="list-style-type: none"> • Information specifying level of performance achieved for a credential with respect to individuals’ barriers disaggregated by sub population, race, ethnicity sex and age is added to the included reporting components 	The state is required to create a performance report on eligible training providers in the state using data that providers submitted including: <ul style="list-style-type: none"> • levels achieved compared to primary indicators • the total number of individuals exiting disaggregated by completion of program • total number of participants receiving training disaggregated by the entity that provided training during most recent year and 3 preceding years • total number of participants who exited disaggregated by type of entity providing training and completion of training • ratio of median earnings increase for completers compared to the total program cost disaggregated by the type of training entity • total number of individuals with barriers to employment served by adult and dislocated worker program disaggregated by demographics • information specifying the levels of performance achieved
Publication of Reports (Sec. 116(d)(6))	STATE PERFORMANCE REPORTS – State performance reports made available annually in an easily understandable format including electronically	STATE PERFORMANCE REPORTS – requires reports to be digitally available using more transparent and accessible formats	STATE PERFORMANCE REPORTS -- Requires Departments of Labor and Education to make reports available in digital, accessible formats LOCAL AREA AND ELIGIBLE TRAINING PROVIDER PERFORMANCE REPORTS -- Local area performance reports must also be linked on the website EVALUATION OF STATE PROGRAMS -- adds to design that a state may use other forms of analysis including machine learning or advanced analytics in conducting evaluation
Sanctions for State Failure to Meet Performance (Sec. 116(f))	SANCTIONS FOR STATE FAILURE TO MEET PERFORMANCE MEASURES - If a state fails to meet state adjusted levels of performance relating to core and customer satisfaction indicators for a program for any program year, the secretary shall upon request provide technical assistance. If such failure continues for a second consecutive year, the secretary may reduce the following year’s grant award by up to 5	SANCTIONS FOR STATE FAILURE TO MEET STATE PERFORMANCE ACCOUNTABILITY MEASURES - •If a state fails to meet 80 percent of an adjusted level of performance an individual indicator in a year, then the Secretary provides Technical Assistance. •A second year of failure or failure to submit a report results in a 5 percent reduction from governor's reserve until performance levels	SANCTIONS FOR STATE FAILURE TO MEET STATE PERFORMANCE ACCOUNTABILITY MEASURES - •If a state fails to meet 80 percent of an adjusted level of performance an individual indicator in a year, then the Secretary provides Technical Assistance. •A second year of failure or failure to submit a report results in a 5 percent reduction from governor's reserve until performance levels

	<p>percent. Such penalty will be based on the degree of failure to meet state adjusted levels of performance.</p>	<p>are met and reports are submitted</p> <ul style="list-style-type: none"> •If a state fails to meet 90 percent of an adjusted level of performance for a program across all performance indicators or levels of performance for a single indicator across all programs in a year, then the Secretary provides Technical Assistance including development of a performance improvement program. •A second year of failure or failure to submit a report results in a 10 percent reduction from governor's reserve until performance levels are met and reports are submitted 	<p>are met and reports are submitted</p> <ul style="list-style-type: none"> • A state will also be subject to penalties if they do not submit a report for the program year • If a state fails to meet 90% for single program across all corresponding Indicators of performance for any program year or failure to meet average of 90% adjusted level for a single indicator of performance across all programs then the penalties are TA and a performance improvement plan in the first year and loss of 7% from governor's reserve in second consecutive year • that amount is returned will be reallocated to no fewer than 2 and no more than 4 states through a competitive grant. Eligible states must meet the multi-indicator average for the program year.
<p>Sanctions for Local Failure to Meet Performance (Sec. 116(g))</p>	<p>LOCAL AREA AND ELIGIBLE TRAINING PROVIDER REPORTS - State will make local area performance reports and performance report for eligible training providers available</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 performance, or take other such actions as the governor determines are appropriate.</p>	<p>SANCTIONS FOR LOCAL AREA FAILURE TO MEET LOCAL PERFORMANCE ACCOUNTABILITY MEASURES –</p> <ul style="list-style-type: none"> • Requires the Secretary to provide technical assistance when a local area fails to reach 80 percent of accountability levels on an individual indicator of performance, an average of 90 percent of the local levels of performance across indicators for a single program, or an average of 90 percent for a single performance indicator across all programs • In the event of a 2nd consecutive year of failure, the local area sees a 5 percent reduction of funds •In the event of a 3rd consecutive year of failure, the local area is subject to a reorganization plan devised by the governor that appoints and certifies a new board, prohibits the use of one-stop partner with poor performance, revises and redesignates a local area if it is the likely cause of performance failure, and other actions determined by the governor 	<p>SANCTIONS FOR LOCAL AREA FAILURE TO MEET LOCAL PERFORMANCE ACCOUNTABILITY MEASURES –</p> <ul style="list-style-type: none"> • when a local area fails to reach 80 percent of accountability levels on an individual indicator of performance, an average of 90 percent of the local levels of performance across indicators for a single program, or an average of 90 percent for a single performance indicator across all programs for two consecutive year the governor must take corrective action. • 5 percent allocation reduction for second consecutive year failure to perform • Local board reorganization and prevention of one-stop partners that are not performing well from being used as well as other actions that the governor determines necessary for third consecutive year. <p>REALLOTMENT OF REDUCTIONS --</p> <ul style="list-style-type: none"> • Governor establishes a competitive grant to reallocate funds • gives priority to local areas with a high percentage of individuals with barriers to employment relative to the average local area in the state and requires local areas to meet adjusted levels of performance to be eligible • within a year the Secretary will hold meetings with state boards to

			provide TA on performance accountability measures and requirements associated
Pay-for-Performance Incentives (Sec. 116(h))	PAY-FOR-PERFORMANCE CONTRACT STRATEGY INCENTIVES—Permits governor to use non-federal funds to establish incentives for local boards to implement pay-for-performance contract strategies for training service delivery.	ESTABLISHING PAY-FOR-PERFORMANCE CONTRACT STRATEGY INCENTIVES—incentives from the governor's reserve may be used to incentivize pay-for performance strategies	ESTABLISHING PAY-FOR-PERFORMANCE CONTRACT STRATEGY INCENTIVES—appears that there may be a typo in the draft that would redesignate this section of law, but as is the language is effectively removed by added text.
Fiscal and Management Accountability Information Systems (Sec. 116(i))	FISCAL AND MANAGEMENT ACCOUNTABILITY INFORMATION SYSTEMS –the governor, in consultation with state board and state administering agencies, is directed to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. The guidelines promote efficient collection and use of information. The Secretary shall ensure that state wage records are accessible to other states as necessary to carry out state plans or complete an annual report.	DESIGNATED ENTITY– this section is largely maintained except that governors are required to designate the state agency to carry out the performance reporting requirements The state agency is required to facilitate data matching using quarterly wage data, be responsible for data validation and reliability, and protect against disaggregation in violation of privacy standards	DESIGNATED ENTITY -- this section is largely maintained except that governors are required to designate the state agency to carry out the performance reporting requirements The state agency is required to facilitate data matching using quarterly wage data, be responsible for data validation and reliability, and protect against disaggregation in violation of privacy standards IMPLEMENTATION OF PERFORMANCE ACCOUNTABILITY MEASURES -- adds a requirement that the Secretary implement the finalization of the statistical adjustment model (SAM) to calculate state levels of performance and notify programs of accountability measures within 1 year
One-Stop Delivery System: Partners and Responsibilities (Sec. 121(b))	REQUIRED PARTNERS— <ul style="list-style-type: none"> Partners required under WIA (Wagner-Peyser programs, Adult Education and Literacy programs, Rehabilitation Act programs, Welfare-to-Work, Older Americans Act programs, Perkins postsecondary vocational education activities, Trade Adjustment Assistance programs, Veterans Employment and Training, Community Service Block Grant employment and training activities, HUD employment and training activities, Unemployment compensation programs) Second Chance Act programs TANF (unless the governor makes a written determination to exclude TANF) RESPONSIBILITIES OF REQUIRED PARTNERS—Required partners must: <ul style="list-style-type: none"> Make available through the one-stop system the career services 	ONE STOP PARTNERS --Maintains existing required partners and responsibilities except that it <ul style="list-style-type: none"> Removes references to a repealed section of law. Allows additional partners at the direction of the governor or the approval of local boards and the chief elected officer. Economic Development Administration's workforce and economic development programs is added as an. additional partner 	ONE STOP PARTNERS -- Maintains existing required partners and responsibilities except that it <ul style="list-style-type: none"> makes food and nutrition programs a required partner instead of an optional partner makes workforce programs under CHIPS and Science Act and the Bipartisan Infrastructure Act an optional partner makes explicit reference to opportunity youth services and community-based organizations for other optional partners MEMORANDUM OF UNDERSTANDING—maintains existing requirements and adds supportive services explicitly to the contents of the MOU

	<p>applicable to such program or activity</p> <ul style="list-style-type: none"> • 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 • 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 requirements under WIA, 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 requirements under WIA. Adds new requirement that state and local boards ensure one-stop operators do not establish practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services.</p>		
<p>One-Stop Operators (Sec. 121(d))</p>	<p>ONE-STOP OPERATORS - Authorizes the local board, with chief elected official to designate or certify one stop operators and to terminate operators for cause. Adds new requirement that state and</p>	<p>ONE-STOP OPERATORS – no change to local designation and certification</p> <ul style="list-style-type: none"> •One-stop operators eligibility is amended to include an area career 	<p>ONE-STOP OPERATORS – eligibility is largely kept the same as current law except that</p> <ul style="list-style-type: none"> • requires local one-stop operators are required to show

	<p>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>ELIGIBILITY –</p> <ul style="list-style-type: none"> •Eligible entities will be designated or certified by a competitive process in accordance with an agreement reached by local board. •an entity or a consortium of three or more one-stop partners of demonstrated effectiveness. •One stop operators may include: postsecondary institutions, employment service agencies, private nonprofits (including CBOs), private for-profit entities, government agencies, or another interested organization or entity •Elementary and secondary schools are not eligible for designation unless they are non-traditional public secondary school or area career and technical education school. 	<p>and technical school, public library, or a local board with appropriate internal controls to prevent conflicts of interest, and adds joint labor management organization under other interested organization or entity</p> <p>RESPONSIBILITIES - adds a section on one-stop operator responsibilities including:</p> <ul style="list-style-type: none"> • Managing physical and virtual infrastructure and operations in the local area • Facilitating coordination among partners • Operators may directly provide services to job seekers and employers with proper internal controls around competitive selection, compliance with OMB circulars on conflicts of interest and state policy on conflicts of interest, and prohibition of the one-stop from managing selection competition. 	<p>effectiveness in serving individuals with barriers to employment</p> <ul style="list-style-type: none"> • One-stop operators eligibility is amended to include an area career and technical school and public libraries <p>RESPONSIBILITIES --adds a section on one-stop operator responsibilities including:</p> <ul style="list-style-type: none"> • Managing physical and virtual infrastructure and operations in the local area • Facilitating coordination among partners • Operators may directly provide services to job seekers and employers with proper internal controls around competitive selection, compliance with OMB circulars on conflicts of interest and state policy on conflicts of interest, and prohibition of the one-stop from managing selection competition. <p>EXCEPTIONS -- maintains existing language except that it clarifies that nontraditional public secondary schools and CTE schools may be eligible to be one-stop operators</p>
<p>One-Stop Delivery System – Services (Sec. 121(e))</p>	<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>ONE STOP DELIVERY --</p> <ul style="list-style-type: none"> •services may be made available virtually or at one or more physical locations in each local area. •Where the one-stop delivery system is virtual, there must be two affiliated sites with physical locations to access virtually accessible services. 	<p>ESTABLISHMENT OF ONE-STOP DELIVERY SYSTEM -- maintains existing language and adds that the one-stop delivery system must</p> <ul style="list-style-type: none"> •provide referrals to supportive services as practical <p>ONE-STOP DELIVERY-- makes changes to the location of services including:</p> <ul style="list-style-type: none"> •each local area must have at least one physical or virtual location which may be shared by local areas that share common borders •programs and services may also be made available at affiliated locations and in the case of a local area without a physical center (virtual), there must be at least 3 physical affiliated sites including mobile centers <p>also requires that each one-stop have a system symbol that is displayed</p> <ul style="list-style-type: none"> •virtual centers are described as a website, terminal or equipment that provides access to services and activities and is made

