

NATIONAL ASSOCIATION OF STATE WORKFORCE BOARD CHAIRS



TOOLKIT – 2015

**Prepared by:
NGA Center for Best Practices**



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This toolkit is a guide for state workforce investment board chairs and directors. It provides information on the National Association of State Workforce Board Chairs and its affiliation with the National Governors Association Center for Best Practices (NGA Center), along with a summary of the federal agencies and programs that provide resources to states for developing a skilled workforce.

DEVELOPING A SKILLED WORKFORCE

A top priority of the nation's governors is developing the skilled and knowledgeable workforce required for states to be economically competitive in the global economy. To achieve this, state workforce and education systems are designed to provide the skilled workers that employers need to thrive and the education and training individuals need to prosper in today's labor market.

As the U.S. economy continues to recover and create jobs, the need to fill skill gaps and put Americans back to work has become even more critical to the well-being of state economies. Many workers lack the skills needed to acquire and maintain employment with earnings that allow them to be self-sufficient and advance economically. Increasingly, employers from across industry sectors struggle to find the skilled workers they need to be competitive. Addressing these needs and future workforce challenges in the changing global economic environment are critical concerns of governors. The NGA Center helps governors address workforce challenges through sharing best practices, providing technical assistance and convening state policymakers.

The Workforce Development Program of the NGA Center Economic, Human Services & Workforce Division focuses on the following topics:

- Preparing the workforce for high growth jobs with good wages;
- Increasing credential attainment by adult workers;
- Accelerating state adoption of sector strategies;
- Providing support to states on federal legislation;
- Identifying and sharing state innovative and promising practices in Workforce Development; and
- Supporting two national workforce associations.

The Workforce Development Program also provides special ongoing technical assistance and information to states that subscribe to the Workforce Development Technical Assistance fee-for-service program (WDTAP). The services include a weekly e-newsletter, *The Workforce Update*; customized technical assistance; four meetings per year – two for each affiliate association; monthly conference calls; and liaison with federal agencies.

For more information on the NGA Center for Best Practices Workforce policies and activities, go to: <http://www.nga.org/cms/home/nga-center-for-best-practices/center-divisions/center-issues/page-ehsw-issues/page-workforce-development.html>



ORGANIZATIONAL BACKGROUND

This section provides background information on the National Association of State Workforce Board Chairs, the National Governors Association and the NGA Center for Best Practices, as well as information on the relationship between the organizations.

NATIONAL ASSOCIATION OF STATE WORKFORCE BOARD CHAIRS

The National Association of State Workforce Board Chairs is a membership organization; the Association is an affiliate of the NGA Center for Best Practices, which performs the secretariat role for the Association. Members of the Association are the chairs of gubernatorial-appointed state workforce boards (SWIBs), which are responsible for overseeing state workforce development systems. Staff directors of SWIBs are associate members. The Association provides members opportunities to:

- Build their leadership capacity;
- Share best practices;
- Collectively influence federal workforce policy; and
- Be catalysts for continuously improving state workforce development systems.

The purpose of the association is to provide a unified voice for state workforce boards on national policy issues, to strengthen the nation's workforce development and education systems, and to collaborate with other national organizations engaged in areas of common interest.

The primary vehicle for the exchange of information is the two meetings convened in the winter and summer of each year. The summer meeting, which is the association's annual meeting, is hosted by a different state each year. The winter meeting is held in Washington, D.C.

To see the Articles of Organization for the National Association of State Workforce Board Chairs go to [Appendix 2](#).

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NATIONAL GOVERNORS ASSOCIATION AND NGA CENTER FOR BEST PRACTICES

Founded in 1908, the National Governors Association is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors.

The National Governors Association Center for Best Practices develops innovative solutions to today's most pressing public policy challenges for states and is the only research and consulting firm that directly serves the nation's governors. Through the NGA Center, governors and their advisors:

- Learn what works, what doesn't, and what lessons can be learned from other states grappling with similar challenges;
- Obtain specialized assistance designing and implementing new policy programs or improving the effectiveness of current programs; and
- Receive up-to-the-minute information about what is happening in other state capitals and Washington, D.C.

For more information about the National Governors Association, go to:

<http://www.nga.org/cms/render/live/about>.

For more information about the NGA Center for Best Practices, go to: <http://www.nga.org/cms/center>.

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WORKFORCE RELATED PROGRAMS – NGA CENTER FOR BEST PRACTICES

The NGA Center for Best Practices has many programs and initiatives to help meet the challenges facing states. The NGA Center identifies policy strategies to address the emerging needs of governors across the country. Projects are then created to address these state needs. Some of these projects include:

- Workforce Development Technical Assistance Program
- Veterans' Licensing and Certification
- Talent Pipeline
- WIOA Youth
- Siemens-NGA Partnership for Scaling Work-Based Learning
- The NGA Chair's Initiatives

WORKFORCE DEVELOPMENT TECHNICAL ASSISTANCE PROGRAM

The NGA Center for Best Practices (NGA Center) Workforce Development Technical Assistance Program (WDTAP) provides information analysis and state services activities related to a broad range of workforce development policy and administrative issues. Specific areas of focus are: state workforce development policy and innovative practices; state administration of WIOA and other federal employment and training programs; career and technical education and postsecondary credentials; and the relationship of workforce and related programs to economic development and human service programs.

In addition to analytical work by the NGA Center, the WDTAP program supports the following services:

1. **General and customized technical assistance** to participating states on a variety of workforce related issues; including implementation of a state-wide sector strategy initiative, career pathways, postsecondary credentials, data quality, Veterans issues, and other workforce issues of importance to your state.
2. **Analysis of federal legislation** and the implications, implementation requirements and challenges for states.
3. **Direct access to colleagues in peer states** facilitated by NGA Center staff to raise state challenges and barriers in order to solicit innovative approaches and solutions from others, both at the federal and state level. Forums for direct interaction with NGA technical staff and state peers are provided through:
 - Biannual convening of two national NGA Center groups which address cutting edge issues confronting states such as skill and labor shortages, youth policy, streamlining of government, and public-private partnerships for workforce training. These membership groups are the National Association of State Liaisons for Workforce Development Partnerships and the National Association of State Workforce Board Chairs.
 - Monthly conference calls for state workforce officials on pressing federal legislative concerns and current issues impacting state workforce development systems.
 - Informal cross-state working groups supported by NGA Center staff to develop new options for action on common workforce challenges.

- Weekly e-newsletter, *Workforce Update*, on the key issues/topics of the week covering workforce, welfare, education and economic development policy issues of importance to states, focusing on actions and news from the Administration, federal agencies and Congress and state best practices.
- Webinars on critical workforce issues facing states and promising practices and initiatives.

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VETERANS’ LICENSING AND CERTIFICATION

The National Governors Association, Center for Best Practices, is carrying out a veterans licensing and certification demonstration authorized under the Veterans Opportunity to Work (VOW) to Hire Heroes Act of 2011 and administered by the Department of Labor Veterans Employment and Training Service. Major activities conducted under the demonstration project include:

- Compiling research from existing sources into an environmental scan of states to inform the demonstration;
- Conducting a research demonstration pilot with up to six states; and
- Assessing and sharing the progress of the demonstration pilots and preparing final outcomes in a cross-state cost study and blueprint for identifying barriers and potential solutions and strategies and costs for replication by other states.

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TALENT PIPELINE

A postsecondary degree or relevant workforce certification is the “new minimum” for the future workforce to meet the demands of the emerging job market and access a middle-class life or beyond. Fifty years ago, nearly 80 percent of jobs required only a high school diploma or less, and most paid a good wage. Today, that number has dropped to 35 percent for jobs available to high school graduates and dropouts, and more than two-thirds of those jobs pay less than \$25,000 a year. The emerging economy will provide few well-paying jobs for workers who merely have a high school education or less.

To draw attention and highlight solutions to this issue, National Governors Association (NGA) Chair Oklahoma Governor Mary Fallin launched a yearlong effort to better prepare Americans to work in the new economy through improved postsecondary education and workforce training. America Works: Education and Training for Tomorrow’s Jobs raises awareness about the benefits for individuals, businesses, and state economies when governors act to raise their population’s educational attainment and better align their education and training systems with the likely future demands of employers.

The interim initiative report issued at the NGA Winter meeting, America Works: The Benefit of a More Educated Workforce to Individuals and the Economy, defines the current mismatch between today’s workforce’s educational attainment and the demand of tomorrow’s employer. The report also frames the crux of the problem and the four components of the solution.

Based on the framing of Governor Fallin’s initiative, prior work of NGA’s education and workforce divisions, and the ongoing need of states, the National Governors Association Center for Best Practices (NGA Center) launched the Talent Pipeline Policy Academy with fourteen states to strengthen the connection between their education and training systems and the needs of their economy. Through the NGA policy academy, the selected states and territories receive grants, technical assistance from the NGA Center and outside experts, and opportunities to learn from each other. The focus of the academy, consistent with the framing of the Chair’s initiative, is to help the selected states and territories make progress in the four following integrated components:

- Articulate and implement a strong vision connecting the education and training systems with the needs of the economy so more Americans achieve the “new minimum” of a postsecondary degree or certificate with labor market value to gain access to the middle class and beyond;
- Integrate and use education and workforce data to inform policy, track progress, and measure success;
- Build industry and education partnerships to get results; and
- Modify the use of resources and incentives to support the attainment of the integrated vision.

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WIOA YOUTH

It is no secret that youth unemployment is at a historic high, meaning that increasing numbers of youth will have less work experience than ever before. Closing the skills gap by improving youth employment opportunities requires the employer community to actively engage and implement strategies that fit into their long-term operation and growth.

In comparison to its predecessor, the 2014 Workforce Innovation and Opportunity Act (WIOA) dramatically shifted youth funding priorities from in-school to out-of-school youth. Specifically, WIOA Title 1 activities now require at least 75% of state and local youth funds to be spent on out-of-school youth, up from 30% under the previous Workforce Investment Act. WIOA also expanded the eligibility requirement for an out-of-school youth designation from 16-21 to 16-24 years of age. However, while there are many organizations that focus on “opportunity youth”—young adults that are neither working nor in school—there have not been adequate discussions around how to engage and activate this existing network to meet the new WIOA requirements.

The NGA Center for Best Practices, in partnership with the U.S. Chamber of Commerce Foundation, hosted a series of 2-3 regional WIOA youth roundtables. These convenings investigated the new WIOA youth requirements and discussed how workforce boards are transitioning WIOA youth priorities toward out-of-school youth.

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SIEMENS-NGA PARTNERSHIP FOR SCALING WORK-BASED LEARNING

The NGA Center was recently awarded a grant from the Siemens Foundation for a policy academy with up to six states to leverage work-based learning as a strategy for building direct pipelines into high-demand, middle skill STEM jobs for youth populations ranging in ages 16-29. This two-year project will support states to meet the following objectives:

- Elevate the profile and importance of work-based learning as a critical component of the talent pipeline and strategy for connecting youth to good paying jobs;
- Define and identify high quality work-based learning programs with the potential to connect youth to employers seeking to fill middle-skills STEM jobs;

- Enhance existing youth focused work-based learning programs through employer investment and alignment with the attainment of relevant credentials;
- Scale youth and employer participation in work-based learning statewide by embedding it as a core feature of state education and training programs for youth; and
- Measure the results of high quality work-based learning in connecting youth with career pathways to meet employers' middle STEM skills needs.

States will be selected to participate in the policy academy through a competitive process in Fall 2015.

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NGA CHAIR'S INITIATIVES

Every year the chair of the National Governors Association (NGA) launches an initiative on an important policy issue.

2014-2015: Delivering Results

State government today touches innumerable aspects of citizens' lives, delivering an array of services from building and operating new highways to social services supported by social impact bonds. Governors are poised to make those operations work in the most efficient, cost-effective way possible. That is why Governor John Hickenlooper (CO) chose to focus the 2014-2015 National Governors Association Chair's Initiative on Delivering Results.

As the stewards of revenues collected by states, as well as those that flow from the federal government to states, governors today oversee operations significantly larger in both scope and scale than their predecessors. This expansion makes it even more important for governors to harness human talent, innovative management and hiring practices, new and emerging technologies and governmental process improvement and appropriate regulation to increase performance and deliver results.

Some governors already are taking advantage of the innovations used by businesses, universities and others to address the fundamental issue of how to deliver better results. And there are some truly cutting-edge ways they are doing this, including recruiting the best and the brightest to work in their

administrations, employing modern management practices to keep government lean, and last, but not least, using data to drive results and track progress.

[Initiative Website](#)
[Initiative Brochure](#)

2013-2014: America Works: Education and Training for Tomorrow's Jobs

Preparing America's 21st century workforce to keep pace and stay competitive is an issue that not only calls for national attention, it also demands gubernatorial leadership. Ensuring our states' and citizens' future economic security will require significant improvements to our education system and workforce training programs. It also will require closer relationships among our high schools, colleges, workforce training providers and employers. That's why Governor Mary Fallin (OK) chose to focus the 2013- 2014 National Governors Association Chair's Initiative on America Works: Education and Training for Tomorrow's Jobs.

Governors are uniquely positioned to foster stronger connections between education and the workforce because within states, they are the sole individual who has responsibility for both public education and economic development. States and the businesses that drive state economies can help secure their own economic future by aligning education institutions and workforce training efforts with the projected demands of tomorrow's labor market.

Beyond the benefits to the businesses that make up the states' economies, these changes will improve access to economic opportunities for the citizens of each state. It will be the workers with education and training in fields such as science, technology, engineering and mathematics (STEM) and other skilled trades who will be best prepared to capture the high-wage jobs of the next decade, including those in health care, management, scientific and technical consulting, business services and advanced manufacturing. Those are the jobs that will support families and help states' economies thrive. Together, states can work to prepare our workforce for the 21st century, securing the economic future of all Americans.

[Initiative Website](#)
[Initiative Brochure](#)

2012-2013: A Better Bottom Line: Employing People with Disabilities

Today, Americans with disabilities are facing disproportionately high rates of unemployment compared to Americans without disabilities. As America confronts broader challenges around developing our workforce and creating jobs, it is important to keep in mind that not everyone is affected equally. Individuals with disabilities should have, to the maximum extent possible, the same opportunities as all others do: to live close to family and friends; to live independently and in safe communities; to engage in productive employment; and to participate in community life. That's why the 2012-2013 NGA Chair's

Initiative, A Better Bottom Line: Employing People with Disabilities, will focus on providing these opportunities.

