

# WIA Recommendations

## Enhancing Employer Engagement through Industry or Sector Partnerships

June 2011

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### **Title I**

Page 17, line 18

**Insert:** Industry-recognized – The term “industry-recognized”, used with respect to a credential, means a credential that—

- (1) is sought or accepted by businesses within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, or hiring purposes; and
- (2) is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector, where appropriate.

Page 17, lines 22-24

**Change:** The term “industry or sector partnership” means a workforce collaborative, **convened by or in partnership with** a State or local board, that—

Page 33, lines 3-10

**Add:** ...or organizations representing businesses described in this subclause, **including industry or sector partnerships**, with employment opportunities...

Page 36, line 19

**Insert:** consistent with paragraph (1), the review of statewide policies and programs and development of recommendations on actions that should be taken by the State to ensure businesses and other employers are engaged in a meaningful way by the State, regional and local levels of the workforce development system, including through industry or sector partnerships, and to ensure that businesses and other employers are continuously engaged on issues such as the determination of an industry’s in-demand or high-growth occupations, the definition of immediate and long-term skill shortages within and across industries, and the



development of innovative initiatives, including industry or sector partnerships, relating to in-demand occupations.

Page 37, line 9

**Insert:** (B) the development of industry or sector partnerships that lead collaborative planning, resource alignment, and training efforts across multiple firms for a range of workers employed or potentially employed by a targeted industry cluster, in order to encourage industry growth and competitiveness and to improve worker training, retention, and advancement in targeted industry clusters, including by developing—

- (1) immediate strategies for regions and communities to fulfill pressing skilled workforce needs;
- (2) long-term plans to grow targeted industry clusters with better training and a more productive workforce;
- (3) core competencies and competitive advantages for regions and communities undergoing structural economic redevelopment; and
- (4) skill standards, career ladders, job redefinitions, employer practices, and shared training and support capacities that facilitate the advancement of workers at all skill levels.

Page 45, line 9

**Insert:** (E) an analysis of current activities by the workforce development system to engage businesses and other employers as a system partner, including an analysis of the strengths and weaknesses of such activities, and the capacity of State entities to provide such services, in order to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State's economy, and to address critical skill gaps within and across industries.

Page 45, line 9-17

**Add:** (E) a description of the State's strategic vision and goals for preparing an educated and skilled workforce (including preparing youth and individuals with barriers to employment) **and for meeting the immediate and long-term skilled workforce needs of businesses and other employers**, including goals relation to performance accountability...



Page 46, line 17

**Insert:** (ii) how the activities described in clause (i) will engage businesses and other employers in a meaningful way, including through industry or sector partnerships, as a system partner to meet the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State's economy, and address critical skill gaps within and across industries.

Page 52, line 11

**Insert:** (ix) how the entity carrying out a core program will carry out the activities to engage businesses and other employers as a system partner, including through industry or sector partnerships, to meet the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State's economy, and to address critical skill gaps within and across industries.

Page 57, line 16-24

**Add:** (II) that the State obtained input into the development of the unified State plan and provided an opportunity for comment on the plan by representative of local areas, businesses (**including industry or sector partnerships**), labor organizations...

Page 77, line 24 – page 78, line 2

**Strike** current language, **replace** with: (II) the establishment of industry or sector partnerships within the region to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the region's economy, and address critical skill gaps within and across industries within the region.

Page 81, lines 13-15

**Add:** (B) the provision of such activities with regional economic development services and strategies, **including industry or sector partnerships**.

Page 81, line 16-23

**Add:** (4) ...that contain and interstate region that is a labor market area, **industry sector**, economic development region, or other appropriate...



Page 83, lines 1-6

**Add:** (ii) ...or organizations representing businesses described in this clause, **including industry or sector partnerships**, with employment opportunities...

Page 87, line 9

**Insert:** (ii) a standing committee to provide information and assist with operational and other issues relating to engaging businesses and other employers and system partners, including through the convening of industry or sector partnership, which shall be chaired by a representative of business in the local area.

Page 94, line 22 – page 95, line 3

**Add:** (A) carry out analyses of the economic conditions in the region, **the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the local economy**, the needed knowledge and skills for the region, the workforce in the region...

Page 97, line 6

**Insert:** (5) Industry or Sector Partnership Development. – The local board shall convene (or shall help convene) or support the development and implementation of industry or sector partnerships that lead collaborative planning, resource alignment, and training efforts across multiple firms for a range of workers employed or potentially employed by a targeted industry cluster, in order to encourage industry growth and competitiveness and to improve worker training, retention, and advancement in targeted industry clusters, and to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State’s economy, and to address critical skill gaps within and across industries.