	<ul style="list-style-type: none"> • May have specialized centers to address special needs (i.e. dislocated workers, youth, key industry sectors) <p>CO-LOCATION—Requires employment services offices to be collocated with one-stop centers.</p> <p>CONTINUOUS IMPROVEMENT—In order to be eligible for infrastructure funding, state board must establish objective criteria and processes to assess effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop centers and the one-stop delivery system, including standards relating to service coordination.</p>		<p>available to individuals with disabilities and in multiple languages and includes information about required and additional partners and programs.</p>
<p>Funding of One-Stop Infrastructure (Sec.121(h))</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 most provide the governor with a “covered portion” to assist with one-stop infrastructure costs • Funds provided for “covered portion” may only come from administrative funds <p>Contributions are capped at:</p> <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 <p>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>	<p>FUNDING OF ONE-STOP INFRASTRUCTURE—</p> <ul style="list-style-type: none"> •strikes funding one-stop infrastructure through an MOU between local boards and one-stop partners. Instead, funding defaults to the state allocation of funds by proportionate use. •Increases the required contribution from formula funds to 5percent. •Removes outdated language that scaled up Vocational Rehabilitation contributions over 5 years and maintains the 1.5percent contribution from other one-stop partners <p>SUPPLEMENTAL INFRASTRUCTURE FUNDING --adds language allowing local board, chief elected official, and one-stop partners to enter into a local memorandum of understanding to fund remaining costs not covered by allocation.</p>	<p>FUNDING OF ONE-STOP INFRASTRUCTURE—</p> <ul style="list-style-type: none"> •strikes funding one-stop infrastructure through an MOU between local boards and one-stop partners. •Removes outdated language that scaled up Vocational Rehabilitation contributions over 5 years and maintains the 1.5 percent contribution from other one-stop partners •Sets a maximum of 1.5% of federal funds used to advertise partner programs •directs the governor to create a formula to allocate local funding based on the number of one-stop centers, the population, and the density of population facing barriers to employment, the services provided, the number and type of one-stop partners and other factors. •If an allocation in not enough to cover the one-stop infrastructure in a given year then the local board, chief elected official one stop partners may enter into an agreement to fund the remaining costs. <p>OTHER FUNDS -- largely maintains existing language except that it adds</p> <ul style="list-style-type: none"> • case management to shared services

<p>Identification of Eligible Providers of Training Services (Sec. 122)</p>	<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 offers a program that leads to an associate or baccalaureate degree, or certificate • A registered apprenticeship program • Another public or private provider of a program of training services (conditional eligibility) • Providers of on-the-job or customized training shall not be subject to these requirements <p>STATE CRITERIA— Governor must consider:</p> <ul style="list-style-type: none"> •Performance of training providers with respect to performance accountability and other measures •Whether the training programs of such providers relate to in-demand occupations •The need to ensure access to training services throughout the state •Information reported to state agencies with respect to other federal and state training programs, including one stop partners •Requirements for state licensing of training providers •Ways criteria can encourage providers to use industry recognized certifications •Ability of providers to offer programs leading to recognized postsecondary credentials •Program quality •The ability of providers to provide training to individuals who are employed and those with barriers to employment <p>STATE INFORMATION REQUIREMENTS—</p> <ul style="list-style-type: none"> • Requires training service provider to submit information to the State, including: information on the performance of the provider with respect to the performance accountability measures; 	<p>ELIGIBILITY—</p> <ul style="list-style-type: none"> • creates two tiers of eligibility: standard and conditional; • Governor will establish minimum levels of performance to receive eligibility • adds to the list of eligible entities: institutions of high education that offer Pell eligible short-term programs, on-line providers, providers of entrepreneurial skills development programs, Industry sector partnerships, and groups of employers or trade associations <p>CRITERIA AND INFORMATION REQUIREMENTS— providers required to demonstrate:</p> <ul style="list-style-type: none"> • program prepares participants to meet hiring requirements of potential employers in the state or local area that is high-skill and high-wage or in in-demand sectors or occupations • Leads to a recognized postsecondary credential •Offered by a provider for at least 1 year •meets performance requirements for standard or conditional eligibility <p>PROVIDER ELIGIBILITY ELECTION -- Any provider can elect to seek either standard or conditional eligibility</p> <p>PERFORMANCE CRITERIA FOR STANDARD ELIGIBILITY:</p> <ul style="list-style-type: none"> •Governor to establish minimum levels of performance to receive and maintain standard eligibility and verify using state administrative data and other applicable methods • Verification should include a sufficient number of participants to protect information and serve as a reliable indicator of performance <p>Performance criteria:</p> <ul style="list-style-type: none"> •Credential attainment rate of participants (percent who obtain recognized postsecondary credential within 6 months of exit from program) •Job placement rate (percent in unsubsidized employment 2nd 	<p>ELIGIBILITY—</p> <ul style="list-style-type: none"> • creates two tiers of eligibility: standard and Workforce Innovation Leader (WIL) • Governor will establish minimum levels of performance to receive eligibility • eligible entities include institutions of higher education, a community college, or a labor organization that carry out programs leading to recognized postsecondary credential, registered apprenticeships, and other public or private training providers including: joint labor-management, ISP, groups of employers, trade associations, adult education and literacy provider if combined with occupational skills training, and adult high schools <p>INCLUSION ON STANDARD PROVIDER LIST.—</p> <ul style="list-style-type: none"> •Community Colleges, Labor organizations, and registered apprenticeship programs are automatically eligible for the standard provider list •defines Adult High school as a school that provides diplomas to students who are already 18 at enrollment and belong to a cohort that has already graduated <p>CRITERIA FOR STANDARD ELIGIBILITY-- requirements include:</p> <ul style="list-style-type: none"> •valid business license issued by state or local government •in business for at least 2 years •has federal employer identification number from IRS •Programs prepare students to meet hiring requirements of the state or local area for jobs that are high skill, high wage; in an in-demand industry, leads to a recognized postsecondary credentials •program has a credential attainment rate of program completers for at least 2 years prior to eligibility of at least 60% •over 2 year span prior to eligibility, a job placement rate in field of study of program completers of at least 60%. • providers looking to establish standard eligibility must also specify the occupation that the program is preparing for, competencies
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<p>information on recognized postsecondary credentials received by participants; information on cost of attendance; information on program completion rates; and information on state criteria.</p> <ul style="list-style-type: none"> • Providers may receive initial eligibility for only 1 year for a particular program. <p>LOCAL CRITERIA—Permits local board to establish criteria and information requirements</p> <p>CRITERIA AND INFORMATION REQUIREMENTS TO ESTABLISH INITIAL ELIGIBILITY— Permits providers to seek initial eligibility by providing program-specific information based on criteria established by the state.</p>	<p>quarter after exit from program)</p> <ul style="list-style-type: none"> •Median earnings in unsubsidized employment during the second quarter after program exit •Ratio of median earnings increase to total cost of program (difference between median participant earning (unsubsidized) during 2nd quarter after exit and median earnings of participants during quarter before program entrance compared to the total cost of program) • Local area may require higher levels of performance than the governor but can't require information not included in the performance criteria <p>CONDITIONAL ELIGIBILITY --</p> <ul style="list-style-type: none"> •The governor will establish procedures and criteria for conditional eligibility •conditional eligibility has a maximum length of 4 years; there is a three year gap before a program can receive conditional eligibility again •separate levels of performance may be set for conditional eligibility •Programs with conditional eligibility are paid 25percent on enrollment; 25percent on completion; 25percent on employment; and 25percent determined by governor •Participant cannot be charged and reimbursed upon meeting benchmarks or be billed for failure to meet benchmarks <p>EMPLOYER SPONSORED OR INDUSTRY OR SECTORAL PARTNERSHIP DESIGNATION--</p> <ul style="list-style-type: none"> • governor establishes criteria for providers to apply for an employer-sponsored designation for a program that has either conditional or standard eligibility •the employer or industry/sector partnership agree to pay the provider 25percent of the program cost for training services and guarantee an interview and consideration for a job for each 	<p>achieved, degree the program relates to employment, ability to provide training to individuals with different employment statuses, and other factors determined by the governor.</p> <p>GENERAL CRITERIA TO MAINTAIN STANDARD ELIGIBILITY.— requires providers to show annually:</p> <ul style="list-style-type: none"> •credential attainment within 1 year after exit of 60% •unsubsidized job placement rate in field of study second quarter after exit of 60% •median earnings of completer 20 percent or higher than those of high school graduate in the area of program or where individual is employed (the higher of the two) •ratio of median earnings increase to total cost (including tuition and fees, supplies, books and other costs) of the training program of more than 1.5 •Failure to meet levels of performance means revocation of standard eligibility •If revoked, a provider may reapply after 1 years of losing eligibility if they meet minimum requirements •Subsequent revocations: If revoked 2 times, then the program is ineligible for at least 3 years; 3 times then ineligible for 5 years and more than 3 times permanently ineligible <p>CRITERIA FOR WIL ELIGIBILITY-</p> <ul style="list-style-type: none"> •credential attainment rate of program completers within 6 months of exit of at least 80% •unsubsidized job placement rate in field of study second quarter after exit of at least 70% •median earnings of completer 25 percent or higher than those of high school graduate in the area of program or where individual is employed (the higher of the two) •ratio of median earnings increase to total cost (including tuition and fees, supplies, books and other costs) of the training program of more than 1.5 	
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		<p>participant that completes the program.</p> <p>INFORMATION REQUIREMENTS --</p> <ul style="list-style-type: none"> • providers must submit information about participants • Data must be in a common, linked, open and interoperable format •submit information on performance of the program related to accountability measures •recognized postsecondary credentials received by participants, 3rd party endorsements, occupation related to the credential, competencies achieved, level of master of competencies, and transfer value or stackability •the total cost of the program including tuition, fees, books, and other required costs •percentage of participants that complete the program within the number of weeks a full-time participant would take •necessary information for the state to develop program performance data •necessary information to determine the percentage of participants who entered into unsubsidized employment in a related occupation <p>PROCEDURES---</p> <ul style="list-style-type: none"> •Requires an eligibility determination from the governor within 30 days of receipt on an application •Eligibility is reviewed annually instead of biennial •Process for providers offering services in multiple states should allow provider to submit the same application materials in each state as long as the program meets the requirements of each state to provide services. •Online providers must be on the ETPL in each state they serve a participant to receive funding. <p>LIST AND INFORMATION TO ASSIST PARTICIPANTS IN CHOOSING PROVIDERS--</p> <ul style="list-style-type: none"> •requires a credential navigation for participants and employers to 	<ul style="list-style-type: none"> •WIL eligible entities are submitted by the governor to the Secretary of Labor •WIL eligible programs will be able to display a seal on public materials signifying designation •outlines that a provider will remain on the list as long as they meet the requirements <p>EMPLOYER-SPONSORED TRAINING OR INDUSTRY OR SECTOR PARTENRSHIP DESIGNATION -- directs governors to establish a designation that training programs to apply for an ISP or employer sponsored designation which includes:</p> <ul style="list-style-type: none"> •commitment from employer or ISP to pay provider cost of the program per participant and guarantee an interview and meaningful job consideration for each program completer. •prohibits provider receiving designation form having as ownership stake in the employer or ISP and may not have an agreement to reimburse for a cost of a participant paid by the employer or partnership <p>APPEALS-- outlines the establishment of a process for a provider to appeal a denial or revocation of eligibility</p> <p>CONTINUITY OF TRAINING SERVICES-- If standard eligibility is revoked, the program is prohibited from enrolling new participants and receiving any payments until meets criteria – currently enrolled participants can complete the program. Additionally, the governor must notify participants in a program with revoked eligibility that the program cannot receive funds, the date the prohibition is scheduled to take effect and share the participants opportunity to continue to receive services from the program</p> <ul style="list-style-type: none"> •requires governors to create procedures for providers in other states that wish to become providers in another state outlining the process as long as they meet state requirements
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		<p>understand and compare recognized postsecondary credentials, search a list of credentials and providers, earnings and outcomes, eligibility status, and employer sponsored designation</p> <ul style="list-style-type: none"> •the list will be made available through one-stop delivery on a website that is searchable, accessible, and easy to understand and use. •The Secretary must provide TA on establishing the website upon request. <p>PROVIDER PERFORMANCE INCENTIVES - Governors and local boards can provide incentives to payments from the governors reserve (state) or youth, adult and dislocated funds (local) for achieving performance above minimum levels, performance success related to mobility and economic stability, and serving a significantly higher number of individuals with barriers to employment.</p> <p>ENFORCEMENT –makes the following changes</p> <ul style="list-style-type: none"> •provider is ineligible if required information is not provided •A program with standard eligibility failing to meet performance requirements is notified by the governor the first year; failing to meet minimum performance standards two years in a row results in the loss of standard eligibility •A program that loses standard eligibility may apply for conditional eligibility <p>ON THE JOB TRAINING, CUSTOMIZED TRAINING, INCUMBENT WORKER TRAINING, AND OTHER TRAINING EXCEPTIONS--</p> <ul style="list-style-type: none"> • requires one-stop operators to collect the minimum amount of information from providers necessary to generate performance information for the governor • replaces customized training with employer-directed skills development 	<p>LIST AND INFORMATION TO ASSIST PARTICIPANTS IN CHOOSING PROVIDERS --</p> <ul style="list-style-type: none"> •eligibility lists to be provided to local boards in the state •requires the Secretary to develop a credential navigation feature to offer a searchable list of recognized postsecondary credentials, identify credentials that articulate to higher level and are portable, identify providers and programs, and employment and outcomes earnings •requires governors to make lists and credential navigation available by a accessible and navigable website that does not include personally identifiable information <p>REPAYMENT--For profit providers (this section does not apply to programs with 10 or fewer individuals receiving training, an institution of high education, a Community college, a labor organization, a registered apprenticeship, or other non-profit provider) failing to meet levels of performance will be required to pay back some of funds:</p> <ul style="list-style-type: none"> • 30-40% performance level, then the provider repays 5% of funds received • 20-30%, repays 10% •10-20%, repays 15% • 0-10%, repays 20% <p>PROVIDER PERFORMANCE INCENTIVES FOR SERVING HARD-TO-SERVE POPULATIONS -- Directs governors to create performance incentives (up to 5% of governor reserve) for providers to provide training services if programs:</p> <ul style="list-style-type: none"> • are 10% above the minimum levels of performance in standard criteria • serve higher number of individuals with barriers to employment compared to other providers offering similar training •achieve other performance successes related to economic stability and upward mobility determined by the governor
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		<p>TECHNICAL ASSISTANCE --</p> <ul style="list-style-type: none"> • The governor may apply for TA from the Secretary to carry out the provisions relating to Multi-state providers, information that is intended to assist participants in choosing providers, and any other amendments related to the ETPL <p>TRANSITION –</p> <ul style="list-style-type: none"> •Governor and boards will implement the requirements in the section within a year of enactment •to facilitate transition, the governor may allow eligible providers to continue to be eligible until December 31, 2024 	<p>ON-THE-JOB TRAINING, EMPLOYER-DIRECTED SKILLS DEVELOPMENT, INCUMBENT WORKER TRAINING, AND OTHER TRAINING EXCEPTIONS -- providers of these training experiences including internships and paid or unpaid work are not subject to the provider list criteria and requirements</p> <p>Changes to the ETPL must be implemented within 14 months of enactment with a transition that allows providers currently on the ETPL to continue until 3/31/2025 or earlier date that the governor determines is appropriate.</p>
Eligible Providers of Youth Activities (Sec. 123)	<ul style="list-style-type: none"> • Requires local board to award grants to providers based on criteria set forth in the state plan, considering the ability of the providers to meet performance accountability measures • Permits local boards to sole-source award grants if it determines there are insufficient providers to award grants on a competitive basis 	Unchanged from current law	ELIGIBLE PROVIDERS OF YOUTH WORKFORCE INVESTMENT ACTIVITIE -- largely unchanged from current law except that language is added to reflect pre-apprenticeship and apprenticeship program that serve youth are eligible for competitive grants and contracts funded by youth wioa allocation.
Youth Workforce Investment Activities – General Authorization (Sec. 126)	GENERAL AUTHORIZATION – Directs the Secretary to provide allotments to each State and outlying area to assist local areas in providing workforce investment activities for eligible youth.	Unchanged from current law	STATE ALLOTMENTS -- generally maintains current law except that the minimum allotment is increased to 95% (from 90) and decreases the maximum to 115% (from 30%) of the state allotment from the previous year
Within-State Allocations for Youth Activities (Sec. 128)	<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 1/3 percent based on relative number of disadvantaged youth • Changes hold harmless to require that no state receive less than the greater of either 90 percent of the previous year’s allotment or 100 percent of the FY 2014 allotment. • Outlying areas: requires secretary to reserve no more than .25 percent of funds made available for outlying areas • Requires DOL, in years for which appropriations for youth 	Unchanged from current law	Unchanged from current law