A Better Bottom Line: Employing People with Disabilities aims to increase employment among individuals with disabilities. Specifically, the initiative will focus on the employment challenges that affect individuals with intellectual and other significant disabilities and the role that both state government and business can play in facilitating and advancing opportunities for these individuals to be gainfully employed in the competitive labor market. Successfully achieving that goal will require not only attention to appropriate training, job placement, and work-based support but also advancing best practices and meaningful engagement of the business community. Because government, business, the general public, individuals with disabilities, and their families all stand to benefit from increased employment of people with disabilities, all have a role and shared responsibility in reaching this goal.

The initiative will provide governors and other state policymakers with better policy options to assess the environment in their state and strategies designed to support this population. A major emphasis will be on people who have significant intellectual and developmental disabilities and may require supports like job coaches and personal attendants in order to live and work in the community.

For more information, go to:

<http://www.nga.org/files/live/sites/NGA/files/pdf/CI1213BETTERBOTTOMLINE.PDF>

2011-2012: *Growing State Economies*

The 2011-2012 NGA Chair's Initiative, *Growing State Economies* was launched by NGA Chair Governor Dave Heineman (NE) to provide governors and other state policymakers with a set of policy options that have been shown to foster job growth. A major emphasis was on understanding how a small business becomes a fast-growing firm and what policies support that transformation.

Effective strategies that shape the entrepreneurial environment for high-growth businesses require that governors have the best information on the strengths and challenges of their state's economic environment and the critical factors that matter most at different stages of job creation.

Successful businesses in all forms—startup firms, scalable enterprises and transformational corporations—depend on many factors, including innovative ideas, access to early stage financing, management capacity, strong networks and the right set of social and economic conditions. In any given environment, some of these factors will be available while others will be lacking. The key challenge for policymakers wishing to promote entrepreneurial activity and job growth is to find which factors are missing and determine how they can be supplied.

In addition to providing policy options to assess the economic environment in states and strategies designed to foster business growth, *Growing State Economies*:

- Provided each governor with a state profile on their small business and economic environment;
- Produced action-oriented reports on policy choices that have been shown to generate job growth, entrepreneurial activity and expanded exports; and

- Hosted four regional summits providing governors and their senior economic advisors an opportunity to learn from local entrepreneurs, small business owners, researchers and other experts on what works to create high-growth innovative firms.

As part of Gov. Heineman's [*Growing State Economies*](#) initiative, the National Governors Association released two reports. The first report, entitled [*A Policy Framework*](#), highlights six issues and activities that can be refined to improve the conditions for job creation. The second is a [*Twelve Actions*](#) report that aims to provide governors and other state policymakers with better policy direction and strategies for business growth. *Growing State Economies* focused on providing governors and other state policymakers with better policy options to assess the economic environment in their state and strategies to foster business growth.

2010-2011: Complete to Compete

The 2010-2011 Chair's Initiative led by NGA Chair Governor Chris Gregoire (WA), called *Complete to Compete*, enlisted the efforts of all governors to make our nation a global leader in college completion. *Complete to Compete* sought to restore the United States as the global leader in citizens who complete college.

In the knowledge-based economy of today, approximately two-thirds of all jobs will require a higher education credential or degree. For nearly all Americans, the new path to the middle class runs through college. Unfortunately, our public institutions are not producing enough college graduates to meet workforce needs. This is detrimental to individuals and states, as college-educated workers earn higher wages, have greater career mobility, and contribute substantially to state economic growth. The time has come for governors, higher education executive officers, and campus leaders to work together to make marked improvements in college completion and productivity.

A number of states, including Governor Gregoire's state of Washington, have recently taken steps directed at increasing college completion within the constraints of the current economic climate. *Complete to Compete* drew on these and other efforts to benefit every state and our nation.

For more information, go to: <http://www.subnet.nga.org/ci/1011/>

3

WORKFORCE INNOVATION AND OPPORTUNITY ACT

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. In general, the Act takes effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. The U.S. Department of Labor (DOL) will issue further guidance on the timeframes for implementation of these changes and proposed regulations reflecting the changes in WIOA soon after enactment.

WIOA PROGRAMS

WIOA brings together, in strategic coordination, the core programs of Federal investment in skill development:

- Employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and
- Adult education and literacy programs and Vocational Rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education (DoED).

WIOA also authorizes programs for specific vulnerable populations, including the Job Corps, YouthBuild, Indian and Native Americans, and Migrant and Seasonal Farmworker programs as well as evaluation and multistate projects administered by DOL. In addition, WIOA authorizes other programs administered by DoED and the Department of Health and Human Services.

WIOA replaces the Workforce Investment Act of 1998 and retains and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

HIGHLIGHT OF WIOA REFORMS

Requires States to Strategically Align Workforce Development Programs: WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs.

- Every state will develop and submit a four-year strategy - in the form of a single unified strategic plan for core programs - for preparing an educated and skilled workforce and meeting the workforce needs of employers.

- States can include other key partners in their plans such as Temporary Assistance for Needy Families (TANF) and Perkins career and technical education programs.

Promotes Accountability and Transparency: WIOA ensures that Federal investments in employment and training programs are evidence-based and data-driven, and accountable to participants and tax-payers.

- Core programs are required to report on common performance indicators that provide key employment information, such as how many workers entered and retained employment, their median wages, whether they attained a credentials, and their measurable skill gains.
- Core programs must measure the effectiveness of services to employers for the first time.
- DOL and DoED, with input from stakeholders, will establish a common performance accountability system for the core programs.
- Negotiated levels of performance for the common indicators will be adjusted based on a statistical model that takes into account economic conditions and participant characteristics.
- Performance reports for states, local areas, and eligible training providers will be publicly available.
- Programs will be evaluated by independent third parties at least every four years.

Fosters Regional Collaboration: WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers.

- States will identify regions within their state.
- Local areas in regions will have coordinated planning and service delivery strategies.

Improves the American Job Center (AJC) System: WIOA increases the quality and accessibility of services that job seekers and employers receive at their local AJCs.

- States will establish criteria to certify AJCs at least every three years to ensure continuous improvement, access to services (including virtual access), and integrated service delivery for job seekers and employers.
- Key partners and services will be available at AJCs through the co-location of the Wagner-Peyser Employment Service and the addition of the TANF program as a mandatory partner.
- The workforce system will have a common identifier so workers that need employment or training services and employers that need qualified workers can easily find their local AJC.
- The Secretary of Labor, with input from a new advisory council, other Federal agencies, and states will develop and implement plans to improve the national workforce and labor market information system and help job seekers make informed career choices.
- States and local areas are encouraged to improve customer service and program management by integrating intake, case management, and reporting systems.
- AJC partner programs will dedicate funding for infrastructure and other shared costs.

Improves Services to Employers and Promotes Work-Based Training: WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, matching employers with skilled individuals.

- State and local boards will promote the use of industry and sector partnerships to address the workforce needs of multiple employers within an industry.
- State and local boards are responsible for activities to meet the workforce needs of local and regional employers.

- Local areas can use funds for demonstrated effective strategies that meet employers' workforce needs, including incumbent worker training, Registered Apprenticeship, transitional jobs, on-the-job training, and customized training.
- Employers are incentivized to meet their workforce needs and offer opportunities for workers to learn with increased reimbursement rates for on-the-job and customized training.

Provides Access to High Quality training: WIOA helps job seekers acquire industry-recognized credentials for in-demand jobs.

- Training that leads to industry recognized post-secondary credentials is emphasized.
- States and local areas will use career pathways to provide education and employment and training assistance to accelerate job seekers' educational and career advancement.
- Local areas have additional procurement vehicles for training to increase customer choice and quality, including individual training accounts, pay for performance contracts, and direct contracts with higher education.

Enhances Workforce Services for the Unemployed and Other Job Seekers: WIOA ensures that unemployed and other job seekers have access to high-quality workforce services.

- WIA service categories of core and intensive services are collapsed into "career services" and there is no required sequence of services, enabling job seekers to access training immediately.
- Local areas have flexibility to serve job seekers with greatest need by transferring up to 100 percent of funds between the Adult and Dislocated Worker programs.
- Job seekers who are basic skills deficient, in addition to those who are low-income individuals, have a priority for services from the Adult program.
- Unemployment insurance claimants can receive eligibility assessments and referrals to an array of training and education resources through the Wagner-Peyser Employment Service program.

Improves Services to Individuals with Disabilities: WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment.

- AJCs will provide physical and programmatic accessibility to employment and training services for individuals with disabilities.
- Youth with disabilities will receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment.
- State vocational rehabilitation agencies will set aside at least 15 percent of their funding to provide transition services to youth with disabilities.
- A committee will advise the Secretary of Labor on strategies to increase competitive integrated employment for individuals with disabilities.
- VR state grant programs will engage employers to improve participant employment outcomes.

Makes Key Investments in Serving Disconnected Youth and Other Vulnerable Populations: WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models services.

- Local areas must increase the percentage of youth formula funds used to serve out-of-school youth to 75 percent from 30 percent under current law.
- Local areas must spend at least 20 percent of youth formula funds on work experience activities such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth can be prepared for employment.

- YouthBuild participants can get training in growing fields in addition to construction, expanding career opportunities for these youth.
- Key programs serving Native Americans and Migrant and Seasonal Farmworkers remain AJC partners, ensuring that these program participants can access receive employment and training services from AJCs.

Enhances the Job Corps Program: WIOA increases the performance outcomes and quality of Job Corps.

- Job Corps will report on the Youth program's common performance measures to increase alignment between the programs.
- Job Corps will establish community networks with employers, labor organizations, and State and local boards to improve services to and outcomes for participants.
- DOL will use competition to increase performance and quality so Job Corps is serving students well.

Streamlines and Strengthens the Strategic Roles of Workforce Development Boards: WIOA makes state and local boards more agile and well-positioned to meet local and regional employers' workforce needs.

- State and local boards must coordinate and align workforce programs to provide coordinated, complementary, and consistent services to job seekers and employers.
- Business continues to contribute to strategic development and other activities by maintaining a leadership role on the boards and forming the majority of workforce board members.
- State and locals boards are more strategic and flexible as board membership is streamlined.

EFFECTIVE DATES FOR IMPLEMENTATION

In general, the Act takes effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. For example, the amendments to the Rehabilitation Act in title IV take effect on the date of enactment. The WIOA state unified and local plans and the WIOA performance accountability provisions take effect on July 1, 2016. DOL will issue further guidance on the timeframes for implementation of the provisions related to the programs administered by the Department.

TECHNICAL ASSISTANCE AND STAKEHOLDER ENGAGEMENT

DOL, in coordination with DoED and the Department of Health and Human Services, is working diligently to ensure that states and local areas, other grantees, and stakeholders are prepared for implementation of WIOA. Stakeholder input is critical to the successful implementation of WIOA. Opportunities to provide input in-person and virtually will be communicated through the following WIOA Resource Pages.

DOL will provide technical assistance, tools, and resources to States and local areas through the WIOA resource page (www.doleta.gov/WIOA), Webinars, and virtual and in-person discussions. DOL will issue proposed regulations reflecting the changes in WIOA soon after enactment. Please email questions regarding WIOA implementation to DOL.WIOA@dol.gov or the appropriate ETA regional office.

The Department of Education has established two WIOA Resource Pages:

- Information related to the adult education and literacy programs under title II of WIOA is available through the Office of Career, Technical, and Adult Education site at: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>. Questions may be submitted to OCTAE staff at AskAEFLA@ed.gov.
- Information related to Rehabilitation Act programs amended under title IV of WIOA is available through the Rehabilitation Services Administration's site at: <http://www.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>.

The Department of Labor (DOL) fosters and promotes the welfare of the job seekers, wage earners, and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements. DOL manages and approves the majority of grants and other funding that all state Workforce Investment Boards use when interacting with the DOL.

EMPLOYMENT & TRAINING ADMINISTRATION

Portia Wu, Assistant Secretary, Wu.Portia@dol.gov

The Employment and Training Administration (ETA) administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems.

The mission of the Employment and Training Administration is to guide and enhance the efficient functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services primarily through state and local workforce development systems.

Office of Policy Development and Research

Adele Gagliardi, Gagliardi.adele@dol.gov

The Office of Policy Development and Research (OPDR) assists the Employment and Training Administration (ETA) in supporting its goal to inform the development of workforce policies and investments and support the continuous improvement of the public workforce investment system by analyzing, formulating, and recommending legislative changes and options for policy initiatives. OPDR provides ETA with strategic approaches to improve performance and outcomes through research, demonstrations and the evaluation of major ETA programs. OPDR manages the Workforce Investment Act performance accountability reporting system and ensures timely dissemination of all program performance results on a quarterly basis to inform policy and program decision making. OPDR coordinates the development of ETA rulemaking documents implementing Federal statutes or amending outdated information into a regulation. In addition, OPDR is responsible for processing ETA's Federal Register notices for publication. OPDR oversees the maintenance of wage record exchange systems for state and other grantees to verify performance outcomes; coordinates with The Department of Education on the Workforce Data Quality Initiative; and coordinates the development of ETA's Operating Plan. OPDR also serves as a liaison for ETA in international engagements and coordinates the agency's interactions with international organizations and foreign countries. The office also is responsible for disseminating advisories and publications to the Employment and Training system.

The following divisions are located under the Office of Policy Development and Research:

- Policy, Legislation and Regulation
- Research and Evaluations
- Strategic Planning and Performance

For more information, go to: <http://www.doleta.gov/etainfo/opder/>

Office of Workforce Investment

Amanda Ahlstrand, 202-693-3980

The Office of Workforce Investment (OWI) is responsible for implementing an integrated national workforce investment system that supports economic growth and provides workers with the information, advice, job search assistance, supportive services, and training in demand industries and occupations needed to get and keep good jobs. OWI's work also helps employers acquire skilled workers. OWI provides national leadership, oversight, policy guidance, and technical assistance to the workforce investment system authorized under the Workforce Innovation and Opportunity Act; works collaboratively with other Federal agencies and partners and stakeholders, the continuum of education, and state and local governments to promote a strong economy by building a prepared and competitive workforce; and manages its investments strategically to ensure high performance, greater public accountability, and service quality. OWI provides oversight of governance and service delivery for programs delivered through the One-Stop delivery system, all of which are designed to assist communities, educators, businesses, and job seekers (e.g., adults, dislocated and transitioning workers, disadvantaged youth, veterans, older workers, individuals with disabilities, migrant and seasonal farmworkers, Indians and Native Americans, and others) compete in a changing global economy.

The following divisions are located under the Office of Workforce Investment:

- Strategic Investments
- WIA Adult Services and Workforce System
- Indian and Natives American Programs
- National Programs, Tools and Technical Assistance
- Youth Services

For more information, go to: <http://www.doleta.gov/etainfo/wrksys/WIOffice.cfm>

Office of Trade Adjustment Assistance

Norris Tyler III (acting), Tyler.norris@dol.gov

The Office of Trade Adjustment Assistance is responsible for managing the Trade Adjustment Assistance (TAA) Program. TAA is a federal entitlement program that assists U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed. Since 1975, the TAA program has served more than 2 million U.S. workers.