Page 113, line 7

**Insert:** (E) an analysis of current activities by the workforce development system to engage businesses and other employers, including industry or sector partnerships, as a system partner, including an analysis of the strengths and weaknesses of such activities, and the capacity of local entities to provide such services, in order to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the local area’s economy, and to address critical skill gaps within and across industries.



Page 113, lines 7-15

**Add:** (E) a description of the local board’s strategic vision and goals for preparing an educated and skilled workforce (including preparing youth and individuals with barriers to employment) **and for meeting the immediate and long-term skilled workforce needs of businesses and other employers**, including goals relation to performance accountability...

Page 114, line 13

**Insert:** (4) a description of how the local board will convene (or help convene) industry or sector partnerships that lead collaborative planning, resource alignment, and training efforts across multiple firms for a range of workers employed or potentially employed by a targeted industry cluster, in order to encourage industry growth and competitiveness and to improve worker training, retention, and advancement in targeted industry clusters, and to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State’s economy, and to address critical skill gaps within and across industries.

Page 121, lines 8-13

**Add:** allow members of the public, including representatives of business (**including industry or sector partnerships**) and representatives of labor organizations...

Page 132, line 18-20

**Add:** (VI) indicators of effectiveness in serving employers, **including the establishment of industry or sector partnerships**, pursuant to clause (iv).

Page 134, line 20 – page 135, line 7

**Add:** ...shall jointly develop and establish, for purposes of this subparagraph, 1 or more primary indicators of performance, **including the convening of industry or sector partnerships**, that indicate the effectiveness of the core programs in serving employers.

**Title II**Page 1, line 11-19

**Add:** ...and increase attainment of recognized postsecondary credentials by participants, **and engage businesses and other employers, including industry or sector partnerships, as system**



**partners to address the immediate and long-term workforce needs in in-demand, high-growth, and other occupations important to State, regional, and local economies, and address critical skill shortages, and as a result...**

Page 9, line 23

Insert: (v) methods to ensure businesses and other employers are engaged in a meaningful way, including through industry or sector partnerships, as a system partner, and to ensure that businesses and other employers are continuously engaged on issues such as the determination of in-demand or high-growth occupations, immediate and long-term skill shortages, critical skill gaps within and across industries, and the development of innovative initiatives, including industry or sector partnerships, relating to in-demand sectors and occupations.

Page 17, line 20-25

**Add:** ...shall include standards relating to service coordination **and employer engagement achieved** by the one-stop delivery system...

Page 18, line 11-20

**Add:** ...may develop additional criteria (or higher levels of service coordination **or employer engagement** than required for the State-developed criteria) relating to service coordination **or employer engagement** achieved by the one-stop delivery system...

Page 32, line 23 – page 33, line 3

**Add:** another public or private provider of a program of training services, which may include **industry or sector partnerships**, joint labor-management organizations...

Page 35, line 7

**Insert:** (G) the ability of the provider to engage businesses and other employers, including industry or sector partnerships, and the extent to which the provider does so.

Page 38, line 24-25

**Add:** a factor concerning whether the provider is in a partnership with business, **particularly 1 or more industry or sector partnerships**.

Page 74, line 10-13

**Add:** (v) effective connections, **including through industry or sector partnerships**, to employers...



Page 109, line 19-25

**Add:** (I) State entities and agencies, local areas, and one-stop partners **(including industry or sector partnerships)** in carrying out the activities described...

Page 110, line 4

**Delete:** and

Page 110, line 5

**Add:** (III) local areas for convening or helping to convene industry or sector partnerships; and

Page 111, line 17

**Insert:** (III) information on the effective development, implementation, and convening of industry or sector partnerships;

Page 113, line 23

**Insert:** (aa) recruiting key stakeholders in the targeted industry cluster, such as multiple businesses and employers, labor organizations, local or State boards, and education and training providers, and regularly convening the stakeholders in a collaborative structure that supports the sharing of information, ideas, and challenges common to the targeted industry cluster;

Page 114, line 21

**Insert:**

(dd) identifying the training needs of multiple businesses, especially skill gaps critical to competitiveness and innovation to the targeted industry cluster;

(ee) facilitating economies of scale by aggregating training and education needs of multiple employers;

(ff) helping postsecondary educational institutions, training institutions, apprenticeship programs, and all other training programs authorized under this Act, align curricula, entrance requirements, and programs to industry demand and recognized postsecondary credentials (or, if not available for the targeted industry, other credentials, as determined appropriate by the Secretary), particularly for higher skill, in-demand occupations validated by the industry;



(gg) helping companies identify, and work together to address, common organizational and human resource challenges, such as—