	<p>activities exceeds \$925,000,000 to reserve a portion (not more than \$10M) for youth activities for migrant and seasonal farmworkers</p> <ul style="list-style-type: none"> • Caps total allotment for Native American youth workforce investment activities at 1.5 percent 		
Youth Participant Eligibility (Sec. 129)	<p>RESERVATIONS FOR STATEWIDE ACTIVITIES – Allows Governor to reserve not more than 15 percent for Statewide activities.</p>	<p>RESERVATIONS FOR STATEWIDE ACTIVITIES – additional funds from adult, dislocated, and youth allotments up to 10percent may be used to establish a Critical Industry Skills Fund as long as that amount is matched by funds from the governor's reserve or other state and federal funds</p>	<p>RESERVATIONS FOR STATEWIDE ACTIVITIES -- Increases the amount of funding that can be set aside for the governor's reserve to up to 25% - 15% as under current law plus an additional 10% if used for either the new employer-based training or industry or sector partnership development fund</p>
Youth Activities (Sec. 129(b))	<p>YOUTH ELIGIBILITY – defines out-of-school youth and in-school youth</p> <p>Out-of-School Youth</p> <ul style="list-style-type: none"> •not attending school • between the ages of 16 and 24 and one or more of the following: <ul style="list-style-type: none"> • a school dropout • has not attended school for the last quarter • recipient of a diploma or equivalent but low-income and basic skills deficient or an English language learner • a justice involved individual • a homeless or foster care child • pregnant or parenting • a youth with a disability • a low income individual who requires additional assistance to enter or complete education or hold employment <p>In-school Youth</p> <ul style="list-style-type: none"> • attending school • between the ages of 14 or 21 • is low-income and one or more of the following: <ul style="list-style-type: none"> • basic skills deficient • English language learner • justice involved • homeless or in the foster care system • pregnant or parenting 	<p>YOUTH PARTICIPANT ELIGIBILITY –</p> <ul style="list-style-type: none"> • replaces out-of-school youth with the term Opportunity Youth • Justice involved, homeless, and individuals in the foster care system who are in-school are added to the definition of Opportunity Youth •provides 30 days of enrollment where there is a reasonable belief of eligibility while the necessary information is collected which programs will be paid for the services provided •reduces the requirement for 75percent of funds to be spent on out-of-school youth to 65percent statewide • Increases to 10percent the amount of funding that may be used to serve individuals who are not low-income but otherwise eligible •Increases the cap to 10percent for the amount of funding that may be used to serve in-school youth individuals who require additional assistance to enter or complete education or hold employment •Allowable statewide activities amended to expand description of career services to include providing guidance on career options in in-demand industry sectors or occupations <p>Adds new allowable activities including:</p> <ul style="list-style-type: none"> •establishing, supporting and expanding work-based learning opportunities including transitional jobs aligned with career pathways •raising awareness of career and technical education programs and other programs focused on preparing students for in-demand 	<p>YOUTH PARTICIPANT ELIGIBILITY –</p> <ul style="list-style-type: none"> • replaces out-of-school youth with the term Opportunity Youth • Justice involved, homeless, and individuals in the foster care system who are in-school are added to the definition of Opportunity Youth •provides 30 days of enrollment for youth workforce activities (where there is a reasonable belief of eligibility) while the necessary information is being collected in which programs will be paid for the services provided amends the definition of In-School Youth to be an individual attending school between the ages of 14 and 21 who is low-income and either has foundational skills needs, is an English learner, is pregnant or parenting, has a disability, or requires additional assistance to complete an educational program or secure/ maintain employment •individuals already included in the OY definition as having a diploma with foundational skills needs or English learner and those who are low-income but need assistance to complete school or get a job are also considered in-school youth. •Allows the Opportunity Youth minimum to be decreased to 60 percent (50% in current law) if the state will be unable to use 75% the funds to serve opportunity youth and the state submits a request to the secretary to make the adjustment which is approved. <p>STATEWIDE ACTIVITIES -- is amended to</p>

<ul style="list-style-type: none"> • an individual with a disability • requires additional assistance to enter or complete education or hold employment <p>Permits up to 5 percent of participating youth in each local area to be individuals who are not low-income but otherwise meet the eligibility criteria.</p> <ul style="list-style-type: none"> • Requires 75percent of funds to be used for Out-of-school Youth with exceptions that could bring that down to 50percent 	<p>industries or occupations</p> <ul style="list-style-type: none"> •developing partnerships between education and employers to build workforce development programs •increases to 40percent the amount of funding for paid work experiences •increases to 40percent the amount of funding that may be used for pay-for-performance contracts which can increase to 60percent with two years of performance improvements •adds to the paid work program elements activities to develop workforce readiness inclusive of digital skills •makes individual training accounts available to in-school and opportunity youth •Summer or year-round employment opportunities should match youth with programs with components of occupational skills education including at least 2 of the following: supportive services; adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; follow-up services for not less than 12 months after the completion of participation, as appropriate; Financial literacy; Career counseling/ exploration; and adds Activities to develop workforce readiness including creativity, collab, critical thinking, digital literacy, and other relevant skills • Summer or year-round employment opportunities may only subsidize up to 50percent of wages of each eligible youth • Summer employment must last at least 4 weeks and cannot pay less than the greater of the federal/ state or local minimum wage •Year round employment opportunities may not be shorter than 180 days or longer than a year, must pay minimum wage and employ youth at least 20 hours per week except when the individual is under 18 or in school •Priority is given to programs in existing or emerging high skill/ high wage/ in demand sectors 	<ul style="list-style-type: none"> •reflect distinction between the governor's reserve base and the additional 10% reserve funds • require that eligible providers of youth activities be accessible on a searchable website <p>ALLOWABLE STATEWIDE YOUTH ACTIVITIES</p> <ul style="list-style-type: none"> •includes career guidance as a statewide activity under career services •adds ability to understand tax information to supporting financial literacy • adds establishing/ supporting work-based learning opportunities which includes transitional jobs aligned with career pathways •adds coordinating with youth pre-apprenticeship or apprenticeship provides to establish or support programs •adds coordinating with reentry projects to establish or improve workforce programs for justice involved youth • adds coordinating with agencies running corrections education to provide incarcerated youth with education and skills dev programs •adds raising public awareness of CTE programs, CBOs, and youth service orgs focused on preparing students for in-demand industry sectors •adds developing partnership between Education institutions including institutions of higher education, CTE, and employers to create and improve workforce development programs <p>LOCAL ELEMENTS AND REQUIREMENTS--</p> <ul style="list-style-type: none"> •increases the amount that may be used for pay-for-performance contracted by the local board to 20% (from 10%) and clarifies that the strategy must maintain the priority of service for opportunity youth <p>PROGRAM ELEMENTS -- adds to required components of programs to:</p> <ul style="list-style-type: none"> •include apprenticeships for youth with existing pre-apprenticeship
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			<p>to work experiences</p> <ul style="list-style-type: none">• outline that internships should be aligned with in-demand sectors/ occupations and pay participants if the internships is longer than 4 weeks during the summer for in-school youth and 8 weeks otherwise and for opportunity youth•add work-based learning to work experiences•adds coaching to adult mentoring services•increases the length of follow-up services to 12 months (from 6)and explicitly includes case management to the extent practical <p>WORK EXPERIENCES --</p> <ul style="list-style-type: none">•increases to 30% (from 20%) the amount of funds allocated to local areas that must be used to provide in-school and opportunity youth with paid and unpaid work experiences•one third of those funds must be used for pre-apprenticeships and apprenticeships for youth <p>RULE OF CONSTRUCTION-- clarifies that a provider or local area is not required to offer all of the program elements listed</p> <p>INDIVIDUAL TRAINING ACCOUNTS -- makes Individual Training Accounts available to in-school youth 18 or older and opportunity youth</p> <p>SUMMER AND YEAR-ROUND EMPLOYMENT OPPORTUNITIES REQUIREMENTS --requires that programs match eligible youth with an employer that includes occupational skills education and at least 2 supports including supportive services, adult mentoring, follow-up services, financial literacy and career awareness/ counseling.</p> <ul style="list-style-type: none">•programs cannot subsidize more than 50% of wages which must pay at least state, federal, or local minimum wage -- whichever is higher•Summer employment must last at least 4 weeks
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			<ul style="list-style-type: none"> •year round employment last between 180 days and 1 year and at least 20 hours per week unless the youth is under 18 or attending school •priority for the program is given to programs in in-demand sectors or occupations
<p>State Allotments for Adult and Dislocated Worker Employment and Training Activities (Sec 131/132)</p>	<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 disadvantaged adults • 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 • Provides for minimum (100 percent) and maximum (130 percent) allotment percentages • Requires secretary to reserve .25 percent for assistance in outlying areas. 	<p>STATE ALLOTMENTS— adds workforce data quality initiatives to the list of what the 20percent Secretary's (National) reserve may be used for</p>	<p>STATE ALLOTMENTS— adds workforce data quality initiatives to the list of what the 20 percent Secretary's (National) reserve may be used for and exempts amounts from the governor's reserve ISP and employer funds from the national .25% reserve for outlying areas</p>

<p>Within-State Allocations for Adult and Dislocated Worker Employment and Training Activities (Sec. 133)</p>	<p>STATE RESERVATIONS —</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 activities • Requires Governor to reserve not more than 25 percent of allotment for Statewide rapid response activities; • Formula allocation for within-State adult activities is identical to Statewide formula allocation; • Provides States the option to disburse 70 percent of allocation in accordance with formula and allocating the remaining portion incorporating additional factors such as excess poverty or unemployment; and • Requires that allocation should be used to contribute to the cost of the one-stop delivery system and to provide employment and training services. <p>DISLOCATED WORKER ACTIVITIES—</p> <ul style="list-style-type: none"> • Requires State to allocate funds based on the allocation formula prescribed by the Governor; • Provides Governor with transfer authority to move up to 100 percent of funds between adult and dislocated worker programs; and 	<p>STATEWIDE CRITICAL INDUSTRY SKILLS FUND --Adds provision allowing Governors to reserve 10 percent of funds to be used for the Critical Industry Skills Fund</p>	<p>RESERVATIONS FOR STATEWIDE ACTIVITIES -- allows the governor to increase maximum reservation to 25% for need resulting from disasters, mass layoffs, plant closings or other events resulting in a significant increase of unemployed people.</p> <ul style="list-style-type: none"> •Outlines the components that may make up the governor's reserve: base portion (15%), employer-based portion (up to 10%), partnership portion (up to 10%)
<p>Statewide Activities for Adults and Dislocated Workers (Sec. 134(a))</p>	<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 accountability system • Carrying out monitoring and oversight activities • Disseminating state list of eligible providers • Conducting evaluations <p>ALLOWABLE STATEWIDE ACTIVITIES—</p>	<p>STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES –</p> <ul style="list-style-type: none"> • adds to required statewide rapid response activities assistance to local areas with excess demand for individual training accounts for dislocated workers. • states without sufficient funds to meet the excess demand of local areas for individual training accounts for dislocated workers may apply to the secretary for national dislocated worker grant funds • Adds development and education of staff to increase expertise in providing opportunities for veterans • Adds assistance for local boards and eligible training providers 	<p>STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES -- this section clarifies that the funds in a given portion (either partnership or employer-based) must be used to establish and carry out activities under that portions</p> <ul style="list-style-type: none"> •Statewide rapid response activities is amended to explicitly include individuals with barriers to employment and individuals with disabilities in additional assistance to local areas that experience substantial unemployment increases •establishes a new statewide activity creating supplemental individual training accounts for local areas with additional demand for adult and dislocated worker an received funds for these ITAs