The following divisions are located under the Office of Trade Adjustment Assistance:

- TAA Investigations

- TAA MIS
- TAA Program Development

For more information, go to: <http://www.doleta.gov/tradeact/>

Office of Management & Administrative Services

Lisa Lahrman (acting), Lahman.lisa@dol.gov

The Office of Management and Administrative Services is responsible for all ETA resources for programs and activities for which funds are appropriated, and retains its previous functions of accounting, budget and financial system oversight. It also includes functions associated with administrative services and the management and coordination of the Agency's five year strategic plan and annual performance plans and progress reports through the GPRA.

The following divisions are located under the Office of Management and Administrative Services:

- Grants Management
- Administrative Services
- Special Programs and Emergency Services
- Human Resources
- Equal Employment Opportunity
- Professional Development
- Financial and Administrative Services
- Budget Office
- Information Systems and Technology

For more information, go to: http://www.doleta.gov/grants/eta_default.cfm

Office of Foreign Labor Certification

William Thompson, 202-693-2800

The Office of Foreign Labor Certification (OFLC), located within the Employment & Training Administration (ETA), provides national leadership and policy guidance to carry out the responsibilities of the Secretary of Labor under the Immigration and Nationality Act (INA), as amended, concerning the admission of foreign workers to the United States for employment.

OFLC processes labor certification applications for employers seeking to bring foreign workers into the United States and grants certifications in those cases where employers can demonstrate that there are not sufficient U.S. workers available, willing and qualified to perform the work at wages that meet or exceed the prevailing wage paid for the occupation in the area of intended employment. Foreign labor certification programs are designed to ensure that the admission of foreign workers into the United States on a permanent or temporary basis will not adversely affect the job opportunities, wages, and working conditions of U.S. workers.

Employment based immigration is a complex process that may involve a number of government agencies within the Federal government, including the Department of Labor, the United States Citizenship and Immigrant Services (USCIS) in the Department of Homeland Security, and the Department of State. The

INA (8 U.S.C. 1101 et seq.) regulates the admission of foreign workers into the United States and further designates the Attorney General and the Secretary of State as the principal administrators of its provisions. For a complete overview of the foreign labor certification process, click [here](#).

The following divisions are located under the Office of Foreign Labor Certification:

- Finance and Administration
- Policy
- Permanent Programs

For more information, go to: <http://www.foreignlaborcert.doleta.gov/>

Office of Financial Administration

Ron Sissel, Sissel.ron@dol.gov

The Office of Financial Administration is responsible for managing the budget of the Employment and Training Administration. The Office publishes reports on both ETA spending and state spending under ETA programs, in addition to posting information on state allocations under formula-based grant programs.

For more information, go to: <http://www.doleta.gov/budget/>

Office of Unemployment Insurance

Gay M. Gilbert, 202-693-3029

The Office of Workforce Security is responsible for providing leadership, direction and assistance to state workforce agencies in the implementation and administration of state unemployment insurance (UI) programs, federal unemployment compensation programs, and other wage-loss, worker dislocation and adjustment assistance compensation programs. The office also provides oversight, policy guidance, and technical assistance for the federal-state unemployment compensation system. In addition, the office provides budget and legislative support to state workforce agencies to administer unemployment compensation programs.

The following divisions are located under the Office of Workforce Security:

- Performance Management
- Unemployment Insurance Operations
- Legislation
- Fiscal Actuarial Services

For more information, go to: <http://www.ows.doleta.gov/unemploy/aboutoui.asp>

Office of Contracts Management

Jeff Saylor (acting), Saylor.jeff@dol.com

The Office of Contracts Management (OCM) is responsible for providing leadership and direction that ensures acquisition excellence, integrity, accountability, sound management of procurement processes

and resources that support the Employment and Training Administration priorities, goals, and guiding principles. OCM advises the Assistant Secretary for ETA, as well as provides centralized services to other ETA organizational components, in developing and improving procurement management policies, procedures, techniques, and outcomes.

Office of Apprenticeship

John V. Ladd, 202-693-2796

Registered Apprenticeship programs meet the skilled workforce needs of American industry, training millions of qualified individuals for lifelong careers since 1937. Registered Apprenticeship helps mobilize America's workforce with structured, on-the-job training in traditional industries such as construction and manufacturing, as well as new high-growth industries such as health care, information technology, energy, telecommunications, advanced manufacturing and more. Registered Apprenticeship connects job seekers with employers looking for qualified workers, resulting in a trained workforce and employers with a competitive edge.

Registered Apprenticeship partners with a wide range of organizations, including:

- Businesses, employer and industry associations
- Labor management organizations
- State and local workforce development agencies and programs
- Two- and four-year colleges that offer associate and bachelor's degrees in conjunction with apprenticeship certificates
- U.S. military
- Community leaders and economic development organizations

The following divisions are located under the Office of Apprenticeship Program Administration:

- National Industry Standards
- Division of Regional Office Operations

For more information, go to: <http://www.doleta.gov/OA/>

Office of Job Corps

Lenita Jacobs Simmons, Jacobs-Simmons.lenita@dol.gov

The Office of Job Corps is responsible for administering the Job Corps Program. Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training.

Funded by Congress, Job Corps has been training young adults for meaningful careers since 1964. Job Corps is committed to offering all students a safe, drug-free environment where they can take advantage of the resources provided.

Job Corps' mission is to attract eligible young people, teach them the skills they need to become employable and independent, and place them in meaningful jobs or further education.

For more information, go to: <http://www.jobcorps.gov/exitDisclaimer.aspx?redirect=http://www.dol.gov/>

WAGNER-PEYSER EMPLOYMENT SERVICE

The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the Employment Service. The Act was amended in 1998 to make the Employment Service part of the One-Stop services delivery system.

The One Stop delivery system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and frequently under one roof in easy-to-find locations.

The Employment Service focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches. Depending on the needs of the labor market other services such as job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops and referral to training may be available.

The services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seeker experience with job requirements, skills and other attributes, assisting employers with special recruitment needs, arranging for Job Fairs, assisting employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers deal with layoffs.

Job seekers who are Veterans receive priority referral to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.

For more information, go to: http://www.doleta.gov/programs/wagner_peyser.cfm

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers.

SCSEP participants gain work experience in a variety of community service activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers. The program provides over 40 million community service hours to public and non-profit agencies, allowing them to enhance and provide needed services. Participants work an average of 20 hours a week, and are paid the highest of federal, state or local minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

Participants must be at least 55, unemployed, and have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the American Job Center system.

SCSEP grantees include state agencies and 15 national non-profit organizations. For more information on SCSEP programs in your area, call the Toll-Free Help Line at 1-877-US2-JOBS (1-877-872-5627).

For more information, go to: <http://www.doleta.gov/seniors/>

Contact

Judith Gilbert, Team Leader
Division of Older Worker Programs
U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave. NW, Room C-4312
Washington, D.C. 20210
(202) 693-3938

TRADE ADJUSTMENT ASSISTANCE PROGRAM

The Trade Adjustment Assistance (TAA) Program is a federal program that provides a path for employment growth and opportunity through aid to US workers who have lost their jobs as a result of foreign trade. The TAA program seeks to provide these trade-affected workers with opportunities to obtain the skills, resources, and support they need to become reemployed. The program benefits and services that are available to individual workers are administered by the states through agreements between the Secretary of Labor and each state Governor. Program eligibility, technical assistance, and oversight are provided by the US Department of Labor's Employment and Training Administration's Office of Trade Adjustment Assistance.

A petition must be filed with the US Department of Labor by or on behalf of a group of workers who have lost or may lose their jobs or experienced a reduction in wages as a result of foreign trade. After the Department of Labor investigates the facts behind the petition, it applies statutory criteria to determine whether foreign trade was an important cause of the threatened or actual job loss or wage reduction. If the Department grants the petition to certify the worker group, individual workers in the group may apply to their State Workforce Agency for TAA benefits and services.

TAA participants come from a variety of backgrounds and industries, and therefore many enter the program with a wide array of skills and experience. However, the majority of TAA participants who enter the program face similar challenges in obtaining reemployment, which can include no post-secondary degree, job skills solely in the manufacturing sector, and an average age of 46 with over 12 years of experience in a specific job that may no longer exist. The TAA program has been developed through legislation, regulation, and administrative guidance to best serve the needs of this unique population.

For more information on TAA, go to: <http://www.doleta.gov/tradeact/>

TAA Program Services and Benefits

TAA offers a variety of benefits and services to support workers in their search for reemployment. The Office of Trade Adjustment Assistance will issue Operating Instructions to administer benefits and services under the 2015 Program, which will address the transition of workers from the Reversion 2014 Program to the 2015 Program, and provide information on the HCTC program as soon as possible.

Services and benefits under the Reversion 2014 program are as follows:

Trade Readjustment Allowances (TRA): Trade Readjustment Allowances (TRA) are available to continue to provide income support while you are participating in full-time training. The amount of each weekly TRA payment is based on the weekly unemployment insurance (UI) benefit amount you already have received. You must have been entitled to receive UI benefits before you may receive TRA and you must have exhausted your UI entitlement.

There are three types of TRA: Basic TRA, Additional TRA, and Completion TRA.

1. Basic TRA is payable if you are enrolled or participating in TAA-approved training, have completed training, or have obtained a waiver of the training requirement. The total amount of Basic TRA available will be calculated by multiplying your UI weekly benefit amount by 52 and subtracting the total sum of UI received.
2. Additional TRA is payable only if you are participating in TAA-approved training and have exhausted all rights to Basic TRA. Additional TRA may be payable for *up to* an additional 65 weeks after the exhaustion of Basic TRA or *after the period for Basic TRA eligibility during which you received UI*, but only if you are enrolled in an approved training program.
3. Completion TRA (an additional period of up to 13 weeks of income support) is payable only if you are participating in TAA-approved training and have exhausted all rights to Basic TRA and Additional TRA.

Training: Allowable types of training include: classroom training, on the-job training, customized training designed to meet the needs of a specific employer or group of employers, apprenticeship programs, post-secondary education, or remedial education, which may include GED preparation, literacy training, basic math, or English as a Second Language. The cost of training is paid to the training provider by the State with TAA Program funds.

Alternative Trade Adjustment Assistance (ATAA): Alternative Trade Adjustment Assistance (ATAA) program benefits are provided as an alternative to the benefits offered under the regular TAA program. Participation in ATAA allows workers age 50 or older and do not earn more than \$50,000 annually in their new employment, to accept reemployment at a lower wage and receive a wage subsidy. ATAA payments may total 50% of the difference between the old and new wages, with a maximum of \$10,000 paid over a period of up to two years.

Job Search Allowances: This monetary benefit is available to cover necessary expenses incurred while seeking employment outside your normal commuting area, if employment in a good job, where you are likely to remain employed and earn family-sustaining wages is not available in your area. Job search

allowances reimburse 90% of the costs of allowable travel and subsistence, up to a maximum of \$1,250. An application for a job search allowance must be submitted before your job search begins, and within 365 days of your layoff or certification (whichever is later), or within 182 days after the conclusion of training.

Relocation Allowances: This monetary benefit is available to reimburse you for approved expenses when you must move to a new area to earn family-sustaining wages in employment outside of your normal commuting area. Relocation allowances may include 90% of the reasonable and necessary expenses involved in moving you, your family, and household goods to a new area following your re-employment outside of your normal commuting area. In addition, you may receive a lump sum payment equal to three times your average weekly wage, up to a maximum payment of \$1,250. You must submit an application for a relocation allowance before your relocation begins, and within 425 days of your layoff or certification (whichever is later) or within 182 days after the conclusion of training.

Appeal Rights for Benefits and Services: All TAA benefits have different deadlines and individual eligibility criteria. Once certified, you must meet the criteria for each benefit to receive that benefit. If you are dissatisfied with the decisions on your individual application for TAA benefits, you have the same appeal rights as those provided under your state's UI law. The written notice that you receive after filing your applications for each benefit will explain your appeal rights and time limits for filing appeals. For information on how to file an appeal with your state, please click [here](#).

Rapid Response Assistance: Rapid Response Assistance is provided by the Dislocated Worker Unit in the state where you were laid off to groups of workers on whose behalf a petition is filed. Rapid Response staff will make employees aware of the different services available to workers after a layoff, and if provided before a petition is filed, will include information on the process of petitioning for certification under the TAA program. [Learn more about Rapid Response.](#)

Reemployment Services: Reemployment Services offer workers assistance in finding a new job. Workers who wish to qualify for benefits under the TAA program may be able to quickly return to employment through a combination of these services. To ensure workers are referred to appropriate job openings and placed in jobs that utilize their highest skills, the following services are generally provided through an [American Job Center](#):

- Employment counseling
- Resume writing and Interview skills workshops
- Career assessment
- Job development
- Job search programs
- Job referrals

For more information on current TAA services and benefits, go to:
http://www.doleta.gov/tradeact/2014_amend_att1.cfm

Training and Employment Guidance Letter No. 1-10

Purpose: To assist state workforce agencies designated by the governors as “cooperating state agencies” (CSAs) for administration of the Trade Adjustment Assistance (TAA) program in implementing the

funding and merit staffing of state administration provisions of the new regulations at 20 CFR Part 618, published on April 2, 2010 (75 Fed. Reg. 16988-17002).

Background: The TAA program, under Chapter 2 of Title II of the Trade Act (10 U.S.C. 2271 *et seq.*), provides adjustment assistance for workers whose jobs have been adversely affected by international trade. TAA assistance includes training, case management and reemployment services, income support, job search and relocation allowances, a wage supplement option for older workers, and eligibility for a health coverage tax credit.

The states provide benefits and services in the TAA program as agents of the United States. Each state does so through one or more state agencies designated as the CSA(s) in a Governor-Secretary Agreement between the state's Governor and the United States Secretary of Labor (Secretary), as required under section 239 of the Trade Act. The CSA may include the State Workforce Agency (if different from the agency that administers the unemployment insurance (UI) laws for the state) and other state or local agencies that cooperate in the administration of the TAA program, as provided in the Governor-Secretary Agreement.