- (I) recruiting new workers;
- (II) implementing effective workplace practices;
- (III) retraining dislocated and incumbent workers;
- (IV) implementing a high-performance work organization;
- (V) recruiting and retaining women in nontraditional occupations;
- (VI) adopting new technologies; and
- (VII) fostering experiential and contextualized on-the-job learning;

(hh) helping partner companies in industry or sector partnerships to attract potential employees from a diverse job seeker base, including individuals with barriers to employment (such as job seekers who are low income, youth, older workers, and individuals who have completed a term of imprisonment), by identifying such barriers through analysis of the existing labor market and implementing strategies to help such workers overcome such barriers; and

(ii) strengthening connections among businesses in the targeted industry cluster, leading to cooperation beyond workforce issues that will improve competitiveness and job quality, such as joint purchasing, market research, or centers for technology and innovation.

Page 123, line 7-13

**Add:** (v) to designate a designated business liaison in the local area (whose activities may be funded with funds provided under this title or from other sources) to establish and develop relationships and networks, **particularly those related to industry or sector partnerships**, with large and small employers and their intermediaries.

Page 133, line 24 – page 134, line 5

**Add:** (II) who select programs of training that are directly linked, **particularly through industry or sector partnerships**, to the employment opportunities in the local area or region...

Page 137, line 7

**Insert:** (vi) training programs operated by industry or sector partnerships;

Page 141, line 5-12



Add: ...to award a contract to an institution of higher education or other provider of training services, **including industry or sector partnerships**, in order to facilitate...

Page 235, line 8

**Insert:** (C) projects that support the development, implementation, or convening of industry or sector partnerships in in-demand, high-growth, or other occupations important to a State, regional, or local economy, that lead collaborative planning, resource alignment, and training efforts across multiple firms for a range of workers employed or potentially employed by a targeted industry cluster, in order to encourage industry growth and competitiveness and to improve worker training, retention, and advancement in targeted industry clusters, and to address the immediate and long-term skilled workforce needs of in-demand, high-growth, and other occupations important to the State's economy, and to address critical skill gaps within and across industries.

Page 243, line 7

**Insert:** (aa) the extent to which State and local boards convene (or help convene) industry or sector partnerships in in-demand, high-growth, or other occupations important to State, regional, or local economies, to address the immediate and long-term skilled workforce needs of employers, and address critical skill shortages.

Page 271, line 1

**Insert:** (ii) An industry or sector partnership.

Page 280, line 20-24

**Add:** (i) a business, **industry or sector partnership**, or consortium of businesses...

Page 281, line 21-25

**Add:** (B) to increase employment opportunities for workers by establishing partnerships among education entities, State workforce development systems, and businesses, **including industry or sector partnerships**, in in-demand industry sectors.

Page 283, lines 13-17

**Add:** ...involvement of the local board and businesses (including small businesses), **particularly through industry or sector partnerships**, in the geographic area...



Page 284, line 18-24

Add: (ii) the extent of public and private collaboration evidenced in the application, including existing partnerships, **particularly industry or sector partnerships**, as of the time of the application...

Page 290, line 15

**Insert:** (6) the extent to which such programs and activities engage employers as system partners and help employers meet their immediate and long-term skilled workforce needs, and address critical skill shortages.

# WIA Recommendations

## Improving System and Program Alignment through Career Pathways Initiatives

June 2011

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### Title I

Page 4, line 19 – page 6, line 13

**Strike** current language, **replace** with:

(6) Career Pathway. –

(A) In General. – The term ‘career pathway’ refers to a connected set of education and training programs that help working adults and youth, including out-of-school youth, beginning at the lowest literacy and English language levels and extending through two-year and four-year college degrees, advance in steps from one level of education and training to another and obtain educational credentials by aligning adult education, job training, and workforce development polices to create clear and manageable pathways to postsecondary educational credentials and implementing best practices such as –

- (i) providing clear linkages between remedial, academic and occupational programs within educational institutions, and easy articulation of credits across institutions;
- (ii) defining curricula in terms of competencies required for jobs and further education at the next level, and, where possible, tied to industry skill standards, certifications or licensing requirements including those developed by industry or sector partnerships;
- (iii) offering programs at times and places (including workplaces) convenient for working adults and structured in small modules or “chunks,” each leading to a recognized credential;
- (iv) allowing flexibility to enter and exit education as participants’ circumstances permit;



- (v) providing support services, including career assessment and counseling, case management, child care, financial aid and job placement;
- (vi) creating “bridge programs” for educationally disadvantaged youths and adults that teach basic skills like communication, math and problem solving in the context of training for advancement to better jobs and postsecondary training; and
- (vii) aligning both public and private funding sources, such as the Carl D. Perkins Vocational and Technical Education Act, Workforce Investment Act, Temporary Assistance to Needy Families, state and federal financial aid, and employer tuition reimbursement.