<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 nontraditional employment • Carrying out activities to facilitate remote access to services provided through the one-stop delivery system • Development or identification of education or training programs that respond to real time data analysis, utilize direct and prior learning assessment, that evaluate skills, and ensure that credits are portable and stackable • Providing technical assistance to local areas implementing pay-for-performance strategies 	<p>carrying out performance reporting including data matches using quarterly wage record information and other information to measure program performance</p> <ul style="list-style-type: none"> • Adds coordination with industry organizations employers, industry or sector partnerships, training providers, local boards, and institutions of higher education to identify and develop competency-based assessments that are valid and reliable in measuring prior skills knowledge and abilities of individuals that are adult or dislocated. The goal of which is to award recognized postsecondary credentials, credit toward a recognized postsecondary credential aligned with in demand industry sectors and occupations in the state to accelerate attainment, or recognized postsecondary credentials for progress along a career pathway developed by state or local area •adds development of individual employment plans that incorporate prior learning to identify in-demand sectors that require similar skills and any upskilling needed to secure employment as well as helping communicate skills through skills based resume. This includes disseminating information to local areas and employers relating to competency-based assessments including credentials or credit awarded, and businesses organizations or training providers in the state that recognize the knowledge and skills of an individual validated by assessments • replaces customized training with employer-directed skills development • adds evidence based innovative to strategies designed to meet needs of employers to allowable activities •adds competency-based assessment identified or developed by the state as an option which also incorporates digital literacy <p>ALLOWABLE STATEWIDE ACTIVITIES—</p> <ul style="list-style-type: none"> •allows funds to be used for innovate or evidence-based programs to meet the needs of employers through a variety of strategies already included in the law 	<ul style="list-style-type: none"> •amend the activities that the Governors reserve base funds must be used for to include <ul style="list-style-type: none"> o information about wage and benefit levels for occupations to development and training of staff o providing capacity building, training and TA to state and local board members o facilitating data matches for program participants o sharing information on eligible provider, providers with eligibility revoked, and other qualified providers of OJT, employer directed skills development, incumbent worker training, transitional employment, internships, apprenticeships and pre-apprenticeships etc. o information on engaging businesses including joint labor management information on principles for universal design for learning o information on coordination of supportive services o adds information to participants on understanding and accessing public assistance, services and benefits o adds a new required use of funds for coordinating with other stakeholders to develop competency based assessments in order to award credit for prior learning as recognized post-secondary credentials, credit towards a credential, or progress along a career pathway; developing individual employment plans connected to industries with similar skills and indemnifies necessary upskilling for employment; and helping individuals communicate skills vie resume or portfolio o adds new subparagraph on sharing information about competency based assessments with local areas and employers also adds that the industry partnership funds must be used to support a grant program connected to the industry or sector partnership program <p>ALLOWABLE STATEWIDE EMPLOYMENT AND TRAINING ACTIVITIES -</p> <ul style="list-style-type: none"> - makes several changes to optional state activities including: 	
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		<p>will be earned</p> <ul style="list-style-type: none"> • Total cost of program • A commitment to employ participants for at least a 6-month period after completion • And a commitment to have written agreement and submit documentation • Eligible entity that submits new proposal may only receive approval if most recent approved proposal ended, minimum employment periods have ended, all payments to eligible entity have been made, and more than 70percent of participants enrolled completed the program and were employed for the minimum period plus any other governor determined requirements • eligible entities will receive 50percent of the reimbursement for approved proposals after a participant completes the program and the other 50percent after the participant has been employed for the minimum period • The non-federal cost share is dependent on employer size: fewer than 25 employees, up to 90percent of cost covered; 25-100 employees, 75percent of cost; over 100 employees, 50percent of cost. • If skills development program is on the job, then the non-federal share may include the amount of wages paid by employer while participants were part of the program. • Eligible entities are required to provide performance reports that includes the number of participants in programs and performance measures related to completion, employment, median earnings, and the increase in median earning between entrance and completion. • Eligible entity is defined as an employer, group of employers and industry sector partnership, or another entity serving as an intermediary in partnership with at least one employer • Defines eligible skills development program as one in which the state sets minimum or maximum length, includes work based education, develops the skills necessary for the successful 	<p>institutions and employers (industry sector partnerships) to address area skills needs</p> <ul style="list-style-type: none"> • adds a new segment on free or reduced cost access to skills programs • partnership funds can only be used on those activities. <p>EVALUATION - requires that non evidence based programs or strategies must be evaluated within 18 months</p> <p>INDUSTRY OR SECTOR PARTNERSHIP DEVELOPMENT FUND -- creates a new section establishing the fund and outlining the grants and process:</p> <ul style="list-style-type: none"> • Funds to award grants to not more than 3 eligible partnerships to develop partnerships, build training and strengthen relationships between partnerships and one-stop partners • Grants may be implementation grants or expansion grants lasting no more than 3 years for implementation and 2 years for expansion • Priority given to partnerships that demonstrate ability to serve individuals with barriers including disabilities, facing significant dislocation, traditionally underserved by regional economic development and sector partnership activities or are OY, disadvantage youth or adults, or unemployed individuals • priority for expansion grants given to industry sector partnerships that demonstrate long-term sustainability • Application contains description of partnership and partner responsibilities; targeted industry sector served and how identified; description of workers targeted or recruited with analysis of labor market and potential barriers to employment and strategies to address; description of other funding that will be leveraged, description of recognized postsecondary credentials the partnership will provide through education provider, assurance that any providers of training services is on standard or WIL provider list, commitment from employer in the partnership to employ each participant of the education and training program funded by the
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<p>Local Activities for Adults and Dislocated Workers (Sec. 134(b))</p>	<p>REQUIRED LOCAL ACTIVITIES—</p> <ul style="list-style-type: none"> • Establish a one-stop delivery system • Provide “career services” (consolidating core and intensive) • Provide training services (requires training services to be linked directly to an in-demand industry or occupation in the local or regional area) • Establish relationships and networks with small employers and their intermediaries • Develop, convene, or implement industry or sector partnerships • Requires priority for individuals on public assistance, other low-income individuals, and individuals who are basic skills deficient. • Permits governor or local board to increase OJT reimbursement to an amount up to 75 percent above the wage rate • Allows training contracts to be used for pay-for-performance contracts <p>SEQUENCE OF SERVICES—Clarifies that individuals are not required to receive career services prior to receiving training services</p>	<p>REQUIRED LOCAL EMPLOYMENT AND TRAINING ACTIVITIES—</p> <ul style="list-style-type: none"> •Sets a 50percent minimum amount of adult and dislocated worker funds to be used to pay for training services •separates career services under WIOA into basic career services, individualized career services, and business services •requires the one-stop system to coordinate with the Employment Service <p>required services include:</p> <ul style="list-style-type: none"> •workforce and labor market employment statistics related to job vacancies and job skills required to obtain those jobs •information related to local in-demand occupations • job search and placements and career counseling including information on in-demand industries and occupations, non-traditional employment; information on entrepreneurship; availability of and referrals to supportive services; information and assistance filing unemployment; eligibility for financial aid •determination of benefit from a competency- based assessment to accelerate career advancement or job entry <p>TRAINING SERVICES --</p> <ul style="list-style-type: none"> •one-stops are not required to conduct assessment if referred by an employer •priority of service is maintained in determining eligibility to receive training services •if an individual is determined to be lacking skills or qualification to successfully participate then they are referred to adult education and literacy programs •adds Employer-directed skills development which replaces customized training to the list of training services. •employer-directed skills development programs allow an employer 	<p>REQUIRED LOCAL EMPLOYMENT AND TRAINING ACTIVITIES—</p> <p>adds language to the section on career services requiring coordination with employment service office to provide basic career services which consist of:</p> <ul style="list-style-type: none"> o labor market employment statistics o labor exchange (job search and placement) o availability of supportive services in useable and understandable formats o unemployment claims filing information o eligibility for financial aid programs <ul style="list-style-type: none"> •the legislation also amends language around Individualized Career Services by adding evidence-based language. •Expands on initial assessment language to include determination that considers prior work and education of whether the individual would benefit from competency-based assessment •Adds to labor exchange services outline provision of information on wage and benefit levels and support with developing resume and cover letter •expands the entities that the one-stop can contract with to include libraries and community-based organization •A one stop partner is not obligated to conduct interview or assessment of an individual if they were referred by an employer to receive OJT or employer directed skills training and have been designated by employer as needing services to obtain unsubsidized employment •priority of service for an employer referral is maintained •Adds section on Adult Education and Family Literacy Activities – if individual does not have qualifications and skills to successfully participate in selected program then referral to adult education and