The Office of Personnel Management (OPM) regulations specify the merit system standards required for certain Federal grant programs such as this one. These standards have always been required for personnel administering Unemployment Insurance (section 303(a)(1) of the Social Security Act). OPM's merit system standards:

- Recruiting, selecting, and advancing employees on the basis of their relative ability, knowledge, and skills, including open consideration of qualified applicants for initial appointment.
- Providing equitable and adequate compensation.
- Training employees, as needed, to assure high quality performance.
- Retaining employees on the basis of the adequacy of their performance, correcting inadequate performance, and separating employees whose inadequate performance cannot be corrected.
- Assuring fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex, religious creed, age or handicap and with proper regard for their privacy and constitutional rights as citizens. This "fair treatment" principle includes compliance with the Federal equal employment opportunity and non-disclaimer laws.
- Assuring that employees are protected against coercion for partisan political purposes and are prohibited from using their official authority for the purpose of interfering with or affecting the result of an election or a nomination for office.

The purpose of requiring the application of these merit principles to state administration of the TAA program is to promote consistency, efficiency, accountability, and transparency. The new merit staffing provisions became applicable to TAA-funded positions on February 12, 2011 as codified in the new regulation at 20 CFR 618.890(b), to allow states sufficient time for transition. The deadline was extended under the Omnibus Trade Act.

To read the full Training and Employment Guidance Letter and more information regarding this letter, go to: <http://wdr.doleta.gov/directives/attach/TEGL/TEGL01-10acc.pdf>.

Reauthorization

On June 29, 2015, President Obama signed into law the Trade Adjustment Assistance (TAA) Reauthorization Act of 2015, which continues the TAA program for six years, and changes the group eligibility requirements and individual benefits and services available under the Trade Adjustment Assistance program since January 1, 2014.

Changes and updates to the TAA program can be found at:

http://www.doleta.gov/tradeact/2015_amend_benefits.cfm

VETERANS' EMPLOYMENT AND TRAINING SERVICES

The U.S. Department of Labor's Veterans' Employment and Training Service (VETS) offers employment and training services to eligible veterans through the Jobs for Veterans State Grants (JVSG) program, which includes two principal programs:

- Disabled Veterans' Outreach Program (DVOP)
- Local Veterans' Employment Representatives Program (LVER)

Funds are allocated to State Workforce Agencies in direct proportion to the number of veterans seeking employment within their state. The grants support staff positions in the DVOP and LVER programs.

For more information on all of Veteran's Employment and Training Services, go to:

<http://www.dol.gov/vets/>

Jobs for Veterans State Grants

The Jobs for Veterans State Grants (JVSG) program provides funding to states for Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representative (LVER) staff. DVOP specialists provide intensive services to veterans, which include a comprehensive and specialized assessment of skill levels and job training needs, the development of an individual employment plan, group and individual career counseling and planning, and short-term skills development (including interview and communication skills). LVER staff promote the hiring of veterans in communities through outreach activities that build relationships with local employers.

Disabled Veterans Outreach Program

Disabled Veterans' Outreach Program (DVOP) specialists develop job and training opportunities for veterans, with special emphasis on veterans with service-connected disabilities. DVOP specialists provide direct services to veterans enabling them to be competitive in the labor market. They provide outreach and offer assistance to disabled and other veterans by promoting community and employer support for employment and training opportunities, including apprenticeship and on-the-job training.

DVOP specialists work with employers, veterans' organizations, the Department of Veterans' Affairs and Defense, and community-based organizations to link veterans with appropriate jobs and training opportunities.

DVOP specialists serve as case managers for veterans enrolled in federally-funded job training programs such as the Department of Veterans Affairs' Vocational Rehabilitation program, and other veterans with serious disadvantages in the job market. DVOP specialists are available to those veterans and their employers to help ensure that necessary follow up services are provided to promote job retention.

The Department of Labor provides grant funds to each state's employment service to maintain DVOP specialist positions in the state. The staffing formula and current appropriations level support about 1,400 DVOP specialists nationally. DVOP specialists are employees of the state and are generally located in state employment service offices. About one-quarter are stationed full- or part-time in locations other than employment service offices.

DVOP specialists may be stationed at regional offices and medical or veterans' outreach centers of the Department of Veterans' Affairs, state or county veterans' service offices, Job Training Partnership Act program offices, community-based organizations, and military installations.

For more information, go to: <http://www.benefits.gov/benefits/benefit-details/106>

Local Veterans' Employment Representatives

Local Veterans' Employment Representatives (LVERs) are state employees located in state employment service local offices to provide assistance to veterans by:

- Supervising the provision of all services to veterans furnished by employment service employees, including counseling, testing, and identifying training and employment opportunities;
- Monitoring job listings from federal contractors to see that eligible veterans get priority in referrals to these jobs;
- Monitoring federal department and agency vacancies listed at local state employment service offices and preliminary processing of complaints from veterans about the observance of veterans' preference by Federal employers;
- Promoting and monitoring the participation of veterans in federally-funded employment and training programs;
- Cooperating with the Department of Veterans' Affairs to identify and aid veterans who need work-specific prosthetic devices, sensory aids or other special equipment to improve their employability; and
- Contacting community leaders, employers, unions, training programs and veterans' service organizations to be sure eligible veterans get the services to which they are entitled.

Usually, one full-time LVER is allocated to local employment service offices for each 1,100 or more veterans who registered for assistance in the preceding year. One half-time LVER is allocated to offices at which at least 350 veterans registered for help. This formula and the current appropriation level for the program support about 1,300 LVERs employed nationwide. State Employment Service Agency management may deviate from the allocation formula in the actual assignment of positions to specific locations.

For more information on LVERs, go to: <http://www.benefits.gov/benefits/benefit-details/106>

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JOBS CORPS PROGRAM

Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training.

Funded by Congress, Job Corps has been training young adults for meaningful careers since 1964. Job Corps is committed to offering all students a safe, drug-free environment where they can take advantage of the resources provided.

Job Corps' mission is to attract eligible young people, teach them the skills they need to become employable and independent, and place them in meaningful jobs or further education.

For more information, go to: <http://www.dol.gov/dol/topic/training/jobcorps.htm>

AMERICAN APPRENTICESHIP GRANTS

The Department of Labor is investing \$100 million to develop and implement innovative, high-quality registered apprenticeship programs. This grant competition will help more Americans become apprentices, a proven path to quality employment and the middle class: 87 percent of apprentices are employed after completing their programs and the average starting wage for apprenticeship graduates is over \$50,000. The American Apprenticeship Grants competition will focus on public-private partnerships between employers, business associations, joint labor-management organizations, labor organizations, training providers, community colleges, local and state governments, the workforce system, non-profits and faith-based organizations.

Goals for the American Apprenticeship Grants include the following:

- Support the expansion of quality and innovative American Apprenticeship programs into high-growth occupation(s) and industry(s), particularly those for which employers are using H-1B visas to hire foreign workers, and the related activities necessary to support such programs;

- Create career pathways that encompass American Apprenticeship and align with other post-secondary educational offerings;
- Use strategies to significantly increase apprenticeship opportunities for job seekers and workers (particularly for women and other underrepresented populations in apprenticeship, including young men and women of color, people with disabilities; low-skilled populations; and veterans, including transitioning service members); and
- Leverage and develop public policies that increase demand for American Apprenticeship and support sustainability.

The AAG funding specifically aims to fund projects that create career pathways that encompass American Apprenticeship and align with other post-secondary educational offerings; and leverage and develop public policies that increase demand for American Apprenticeship and support sustainability. Grant projects under AAG must focus on helping more employers and workers participate in American Apprenticeships within industries and occupations for which employers are using H-1B visas to hire foreign workers. Industries include, but are not limited to, Information Technology, and/or other high-growth industries including but not limited to Advanced Manufacturing, Business Services, and Healthcare; and the types of high-demand skill sets (e.g., digital and information technology skills) now required across most industries.

For more information, go to: <http://www.dol.gov/apprenticeship/grants.htm>

WORKFORCE INNOVATION FUND

The Workforce Innovation Fund ("the WIF") is one of several new Federal grant programs in which grantor agencies support projects that seek to design evidence-based program strategies.

The WIF supports innovation at the systems and service delivery levels. WIF believe that innovation at the systems level – where policies, organizational structures, planning processes, performance measurement, procurement, investment priorities, and information management systems reside – is necessary to support service delivery strategies that result in better outcomes and lower costs. In support of this goal, the Administration is seeking new ways to remove administrative, statutory, and regulatory barriers and enable a closer alignment and integration of agencies and programs with overlapping missions and clients.

For more information, go to: http://www.doleta.gov/workforce_innovation/

WORKFORCE DATA QUALITY INITIATIVE

In 2010, the U.S. Department of Labor (DOL) launched round one of WDQI to fund development of state workforce longitudinal databases - a joint undertaking with U.S. Department of Education (ED) that will build on the Statewide Longitudinal Data Systems (SLDS) initiative that ED has underway - to encourage the development of state education and workforce longitudinal administrative databases. Collecting these and other data sources longitudinally will provide a comprehensive picture of workers' earnings

throughout their careers. Through analysis, these data will demonstrate the relationship between education and training programs, as well as the additional contribution of the provision of other employment services.

Each WDQI grantee is expected to fully develop (or expand in the case where states have a database underway) their workforce longitudinal database in addition to using that database to conduct analysis of state workforce and education systems. Additionally, WQDI grantees are expected to use this data analysis to create materials on state workforce performance to share with workforce system stakeholders and the public.

For more information, go to: <http://www.doleta.gov/performance/workforcedatagrants09.cfm>

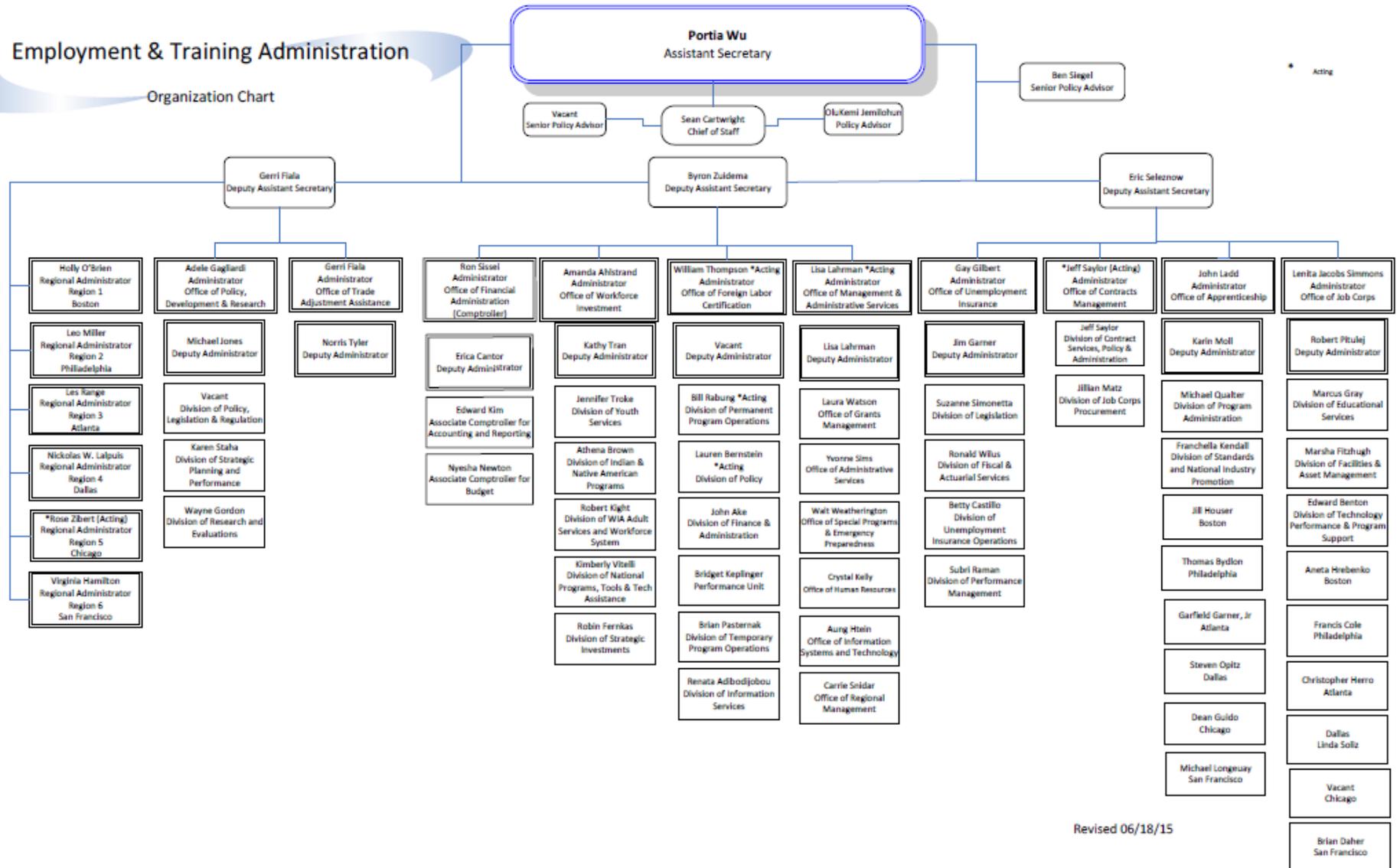
YOUTHBUILD

YouthBuild is a community-based alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn their GED or high school diploma, learn to be community leaders, and prepare for college and other postsecondary training opportunities. YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment, and personal counseling services; and participation in community service and civic engagement. There are over 220 DOL funded YouthBuild programs in 43 states serving over 6000 youth per year.

For more information, go to: http://www.doleta.gov/youth_services/youthbuild.cfm

Employment & Training Administration

Organization Chart



Revised 06/18/15

To access a current version, go to: <http://www.doleta.gov/pdf/OrgChart.pdf>

The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves. The Administration for Children and Families (ACF), within the Department of Health and Human Services (HHS), is responsible for federal programs that promote the economic and social well-being of families, children, individuals, and communities.

TEMPORARY ASSISTANCE FOR NEEDY FAMILIES

Temporary Assistance for Needy Families (TANF) was signed into law on August 22, 1996. The Temporary Assistance for Needy Families (TANF) program replaced the former Aid to Families with Dependent Children (AFDC) and Job Opportunities and Basic Skills Training (JOBS) programs, ending the federal entitlement to assistance. In TANF, states and territories operate programs, and tribes have the option to run their own programs. States, territories, and tribes each receive a block grant allocation with a requirement on states to maintain a historical level of state spending, commonly referred to as Maintenance of Effort (MOE). The block grant covers benefits, administrative expenses, and services. States, territories, and tribes determine eligibility and benefit levels and services provided to needy families.

Under TANF states have flexibility to design their welfare programs in ways that promote work, responsibility, and self-sufficiency, and strengthen families. States may use TANF funding in any manner “reasonably calculated to accomplish the purposes of TANF.” These purposes are:

- To provide assistance to needy families so that children can be cared for in their own homes;
- To reduce dependency by promoting job preparation, work and marriage;
- To prevent out-of-wedlock pregnancies; and
- To encourage the formation and maintenance of two-parent families.