Page 132, line 12-17

**Strike** current language, **replace** with: (V) the percentage of program participants who, at the end of each program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential;

# WIA Recommendations

## Increasing Credential Attainment and Measurement to Ensure System Effectiveness

June 2011

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### Title I

Page 27, line 15-20

**Add:** The term “recognized postsecondary credential” means a credential consisting of a **locally, regionally, or nationally** industry recognized **certificate, certification, diploma, or credential**, a certificate of completion of an apprenticeship, or a **certificate of completion**, associate or baccalaureate degree **from an accredited institution**.

Pg. 33, lines 10-15

**Add:** ...A provider described in paragraph (2)(B) shall be included and maintained, **along with the recognized postsecondary credentials offered by the provider**, on the list of eligible providers of training services described in subsection (d) for so long as the corresponding program of the provider remains registered as described in paragraph (2)(B).

Pg. 34, line 12

**Insert:** (B) The recognized postsecondary credentials offered by the provider and the extent to which those credentials are aligned with strategic planning elements of the State unified plan described in section 112(b)(1).

Pg. 38, lines 14-19

**Add:** INFORMATION. – The provider shall provide a **complete and current list of recognized postsecondary credentials offered by the provider and** verifiable program-specific performance information based on criteria established by the State as described in subparagraph (D) that supports the provider’s ability to serve participants under this subtitle.



Page 47, line 7

**Insert:**

(II) how the entities carrying out activities under core programs will count, measure and publicly report on credential attainment rates for programs described in section 131(b)(3)(A)(i).

(III) how the State will establish statewide policies, goals, and guidelines for the collection and reporting of credential outcome data for each program year for programs described in section 131(b)(3)(A)(i).

# WIA Recommendations

## Establishing System-Wide Measures

June 2011

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### Title I

Page 45, line 18

**Add:** (F) ...a strategy for aligning the core programs, as well as other resources available to the State, to achieve the strategic vision and goals described in subparagraph (E), **including how the State will meet performance accountability measures based on the system-wide indicators described in section 131(j)(2) in order to support program alignment.**

Page 50, line 17

**Insert:** (iv) how, beginning no later than the third program year, the State workforce development system will be assessed annually with respect to the system-wide performance accountability measures described in subsection 131(j)(2), including how the State will demonstrate annual improvement with respect to each of the performance indicators.

Page 144, line 1-2

**Add:** ...to report on outcomes achieved by the core programs, **and to report on quantifiable benchmarks established in the unified State plan as described in section 112 or the combined State plan described in section 113 that demonstrate annual improvement with respect to each of the system-wide performance indicators established under subsection (j)(2) of this section.**

Page 144, line 21

**Insert:** (C) information specifying the levels of performance achieved with respect to the primary indicators of system-wide performance described in subsection (j)(2) and the State adjusted levels of performance with respect to such indicators for each program;

Page 156, line 11-15

**Strike** everything after shall and **replace** with: develop system-wide performance measures across the one-stop partner programs described in section 221(b) to measure the collective effectiveness of the workforce development system in aligning and coordinating the core



programs and other one-stop partner programs, engaging employers as a meaningful system partner to address businesses and other employers immediate and long-term skilled workforce needs in in-demand, high-growth, and other occupations important to a State, regional, or local economy, expanding access to education and training for participants (including participants with barriers to employment), and establishing or strengthening credential attainment and measurement strategies.

Page 156, line 16 – page 159, line 21

**Strike all.**

Page 156, line 16

**Insert:**

- (A) In General. – Not later than the beginning of the third program year, the Secretary of Labor and the Secretary of Education, after consultation with the representatives described in subsection (h)(2), shall develop system-wide performance accountability measures.
- (B) Not later than the beginning of the third program year, each State shall include in the unified State plan described in section 112 or the combined State plan described in section 113 quantifiable benchmarks that demonstrate annual improvement with respect to each of the system-wide performance indicators established under this section.
- (C) For each state, the system-wide performance accountability measures shall consist of—
- (i) The indicators of performance described in paragraph (2)(A) through (E);
  - (ii) Any other indicators established by the Secretary of Labor and the Secretary of Education in consultation with the representatives described in subsection (h)(2); and
  - (iii) A state adjusted level of performance for each indicator described in paragraph (2).
- (2) Indicators of Performance. – the indicators of system-wide performance shall consist of—
- (A) Indicators of System Alignment. – The State indicators of system alignment shall at a minimum consist of—