		<p>to contract with the local board to provide skills development to a participant or group of participants upon approval of agreement that among other components includes a commitment to employ participants after completion and has a cost shared by the employer.</p> <ul style="list-style-type: none"> • recruitment and business services and strategies on behalf of employers that meet the workforce needs of area employers may include: sector strategies, workforce investment services including pathways upskilling, skill standard development, and certification for recognized post-secondary credential use, and apprenticeship; layoff aversion strategies, marketing business services, and technical assistance to employers looking to implement skills based hiring practices. 	<p>literacy activities including co-enrollment in activities and training</p> <ul style="list-style-type: none"> • Adds a section on participant eligibility – an individual can participate in training services while eligibility is determined but provider will only receive payment during participation period. • Requires local boards to make eligible training provider lists available and the levels of performance for 2 most recent program years • prioritizes programs that increase earnings and placement in unsubsidized employment • Reimbursement for OJT is based on added factors including whether participants were individuals with barriers to employment, skills gained are transferable to other employers, occupations or industries <p>EMPLOYER DIRECTED SKILLS DEVELOPMENT -- creates a new section that allows a local board and governor to contract with an employer to provide skills development using an agreement that outline the provider of the skills training, the length of the program, the recognized postsecondary credential that will be awarded, the cost, the estimated earnings increase, the portion of costs paid by the employer, a commitment to employ completers for one year, and a commitment to comply with federal labor law. specifically prevents skirting of collective bargaining agreements.</p> <p>BUSINESS SERVICES -- Funds must be used to support recruitment and other business services and strategies on behalf of employers and may be provided through leveraging other resources; may include innovative strategies for local employers (career pathways development, upskilling, reskilling, apprenticeship, Joint Labor management partnerships, Industry Sector Partnerships and assistance to coordinate rapid response activities (identification of at-risk employers, feasibility studies for options, and delivery of training activities)</p>
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<p>Permissible Local Employment and Training Activities (Sec. 134(d))</p>	<p>PERMISSIBLE LOCAL ACTIVITIES—</p> <ul style="list-style-type: none"> • Customized screening, referral, and employment-related services to employers • Implementation of a pay-for-performance contract strategy for training services • Customer support for individuals with barriers to employment • Technical assistance for one-stop operators and partners, and eligible training providers on the provision of services to individuals with disabilities • Employment and training activities provided in coordination with child support agencies, cooperative extension programs • Activities to improve coordination between workforce and economic development activities, the workforce system and employers, and the one-stop system and state UI programs; • Training programs for displaced homemakers and for nontraditional occupations • Activities to provide business services that meet the needs of local employers • Activities to adjust economic self-sufficiency standards for local factors • Improved coordination between employment and training activities and programs for individuals with disabilities • Implementation of promising services to workers and businesses • Local board can reserve 20 percent of funds for incumbent worker training 	<p>PERMISSIBLE LOCAL EMPLOYMENT AND TRAINING ACTIVITIES—</p> <ul style="list-style-type: none"> • increases the amount that local areas may use to 40percent of funding for pay-for-performance contracts which can increase further to 60percent with 2 years of performance improvements and approval of the governor •allows funds to be used for professional development to help staff use digital technology to deliver services •allows funds to be used to provide technical assistance to employers implementing skills-based hiring practices •supports the use of competency assessments •supports the development of partnerships between education and employers to create or improve workforce development programs <p>INCUMBENT WORKER TRAINING PROGRAMS –</p> <ul style="list-style-type: none"> •Increases the amount that can be used for incumbent worker training to 30percent • If an area had unemployment of less than 3percent for 6 months in the previous program year then 40percent of funds may be used for incumbent worker training • An area meeting unemployment criteria and located in state with labor force participation rate of at least 68percent for 6 months in the previous program year can use up to 45percent <p>INCUMBENT WORKER UPSKILLING ACCOUNT -</p> <ul style="list-style-type: none"> • local boards can establish an incumbent worker upskilling account using up to 10percent of incumbent worker funds to pay eligible providers of training services • funds reserved for state wide rapid response that are provided to the local area may be used for upskilling • local boards establish criteria for incumbent worker eligibility including wages, career advancement opportunities, ability to secure employment upon program completion. • workers are ineligible if total annual wages are greater than the median household income of the state or if they have earned a 	<p>PERMISSIBLE LOCAL EMPLOYMENT AND TRAINING ACTIVITIES— this section is largely maintained relative to existing law except that:</p> <ul style="list-style-type: none"> • includes local hire implementation and other community benefit programs as services that can be provided to employers on a fee-for-service basis •funds may be used to coordinate with SNAP work requirements and the Senior community service employment program •funds may be used to strengthen knowledge and capacity of one-stop staff through professional development including digital technology, tools, and strategies for better service delivery. •funds may be used to support training programs for workers dislocated by automation technology •funds may be used to support use of competency based assessments •funds may be used to partner with education and employers including through industry or sector partnerships <p>INCUMBENT WORKER TRAINING PROGRAMS –</p> <ul style="list-style-type: none"> •Increases the amount that can be used for incumbent worker training to 30 percent • If an area had unemployment of less than 3 percent for 6 months in the previous program year then 40 percent of funds may be used for incumbent worker training • An area meeting unemployment criteria and located in state with labor force participation rate of at least 70 percent for 6 months in the previous program year can increase amount for incumbent worker training to 45 percent • supports local board working with employers including industry sector partnerships to deliver training to avert layoffs or retain employment • makes clear that collective bargaining agreements cannot be skirted by using an incumbent worker training programs • amends the non-federal share as follows: Employers under 50 employees pay 20% non-fed share (up from
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		<p>bachelors or professional degree</p> <ul style="list-style-type: none"> • if a worker is not low income, then the worker will pay at least 25percent of the cost of the program and the upskilling account will cover the remaining 75percent. 	<p>10%) 50-100 employees; 35% (up from 25) More than 100; 55% (up from 50)</p> <ul style="list-style-type: none"> • amends the amount that the local board may use for transitional employment from 10% to 15% <p>SUPPLEMENTAL INDIVIDUAL TRAINING ACCOUNTS--</p> <ul style="list-style-type: none"> • Using funds from H1-B skills training grants, the secretary will make allotments to states and outlying areas to provide training services through supplemental Individual training accounts for adults and dislocated workers and eligible youth. Funds may also support statewide rapid response activities. • Reserves .25% for outlying areas <p>ALLOTMENT AMONG STATES --</p> <ul style="list-style-type: none"> • Allotment among states is made based on: 1/3 relative # of unemployed in each state; 1/3 relative # of disadvantaged adults; 1/3 relative labor force rate • No state shall receive an allotment lower than 540K, 720K minimum if the total allotment exceeds 180M • Requires the Secretary to reallocate amounts if remaining state funds are higher than 20% of what was provided the previous year • reallocation amounts are based on the proportion to the state allotments for all states except that a state that has funds reallocated is not eligible <p>WITHIN STATE ALLOCATIONS --</p> <ul style="list-style-type: none"> • Allotment among local areas is made based on: 1/3 relative # of unemployed in each local area; 1/3 relative # of disadvantaged adults in the local area; 1/3 relative labor force rate in the local area • Allows the governor to reallocate amounts if unobligated local funds exceed 20% of what was provided the previous year • reallocated amounts are based on the proportion to the total local allocations for all local areas in the state except that a local area that has funds taken back is not eligible
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<p>AUTHORIZATION (Sec. 136)</p>	<p>APPROPRIATIONS—Authorized:</p> <p>Youth workforce investment activities:</p> <ul style="list-style-type: none"> •2015: \$820,430,000 •2016: \$883,800,000 •2017: \$902,139,000 •2018: \$922,148,000 •2019: \$943,828,000 •2020: \$963,837,000 <p>Adult employment and training activities:</p> <ul style="list-style-type: none"> •2015: \$766,080,000 •2016: \$825,252,000 •2017: \$842,376,000 •2018: \$861,060,000 •2019: \$881,303,000 •2020: \$899,987,000 <p>Dislocated worker employment and training activities:</p> <ul style="list-style-type: none"> •2015: \$1,222,457,000 •2016: \$1,316,880,000 •2017: \$1,344,205,000 •2018: \$1,374,019,000 •2019: \$1,406,322,000 •2020: \$1,436,137,000 	<p>APPROPRIATIONS—Authorized:</p> <p>Youth workforce investment activities: \$976,573,900 for each of 2025-2030 FY (1.32percent change)</p> <p>Adult employment and training activities: \$912,218,500 for each of 2025-2030 FY (1.36percent change)</p> <p>Dislocated worker employment and training activities: \$1,451,859,000 for each of 2025-2030 FY (1.08percent change)</p>	<p>AUTHORIZATION OF APPROPRIATIONS</p> <p>Youth workforce investment activities: such sums as may be necessary through 2029</p> <p>Adult employment and training activities: such sums as may be necessary through 2029</p> <p>Dislocated worker employment and training activities: such sums as may be necessary through 2029</p>

Authorization of appropriations for Job Corps (sec. 162)	(1) \$1,688,155,000 for fiscal year 2015; (2) \$1,818,548,000 for fiscal year 2016; (3) \$1,856,283,000 for fiscal year 2017; (4) \$1,897,455,000 for fiscal year 2018; (5) \$1,942,064,000 for fiscal year 2019; and (6) \$1,983,236,000 for fiscal year 2020	This section amends section 162 of WIOA to authorize appropriations for the Job Corps program for each of the Fiscal Years 2025 to 2030 at an amount of \$1,760,155,000 (lowest since 2015).	Authorizes such sums as may be necessary for fiscal years 2025 through 2029
Native American Programs (Sec. 166)	<ul style="list-style-type: none"> •Authorizes a competitive grant program to award grants, or enter into contracts or cooperative agreements with Indian tribes, tribal organizations, Alaska native entities, Indian-controlled organizations serving Indians, or Native Hawaiian organizations to carry out workforce investment activities and supplemental services. •Requires secretary to award grants every four years (instead of two years) • Adds new requirements related to the primary indicators of performance 	NATIVE AMERICAN PROGRAMS --- <ul style="list-style-type: none"> •a maximum of 10percent of a grant may be used for administrative costs •requires the Secretary to make arrangements with state to facilitate the use of wage records to evaluate performance and to publish the performance report annually • vacancies on the Native American Employment and Training Council may be filled by appointment for the duration of the term or until a successor is appointed • authorizes \$542,000 annually through 2030 for unique populations in Alaska and Hawaii 	NATIVE AMERICAN PROGRAMS --- mostly maintains this section of law with a few notable exceptions: <ul style="list-style-type: none"> •Caps administrative costs at 12% •grants eligibility to individuals participating in a legacy WIA program •allows unobligated funds to be transferred to the following year •eliminates special considerations related to performance accountability measures and instead incorporates language requiring the secretary and tribal entity to agree to levels of performance taking into consideration economic conditions, characteristics and needs of the communities served, and using a statistical adjustment model which will be incorporated into the program plan. • requires the secretary to work with states and tribal entities to facilitate the use of state wage records to evaluate performance •allows tribes to submit forms of wage documentation to the state other than unemployment insurance wage records •the secretary is required to make program performance publicly accessible •Secretary is required to meet with the Native American Employment and Training Council at least annually to consider recommendations and vacancies may be filled by appointment for the duration of the term or until a successor is appointed TECHNICAL ASSISTANCE -- <ul style="list-style-type: none"> •the secretary can provide technical assistance to help understand and navigate federal requirements for funding awarded, supporting with the range of serves that may be offered using funding amounts,

			supporting promoting the economic and social development of native communities, and advising n funding opportunities Authorizes Such sums as necessary through 2029
Migrant and Seasonal Farmworker Programs (Sec. 167)	<ul style="list-style-type: none"> •Authorizes a competitive grant program to award grants every 4 years to eligible entities to carry out workforce investment activities and provide related assistance for eligible migrant and seasonal farmworkers. •Adds new requirements related to the primary indicators of performance •Adds customized career and technical education to the list of authorized activities •Requires secretary to reserve up to one percent of funds appropriated for discretionary purposes 	<p>MIGRANT AND SEASONAL FARMWORKER PROGRAMS--</p> <ul style="list-style-type: none"> •a maximum of 10percent of a grant may be used for administrative costs •requires the Secretary to make arrangements with state to facilitate the use of wage records to evaluate performance and to publish the performance report annually • the Secretary may reserve a maximum of 1percent for discretionary purposes including technical assistance. • clarifies the timelines under which grant funds must be obligated and spent: Funds appropriated may be obligated starting on April 1 and ending on June 30 of following calendar year; obligated funds may be spent starting on July 1 of calendar year and ending on June 30 of following calendar year 	<p>MIGRANT AND SEASONAL FARMWORKER PROGRAMS--</p> <ul style="list-style-type: none"> •Caps at 10 percent the amount of a grant that may be used for administrative costs •requires the Secretary to make arrangements with state to facilitate the use of wage records to evaluate performance and to publish the performance report annually • the Secretary may reserve a maximum of 1 percent for discretionary purposes including technical assistance. • clarifies the timelines under which grant funds must be obligated and spent: Funds appropriated may be obligated starting on April 1 and ending on June 30 of following calendar year; obligated funds may be spent starting on July 1 of calendar year and ending on June 30 of following calendar year
Technical Assistance (Sec. 168(a))	<ul style="list-style-type: none"> •Requires secretary to provide, coordinate and support the development of training, technical assistance, staff development and other activities to states. •Adds requirement for secretary to provide technical assistance in the development and implementation of an integrated technology-enabled intake and case management information system •Requires secretary to reserve no more than five percent of funds reserved for dislocated worker national activities to provide technical assistance to states that fail to meet the state performance accountability measures •Adds to the list of technical assistance activities that may be provided by the secretary •Requires secretary to establish new system through which states can share information on promising and proven practices 	<p>GENERAL TECHNICAL ASSISTANCE --</p> <ul style="list-style-type: none"> • Replaces the term training with professional development •updates activities the secretary provides to include assisting one-stops and employment service with the integration of basic career services, maintaining the list of eligible training providers, and transitioning to the new components of the eligible training provider list. •funds reserved for technical assistance are made available to states that do not meet performance accountability •adds requirement that the secretary evaluate and share information regarding evidence-based and promising practices for addressing the impacts of opioid use disorders 	Unchanged from current law
EVALUATIONS AND RESEARCH (SEC. 169)	EVALUATIONS—Requires secretary to continually evaluate programs and activities, addressing: general effectiveness of programs and activities in relation to their	LIMITATION -- Limits the authority of the Secretary to use evaluation authority if the required evaluations are incomplete	EVALUATION SUBJECTS --adds to the list of items evaluations must address : <ul style="list-style-type: none"> • an explicit reference to individuals with barriers to employment