In February 2006, Congress adopted the Deficit Reduction Act of 2005 (DRA) which reauthorized the TANF block grant through FY 2010 with an annual fixed funding of \$16.57 billion and an additional \$200 million per year for child care. The descriptions below include changes to the TANF program made in the Deficit Reduction Act.

Highlights of TANF

Work Requirements: To receive the full federal TANF grant, states are required to achieve a work participation rate of 50 percent for single-parent families and 90 percent for two-parent families receiving assistance. States can reduce the targets they must meet with a caseload reduction credit (see below). To qualify as working, single parent families must be engaged in countable work activities for at least 30 hours per week (or 20 hours per week if the family has a child under six) and two-parent families must work at least a combined 35 hours per week (or 55 hours if the family is receiving federally funded child care). State calculations of the work participation rate must include welfare recipients receiving assistance

from all state programs funded with federal TANF or state MOE funds. States can reduce or terminate the benefits of families that fail to meet the work requirements.

States have the option to exempt single parents with children under age one from the work requirement and disregard these individuals in the calculation of participation rates for up to 12 months. Families sanctioned for failing to meet work requirements can also be excluded from participation rate calculations for up to three months in each twelve month period. Families receiving assistance under a tribal family assistance plan or tribal work plan are also exempt from a state's work participation rate calculation.

Work Activities: Federal law established 12 categories of work activities that count towards the work requirement. Nine of these activities are "core" activities, from which at least 20 hours per week of participation must come. Participation in "non-core" activities can only count towards the work requirement if 20 hours of core activities is also completed. The nine core activities are:

- Unsubsidized employment;
- Subsidized private-sector employment;
- Subsidized public-sector employment;
- On the job training;
- Job search and job readiness assistance (up to 6 weeks per year, with no more than four weeks consecutive);
- Work experience;
- Community service programs;
- Vocational training (up to 12 months); and
- Child care for a TANF recipient participating in a community service program.

The three non-core activities are:

- Job skills training directly related to employment;
- Education directly related to employment; and
- Satisfactory attendance at secondary school or in a GED program.

No more than 30 percent of recipients counting towards a state's participation rate may meet the work requirement solely by participating in vocational training or by being a teen parent in secondary school. All work activities must be supervised and the state must establish procedures to verify participation in accordance with the regulations set forth by the U.S. Department of Health and Human Services (HHS).

Five-Year (60 Month Total) Time Limit: States are required by Federal law to make families who have received assistance for five cumulative years ineligible for federal cash assistance. States are permitted to exempt up to 20 percent of their caseload from the time limit, and have the option to provide non-cash assistance and vouchers to families that reach the time limit using the Social Services Block Grant or state funds.

State Maintenance of Effort Requirements: To receive their full federal TANF allocation, state spending on welfare-related activities must equal at least 75 percent of the state's 1994 welfare expenditures. If the state fails to meet the work participation rate, the MOE obligation is increased to 80 percent. States must also maintain spending at 100 percent of FY 1994 levels to access a \$2 billion contingency fund designed to assist states affected by high population growth or economic downturn. In

addition, states must maintain 100 percent of FY 1994 or FY 1995 spending on child care (whichever is greater) to access additional child care funds beyond their initial allotment.

Caseload Reduction Credit: Effective October 1, 2006, the DRA changed the base year for calculating the caseload reduction credit (CRC) from FY 1995 to FY 2005. Under the CRC provision, a state's work participation rate requirement (50 percent for single-parent families and 90 percent for two-parent families) is reduced by a percentage point for every percentage point decline in the state's caseload from its level in FY 2005. Caseload declines resulting from eligibility rule changes cannot be applied to the caseload reduction credit. Prior to TANF reauthorization in 2006, most state's required work participation rate was quite low because of the credit gained from the dramatic caseload decline since TANF's inception in 1996.

Penalties: States can incur reductions in their block grant allocations for failure to:

- Satisfy work participation rate requirements (a penalty of 5 percent in the first year, increasing by 2 percent per year for each consecutive failure with a cap of 21 percent);
- Comply with five-year limit on assistance (a 5 percent penalty);
- Meet state maintenance of effort requirements under either TANF or the contingency fund (federal grant reduced dollar-for-dollar with state under-spending);
- Reduce recipient grants for refusing without good cause to participate in work activities: A penalty of between 1 percent and 5 percent, based on the degree of noncompliance and imposed in the succeeding fiscal year;
- Maintain assistance when parents cannot find child care for child under age 6 (a penalty of 5 percent);
- Submit required reports (a penalty of 4 percent);
- Comply with paternity establishment and child support enforcement requirements (up to a 5 percent penalty);
- Repay a federal loan on time (based on amount unpaid); and
- Establish or comply with work participation verification procedures established by HHS (up to a 5 percent penalty).

In addition, for the misuse of funds states can be penalized for the amount misused and, if found intentionally misused, an additional penalty of 5 percent.

States must expend additional state funds to replace federal penalty reductions. States can seek exceptions under limited conditions and develop a corrective compliance plan before they are penalized. The total penalty assessed in a given year may not exceed 25 percent of a state's block grant allotment.

Additional Funding

Healthy Marriage and Responsible Fatherhood Grants: Four new discretionary grants totaling \$150 million were announced in June 2011. The Responsible Fatherhood program has \$75 million in new funding intended to promote or sustain responsible parenting, marriage and economic stability. The Healthy Marriage program has \$75 million in new funding intended for pre-marital education; marriage enhancement programs; divorce reduction programs; marriage mentoring programs; and skills programs that may include parenting skills, financial management, conflict resolution and job and career advancement.

For Fiscal Year 2014, the Administration for Children and Families is making available to the current grantees non-competitive continuation awards for an additional year. Additionally, continuation awards will be available for the five Responsible Fatherhood Reentry Pilot programs, which support pre- and post-release responsible fatherhood, subsidized employment and supportive services to formerly incarcerated fathers. The Healthy Marriage Resource Center also will continue to serve as a resource to gather, develop, and disseminate information and research related to promoting healthy marriage through a range of activities. Continuation awards will also be available for the 14 Tribal-TANF Child Welfare Coordination grants, which demonstrate models of effective coordination of Tribal TANF and child welfare services provided to tribal families at risk of child abuse or neglect.

Child Care Development Block Grant (CCDBG): On November 19, 2014, President Obama signed the Child Care and Development Block Grant (CCDBG) Act of 2014 into law. This reauthorizes the child care program for the first time since 1996 and represents an historic re-envisioning of the Child Care and Development Fund (CCDF) program. The new law makes significant advancements by defining health and safety requirements for child care providers, outlining family-friendly eligibility policies, and ensuring parents and the general public have transparent information about the child care choices available to them.

Additional Requirements

Personal employability plans: States are required to make an initial assessment of recipients' skills. States can also develop personal responsibility plans for recipients that identify the education, training, and job placement services needed to move into the workforce.

Teen parents must live at home and stay in school: Unmarried minor parents are required to live with a responsible adult or in an adult-supervised setting and participate in educational and training activities in order to receive assistance. States are responsible for locating or assisting in locating adult-supervised settings for teens.

State plans: In order to remain eligible to receive funding under TANF, each state must submit a state plan biennially. State plans must have objective criteria for eligibility and benefits that are fair and equitable and explain appeal rights. States must allow for a 45-day comment period on the state plan by local governments and private organizations and consult with them. The Department of Health and Human Services (HHS) reviews the plans only for completeness.

Job subsidies: The law also allows states to create jobs by taking money now used for cash assistance and creating community service jobs or providing income subsidies or hiring incentives for potential employers.

Effective dates: The new work participation rate calculation established by the DRA became effective October 1, 2006. The calculation must incorporate families receiving assistance in separate state programs and the recalibrated caseload reduction credit.

Regulation

On June 28, 2006, HHS issued interim final regulations that establish:

- Definitions for each work activity category;
- Procedures for reporting and verifying hours of work; and
- The circumstances in which a parent who resides with a child in a child-only assistance case are counted in the federal work participation rate.

The regulations require education and training be directly related to a specific job. Education towards a bachelor's or other advanced degree does not qualify as countable a work activity. Counseling and rehabilitation treatment may only be counted in the Job Search and Job Readiness category and, subsequently, are subject to the six-week limit (only four weeks of which can be consecutive). States must include child-only cases in the work participation rate if the parent was removed due to sanction or time limit. Additionally, states can count recipients as meeting the federal work requirement when they participate in work experience or community service for the maximum number of hours allowed under the Fair Labor Standards Act but fall short of the minimum number of hours required by TANF.

For more information, go to: <http://www.acf.hhs.gov/programs/ofa/programs/tanf/about>

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COMMUNITY SERVICES BLOCK GRANT

The Community Services Block Grant (CSBG) provides funds to alleviate the causes and conditions of poverty in communities. These grants are available to:

- States
- The District of Columbia
- The Commonwealth of Puerto Rico
- U.S. Territories
- Federally and state-recognized Indian Tribes and tribal organizations
- Community Action Agencies
- Migrant and seasonal farm workers' agencies
- Other organizations specifically designated by the states

CSBG funding supports projects that:

- Lessen poverty in communities
- Address the needs of low-income individuals including the homeless, migrants and the elderly
- Provide services and activities addressing employment, education, better use of available income, housing, nutrition, emergency services and/or health

In addition, discretionary grants are available at the statewide or local level, or for associations with demonstrated expertise in addressing the needs of low-income families, such as Community Action Agencies (CAAs).

With the support of CSBG funding, states and CAAs work together to achieve the following goals for low-income individuals:

- Increased self-sufficiency
- Improved living conditions
- Ownership of and pride in their communities
- Strong family and support systems

Working together, agencies increase their capacity to achieve results. Partnerships among supporters and providers of services play a large role in the successful implementation of CSBG grants.

Authorizing Legislation

The Community Services Block Grant Act, Title VI, Subtitle B, of the Omnibus Budget Reconciliation Act of 1981, P.L. 97-35, as amended; and the Coats Human Services Reauthorization Act of 1998, P.L. 105-285.

For more information, go to: <http://www.acf.hhs.gov/programs/ocs/programs/csbg>

The mission of the Department of Education is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It engages in four major types of activities:

- Establishes policies related to federal education funding, administers distribution of funds and monitors their use.
- Collects data and oversees research on America's schools.
- Identifies major issues in education and focuses national attention on them.
- Enforces federal laws prohibiting discrimination in programs that receive federal funds.

CARL D. PERKINS VOCATIONAL-TECHNICAL EDUCATION ACT

The Office of Vocational and Adult Education (OVAE) in the U.S. Department of Education administers The Carl D. Perkins Vocational and Technical Education Act. The Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV), which took effect in Program Year (PY) 2007 (beginning July 1, 2007), is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. Each year under Perkins IV, Congress has appropriated more than \$1.1 billion dollars for grants to states, including the basic state grants (under Title I) and tech prep grants (under Title II).

Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

State Basic Grant

This program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education programs. To be eligible for a subgrant, an eligible recipient must operate a vocational and technical education program that:

- Strengthens the academic, vocational, and technical skills of students participating in vocational and technical education programs, achieved by integrating core academic subjects into vocational and technical education programs through a coherent sequence of courses;
- Provides students with strong experience in and understanding of all aspects of an industry;
- Develops, improves, or expands the use of technology in vocational and technical education;
- Provides professional development programs to teachers, counselors, and administrators;

- Develops and implements evaluations of the vocational and technical education programs carried out with funds under the Perkins Act, including an assessment of how the needs of special populations are being met;
- Initiates, improves, expands, and modernizes quality vocational and technical education programs;
- Provides services and activities that are of sufficient size, scope, and quality to be effective; and
- Links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.

For more information go to: <http://www2.ed.gov/programs/ctesbg/index.html>

Tech-Prep Grant

This program provides assistance to states to award grants to consortia of LEAs and postsecondary education institutions for the development and operation of programs consisting of the last two years of secondary education and at least two years of postsecondary education, designed to provide Tech-Prep education to the student leading to an associate degree or a two-year certificate. The program also is designed to strengthen links between secondary and postsecondary schools.

The Perkins Act requires that Tech-Prep programs have the following elements:

- An articulation agreement between secondary and postsecondary consortium participants;
- A two-plus-two or a four-plus-two (only four- or six-year programs are authorized) design with a common core of proficiency in math, science, communication, and technology;
- A specifically developed Tech-Prep curriculum;
- A joint in-service training of secondary and postsecondary teachers to implement the Tech-Prep curriculum effectively;
- Training of counselors to recruit students and to ensure program completion and appropriate employment;
- Equal access for special populations to the full range of Tech-Prep programs; and
- Preparatory services such as recruitment, career and personal counseling, and occupational assessment.

For more information, go to: <http://www2.ed.gov/programs/techprep/index.html>

For more information on OVAE, go to: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

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ADULT EDUCATION AND FAMILY LITERACY PROGRAMS

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem-solving.

Our office provides funds to states for adult education and literacy programs. The amount each state receives is based on a formula established by Congress. States, in turn, distribute funds to local eligible entities to provide adult education and literacy services. Individuals and local providers should check with their [state offices](#) for more information on how to obtain funding for adult education programs.

The Division provides assistance to states to improve program quality and capacity by taking a lead in providing resources to guide the improvement of adult education and literacy services.

For more information, go to: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>

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Vocational Rehabilitation

The Rehabilitation Services Administration (RSA) of the Department of Education oversees grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently through the provision of such supports as counseling, medical and psychological services, job training and other individualized services. RSA's major Title I formula grant program provides funds to state vocational rehabilitation (VR) agencies to provide employment-related services for individuals with disabilities, giving priority to individuals who are significantly disabled.

This program provides grants to states to support a wide range of services designed to help individuals with disabilities prepare for and engage in gainful employment consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Eligible individuals are those who have a physical or mental impairment that results in a substantial impediment to employment, who can benefit from vocational rehabilitation (VR) services for employment, and who require VR services. Priority must be given to serving individuals with the most significant disabilities if a state is unable to serve all eligible individuals.

Funds are distributed to states and territories based on a formula that takes into account population and per capita income to cover the cost of direct services and program administration. Grant funds are

administered under an approved state plan by VR agencies designated by each state. The state-matching requirement is 21.3 percent; however, the state share is 50 percent for the cost of construction of a facility for community rehabilitation program purposes.