- (i) The total number and percentage of participants concurrently enrolled in two or more core programs, or in at least one core program and at least one other one-stop partner program; and
  - (ii) The total number and percentage of participants who were referred from 1 core program to another core program or one-stop program, and participated in the second program;
- (B) Indicators of Effectiveness in Engaging Employers as a System Partner.— the State indicators of effectiveness in serving employers shall at a minimum consist of—
  - (i) The number of industry or sector partnerships convened by or in partnership with State or local boards; and
  - (ii) The number of employers engaged by State or local boards through industry or sector partnerships; and
  - (iii) The total number of employers that used the services of one-stop partner programs, including training services; and
- (C) Indicators of Expanded Access to Training Services.— The state indicators of expanded access to training services shall at a minimum consist of—
  - (i) The number and percentage of participants who received training or education services under a one-stop partner program; and
  - (ii) The number and percentage of participants who received services from a one-stop partner program resulting in entry into an education and training program that leads to employment or a recognized postsecondary credential.
- (D) Indicators of Credential Attainment and Measurement.— The State indicators of credential attainment and measurement shall at a minimum consist of—
  - (i) The total number and percentage of recognized postsecondary credentials earned during the program year by, or awarded to, participants of programs described in section 131(b)(3)(A)(i).
- (E) Additional Indicators.— A state may identify in a state plan additional system-wide performance accountability indicators.

(3) Levels of Performance.—

- (A) State Adjusted Levels of Performance for System-Wide Performance Accountability Indicators.—



- (i) In General – For each State submitting a State plan under section 112 or section 113, there shall be established, in accordance with this paragraph, levels of performance for each of the system-wide performance accountability indicators that shall measure aggregate performance for the programs referred to in sec. 221(b)(1)(B), and which may include data from programs referred to in sec. 221(b)(2)(B).
  - (ii) Identification in State Plan. – Prior to the third program year after enactment of this Act, each state shall identify, in the State plan, expected levels of performance for each of the corresponding system-wide performance accountability indicators under subsection (j)(2) for each of the third and fourth program years covered by the State plan.
  - (iii) Agreement on State Adjusted Levels of Performance. – The State shall reach agreement with the Secretary of Labor and the Secretary of Education on levels of performance for each indicator under subsection (j)(2) for each of the third and fourth program years covered by the State plan. In reaching the agreement, the State and Secretaries shall take into account the levels identified in the State plan under clause (ii), and may take into account the factors described in subsection (c)(3)(A)(v).
- (B) Levels of Performance for Additional Indicators. – The State may identify, in the State plan, State levels of performance for each of the additional indicators identified under subsection (j)(2)(E). Such levels shall be considered the State adjusted levels of performance for purposes of this section.
- (C) Failure to Meet System-Wide Performance Accountability Measures. – If a State fails to meet State adjusted levels of performance relating to indicators described in paragraph 2 of this section for any program year the Secretary of Labor and the Secretary of Education shall, upon request, provide technical assistance, including assistance in the development of a performance improvement plan.

# WIA Recommendations

## Workforce Innovation and Replication Grants

June 2011

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### Title I

Page 162, line 12-14

**Strike** “or the replication and expansion of effective evidence-based strategies and activities” and **replace** with “and promote the replication and expansion of industry or sector partnerships, career pathways, or credential attainment and measurement strategies,”

Page 164, line 18 – page 170, line 3

**Strike** all.

### Insert:

(4) Grants Authorized--

(A) In General. From amounts appropriated to carry out this section, the Secretary of Labor and the Secretary of Education shall award grants to eligible entities to carry out innovative workforce development projects that incorporate one or more of the three priority strategies.

(B) Maximum Amount –

- (i) Planning Grants – A planning grant may not exceed a total of \$250,000 for a 1-year period.
- (ii) Innovation Grants - An innovation grant may not exceed a total of \$3,000,000 for a 2-year period.
- (iii) Sustainability Grants – A sustainability grant may not exceed a total of \$2,000,000 for a 2-year period or \$5,000,000 for a 5-year period in accordance with subparagraph (E)(ii).



## (C) Planning Grants.

- (i) In General – The Secretary of Labor and the Secretary of Education may award a planning grant under this section to an eligible entity that—
  - (I) is preparing to establish an innovative workforce development project that incorporates one or more of the three priority strategies; and
  - (II) has not received a grant under this section.
- (ii) Duration- A planning grant shall be for a duration of not more than 1 year.