	<p>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>requires the following studies to be completed (most within 4 years):</p> <p>STUDIES AND REPORTS--</p> <ul style="list-style-type: none"> •Employment conditions - a study examining unsubsidized employment after exit from training programs including PTO, health and retirement, workplace safety, predictable work schedule, stackable credentials, and advancement •Improving workforce services for individuals with disabilities - analyzing access to services by individuals with disabilities including if there is wait list •Efficacy of pay-for-performance - compare the effectiveness of PFP strategies to grants and contracts awarded before enactment • Individual training accounts for dislocated workers - compare ITA usage after enactment to those in place before enactment including training services and target occupations and the effectiveness of skills development • Statewide critical industry skills funds - review the usage of critical skills funds, the industries targeted, the occupations that individuals are upskilling for, how frequently skills development is provided to workers, and reported outcomes • Effectiveness of employer-based training -Measure the effectiveness of on the job training, employer directed skills training, apprenticeship, and incumbent worker training in preparing workers including those with barriers for unsubsidized employment inclusive of costs per participant and wage and employment outcomes compared to other training. 	<p>connected to activities meeting the needs of different demographic groups</p> <ul style="list-style-type: none"> • the extent a state is using emerging technology to collect and share labor market information and integrate administrative data to improve education and workforce outcomes •The secretary cannot use authority to evaluate federal funded employment programs unless required evaluations are initiated or completed in the mandated time period •requires at least one multisite control group evaluation by the end of FY28 <p>STUDIES AND REPORTS -- strikes the list of completed studies and adds</p> <ul style="list-style-type: none"> •Employment conditions - a study examining unsubsidized employment after exit from training programs including PTO, health and retirement, workplace safety, predictable work schedule, stackable credentials, and advancement •Improving workforce services for individuals with disabilities - analyzing access to services by individuals with disabilities including if there is wait list under Title IV if they are able to access services funded under adult, dislocated and youth programs, adult education, or Wagner Peyser •Efficacy of pay-for-performance - within 4 years of enactment compare the effectiveness of PFP strategies to grants and contracts awarded before enactment and whether individuals with barriers were effectively served • Individual training accounts for dislocated workers - within 4 years of enactment compare ITA usage after enactment to those in place before enactment including training services and target occupations and the effectiveness of skills development •Effectiveness of employer-based training - within 4 years of enactment, measure the effectiveness of on the job training, employer directed skills training, apprenticeship, and incumbent worker training in preparing workers including those with barriers for
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			<p>unsubsidized employment inclusive of costs per participant and wage and employment outcomes compared to other training.</p> <ul style="list-style-type: none">•Effectiveness and Use of Emerging Technology in the Workforce Development System -- within 4 years of enactment, conduct study measuring the efficacy of emerging technologies including AI and Machine Learning in improving state workforce delivery, labor market data system performance, data collection and understanding of program outcomes, and tools to help with career exploration and data insights. The study should also measure state adoption and implementation of technology and analyze accuracy/ identify any biases. And should also include analysis of consequences of advances in automation technology on employment opportunities, skills development and worker dislocation.•Study on the Use and Effectiveness of Statewide Rapid Response Activities – within 4 years of enactment, study the efficacy of statewide rapid response activities after 2003. This includes analysis of net cost per participant, unique labor market conditions, employment outcomes, which entities administered activities, and adaptation of state and local area to accommodate activities.• Study on the Provision and Effects of Supportive Services – Within 4 years of enactment, study the impact of supportive services on retention, completion, and job placement rates. Include information about availability of services, cost per participant, how services were provided, employment/ training outcomes compared to individuals who did not receive services, characteristics of participants, description of providers and share of services provided directly through the workforce system vs. referrals.•Study on the Alignment Between Education and Workforce Development Systems – within 4 years, study the alignment of programs with elementary, secondary and postsecondary education by examining efforts to integrate data related to CTE, dual enrollment, pre-apprenticeship and apprenticeship, and other work-based learning programs, the challenges related to alignment
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			<p>with college and career pathways, governance structures and funding sources that can promote alignment.</p> <p>REPORTS --</p> <ul style="list-style-type: none"> •The Secretary is required to prepare and share reports with Congress and the public electronically <p>EVALUATION OF GRANTS --</p> <ul style="list-style-type: none"> •For each grant or contract awarded under the multistate projects authority, the Secretary is required to conduct rigorous evaluation of each project and the impact of those activities followed by a report on the results of the evaluation to congress and the public.
<p>Workforce Data Quality Initiative (Sec. 169 (d))</p>	<p>N/A</p>	<p>Requires the Secretary to reserve 5percent under the Adult and Dislocated worker programs to award grants to state agencies to create workforce longitudinal data systems with priority given to cross-state interoperable data infrastructure projects.</p>	<p>WORKFORCE DATA QUALITY INITIATIVE --</p> <ul style="list-style-type: none"> •Requires the Secretary to use 5% of the Adult and Dislocated worker programs national reserve to award grants to state agencies to create workforce longitudinal data systems with priority given to cross-state interoperable data infrastructure projects and entities that will implement a credential registry, enhance collaboration with employers and end-users, entities using non-federal funds, and entities that will expand the use of statewide integrated longitudinal data systems. •Funds are allowed to be used for: supporting data linkages from education to workforce system and integrating other data and systems; replicating what is already in use in a state or other states; research labor market data improvement including pilot programs at , career exploration tools for end users, interoperable records to verify credentials earned and skills gained, creating data security policies, increasing local board access to SLDS, data exchange activities, and staff data use and analyzation activities •Grants are awarded for no more than 3 years and recipients are required to submit a report within 180s following the completion of the grant

<p>National Dislocated Worker Grants (Sec. 170)</p>	<p>Authorizes secretary to award national dislocated worker grants to provide employment and training assistance affected by major economic dislocations;</p> <ul style="list-style-type: none"> • to provide assistance to a state in which there is an area that has suffered a major emergency or disaster; • and to provide additional assistance to a state or local board for eligible dislocated workers where the state or local board has expended the funds provided and can demonstrate the need for additional funds. • provide assistance to State local boards serving an area which has a higher than average demand in serving dislocated workers. 	<p>OPIOID RELATED GRANTS--</p> <ul style="list-style-type: none"> • Expands assistance to include grants for employment and training activities to prevent and treat opioid use disorders in area of widespread use and overdose • Eligible recipients of the grants to treat opioid impacted areas include dislocated workers, long-term unemployed, individuals under-employed as a result of opioid use, and individuals seeking employment in a health care profession related to opioid treatment. 	<p>Authorizes secretary to award national dislocated worker grants to provide employment and training assistance for activities related to prevention and treatment of opioid use in areas with higher-than-average demand that exceeds existing state and local resources. The Secretary is required to determine the performance of recipients and share information on that determination on a publicly accessible website</p>
<p>YouthBuild (Sec. 171)</p>	<ul style="list-style-type: none"> • Requires secretary to establish expected levels of performance relating to each of the primary indicators of performance for eligible youth activities and permits the secretary to establish additional indicators • Requires secretary to reserve five percent of funds for management and technical assistance • Expands list of industry sectors for apprenticeship programs 	<p>YOUTHBUILD PROGRAM --</p> <ul style="list-style-type: none"> •Reserves 20 percent of any amounts appropriated over \$90 million for grants to rural areas and tribes •Makes providing meals permissible •Requires the Secretary to make arrangements with the state to use wage records to evaluate YouthBuild programs •Encourages the Secretary to make the funding announcement annually at the same time each year •Authorizes appropriations of \$108,150,000 through 2030. 	<p>YOUTHBUILD GRANTS RESERVATION--</p> <ul style="list-style-type: none"> •5% reservation of appropriations for grants to native tribes or organizations or programs for the benefit of native individuals •5% minimum reservation for rural area grants •An exception is added for insufficient applications for each reservation. In that case, the secretary can award grants up to 1.5 M to award grants to other applicants • Adds to allowed activities addressing mental health needs or substance abuse, career counseling, supportive services including those for individuals with disabilities, and informing participants of eligibility and assistance with access to income-based benefit programs <p>APPLICATION--</p> <ul style="list-style-type: none"> •adds a component on how activities will support youth in attaining a high school diploma or equivalent •adds a component on supporting youth participation and decision making related to the program •replaces outdated terms with current language (foundational skills, justice-involved, individual experiencing homelessness) <p>LEVELS OF PERFORMANCE AND INDICATORS--</p> <ul style="list-style-type: none"> •adds a section on Use of Wage Records that directs the secretary

			<p>to make arrangements with states to facilitate use of wage records in order to evaluate funded Youth Build programs</p> <ul style="list-style-type: none"> •performance reports must be made available annually on a website •to establish levels of performance, the secretary must annually consult entities running Youth Build programs •Secretary urged to release funding opportunities at the same time each year as practical •requires states to provide access to state wage data of participants <p>authorizes such sums as necessary through FY29</p>
<p>Reentry Employment Opportunities (Sec. 172)</p>	<p>Not currently a separate section in statute</p>	<ul style="list-style-type: none"> • Reentry Employment Opportunities becomes sec. 172 • Objectives of the program include: Improving earnings and outcomes of justice involved Individuals (JI), prompt innovation and improvement in the reentry into workforce of justice involved individuals, and the development of evidence on improved employment earnings and skill attainment to reduce recidivism. • Authorizes competitive grants, contracts and cooperative agreements to implement reentry projects that serve adults or youth • Sets a cap of 30percent of funds that may go to eligible entities to serve as national or regional intermediaries to implement reentry projects and monitor and support entities. • Requires 30percent of funding to be used for pay-for-performance contracts that specify a fixed amount to be paid upon achievement of performance levels, may provide bonus payments to expand capacity and provide effective services, and are awarded to geographically diverse areas. • Initial grant period is 4 years with a potential for additional 4 year grants • Priority is given to applicants committed to use funds for reentry projects in high-poverty areas, that enroll eligible youth or adults, use evidence-based strategies and design, establish partnerships with businesses or institutions of higher education that lead to a 	<p>REENTRY EMPLOYMENT OPPORTUNITIES --</p> <ul style="list-style-type: none"> •Creates a competitive grant to implement reentry projects that serve adults or youth. For youth serving programs specifically, the grants are awarded to youth serving entities and intermediaries who will use grants to subgrant to youth programs or implement programs •reserves at least 10% of funding for national or regional intermediaries to subgrant to implement projects or monitor and support other entities •reserves at least 30% of funding for direct or intermediary grants to implement reentry projects and monitor and support youth program recipients •reserves 10% of funding for awards using pay-for-performance contracts and allows for bonus payment to expand capacity to provide services •initial award period no longer than 4 years and additional awards for up to 4 years if performance levels are achieved •award priority is given to entities serving high-poverty areas, enrolling youth or adults prior to release, using evidence based design, establishing partnerships with business, education agencies, institutions of higher education, training providers and lead to recognized postsecondary credential as well as programs that are connected to employers with a commitment to employ

		<p>recognized post-secondary credential, and provide training services including customized and on-the-job training designed to meet the requirements of an employer (or a group of employers) with a commitment to employ participants upon completion.</p> <ul style="list-style-type: none"> • Funds must be used to provide individual career services, one or more training services including subsidized employment through transitional jobs and for participants who are eligible youth, program elements of WIOA youth programs. • Funds may be used to provide follow-up after placement in unsubsidized employment, apprenticeship programs, education in digital literacy, mentoring, assistance in obtaining employment (inclusive of establishment of relationships with employers, development of customized training and on the job training, assistance with license reinstatement, referrals to health services and other support services. There is a 5percent cap on the funds that may be used to provide services that participants may obtain through other services • A maximum of 7percent may be used for administrative purposes including data collection, analysis and coordination • Eligible entities must match at least 25percent however, there is an allowance for the Secretary to waive this requirement on a case by case basis for up to 20percent of grants in the case of financial hardship • The Secretary will develop levels of performance and reach agreements around expected performance levels, the local economic conditions of the geographic area to be served, and the characteristics of project participants. If a recipient fails to meet performance levels, then they will receive technical assistance and be put on a performance improvement plan. • Within 5 years of the first awards, the secretary is required to conduct an evaluation of the effectiveness of the reentry projects and publish the findings. • Eligible entity includes private non-profit organizations including CBOs or faith-based organizations that are a 501(c)(3), local boards, 	<p>individuals for at least 1 year upon program completion</p> <ul style="list-style-type: none"> •Funds must be used to provide individual career services, one or more training services including subsidized employment through transitional jobs, supportive services or a referral to supportive services, and for participants who are eligible youth, program elements of WIOA youth programs. •Funds may be used to provide follow-up after placement in unsubsidized employment, apprenticeship programs, education in digital literacy, mentoring, assistance in obtaining employment (inclusive of establishment of relationships with employers, development of customized training and on the job training, assistance with license reinstatement, referrals to health services, substance use services, and other support services, and help enrolling eligible youth. •limits administrative costs reserve to 10% <p>LEVELS OF PERFORMANCE --</p> <ul style="list-style-type: none"> •Requires the Secretary to establish levels for adults and youth including a measure on recidivism – these should be updated for each 4-year award period •the Secretary is directed to reach agreements with grant recipients on levels of performance taking into account local economic conditions of the geographic area to be served, and the characteristics of project participants when entering (criminal records, work history, experience, education or skills attainment, literacy level, disability status, homelessness, receipt of public assistance). If a recipient fails to meet the levels of performance established, then the secretary is to provide TA including development of a PIP. •Within 5 years of the first award, the secretary is directed to evaluate the effectiveness of each reentry project funded. This includes assessing how well these projects help individuals find and keep jobs, earn recognized postsecondary credentials, and
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		<p>state, tribal or local governments, labor or joint labor management organizations, industry or sector partnerships, institutions of higher education or a consortium of those entities."</p>	<p>improve outcomes like compensation, career advancement, skills gains, credentials, and recidivism compared to those not in the programs. The evaluation will also examine the cost-effectiveness of the projects, the effectiveness of specific services, the success in serving different demographic groups, the best order and combination of services for each subgroup, and any limitations or barriers to education and employment due to occupational and educational licensing.</p> <ul style="list-style-type: none"> •no more than 5% may be reserved for the administration of grants including 2% reserved for TA to recipients and eligible entities applying. Additionally, no more than 2.5% and no less than 1% may be reserved for evaluation activities. •eligible entities include nonprofit organizations including community and faith based, local boards, state/ local governments, labor organizations, Industry or sector partnerships, Institutions of higher education, or a consortium of these entities •defines high poverty as a geographic area with a poverty rate of at least 20% based on the most recent census
<p>Youth Apprenticeship Readiness Grant (sec. 173 proposed)</p>	<p>Not currently in statute</p>	<p>N/A</p>	<p>YOUTH APPRENTICESHIP READINESS GRANT PROGRAM -- creates a new section of WIOA</p> <ul style="list-style-type: none"> •Outline’s purpose to increase earnings and employment for youth, coordinate and collaborate with stakeholders to serve youth, and promote alignment between education and workforce systems. •Supports competitive grants to develop or expand pre-apprenticeships and apprenticeships that serve youth. •the Secretary may not reserve more than 10% for administration (2% for TA during application period, 5% for TA to recipients during implementation, 3% for evaluation) •Grants are awarded for 5 years and may be extended 2 additional years if the recipient is making progress towards objectives •Priority is given to areas with significant workforce shortages in a proposed industry, entities with a demonstrated track record of expanding high quality employment opportunities and career pathways for individuals with barriers to employment, entities