For more information, go to: <http://www2.ed.gov/programs/rsabvrs/index.html>

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THE STUDENT AID AND FISCAL RESPONSIBILITY ACT (SAFRA)

College Access Challenge Grant Program

The purpose of the College Access Challenge Grant Program (CACGP) is to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Projects are authorized to: provide information to students and families regarding postsecondary education and career preparation; promote financial literacy and debt management; conduct outreach activities; assist students in completing the Free Application for Federal Student Financial Aid (FAFSA); provide need-based grant aid; conduct professional development for guidance counselors at middle and secondary schools, financial aid administrators, and college admissions counselors; and offer student loan cancellation or repayment or interest rate reductions for borrowers who are employed in a high-need geographical area or a high need profession. (Funds cannot be used to promote any lender's loans.)

For more information, go to: <http://www2.ed.gov/programs/cacg/index.html>

Community College and Career Training Grant Program

Through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program, approximately \$450 million was awarded in FY 2014. Grants support the development and improvement of postsecondary programs of two years or less that use evidence-based or innovative strategies to prepare students for successful careers in growing and emerging industries. The program is administered by the Labor Department in coordination with the U.S. Department of Education. The grant program is authorized through the American Recovery and Reinvestment Act of 2009's amendments to the Trade Adjustment Assistance Act.

The grant program expands opportunities for workers by: accelerating progress and reducing time to completion; improving retention and achievement rates; building instructional programs that meet industry needs; and strengthening online and technology-enabled learning.

Applicants must be community colleges or other two-year degree granting institutions of higher education. The grants enable eligible institutions to expand their capacity to create new education or training programs — or improve existing ones — to meet the needs of local or regional businesses. By statute, every state, as well as the District of Columbia and the commonwealth of Puerto Rico, will receive at least \$2.5 million each year in grant awards.

The grants provide postsecondary institutions with an opportunity to develop and make innovative use of a variety of evidence-based learning materials, including cutting-edge shared courses and open educational resources. These resources would be available online for free, greatly expanding learning opportunities for students and workers. In addition, these learning tools help schools and students tailor education so each worker can have a better opportunity for success in the classroom and job market.

For more information on this program, go to: <http://www.doleta.gov/taaccct/>

The mission of the Department of Housing and Urban Development (HUD) is to create strong, sustainable, inclusive communities and quality affordable homes for all. HUD is working to strengthen the housing market to bolster the economy and protect consumers; meet the need for quality affordable rental homes: utilize housing as a platform for improving quality of life; build inclusive and sustainable communities free from discrimination; and transform the way HUD does business.

Unlike other Federal agencies, most HUD programs operate through a direct relationship between the Department and local public housing agencies, local governments, and non-profits or other organizations. The programs described below include some that are formula driven and others that are competitively awarded. Since it is the exception, rather than the rule, that a HUD program would have a state plan, and because HUD's funding cycles vary by program, an inclusion of HUD programs in a state plan will not drive HUD's funding decisions.

HOUSING CHOICE VOUCHER PROGRAM (SECTION 8)

The Housing Choice Voucher program is the federal government's major program for assisting very low-income families, the elderly, and the disabled to afford decent, safe, and sanitary housing in the private market. Since housing assistance is provided on behalf of the family or individual, participants are able to find their own housing, including single-family homes, townhouses and apartments. Housing choice vouchers are administered locally by public housing agencies (PHAs). The PHAs receive federal funds from HUD to administer the voucher program.

A housing subsidy is paid to the landlord directly by the PHA on behalf of the participating family. The family then pays the difference between the actual rent charged by the landlord and the amount subsidized by the program. The rental subsidy is equal to the difference between 30 percent of the household's adjusted income and the gross rent of the housing unit.

Eligibility for a housing voucher is determined by the PHA based on the total annual gross income and family size. In general, the family's income may not exceed 50% of the median income for the county or metropolitan area in which the family chooses to live. By law, a PHA must provide 75 percent of its voucher to applicants whose incomes do not exceed 30 percent of the area median income. Median income levels are published by HUD and vary by location.

For more information, go to:

http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/programs/hcv/about/fact_sheet

RESIDENT OPPORTUNITIES AND SELF-SUFFICIENCY PROGRAM (ROSS)

The purpose of the ROSS Service Coordinator program is to provide funding to hire and maintain Service Coordinators who will assess the needs of residents of conventional Public Housing or Indian housing and coordinate available resources in the community to meet those needs. This program works to promote the development of local strategies to coordinate the use of assistance under the Public Housing program with public and private resources, for supportive services and resident empowerment activities. These services should enable participating families to increase earned income, reduce or eliminate the need for welfare assistance, make progress toward achieving economic independence and housing self-sufficiency, or, in the case of elderly or disabled residents, help improve living conditions and enable residents to age-in-place.

The ROSS program also funds the Public Housing Family Self-Sufficiency (PH FSS) program. This funding is provided on a competitive basis for PHAs (ONLY) to hire an FSS program coordinator for one year.

As a response to the Quality Housing and Work Responsibility Act of 1998 (the Public Housing Reform Act), ROSS is a redefined and restructured combination of programs funded in prior years: The Tenant Opportunities Program (TOP), Economic Development and Supportive Services Program (EDSS), and Public Housing Service Coordinators.

For more information, go to:

http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/programs/ph/ross/about

CAPITAL FUND

The Office of Capital Improvement is under the Deputy Assistant Secretary for Public Housing Investments (PHI). The Office administers the Capital Fund program, which provides funds annually via a formula to approximately 3,200 public housing agencies (PHAs) across the country. The Capital Fund provides funds, annually, to Public Housing Agencies (PHAs) for the development, financing, and modernization of public housing developments and for management improvements. The Office of Capital Improvements also oversees the Capital Fund Financing Program that authorizes PHAs to borrow funds conditioned on a promise to pay the debt service from Capital Fund grants.

For more information; go to:

http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/programs/ph/capfund

COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG)

The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs. Beginning

in 1974, the CDBG program is one of the longest continuously run programs at HUD. The CDBG program works to ensure decent affordable housing, to provide services to the most vulnerable in our communities, and to create jobs through the expansion and retention of businesses.

The CDBG program provides annual grants on a formula basis to 1209 general units of local government and states. CDBG funding is allocated primarily through entitlement communities (metropolitan cities and urban counties). 30 percent of CDBG funding is allocated to states to distribute to smaller, non-entitled communities. HUD determines the amount of each grant by using a formula comprised of several measures of community need, including the extent of poverty, population, housing overcrowding, age of housing, and population growth lag in relationship to other metropolitan areas. A community may allocate up to 15 percent of its grant to the provision of public services, including job training and placement, and child care.

For more information, go to: <http://www.hud.gov/offices/cpd/communitydevelopment/programs/>

State Community Development Block Grant Program

Under the State CDBG Program, states award grants to smaller units of general local government that develop and preserve decent affordable housing, to provide services to the most vulnerable in our communities, and to create and retain jobs. Annually, each State develops funding priorities and criteria for selecting projects.

Since States are in the best position to know, and to respond to, the needs of local governments, Congress amended the Housing and Community Development Act of 1974 (HCD Act) in 1981 to give each State the opportunity to administer CDBG funds for non-entitlement areas. Non-entitlement areas include those units of general local government which do not receive CDBG funds directly from HUD. Non-entitlement areas are cities with populations of less than 50,000 (except cities that are designated principal cities of Metropolitan Statistical Areas), and counties with populations of less than 200,000.

For more information, go to: <https://www.hudexchange.info/cdbg-state/>



U.S. DEPARTMENT OF AGRICULTURE PROGRAMS

U.S. Department of Agriculture provides leadership on food, agriculture, natural resources, and related issues based on sound public policy, the best available science, and efficient management.

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

The Supplemental Nutrition Assistance Program (SNAP), historically and commonly known as the Food Stamp Program, is a federal-assistance program that provides assistance to low- and no-income people and families living in the U.S. Though the program is administered by the U.S. Department of Agriculture, benefits are distributed by the individual U.S. states. The new name of the program reflects the changes that have been made to meet the needs of clients, including a focus on nutrition and an increase in benefit amounts. SNAP is the federal name for the program; state programs may have different names.

Eligibility

Eligibility for SNAP depends on the amount of a person's earnings, rent or mortgage, utility bills, child support, day care expenses, medical bills (if the person is 60 or older, or disabled), child support payments or SSI, social security or VA payments. The U.S. Department of Agriculture now has a pre-screening tool online to help determine whether someone is eligible for SNAP benefits and the nearest local SNAP office. To access the pre-screening tool, visit: <http://www.snap-step1.usda.gov/fns/>.

Employment and Training

FNS applauds the efforts of Supplemental Nutrition Assistance Program (SNAP) participants that take steps to improve skills that can lead to a career and financial independence. The FNS Employment and Training (E&T) web site is intended to provide participants with connections that can help them create and lead better lives. Individuals who receive nutrition assistance benefits qualify for many Federal and State employment and training programs that help them obtain and retain employment. Click on the [map](#) to find State E&T sites.

For more information, go to: <http://www.fns.usda.gov/snap/>

Contact

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The U.S. Department of Commerce has a broad mandate to advance economic growth and jobs and opportunities for the American people. It has cross cutting responsibilities in the areas of trade, technology, entrepreneurship, economic development, environmental stewardship and statistical research and analysis.

ECONOMIC DEVELOPMENT ADMINISTRATION

The Economic Development Administration (EDA) is an agency in the United States Department of Commerce that provides grants to economically-distressed communities to generate new employment, help retain existing jobs and stimulate industrial and commercial growth. EDA's investment policy is designed to establish a foundation for sustainable job growth and the building of durable regional economies throughout the United States. This foundation builds upon two key economic drivers - *innovation and regional collaboration*. Innovation is the key to global competitiveness, new and better jobs, a resilient economy, and the attainment of national economic goals. Regional collaboration is essential for economic recovery because regions are the centers of competition in the new global economy and those that work together to leverage resources and use strengths to overcome weaknesses will fare better than those that do not. EDA encourages its partners around the country to develop initiatives that advance new ideas and creative approaches to address rapidly evolving economic conditions.

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EDA Investment Priorities

Within the parameters of a competitive grant process, all projects are evaluated to determine if they advance global competitiveness, create jobs, leverage public and private resources, can demonstrate *readiness and ability to use funds quickly and effectively* and link to specific and measureable outcomes. To facilitate evaluation EDA has established the following investment priorities:

1. **Collaborative Regional Innovation:** Initiatives that support the development and growth of innovation clusters based on existing regional competitive strengths. Initiatives must engage stakeholders; facilitate collaboration among urban, suburban and rural (including Tribal) areas;

provide stability for economic development through long-term intergovernmental and public/private collaboration; and, support the growth of existing and emerging industries.

2. **Public/Private Partnerships:** Investments that use both public and private sector resources and leverage complementary investments by other government/public entities and/or non-profits.
3. **National Strategic Priorities:** Initiatives that encourage job growth and business expansion in clean energy; green technologies; sustainable manufacturing; information technology (e.g., broadband, smart grid) infrastructure; communities severely impacted by automotive industry restructuring; natural disaster mitigation and resiliency; access to capital for small and medium sized and ethnically diverse enterprises; and, innovations in science, health care and alternative fuel technologies.
4. **Global Competitiveness:** Investments that support high-growth businesses and innovation-based entrepreneurs to expand and compete in global markets.
5. **Environmentally-Sustainable Development:** Investments that encompass best practices in “environmentally sustainable development,” broadly defined, to include projects that enhance environmental quality and develop and implement green products, processes, and buildings as part of the green economy.
6. **Economically Distressed and Underserved Communities:** Investments that strengthen diverse communities that have suffered disproportionate economic and job losses and/or are rebuilding to become more competitive in the global economy.

EDA Investment Programs

EDA makes investments in the following program areas:

- The **Public Works Program** empowers distressed communities to revitalize, expand, and upgrade their physical infrastructure to attract new industry, encourage business expansion, diversify local economies, and generate or retain long-term, private sector jobs and investment.
- The **Economic Adjustment Program** provides regions with resources to plan and implement projects that increase the innovation potential of their locale.
- The **Partnership Planning Program** provides resources to enable communities to conduct planning investments that encourage and support professional planning critical for the subsequent development of 21st century innovation infrastructure.
- The **Trade Adjustment Assistance for Firms Program** provides technical assistance to help U.S. firms experiencing negative impacts due to the increase in imports of like or directly competitive articles, to become more competitive in the global marketplace.
- **University Centers** are a partnership of the federal government and academia that makes the varied and vast resources of universities available to the economic development community.
- The **Research and National Technical Assistance Program** Supports research of leading edge, world class economic development practices and information dissemination efforts.
- The **Local Technical Assistance Program** helps fill the knowledge and information gaps that may prevent leaders in the public and nonprofit sectors in distressed areas from making optimal decisions on local economic development issues.

The EDA also serves as the lead agency for several multi-agency programs:

- The **Partnerships for Opportunity and Workforce and Economic Revitalization (POWER) Program** is a new interagency effort to assist communities negatively impacted by changes in the coal industry and power sector.
- The **Investing in Manufacturing Communities Partnership** is an initiative that will help accelerate the resurgence of manufacturing and create jobs in cities across the country.
- The **Make it in America Challenge** seeks to encourage foreign and domestic businesses to build and/or expand their operations in the United States.
- The **Strong Cities, Strong Communities (SC2)** initiative, first announced in July 2011, seeks to strengthen neighborhoods, towns, cities, and regions around the country by enhancing the capacity of local governments to develop and execute their economic vision and strategies, providing necessary technical assistance and access to federal agency expertise, and creating new public and private sector partnerships.
- The **Jobs and Innovation Accelerator Challenge** brings the public and private sectors together to build on America's regional strengths and create local jobs in key industries of the future. The jobs and innovation Accelerator Challenge is an important example of how the federal government is working collaboratively and leveraging existing resources to enhance local efforts to build public-private partnerships that support economic growth and job creation.

For more information, go to: <http://www.eda.gov/>

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MANUFACTURING EXTENSION PARTNERSHIP PROGRAM (MEP)

The National Institute of Standards and Technology's Hollings Manufacturing Extension Partnership (MEP) is a public-private partnership that works with small and mid-sized U.S. manufacturers to help them create and retain jobs, increase profits, and save time and money. The nationwide network provides a variety of services, from innovation strategies to process improvements to green manufacturing. MEP also works with partners at the state and federal levels on programs that put manufacturers in position to develop new customers, expand into new markets and create new products.

MEP field staff has over 1,400 technical experts – located in every state – serving as trusted business advisors, focused on solving manufacturers' challenges and identifying opportunities for growth. As a program of the U.S. Department of Commerce, MEP offers its clients a wealth of unique and effective resources centered on five critical areas: technology acceleration, supplier development, sustainability, workforce and continuous improvement.

Innovation is at the core of what MEP does. Manufacturers that accelerate innovation are far more successful than those who don't. By placing innovations developed through research at federal laboratories, educational institutions and corporations directly in the hands of U.S. manufacturers, MEP serves an essential role sustaining and growing America's manufacturing base. The program assists manufacturers to achieving new sales, leading to higher tax receipts and new sustainable jobs in the high paying advanced manufacturing sector.