## (D) Innovation Grants—

- (i) In General- Provides that the Secretaries may award an innovation grant under this section to—
  - (I) an eligible entity that has already received a planning grant under this section; or
  - (II) an eligible entity that has already established an innovative workforce development project that incorporates one or more of the three priority strategies.
- (ii) Duration - An innovation grant shall be for a duration of not more than 2 years.

## (E) Sustainability Grants –

- (i) In General - Provides that the Secretaries may award a sustainability grant to an eligible entity that—
  - (I) has established an innovative workforce development project that incorporates one or more of the three priority strategies; and
  - (II) seeks to expand or replicate that project on the state, local, or regional level.
- (ii) Duration –
  - (I) Eligible entities that have received an innovation grant shall be eligible for a sustainability grant for a duration of not more than 2 years.
  - (II) Eligible entities that have not received an innovation grant shall be eligible for a sustainability grant for a duration of not more than 5 years.
- (iii) Federal and Non-Federal Share –



- (I) Planning Grants – Provides that the federal share of a planning grant shall be 100 percent.
- (II) Innovation Grants – Provides the Federal share of an innovation grant under this section shall be—
- (aa) 90 percent of the costs of the activities carried out under the grant, in the first year of the grant;
  - (bb) 80 percent of such costs in the second year of the grant; and
  - (cc) 70 percent of such costs in the third year of the grant.
- (III) Sustainability Grants—Provides that the Federal share of a sustainability grant under this section shall be—
- (aa) For an eligible entity that receives a sustainability grant under subparagraph (E)(ii)(I)—
    - (i) Not more than 50 percent of the costs of the activities carried out under the grant, in the first year of the grant; and
    - (ii) Not more than 30 percent of such costs in the second year of the grant.
  - (bb) For an eligible entity that receives a sustainability grant under subparagraph (E)(ii)(II)—
    - (i) Not more than 70 percent of the costs of the activities carried out under the grant, in the first year of the grant;
    - (ii) Not more than 60 percent of such costs in the second year of the grant;
    - (iii) Not more than 50 percent of such costs in the third year of the grant;
    - (iv) Not more than 40 percent of such costs in the fourth year of the grant; and
    - (v) Not more than 30 percent of such costs in the fifth year of the grant.
  - (cc) Non-Federal Share – Provides that the non-Federal share of an innovation or sustainability grant under this section may be in



cash or in-kind, and may come from State, local, philanthropic, private, or other sources.

- (iv) Financial Hardship Waiver. — The Secretary of Labor and the Secretary of Education may waive or reduce the matching share of an eligible entity that has submitted an application under this subsection if such entity demonstrates a need for such waiver or reduction due to extreme financial hardship as defined by the Secretary of Labor and the Secretary of Education.
- (v) Fiscal Agent- Each eligible entity that is a state consortia or partnership receiving a grant under this shall designate an entity in the partnership as the fiscal agent for purposes of this grant.
- (vi) Use of Grant Funds During Grant Period. An eligible entity receiving grant funds under a planning grant, implementation grant, or a renewal grant under this section shall expend grant funds or obligate grant funds to be expended by the last day of the grant period.
- (vii) Supplement, Not Supplant. Federal funds awarded under this section shall be used to supplement, not supplant non-federal resources that would be used to support activities carried out as part of the innovative workforce development project.

## (5) Application

- (A) In General – An eligible entity desiring to receive a grant under this section shall submit an application to the Secretary of Labor and the Secretary of Education at such time, in such manner, and containing such information as the Secretary of Labor and the Secretary of Education may require. An application submitted under this paragraph shall contain, at a minimum, the following—
  - (i) A description of the eligible entity, evidence of the eligible entity's capacity to carry out activities in support of the strategic objectives identified in the application under subparagraph (v), and, if the eligible entity is a partnership, a description of the expected participation and responsibilities of each of the partners;
  - (ii) A description of the project to be carried out using grant funds, including a description of how the projects will incorporate one or more of the three priority strategies and a description of the activities that will be carried out in support of the strategic objectives under subsection (v);
  - (iii) A description of the industry or industries that will be served through the project, including a description of how the skilled workforce needs of small- and



medium-sized employers connected with that industry or industries will be addressed;