			<p>serving a population located in rural or urban community with area median income of 150% of poverty line or less or entities that include a high-need local educational agency or service</p> <ul style="list-style-type: none">•Requires a non-federal contribution of 25%•Funds must be used to carry out at least one of the following activities: Develop or expand pre-apprenticeship program or Develop or expand apprenticeship program that serves youth (including registering program)•Funds may be used to support the following activities: Recruit or enroll youth including underrepresented, barriers to employment or nontraditional populations); conduct skills assessments; Provide OJT, classroom instruction (including development and alignment activities and paying fees for tuition/ materials, equipment and technology costs, or supportive services including needs related payment; professional development for secondary and postsecondary educators, employers, and mentors; increase awareness about benefits of youth pre-apprenticeship/ apprenticeship including employers; promote innovation and alignment with Perkins V; and integrate data collection systems to track participant outcomes•allows up to 20% of funds to provide supportive services•Requires eligible entities to identify targeted levels of performance equal or greater than those proposed in the application and within 2 months reach an agreement with the Secretary•Requires entities to submit a report evaluating performance and impact disaggregated by subgroups 2 years after award receipt and every 2 years following•After the grant ends, the secretary is directed to track youth participant outcomes to assess program performance•The secretary is required to evaluate if eligible entity met agreed performance levels within 30days after each cohort completes the program. If an eligible entity fails to meet a single performance level, then the secretary will provide TA including development of a PIP. If after 1 year the eligible entity fails to meet agreed levels then
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			<p>the grant will not be extended.</p> <ul style="list-style-type: none"> •The secretary is required to submit a report on program data 2 years after enactment and then annually •within 2 years, the Secretary is directed to share best practices gleaned from award programs and states/localities in developing pre-apprenticeships and apprenticeships for youth online. •collective bargaining agreements are not invalidated and child labor laws must be complied with -Programs can only serve youth who are the legal minimum age to be employed under FLSA and any state laws •a program preparing individuals for a hazardous occupation may submit an application to serve youth younger than 18 if limited to classroom instruction •Apprenticeships preparing for hazardous occupation may not enroll individuals under 18. Apprenticeships for youth that are not hazardous may enroll individuals who are at least 16 years old. •Eligible Entity is defined as: lead applicant: education/ training provider, workforce development system entity, qualified intermediary or state agency Mandatory partner: (at least one of the following) 2+ employers or a trade associations, education and training provider, state apprenticeship agency, local or state board, local education agency (in-school youth), Optional partners: state education agency, Institutions of higher education, a tribe, coordinated higher education entity (state community college system or educational board), community-based organization offering job training, or Joint labor-management partnership
<p>Strengthening Community College Program (Sec. 173)</p>	<p>Not currently codified in statute</p>	<p>STRENGTHENING COMMUNITY COLLEGES GRANT PROGRAM --</p> <ul style="list-style-type: none"> • Codifies the strengthening community college workforce development grants in section 173 to make competitive grants to institutions of higher education for an initial period of no more than 4 years (subsequent of no more than 4 years possible with achieved performance) 	<p>Not included</p>

		<ul style="list-style-type: none">• No more than 2percent may be used for administrative purposes including TA, targeted outreach, and evaluation, and reporting• Applications should demonstrate success building partnerships with employers in in demand industry sectors to provide skills; methods and strategies to engage with business, the roles and responsibilities of partners, the needs addressed by the institutions of higher education and partnerships; the ability to leverage other resources; future sustainability; how the program will ensure quality; the population and geographic location and number of students that will be served; the workforce development programs supported; the recognized postsecondary credential expected to be earned; evidence; alignment with workforce strategies; and goals including individual participant performance• Prohibit institutions of higher education from being disqualified solely for lack of experience• Provides priority to applicants that serve individuals with barriers to employment or incumbent workers In need of foundational skills; use of competency based assessments to award credit for prior learning; or that are or will seek to be included on the ETPL• Funds will be used to establish a partnerships with employers and ensure that the programs target high wage, high skill or in-demand industries, collaborate with the workforce system ; serve adult, dislocated, incumbent and new workers; use evidence-based program design; and incorporate work-based learning and virtual service delivery.• Activities required under the grant include: creating or expanding workforce development, career pathways or work-based learning programs; Career navigation, coaching, mentoring, and case management; Access to course materials technology, equipment and other supports for participation and successful completion; Open and easy comparison of curricula and recognized postsecondary credential including skills and competencies, level of mastery, and transfer value; skills or competencies developed by participants and related employment and earnings outcomes.	
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Authorization of Appropriations for National Programs (Sec. 172 redesignated as Sec. 174)	<p>2020 authorized levels:</p> <ul style="list-style-type: none"> \$54,137,000 for Native American Programs, \$96,211,000 for Migrant and Seasonal Farmworker Programs, \$3,524,000 for Technical Assistance, and \$106,906,000 for Evaluations and Research, 	<p>Authorizes appropriations for FY 2025 through 2030 for National Programs:</p> <ul style="list-style-type: none"> \$61,800,000 for Native American Programs, \$100,317,900 for Migrant and Seasonal Farmworker Programs, \$5,000,000 for Technical Assistance, \$12,720,000 for Evaluations and Research, \$115,000,000 for Reentry Employment Opportunities, and \$65,000,000 for the Strengthening Community Colleges Grant Program 	Native American Programs, Migrant and Seasonal Farmworker Programs, Technical Assistance, Evaluations and Research, Reentry Employment Opportunities all authorized at such sums as necessary through FY2029
Administration (Sec. 181)	This section outlines requirements, permissions and prohibitions relating to a number of administrative topics including to wages, labor standards, employee displacement, working conditions, and drug testing.	<p>REQUIREMENTS AND RESTRICTIONS --</p> <ul style="list-style-type: none"> If employer has collective bargaining agreement in place, then they must consult with the labor organization representing employees related to planning and design of training 	<p>COMPLIANCE WITH APPLICABLE LAWS--</p> <ul style="list-style-type: none"> each recipient of funds agrees to comply with federal labor laws and certifies that there haven't been any adverse labor law related judgments against the recipient in the last 2 years requires that states and local areas establish procedure for grievances or complaints and adds a new component requiring that hearings begin within 30 days after filing the section also requires that employers of participants receiving financial assistance operate a grievance procedure related to terms of employment Adds language that supportive services may only be provided to individuals in career or training and unable to access supportive services through other programs. It also adds language that supportive services may only be provided when necessary to enable individuals to participate in career or training services
Secretarial Administrative Authorities and	This section of law outlines the Secretary of Labor's authorities and responsibilities related to: <ul style="list-style-type: none"> purchasing, leasing or disposing of property 	<p>GENERAL WAIVERS OF STATUTORY OR REGULATORY REQUIREMENTS --</p> <ul style="list-style-type: none"> Excludes from secretary's waiver authority performance reports 	<p>GENERAL WAIVERS OF STATUTORY OR REGULATORY REQUIREMENTS --</p> <ul style="list-style-type: none"> If a governor is requesting a waiver, they are required to submit a

Responsibilities (Sec. 189)	<ul style="list-style-type: none"> • entering into agreements and contracts • preparing annual reports to Congress • obligating funds during mandated time periods • enforce military selective service • Grant certain waivers of WIOA requirements to states and local areas 	<p>and the requirement that 50percent of funding be spent on training from</p>	<p>plan to the Secretary. This is not changed other than to add a component on how the state will continue to promote access to services for individuals who would be impacted by the waiver.</p> <ul style="list-style-type: none"> •Also changes the requirement that the secretary expedite the determination of a waiver for a State or local area if a similar waiver has already been approved for another State or local area to an allowed action.
State Innovation Demonstration Authority (Sec. 190)	<p>N/A</p>	<p>Establishes an innovation demonstration allowing a state, local area or consortia of local areas to receive adult, dislocated, and youth funds as a consolidated grant for five years. The projects must comply with performance accountability and reporting and priority of service. The demonstration will be eligible for a 5-year renewal if it meets expected levels of performance and shows an improvement of 5percent across all primary indicators in the final year. Limits demo projects to 4 statewide and 6 local or consortium with only one allowed per state. Authority to approve new demo projects terminates in 2031.</p>	<p>STATE FLEXIBILITY PILOT PROGRAM --Establishes an innovation demonstration allowing a state, local area or consortia of local areas to receive adult, dislocated, and youth funds as a consolidated grant for five years.</p> <ul style="list-style-type: none"> • for both a statewide pilot and a local area or consortium pilot, 50% of the consolidated sum must be reserved for developing and Implementing evidence-based workforce development activities which may include: innovative skills development programs to improve outcomes of jobseekers, Incumbent workers, and dislocated worker; job training programs and removing barriers for justice involved people; pre-apprenticeship, apprenticeship, and other evidence-based WORKFORCE DEVELOPMENT and employment opportunities; development and strengthening of Industry Sector Partnerships and training programs offered under these partnerships; optimization and integration of supportive services; and other strategies as appropriate • Entities participating in pilot must comply with requirements related to performance accountability and reporting, membership of boards during pilot program, establishment of one-stop delivery system, the training provider list, and priority of service • Pilot programs must use only the terms defined in the WIOA Definitions section to describe its activities and must use that definition to carry out activities •Within 180 days after funds are distributed to the first pilot project, the secretary must engage a 3rd party contractor to evaluate each pilot program covering the 5 year pilot period, and include a description of populations served, services provided, geographic

			<p>locations receiving the most services, service providers available to carry our pilot project, workforce systems impacted and nature of impacts related to the pilot; compare employment and earnings in pilot to similar individuals not participating in activities, similarly situated states and local areas that did not participate in pilot, and the outcomes of participants prior to the pilot authority; analyze practices or strategies that would not have been implemented without pilot program waivers, led to positive employment and earnings outcomes for participants, improved delivery of services, lapses in service or disparate outcomes for individuals with barriers, disabilities or individuals that are opportunity youth.</p> <ul style="list-style-type: none">• A pilot project may be renewed for 3 years if the project meets expected levels of performance for each of the final 3 years of the 5 year period and achieves a 5% increase across all primary indicators of performance on the final year of the 5 year period compared with expected levels for the first year of the 5 year period• The program is limited to 4 statewide projects and 4 local area pilots with no more than 1 pilot per state. 2 additional states may be allowed if each of the 4 statewide pilots meet or exceed expected levels of performance and each state has expanded and improved delivery of service for target populations in the state.• States eligible for the pilot are limited to single local area states or states with a labor force participation rate less than 60% and a population of fewer than 5 million• half of the states that receive the statewide flexibility must be states with 60% or less labor participation and a population of 5 million or less• projects may only use non-reserved funds to carry out pilot activities in order to achieve required goals• limits administrative costs to 10% each year• priority for service is provided to Individuals who receive public assistance, are low-income, have barriers to employment, are opportunity youth, have foundational skills needs, as well as veterans and eligible spouses
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			<ul style="list-style-type: none"> •the pilot programs must serve more participants each pilot year than were served prior to the pilot or a number of individuals with barriers agreed to with the secretary each indicator of performance in the 5th year must be higher than the year prior to the pilot or an alternate baseline agreed to by the state and the secretary •Sanction apply beginning on the third year which include a TA and a PIP in the first year of failure, and a 5% reduction in the second. A pilot facing sanctions is ineligible to renew. •New pilots may not be approved after 2029
TITLE II - Adult Education			
Purpose (Sec. 202)	Establishes the purpose of Title II as, briefly, assisting adults in becoming literate and in obtaining the skills necessary for employment and economic self-sufficiency, assisting adults who are parents in obtaining the skills necessary to become full partners in the education of their children, assisting adults in obtaining a secondary school diploma, and assisting immigrants and English learners (EL) in improving their English and math skills and in acquiring the knowledge needed for citizenship.	This section amends section 202 of WIOA to update the purpose of the Adult Education and Literacy program to include assisting adults in obtaining digital literacy skills.	update the purpose of the Adult Education and Literacy program to include assisting adults in obtaining digital literacy skills and full participation in adult life.
Definitions (Section 203)	<p>Defines “adult education” as, briefly, academic instruction and education below the postsecondary level that increase an individual’s ability to read, write, and speak in English and to perform mathematics, to transition to postsecondary education and training, and to obtain employment.</p> <p>Important definitions include:</p> <p>“eligible individual”: someone who is at least 16, who is not enrolled or required to be enrolled in secondary school, and who is: (1) basic skills deficient; (2) without a secondary school diploma or its equivalent; or (3) an English learner.</p> <p>Defines “family literacy activities,” in part, as activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family.</p> <p>Defines “integrated literacy and civics education” as, education</p>	<p>This section amends section 203 of WIOA to define “digital literacy skills,” - The term ‘digital literacy skills’ means the skills associated with using existing and emerging technologies to find, evaluate, organize, create, and communicate information and to complete tasks.”</p> <p>replace the term “English language learner” with “English learner,” and update the definition of “integrated English literacy and civics education.”</p> <p>Individuals with foundational skills needs are now included in those eligible for these services (more people eligible, we need more funding)</p>	<p>DEFINITIONS --</p> <ul style="list-style-type: none"> •amends the definition of adult education to include listening and comprehension of English and the development and use of digital literacy skills •similarly adds digital literacy to the definition of adult education and literacy activities •creates a definition for "college and career preparation" meaning academic instruction, counseling, and services to support postsecondary education including identifying options, navigating transition, coenrollment, improving academic skills for preparedness, or learning notetaking and study skills •adds a definition for digital literacy skills that uses the Museum and Library Services Act definition