For more information, go to: <http://www.nist.gov/mep/>

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The U.S. Small Business Administration (SBA) was created in 1953 as an independent agency of the federal government to aid, counsel, assist and protect the interests of small business concerns, to preserve free competitive enterprise and to maintain and strengthen the overall economy of our nation. Since its founding SBA has delivered millions of loans, loan guarantees, contracts, counseling sessions and other forms of assistance to small businesses. SBA provides assistances primarily through its four programmatic functions:

- Access to Capital (Business Financing)
- Entrepreneurial Development (Education, Information, Technical Assistance & Training)
- Government Contracting (Federal Procurement)
- Advocacy (Voice for Small Business)

For more information about SBA, go to: <http://www.sba.gov/about-sba>

BUSINESS DEVELOPMENT PROGRAM

The SBA's 8(a) Business Development Program, named for a section of the Small Business Act, is a program created to help small and disadvantaged businesses compete in the American economy and gain access to federal and private procurement markets. The program provides business development support including:

- Mentoring
- Procurement assistance
- Business counseling
- Training
- Financial assistance
- Surety bonding
- Other management and technical assistance

7(J) MANAGEMENT AND TECHNICAL ASSISTANCE SERVICES PROGRAM

One of the SBA's major strategic goals is to strengthen the Agency's entrepreneurial education, counseling, and training resources to support the needs of existing businesses by successfully focusing on core program resources and ensuring these resources are aligned with the needs of high-growth small businesses. Consistent with that direction, an operational objective is to coordinate internal and external resources to maximize:

- Availability of training services and products, and,

- The effectiveness with which training solutions are provided to meet business development needs.

The Program is authorized by the Small Business Act to provide high-quality assistance, such as training, executive education, and one-on-one consulting, to eligible small businesses. These firms are:

- Participants in the 8(a) Business Development Program
- Small businesses that are owned and controlled by economically and socially disadvantaged individuals;
- Small businesses located in areas of high unemployment or low-income; and,
- Small business owned by low-income individuals.

Much of the assistance provided under the Program focuses on helping firms succeed in Federal, state, and local government markets for goods and services, and as subcontractors to government prime contractors. The assistance encompasses a wide spectrum of business disciplines such as marketing, strategic and operational planning, financial analysis, opportunity development and capture, contract management, and compliance. The types and substance of assistance available under the Program are dynamic, driven by dictates of the marketplace, technology, and specific firms' needs.

- To learn more about receiving assistance under the 7(j) Management and Technical Assistance Program, please contact [your local SBA district office](#).

The Agency provides 7(j) Management and Technical Assistance through third-party for-profit and non-profit service providers. Depending on the types of service to be provided, the Agency enters into grants, cooperative agreements, or contracts with qualified service providers. The majority of these requirements are awarded competitively.

- To learn more about being a service provider to 7(j) eligible small businesses and find posted opportunities, please consult: [FedBizOpps](#) and [Grants.gov](#).

OFFICE OF ADVOCACY

The Office of Advocacy of the U.S. Small Business Administration (SBA) is an independent voice for small business within the federal government. The Office of Advocacy gives small firm owners and their representatives opportunities to make their voices heard about rules that affect their interests. Advocacy attorneys work within the government, educating regulators about their obligation to consider how small entities will be affected by federal regulatory proposals. The Office of Advocacy also works with policymakers to bring regulatory flexibility to the states. Regional Advocates in the 10 SBA regions work with small businesses to reduce the small business impact of state regulations while increasing regulatory compliance and passing on cost savings. Finally, the Office of Advocacy publishes reference materials annually including small business profiles for each of the 50 states and U.S. territories, quarterly small business indicators, and The Small Business Economy report.

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SYSTEM FOR AWARD MANAGEMENT

System for Award Management (SAM) is a gateway of procurement information for and about small businesses. It is a search engine for contracting officers, a marketing tool for small firms and a link to procurement opportunities and important information. It is a virtual one-stop-procurement-shop. SAM is the result of recently consolidating the Central Contractor Registration (CCR), Online Representations and Certifications Application (ORCA), Federal Agency Registration (FedReg), and the Excluded Parties List System (EPLS).

Central Contractor Registration Website: <https://www.sam.gov/portal/public/SAM/>



The National Guard continues its historic dual mission, providing trained units to the states, territories and the District of Columbia and keeping itself equipped to protect life and property. The Guard also provides trained units to the nation equipped and ready to defend the United States and its interests all over the globe.

YOUTH CHALLENGE

The National Guard Youth ChalleNGe Program is an evidence-based program designed to provide opportunities to adolescents who have dropped out of school but demonstrate a desire to improve their potential for successful and productive lives.

In 1993, the National Guard founded the Youth ChalleNGe Program to give troubled youth the opportunity to turn their lives around. A voluntary, preventive program, the National Guard Youth ChalleNGe Program (NGYCP) helps young people improve their life skills, education levels and employment potential. Sixteen-to-18-year-old male and female high school dropouts are eligible to apply for the 17-month program, which includes a five-month residential phase followed by a 12-month mentoring phase.

Led by professionals who emphasize structure, discipline, education and life skills, the Youth ChalleNGe Program provides those who drop out of school the chance to grow into productive and accomplished young adults. MDRC, a social policy research organization, recently concluded a multi-year evaluation of the Youth ChalleNGe Program and found it significantly improves the educational attainment, employability and income earning potential of those who participate in the program.

A recent RAND Corporation cost-benefit analysis found the Youth ChalleNGe Program generates \$2.66 in benefits for every dollar expended on the program, a return on investment of 166 percent. This return is substantially above that for other rigorously evaluated social programs that target disadvantaged youth. Recently, Promising Practices Network identified the ChalleNGe Program as a "proven" program.

Authorized and funded through the Department of Defense, National Guard Bureau is responsible for management and oversight of the 35 ChalleNGe academies that have graduated more than 120,000 participants to date.

For more information, go to: <http://www.ngyf.org/about-youth-challenge.html>

NATIONAL ASSOCIATION OF STATE LIAISONS FOR WORKFORCE DEVELOPMENT PARTNERSHIPS

The National Association of State Liaisons For Workforce Development Partnerships is an affiliate of the NGA Center for Best Practices and provides a national forum for the exchange of information among state representatives charged with the responsibility of implementing workforce development programs. It provides a vehicle for collectively expressing views that will maintain and improve the effectiveness of such programs, and provides an orderly and effective means for state representatives to collectively speak out in support of these programs on issues of concern in workforce and economic development.

The vision for the Association is for its members to be recognized leaders in building and maintaining a globally competitive workforce in the United States by promoting quality and effective workforce development programs in each state and across the nation, and by serving as an effective information and communication link among the states on workforce development related policies and issues. To accomplish this vision, the basic goals of the Association are:

- To inform the nation's governors, the Congress, Department of Labor (DOL) and other Executive Branch Agencies of the U.S. Government, State and local workforce development councils, and other appropriate groups of demonstrated needs and accomplishments within states related to workforce development;
- To improve state development and implementation of workforce development programs through the sharing and exchange of information and expertise among the states and by ensuring the availability of quality training and technical assistance;
- To determine and effectively express the collective views of the membership on pending and enacted legislation, regulations, proposed policies, procedures and practices in ways that promote, maintain and enhance the quality, integrity and effectiveness of the nation's workforce development services;
- To foster the initiation and development of effective partnerships at the national, regional, state and local levels by engaging in and encouraging full dialogue on policies, procedures, programs, and activities which collectively can enhance human resource development efforts.

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NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES

The National Association of State Workforce Agencies (NASWA) is an organization of state administrators of unemployment insurance laws, employment services, training programs, employment statistics and labor market information and other programs and services provided through the publicly-funded state workforce system.

The guiding principles of NASWA are:

- Advance the state role in the workforce system;
- Invest in training and professional development; and
- Lead in coordinating local, state, and federal roles.

NASWA has several committees bringing together a wealth of expertise to discuss the pressing issues currently affecting state workforce agencies. The committees serve as a valuable forum for members to exchange information between state agencies, federal officials and other stakeholders who share similar interests in the workforce system. NASWA's eight standing Committees include:

- Administration and Finance;
- Employment and Training;
- Equal Opportunity;
- Labor Market Information;
- National Labor Exchange;
- Unemployment Insurance;
- Unemployment Insurance Interstate Benefits Subcommittee;
- Veterans Affairs.

Each Committee has a resource page available for NASWA Members to access including information on current Committee members, information on upcoming meetings, Committee resources, and meeting minutes and presentations from past meetings.

For more information, go to: <http://www.naswa.org/>

Contact

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NATIONAL ASSOCIATION OF WORKFORCE BOARDS

The National Association of Workforce Boards (NAWB) represents business-led Workforce Investment Boards that plan and oversee state and local workforce development and job training programs. Workforce Boards consist of public and private sector members who are providing workforce development leadership in their communities. NAWB believes that through the influence of committed private and public sector leadership, a high performance, quality workforce development system can be developed to meet the human resource needs of the competitive global economy that increasingly demands highly skilled workers.

NAWB supports and promotes the work of its members through a comprehensive program of advocacy, technical assistance, and communications activities. Services are designed to help Board volunteers advance the public-private model among key policy makers, secure the role of the business sector in workforce development, enhance members' capacity and effectiveness, and learn from networking opportunities with the nationwide job training community. NAWB is the only group that advocates solely for Workforce Boards.

For more information, go to: <http://www.nawb.org/>

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U.S. CONFERENCE OF MAYORS

Workforce Development Council

The Workforce Development Council (WDC), established in 1977 as the Employment and Training Council, works with mayors' representatives to influence Congress and the U.S. Department of Labor in directing more employment and training funds to cities, to identify key issues in workforce development that affect cities, and to assure that the role of cities is paramount in all workforce development activities.

The Workforce Development Council provides a forum for Mayors and their employment and training administrators to examine all workforce development issues and to strengthen the ability of cities to meet the needs of their citizens; particularly economically disadvantaged individuals, those with serious skill deficiencies, dislocated workers, and others with special barriers to employment, including youth.

The Workforce Development Council undertakes the following activities:

- Conduct focus groups and provide in-depth technical assistance to cities on strategies for coordination of their social services, employment, training and educational programs.
- Publish papers on technical issues related to workforce development and employment and training.

- Work with other public interest groups to provide information on dislocated worker programs and provide technical assistance to cities regarding early intervention for worker dislocation, particularly relating to defense downsizing.
- Facilitate information exchange between urban job-training administrators, the Department of Labor, and Capitol Hill on workforce development and other employment and training activities. The staff director works closely with the Department of Labor to strengthen the role of the mayor in employment and training programs.
- The staff director also provides information to mayors on the relationship between workforce development and employment and training at various other Conference of Mayors meetings.

The Workforce Development Council holds the following meetings each year:

- Congressional Forum each fall with congressional members and staff to review legislative activities relating to employment training and workforce development, and to provide an opportunity for WDC members to interact with their congressional representatives and Department of Labor officials in Washington, D.C.
- Annual meeting in January in conjunction with the United States Conference of Mayors Winter Meeting in Washington, D.C. During this meeting officers and a Board of Trustees are elected.
- Meeting in conjunction with the Annual U.S. Conference of Mayors, which is held in various cities across the country in June of each year. The purpose of this meeting is to provide mayors with policy input as they develop their agenda for the coming year.

For more information about the Workforce Development Council, go to: <http://www.uscmwdc.org/>

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NATIONAL ASSOCIATION OF WORKFORCE DEVELOPMENT PROFESSIONALS

The mission of the National Association of Workforce Development Professionals (NAWDP) is to be the national voice for the profession and meet the individual professional development needs of the membership. NAWDP is a professional association for individuals working in employment and training and related workforce development programs. It is dedicated to enhancing the professionalism of the field and developing the professional skills of practitioners. The educational arm of NAWDP is the Partnership Education Fund, which uses education to inform, improve and develop the capabilities of professionals in the workforce development field.

NAWDP was created in 1989 by the National Job Training Partnership (now the Partnership Education Fund), with start-up funding from the U.S. Department of Labor. NAWDP was founded to provide professional development and representation to the individuals who work in the workforce development

field, with a special emphasis on front-line staff. NAWDP now has over 4,500 members across the United States. Because its membership base is individual instead of organizational, NAWDP works to encourage peer exchanges and information, and to advance issues of system change, cross-training, and program collaboration. NAWDP has two full-time programmatic staff. NAWDP uses volunteers extensively and employs specialized consultants for services such as technical training and publications. NAWDP has endorsed and administered the Certified Workforce Development Professional (CWDP) credential since February 6, 1999. NAWDP conducts a wide range of professional development services, including an annual conference averaging 900 to 1000 people, as well as cosponsoring regional conferences.

For more information, go to: <http://www.nawdp.org/AM/Template.cfm?Section=HomePage>

Workforce Development Month

The National Association of Workforce Development Professionals has designated September as National Workforce Development Month to honor all those individual professionals who play such a vital role in our nation's economic recovery efforts.

For more information, go to:

http://www.nawdp.org/AM/Template.cfm?Section=Workforce_Development_Month&Template=/CM/HTMLDisplay.cfm&ContentID=5484

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AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Founded in 1920, the American Association of Community Colleges (AACC) has become the leading proponent and the national “voice for community colleges.” Today, the association represents almost 1,200 two-year, associate degree–granting institutions and more than 12 million students, as well as a growing number of international members. Community colleges are the largest and fastest-growing sector of U.S. higher education, enrolling close to half (46 percent) of all U.S. undergraduates.

AACC is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy. In addition, AACC is a member of “The Six” large, presidentially based associations and collaborates with a wide range of entities within the higher education community to monitor and influence federal policy and to collaborate on issues of common interest. The association has ongoing interaction with key federal departments and agencies including the U.S. Departments of Labor, Education, Energy, Homeland Security, and Commerce and the National Science Foundation.

AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media. Its efforts are focused in five strategic actions areas:

- Recognition and Advocacy for Community Colleges
- Student Access, Learning and Success
- Community College Leadership Development
- Economic and Workforce Development
- Global and Intercultural Education

For more information go to: <http://www.aacc.nche.edu/About/Who/Pages/default.aspx>

Contact

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NATIONAL LEAGUE OF CITIES

The National League of Cities (NLC) is dedicated to helping city leaders build better communities. Working in partnership with the 49 state municipal leagues, NLC serves as a resource to and an advocate for the more than 19,000 cities, villages and towns it represents.