- (iv) A description of the target worker populations to be served through the project, including a description of target worker populations with significant barriers to employment and a description of strategies that will be used to help overcome such barriers;
- (v) A description of the strategic objectives that the eligible entity seeks to achieve through the funded project for—
  - (I) Implementing career pathways strategies, which may include but is not limited to—
    - (aa) providing clear linkages between remedial, academic and occupational programs within educational institutions, and easy articulation of credits across institutions;
    - (bb) defining curricula in terms of competencies required for jobs and further education at the next level, and, where possible, tied to industry skill standards, certifications or licensing requirements including those developed by industry or sector partnerships;
    - (cc) offering programs at times and places (including workplaces) convenient for working adults and structured in small modules or “chunks,” each leading to a recognized credential;
    - (dd) allowing flexibility to enter and exit education as participants’ circumstances permit;
    - (ee) providing support services, including career assessment and counseling, case management, child care, financial aid and job placement;
    - (ff) creating “bridge programs” for educationally disadvantaged youths and adults that teach basic skills like communication, math and problem solving in the context of training for advancement to better jobs and postsecondary training; and
    - (gg) aligning both public and private funding sources, such as the Carl D. Perkins Vocational and Technical Education Act, Workforce Investment Act, Temporary Assistance to Needy Families, state and federal financial aid, and employer tuition reimbursement.



- (II) Implementing industry or sector partnerships, which may include but is not limited to—
- (aa) recruiting key stakeholders in the targeted industry cluster, such as multiple businesses and employers, labor organizations, local boards, and education and training providers, and regularly convening the stakeholders in a collaborative structure that supports the sharing of information, ideas, and challenges common to the targeted industry cluster;
  - (bb) identifying the training needs of multiple businesses, especially skill gaps critical to competitiveness and innovation to the targeted industry cluster;
  - (cc) facilitating economies of scale by aggregating training and education needs of multiple employers;
  - (dd) helping postsecondary educational institutions, training institutions, apprenticeship programs, and all other training programs authorized under this Act, align curricula, entrance requirements, and programs to industry demand and nationally portable, industry-recognized credentials (or, if not available for the targeted industry, other credentials, as determined appropriate by the Secretary), particularly for higher skill, high-priority occupations validated by the industry;
  - (ee) ensuring that the State agency carrying out the State program under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), including staff of the agency that provide services under such Act, shall inform recipients of unemployment insurance of the job and training opportunities that may result from the implementation of this grant;
  - (ff) informing and collaborating with organizations such as youth councils, business-education partnerships, apprenticeship programs, secondary schools, and postsecondary educational institutions, and with parents and career counselors, for the purpose of addressing the challenges of connecting disadvantaged adults as defined in section 132(b)(1)(B)(v) and disadvantaged youth as defined in section 127(b) to careers;



- (gg) helping companies identify, and work together to address, common organizational and human resource challenges, such as—
    - (i) recruiting new workers;
    - (ii) implementing effective workplace practices;
    - (iii) retraining dislocated and incumbent workers;
    - (iv) implementing a high-performance work organization;
    - (v) recruiting and retaining women in nontraditional occupations;
    - (vi) adopting new technologies; and
    - (vii) fostering experiential and contextualized on-the-job learning;
  - (hh) developing and strengthening career ladders within and across companies, in order to enable dislocated, incumbent and entry-level workers to improve skills and advance to higher-wage jobs;
  - (ii) improving job quality through improving wages, benefits, and working conditions;
  - (jj) helping partner companies in industry or sector partnerships to attract potential employees from a diverse job seeker base, including individuals with barriers to employment (such as job seekers who are low income, youth, older workers, and individuals who have completed a term of imprisonment), by identifying such barriers through analysis of the existing labor market and implementing strategies to help such workers overcome such barriers; and
  - (kk) strengthening connections among businesses in the targeted industry cluster, leading to cooperation beyond workforce issues that will improve competitiveness and job quality, such as joint purchasing, market research, or centers for technology and innovation.
- (III) Implementing credential attainment and measurement strategies, which may include but is not limited to—



- (aa) Establishing a *cross agency committee* (such as the state workforce investment board, a legislative taskforce, a P-20 Council, or some other agreed upon group) that is specifically focused on middle skill education and training outcomes to measure credential attainment through the state’s workforce development and training programs, by—
- (i) Tracking, counting, measuring and publicly reporting credential attainment rates for all programs providing education and training beyond a high school diploma but less than a 4 year degrees;
  - (ii) Measuring the result of workforce training programs leading to an industry-recognized credential, certificate or degree;
  - (iii) Establishing statewide policies, goals, and guidelines for the collection of credential outcome data for all employment and training programs and related programs and services within the state;
  - (iv) Engaging other related departments and agencies that may have data or are involved in activities related to workforce development and job training;
  - (v) Establishing standards and data collection infrastructure to assess number of industry-recognized middle skill credentials or certificates produced through federal or state programs, and their relation to labor market needs;
  - (vi) Setting credential attainment goals in high demand industry sectors then monitor and measure progress over time;
  - (vii) Providing an annual assessment and report to the Governor and Legislature about the type of credential outcomes produced by programs and provide recommendations to better align efforts across agencies to meet employer demand; and
  - (viii) Establishing an annual “human capital investment” index or report card.
- (bb) Ensuring the collection of credential outcome data from a range of public workforce and education programs to ensure state



agencies and programs are increasing the number of workers with the skills and credentials needed to fill the projected demand for middle and high skilled jobs;