	services provided to adult ELs that enable them to achieve competency in English and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Specifies that those services must include instruction in literacy and English language acquisition and in citizenship and may include workforce training.		
Authorization of Appropriations (Sec. 206)	There are authorized to be appropriated to carry out this subchapter \$577,667,000 for fiscal year 2015, \$622,286,000 for fiscal year 2016, \$635,198,000 for fiscal year 2017, \$649,287,000 for fiscal year 2018, \$664,552,000 for fiscal year 2019, and \$678,640,000 for fiscal year 2020.	\$751,042,100 for each of the fiscal years 2025 through 2030. Slight increase - but shouldn't be stagnant for 5 years. Should work with appropriations committee	Authorizes such sums as necessary through FY2029
Performance Accountability System (Sec. 212)	Aligns Title II programs with program accountability provisions described in Title I	Programs and activities under Title II are still subject to Title I performance accountability measures, however, the indicator related to employer connected programs is measured by the percentage of participants who exited the program and completed an integrated education training program.	Programs and activities under Title II are still subject to Title I performance accountability measures, however, the indicator related to employer connected programs is measured by the percentage of participants who exited the program and completed an integrated education training program.
Matching Requirement (Sec. 222(b))	Requires States to match the funds they receive under Title II with non-Federal cash or in-kind support for adult education and literacy at a rate of 25 percent (12 percent for Outlying Areas).	This section amends section 222 of WIOA to direct each State agency to make publicly available the sources of the required matching funds and an explanation of how these funds are being distributed to eligible providers.	This section directs each State agency to make publicly available the sources of the required matching funds (except names of individuals for private donations) and an explanation of how these funds are being distributed to eligible providers.
State Literacy Activities: Required Activities (Section 223(a)(1))	Sets forth several activities that a State must carry out with up to 12.5 percent of the State's Title II formula allocation that may be reserved for State leadership activities. One of the mandatory activities is aligning adult education and literacy activities with other core WIOA programs and one-stop partners, in order to implement the strategy, set forth in the State's WIOA plan through such activities as developing career pathways. Another mandatory activity is the provision of technical assistance to educational providers, including through the development and dissemination of instructional and programmatic practices, assistance on the role of eligible providers as one-stop partners and assistance on the use of technology.	This section amends section 223 of WIOA to update the required state leadership activities to include the identification of opportunities to align with Perkins More TA for states on participant outcomes - Provides that technical assistance is also to be provided on reporting participant outcomes, including by facilitating partnerships with State entities on matching with State administrative data. Adds development of identification of instructional materials that meet needs of adult and English learners, are evidence based (as	Unchanged from current law

		<p>practical), will improve instruction</p> <p>Dissemination of instructional materials to providers including those developed for IET and lead to English language acquisition and/or a recognized Post secondary credentials</p>	
<p>State Leadership Activities: Permissible Activities (Section 206(a)(2))</p>	<p>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 career pathways; developing systems to assist with the transition from adult education to postsecondary; integration of literacy, ESL and occupational skills training and linkages to employers; activities to promote workplace adult education and literacy activities; identifying curriculum frameworks and aligning rigorous content standards; development and piloting of new and promising assessment tools and strategies and options for improving teacher quality and retention. 	<p>Adds alignment to digital literacy.</p> <p>Adds that the strategies for improving teacher quality and retention may include developing and maintaining policies for awarding recognized postsecondary credentials to adult educators who demonstrate effectiveness at improving student achievement.</p> <p>Adds, as new permissible activities: (1) performance incentive payments to eligible providers (including payments linked to increased use of integrated employment and training or other forms of instruction that link adult education with the development of occupational skills for in-demand occupations); and (2) strengthening adult education and literacy programs through support for program quality standards and accreditation requirements.</p>	<p>REQUIRED ACTIVITIES --</p> <ul style="list-style-type: none"> •amends current law to require funds to align adult education and literacy activities with activities supported under PERKINS V to expand integrated education and training •adds to the required provision of technical assistance connections to evidence-based practices, the expansion of technology to expand options for the education of adults, and assistance in reporting participant outcomes for performance accountability system including facilitating partnerships with state entities to match with administrative data or integration with SLDS •This section adds a new requirement for creating and sharing effective teaching materials that help adults achieve literacy, learn English, and/or earn recognized postsecondary credentials. These materials are designed to meet the needs of adult learners, including those in integrated education and training for high-demand industries. <p>PERMISSIBLE ACTIVITIES -- this section is largely maintained from current law except for the following:</p> <ul style="list-style-type: none"> •adding adult educator recruitment including providing high-quality professional development and recognition policies for effective adult educators •Revises section on adult learners with disabilities, low literacy levels, and English learners to include language supporting assessment tools and strategies based on research and capture student gains •Adds partnerships with local educational agencies to recruit individuals to outreach activities •Adds activity around strengthening programs through quality

			<p>standards and accreditation requirements</p> <ul style="list-style-type: none"> •Adds activity on raising public awareness about programs and organizations that prepare individuals for in-demand sectors and occupations
<p>Programs for Corrections Education and Other Institutionalized Individuals (Section 225)</p>	<p>Largely maintain WIA requirements: in that it requires eligible agency to carry out corrections education or education for other institutionalized individuals, but expands use of funds provision to include: basic skills education, special education programs, reading, writing, speaking, and math programs, secondary school credit or diploma programs, or equivalent, and integrated education and training.</p>	<p>Requires coordination with CTE under Perkins</p> <p>Requires identifying opportunities for IET</p>	<p>EDUCATION PROGRAMS FOR JUSTICE-INVOLVED INDIVIDUALS AND OTHER INSTITUTIONALIZED PERSONS--</p> <ul style="list-style-type: none"> •Up to 20% of federal funds for adult education may be used to carry out education programs for justice-involved individuals •Prioritizes agencies that plan to operate educational programs in a correctional institution that is also served by a program under Sec. 172 (Native American Programs, Migrant and Seasonal Farmworker Programs, Technical Assistance, Evaluations and Research, Reentry Employment Opportunities) •Requires funds be used for the cost of education programs for justice-impacted individuals in a correctional institutions for adult education and literacy, special education, attainment of a high school diploma or equivalent, integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry <ul style="list-style-type: none"> •adds a section that requires agencies or coordinate programs with career and technical education, identify opportunities to develop integrated education and training, coordinate prison education programs that allow individuals to apply for student aid, and provide a description of how the award funds will be used to carry out Native American Programs, Migrant and Seasonal Farmworker Programs, Technical Assistance, Evaluations and Research, Reentry Employment Opportunities activities in addition to required uses of funds. •Defines Justice-involved individual meaning individual deemed delinquent or convicted and imprisoned under federal or state law •Defines prison education program using meaning from the Higher Education Act

Grants and Contracts for Eligible Providers (Section 231)	<p>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—Eligible agencies must consider: eligible provider’s potential responsive to regional and community needs; provider’s ability to serve individuals with disabilities; provider’s past effectiveness; whether provider’s proposal aligns with local plan goals; whether program is of sufficient intensity or quality; whether activities are based on best practices; whether activities effectively use technology; whether activities provide learning in context; whether activities are delivered by well-trained instructors; whether activities coordinate with other community resources; whether activities offer flexible schedules and coordination with supportive services; whether provider maintains high-quality information management systems; whether area has need for additional ESL or civics programs.</p>	<p>State agencies must consider in grants and contract awards to providers the costs of providing learning in context including IET in order to align funds awarded with costs.</p>	<p>When awarding grants or contracts, an agency is required to consider whether the provider's program uses instructional materials that are designed to meet the needs of adult and English learners and are evidence-based.</p>
Local Application (Section 232)	<p>Expands upon WIA to require provider to also describe: how they will provide services in alignment with the local plan (including how provider will promote co-enrollment with Title II programs); how they will meet state adjusted levels of performance; how they will fulfill one-stop partners responsibilities; and how they will provide services to meet the needs of eligible individuals.</p>	<p>Greater emphasis on IET: One of the requirements is now a description of how the eligible provider will provide learning in context, including through partnerships with employers to offer workplace adult education and literacy activities and integrated education and training;</p>	<p>Adds to the local application a description of how the provider will integrate with college and career pathways to enable students to receive recognized postsecondary credentials or enroll postsecondary education</p>
Local Administrative Cost Limits (Section 233)	<p>Requires no more than five percent set aside for administrative costs.</p>	<p>This section amends section 233 of WIOA to revise the local administrative cost limits to move professional development for adult educators into its own category, subject to a 10 percent cost limit.</p> <p>Essentially, funding costs broken down same as WIOA</p>	<p>revises local administrative cost limits to move professional development for adult educators into its own category, subject to a 10 percent limit.</p>
National Leadership Responsibilities (Section 242)	<p>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;</p>	<p>This section amends section 242 of WIOA to update the national leadership required activities to include the dissemination of effective practices used by states to</p>	<p>•amends required activities to include effective practices employed by states to use administrative data to determine program performance.</p>

	<p>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>reduce reporting burden through the use of administrative data. Additionally, this section adds new allowable activities of developing and evaluating programs for the preparation of adult educators and carrying out initiatives to disseminate effective staffing models, program quality standards, and accreditation requirements that may be voluntarily adopted.</p>	<p>Amends allowable activities to include:</p> <ul style="list-style-type: none"> • application of principles of universal design in technical assistance options • Adds a clause on developing and evaluating model programs to prepare adult educators • Adds a clause on creating and implementing full time staffing models • Adds a clause on voluntary initiatives including staffing models that support continuous improvement, evaluate and improve quality and accreditation standard • Adds a clause on providing professional development and TA to adult educators • Adds a clause on strengthening quality of programs offering adult education and literacy or family literacy using improved credentials, program quality standards, certification and accreditation that states can voluntarily adopt
Title III - Amendments to Other Laws			
Amendments to the Wagner-Peyser Act	<p>Provides grants to support Employment Services offices, which must be collocated in one-stop centers and provide universal access to labor exchange services.</p>	<p>Adds Northern Mariana Islands and American Samoa to Employment Service the first fiscal year that total allotments increase above FY24 levels and thereafter (receiving ½ of amount Guam receives each)</p> <p>LMI on real-time trends in new and emerging occupational roles and skills available on demand and user-friendly format</p> <p>Authorized appropriations \$64,532,600 (2025-230)</p>	<p>Adds Northern Mariana Islands and American Samoa to Employment Service the first fiscal year that total allotments increase above FY24 levels and thereafter (receiving ½ of amount Guam receives each)</p> <p>LMI on real-time trends in new and emerging occupational roles and skills available on demand and user-friendly format</p> <p>Authorizes such sums as necessary through FY 2029</p>
Amendments to the American Competitiveness and Workforce Improvement Act of 1998	<p>Not in current law</p>	<p>This section amends section 414 of the American Competitiveness and Workforce Improvement Act of 1998 to repurpose the H-1B fee revenue provided to the Secretary and allot the funding through states and down to local areas based on a formula that allocates one-third of the funding based on the relative number of unemployed individuals, one-third of the funding based on the</p>	<p>Directs \$65 million from H1-B 50% set aside for demonstration programs and project to Youth Apprenticeship Readiness Grants and the remainder of funds to the Supplemental ITA program</p>

		<p>relative number of disadvantaged adults, and one-third based on the relative number of individuals in the civilian labor force.</p> <p>It requires the funds to be used to provide ITAs for dislocated workers that are determined to be eligible for training services, have not received an ITA during the preceding five-year period, and are not subject to any other state or local limitations relating to individuals that have previously received an ITA.</p> <p>The ITAs provided under this section will function in the same manner as ITAs provided under section 134 of WIOA, except that a local area may not limit the maximum amount available for an ITA to less than \$5,000 and must provide notice to an eligible dislocated worker of any opportunities to participate in on-the-job training or employer-directed skills development before selecting a program from the state’s “eligible training provider list.”</p> <p>Local areas must use the funds provided under this section before using the funds available for skills development under section 134 of WIOA for ITAs for dislocated workers. Once the funds provided under this section are exhausted, the local area must use the funds reserved under section 134 for any dislocated worker determined eligible for an ITA and may limit the maximum amount available to less than \$5,000 if the dislocated worker is not a low-income individual. If the demand for ITAs by eligible dislocated workers exceeds the amount provided to a local area under this section and section 134 of WIOA, the local area may request additional funds from the amount reserved by the state for rapid-response activities.</p>	
<p>Amendment to the Social Security Act - National Directory of New Hires</p>		<p>Amends Section 453 of the Social Security Act to authorize State agencies responsible for administering the performance accountability system under Section 116 of WIOA to receive information from the National Directory of New Hires.</p>	<p>authorizes State agencies responsible for administering the performance accountability system to receive information from the National Directory of New Hires.</p>