- (cc) Using the data in order to assess workforce system outcomes, establish credential attainment goals, measure progress, and hold agencies accountable to increase the skills of the workforce; and,
  - (dd) Developing a comprehensive “workforce system” report that provides individual agency outcomes and statewide representation of the credential attainment outcomes of the state’s workforce development system.
- (B) A description of the manner in which the eligible entity intends to make sustainable progress toward the strategic objectives described in subparagraph (v);
- (C) Performance measures, with quantifiable benchmarks, for measuring progress toward the strategic objectives in subparagraph (v); and
- (D) A timeline for achieving progress toward the strategic objectives.
- (6) Award Basis-
- (A) Geographic Distribution- Provides that the Secretaries shall award grants under this section in a manner to ensure geographic diversity.
  - (B) Priorities- In awarding grants under this section, requires the Secretaries to give priority to eligible entities that—
  - (C) Provide evidence of past or current investments in workforce innovation projects that incorporate one or more of the priority strategies;
    - (i) Focus on addressing the skill needs of multiple employers, including small- and medium sized businesses; or
    - (ii) Target services to low-income individuals, low-skill individuals, and other populations with barriers to employment.



## (7) Activities-

(A) In General - An eligible entity receiving a grant under this section shall carry out the activities necessary to meet the strategic objectives, including planning activities if applicable, described in the entity's application in a manner that—

- (i) integrates services and funding sources in a way that enhances the effectiveness of the activities; and
- (ii) uses grant funds awarded under this section efficiently.

(B) Administrative Costs - An eligible entity may retain a portion of a grant awarded under this section for a fiscal year to carry out the administration of this section in an amount not to exceed 5 percent of the grant amount.

## (8) Evaluation and Progress Reports-

(A) Annual activity report and evaluation- Provides that not later than 1 year after receiving a grant under this section, and annually thereafter, an eligible entity shall—

- (i) report to the Secretaries, and to the Governor of the State that the eligible entity serves, on the activities funded pursuant to a grant under this section; and
- (ii) evaluate the progress the eligible entity has made toward the strategic objectives identified in the application and measure the progress using the performance measures identified in the application.

(B) Report to the Secretaries- An eligible entity receiving a grant under this section shall submit to the Secretaries a report containing the results of the evaluation described in subparagraph (a)(2) at such time and in such manner as the Secretaries may require.

## (9) Administration by the Secretaries-

(A) Administrative Costs. - The Secretaries may jointly retain not more than 10 percent of the funds appropriated to carry out this section for each fiscal year to administer this section.

(B) Technical Assistance and Oversight- Provides that the Secretaries shall provide technical assistance and oversight to assist the eligible entities in applying for and administering grants awarded under this section. Provides that the Secretaries shall also provide technical assistance to eligible entities in the form of conferences and through the collection and dissemination of information on best practices. The Secretaries may award a grant or contract to one or more national or State organizations to provide technical assistance to foster the planning, formation, and implementation of innovative workforce development projects support under these grants.



- (C) Performance Measures- Provides that the Secretaries shall issue a range of performance measures, with quantifiable benchmarks, and methodologies that eligible entities may use to evaluate the effectiveness of each type of activity in making progress toward the strategic objectives described in the application. Such measures shall consider the benefits of the innovative workforce development projects and its activities for workers, firms, industries, and communities.
- (D) Dissemination- Provides that the Secretaries shall—
- (i) coordinate the annual review of each eligible entity receiving a grant under this section and produce an overview report that, at a minimum, includes the critical learning of each funded project and best practices identified.
  - (ii) make resource materials, including all reports published and all data collected under this section, available on the Internet; and
  - (iii) conduct conferences and seminars to—
    - (I) disseminate information on best practices developed by eligible entities receiving a grant under this section; and
    - (II) provide information to the communities of eligible entities.
- (E) Report to Congress – Provides that not later than 24 months after the date of enactment of the \_\_\_\_\_ Act of 2011, and on an annual basis thereafter, the Secretaries shall transmit a report to Congress on the grant program established by this section. The report shall include a description of—
- (i) the eligible entities receiving funding;
  - (i) the activities carried out by the eligible entities;
  - (ii) how the eligible entities were selected to receive funding under this section; and
  - (iii) an assessment of the results achieved by the grant program including findings from the annual reviews conducted under subsection (d).