The National League of Cities members are municipalities from across the country. A city or town joins NLC and the elected officials and staff participate in NLC's programs, activities and governance. State municipal leagues are also active members of NLC, guiding the organization's priorities and serving as an important link to cities in their state. And, NLC offers membership opportunities for members of the private and non-profit sector.

More than 2,000 municipalities of all sizes pay dues directly to NLC and actively participate as leaders and voting members in the organization.

Human Development Corporation

The Human Development Committee is responsible for developing policy positions on issues involving social services, children and learning, poverty and income support, employment and workforce development, equal opportunity, Social Security and seniors, individuals with disabilities, public health care, mental health parity, and immigration reform.

For more information, go to: <http://www.nlc.org/influence-federal-policy/policy-committees/human-development>

There is a growing body of research examining the structure and delivery of training programs and workforce needs. These organizations release reports, briefs and other products that address the effectiveness, cost-benefits, implementation and structure of workforce programs. The following list includes some of the more well-known organizations that regularly study workforce development programs and policies:

- The Urban Institute
- MDRC
- National Skills Coalition
- Jobs for the Future
- Brookings
- RAND Corporation
- Workforce Data Quality Campaign
- Georgetown Center on Education and the Workforce
- John J. Heldrich Center for Workforce Development
- American Institutes for Research
- ACT

THE URBAN INSTITUTE

Center on Labor, Human Services, and Population

The Center on Labor, Human Services, and Population studies how family and individual well-being is shaped by economic, social, and demographic trends, and how policies and programs can improve economic security, human capital, family stability, and child development.

Understanding how families are faring in the face of economic pressures and demographic change is essential for policymakers and practitioners who oversee social services and programs. Their research explores the implications of these changes for people and policies and contributes to the evolving conversation about growing inequality.

Their Approach:

- They combine rigorous quantitative methods and experimental demonstrations with the in-depth and nuanced insight that comes from qualitative research. This approach grounds their work in data and a deep understanding of the complexity of people’s lives and the systems that support and invest in them.

- They work at the national, state, and local levels: observing programs on the ground, suggesting practical ways to streamline delivery, documenting the damaging effects of persistent childhood poverty, and assessing what Americans need to successfully work and support their families.
- Much of their research focuses on groups that face serious barriers to stability and success, such as children in poverty, youth disconnected from work and school, low-income parents, immigrants, and racial and ethnic minorities. They examine the strengths, needs, and capacities of these population groups, not just the programs and policies designed to help them.

For more information go to: <http://www.urban.org/policy-centers/center-labor-human-services-and-population/analyzing-how-changing-demographics-and-economic-inequality-affect-family-and-individual-well-being>

MDRC

MDRC is committed to finding solutions to some of the most difficult problems facing the nation — from reducing poverty and bolstering economic self-sufficiency to improving public education and college graduation rates. They design promising new interventions, evaluate existing programs using the highest research standards, and provide technical assistance to build better programs and deliver effective interventions at scale. They work as an intermediary, bringing together public and private funders to test new policy-relevant ideas, and communicate what they learn to policymakers and practitioners — all with the goal of improving the lives of low-income individuals, families, and children.

Issues that MDRC focuses on:

- P – 12 Education
- Higher Education
- Disconnected Youth
- Work and Income Security
- Families with Children
- Health and Disability

For more information go to: <http://www.mdrc.org/>

NATIONAL SKILLS COALITION

National Skills Coalition is a broad-based coalition working toward a vision of an America that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper. They engage in organizing, advocacy, and communications to advance state and federal policies that support these goals – policies that are based on the on-the-ground expertise of their members.

State Policy

National Skills Coalition analyzes, develops, advances and helps implement state policies that support four key strategies -- Sector Partnerships, Career Pathways, Job-Driven Investments, and Data and Credentials -- that close middle-skill gaps and ensure individuals and industries have the skills to compete and prosper.

NSC provides support to advance these policies in two ways:

- They work in the states to help build and support multi-stakeholder coalitions – business, labor, colleges, community organizations, and the public workforce system – that work together to advance a shared policy agenda.
- They provide direct assistance to state policymakers who want to learn about, develop and implement effective workforce policies.

For more information go to: <http://www.nationalskillscoalition.org/>

JOBS FOR THE FUTURE

Jobs for the Future works to ensure that all underprepared young people and workers have the skills and credentials needed to succeed in our economy by creating solutions that catalyze change in our education and workforce delivery systems. Working with their partners, JFF designs and drives the adoption of innovative and scalable education and career training models and systems that lead from college readiness to career advancement. They also develop and advocate for the federal and state policies needed to support these solutions.

Issues JFF addresses:

- Preparing for college and career
- Earning postsecondary credentials
- Advancing careers and economic growth

For more information go to: <http://www.jff.org/>

BROOKINGS

The Brookings Institution is a nonprofit public policy organization based in Washington, DC. Their mission is to conduct high-quality, independent research and, based on that research, to provide innovative, practical recommendations that advance three broad goals:

- Strengthen American democracy;
- Foster the economic and social welfare, security and opportunity of all Americans; and
- Secure a more open, safe, prosperous and cooperative international system.

Economic Studies

The U.S. economic recovery from the recession remains fragile amid weak job creation and persistently high rates of long-term unemployment. An anemic housing market, mounting U.S. government debt, and instability abroad all threaten to slow economic growth. Brookings experts analyze the full array of domestic and global economic issues, in order to provide better guidance to policymakers worldwide.

For more information go to: <http://www.brookings.edu/research/topics/labor-policy>

The Hamilton Project

The Hamilton Project offers a strategic vision and produces innovative policy proposals on how to create a growing economy that benefits more Americans. The Project's strategy reflects a judgment that long-term prosperity is best achieved by fostering economic growth and broad participation in that growth, by enhancing individual economic security, and by embracing a role for effective government in making needed public investments.

Launched in 2006 as an economic policy initiative at the Brookings Institution, The Hamilton Project is guided by an Advisory Council of academics, business leaders, and former public policy makers. The Project provides a platform for a broad range of leading economic thinkers to inject innovative and pragmatic policy options into the national debate. The Project offers proposals rooted in evidence and experience, not doctrine and ideology, and brings those ideas to bear on policy debates in relevant and effective ways.

For more information go to: http://www.hamiltonproject.org/about_us/

RAND CORPORATION

The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest.

Labor and Population

Communities around the world strive to improve residents' quality of life from childhood through old age. RAND Labor and Population supports these efforts by providing solutions to critical social and economic problems faced by children and families, workers, the elderly, the disabled, and other vulnerable populations.

For more information go to: <http://www.rand.org/labor.html>

WORKFORCE DATA QUALITY CAMPAIGN

Workforce Data Quality Campaign (WDQC) is a non-profit, non-partisan initiative that advocates for inclusive, aligned and market-relevant data systems used for advancing the nation's skilled workforce and helping U.S. industries compete in a changing economy. WDQC was developed in 2012 by convening stakeholders from across the education and workforce development spectrum, along with researchers and technical data experts from the state and federal levels.

To achieve its vision, WDQC encourages Congress and federal agencies to strengthen support for strategic data collection, management and usage that protects individual privacy while enabling analysis and research. At the state level, the WDQC promotes key features of high-quality state longitudinal data systems and shares best practices through publications, webinars and convenings.

For more information go to: <http://www.workforcedqc.org/>

GEORGETOWN CENTER ON EDUCATION AND THE WORKFORCE

The Georgetown University Center on Education and the Workforce is an independent, nonprofit research and policy institute affiliated with the Georgetown McCourt School of Public Policy that studies the link between education, career qualifications, and workforce demands. The Center conducts research in three core areas with the goal of better aligning education and training with workforce and labor market demand: jobs, skills, and people.

For more information go to: <https://cew.georgetown.edu/>

JOHN J. HELDRICH CENTER FOR WORKFORCE DEVELOPMENT

The John J. Heldrich Center for Workforce Development is based at the Edward J. Bloustein School of Planning and Public Policy, at Rutgers, the State University of New Jersey. The university-based research and policy center, founded in 1997, is dedicated to raising the effectiveness of the American workplace by strengthening workforce education, placement and training programs and policies and has earned a reputation as one of the nation's leading research centers for workforce development. The Center's efforts concentrate on both nurturing concrete innovations in workforce practices, as well as addressing broad-scale economic policy changes that ensure Americans receive the education and training they need to be productive and prosperous in the knowledge economy of the 21st century. The Center provides an independent source of analysis for reform and innovation in policy-making and employs cutting-edge research and evaluation projects to identify best practices in workforce development and employment and workplace policy. It is also engaged in significant partnerships with the private sector to design effective education and training programs and is committed to assisting job seekers and workers attain the information, education, and skills training they need to move up the economic ladder. The Center embodies its slogan 'Solutions at Work' by not only documenting challenges facing the nation's workforce, but also partnering with industry leaders and educators to seek out practical solutions that translate into effective government and workforce policy. Ultimately, the Center serves as a laboratory to create innovative, applied solutions to well-documented workplace challenges. This combination of scholarly research and "real world" solutions enables the Center to make a significant difference in the lives and futures of American workers and their employers.

The Center provides clients and partners with an array of services:

- Assessing the effectiveness of workforce and education programs, underscoring best practices in education, training, and economic development, while also identifying emerging challenges that employers and policymakers must address. Including issues such as the growing 'spatial mismatch' between where workers live and where employers locate.
- Leveraging the Center's extensive research on labor issues and insight into workforce programs to develop information technology products designed to empower job seekers and assist workforce program operators. Issues include industry workforce needs as well as how to span gaps between labor supply and demand. Products include a training program consumer report card that provides New Jersey training programs and facilitates searches and comparisons of these programs based on the preferences of job seekers.
- Distributing and publicizing research findings to educate business and union leaders, policymakers, community members, as well as media and the academic communities, on critical workforce and education issues that relate to the emerging global, knowledge-driven economy. The Center's survey series, Work Trends, is a key component of this effort, receiving widespread attention from media outlets and policymakers.

- Developing curricula, training materials, and development courses and programs for frontline staff and managers in public workforce agencies and community-based organizations. These capacity-building activities are produced through a myriad of courses, seminars, conferences, workshops, and curricula available both on and offline.
- Educating a new generation of workforce development professionals. More than 30 undergraduate and graduate students have studied and worked on Center projects and are now pursuing their careers as educators, workforce consultants, employment center administrators, legislative analysts, government researchers, and budget specialists.

For more information go to: <http://www.heldrich.rutgers.edu/>

AMERICAN INSTITUTES FOR RESEARCH

Spanning the full employment life cycle—workforce preparedness, recruitment, selection, performance management, training and more—AIR applies research in developing the knowledge, tools, systems, and programs needed to maximize human and organizational potential for federal and state agencies, international development agencies, leading foundations, school districts and private businesses.

AIR conducts work in three program areas:

- Workforce and Lifelong Learning
- Education
- Health and Social Development

For more information go to: <http://www.air.org/topic/workforce>

ACT

ACT's research supports and strengthens its mission—helping individuals achieve academic and workplace success. For more than 50 years, ACT has done extensive research to create solutions to improve the education and increase the skills of America's workforce.

ACT has the largest, most robust occupational profiles database available. More than 19,000 unique job titles, ranging from white-collar professional to blue-collar technical positions, have been profiled by ACT-authorized job profilers or trained employees. Extensive research has been done on these jobs to define what essential skills are needed to build a successful workforce.

ACT has helped develop the following workforce solutions:

- Job Analysis Tools
- Workplace Assessments
- Skill Gap Training
- Evidence-based Credentials
- Certificate Reporting & Management System

For more information go to: <http://www.act.org/solutions/career-success/workforce-development/>

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APPENDIX 1: NATIONAL ASSOCIATION OF STATE WORKFORCE BOARD CHAIRS STATE WEBSITES

- Alabama Department of Economic and Community Affairs:
<http://www.adeca.alabama.gov/Divisions/wdd/Pages/Workforce-Boards.aspx#state>
- Alaska Human Resource Investment Council: <http://labor.state.ak.us/awib/>
- Arizona Council on Workforce Development: <http://www.arizonaworkforceconnection.com/>
- Arkansas Workforce Development Board: <http://dws.arkansas.gov/AWDB/index.htm>
- California - Workforce Investment Board: <http://www.cwib.ca.gov/>
- Colorado Workforce Development Council: <http://www.colorado.gov/cs/Satellite/CDLE-EmployTrain/CDLE/1248095317987>
- Connecticut Employment and Training Commission:
<https://www.ctdol.state.ct.us/OWC/CETC/CETC.htm>
- Delaware Workforce Development Board: <http://www.delawareworks.com/wib>
- Florida – Career Source Florida: <http://careersourceflorida.com/>
- Georgia State Workforce Investment Board: <http://www.georgia.org/competitive-advantages/workforce-division/about-office/state-workforce-investment-board/>
- Hawaii Workforce Development Council: <http://labor.hawaii.gov/wdc/>
- Idaho Workforce Development Council:
<http://labor.idaho.gov/dnn/wia/StateCouncil/tabid/539/Default.aspx>
- Illinois Workforce Partnership: <http://www.illinoisworkforce.net/index.html>
- Iowa Workforce Development Board: <http://www.iowaworkforce.org/>
- KANSASWORKS State Board: <http://www.kansasworksstateboard.org/Pages/Default.aspx>
- Louisiana Workforce Commission: <http://www.laworks.net/>
- Maryland Governor's Workforce Investment Board: <http://www.gwib.maryland.gov/>
- Massachusetts Workforce Investment Board:
<http://www.massworkforce.org/Stateboard/index.htm>
- Michigan Council for Labor & Economic Growth: http://www.michigan.gov/snyder/0,4668,7-277-57738_57679_57726-250798--,00.html
- Minnesota Governor's Workforce Development Council: <http://www.gwdc.org/>
- Missouri Workforce Development Board: <https://jobs.mo.gov/community/mo-workforce-development-board>
- Montana Governor's State Workforce Investment Board: <http://swib.mt.gov/>
- Nebraska Workforce Investment Board:
<http://dol.nebraska.gov/EmploymentAndTraining/WIA/SWIBInformation>

- Nevada JobConnect: <http://www.nevadajobconnect.com/>
- New Mexico Workforce Development Board: <http://www.dws.state.nm.us/>
- New Hampshire State Workforce Investment Board: <http://www.nhworks.org/state-workforce-investment-board/>
- North Dakota Workforce Development Council: <http://www.jobsnd.com/individuals/workforce-councils>
- New York State Workforce Investment Board: <http://www.labor.ny.gov/workforce/swib/SWIBAbout.shtm>
- Ohio Governor's Executive Workforce Board: <http://workforce.ohio.gov/Board.aspx>
- Oklahoma Governor's Council: <http://oklahomaworks.gov/governors-council/>
- Oregon Office of Community Colleges and Workforce Development: <http://www.oregon.gov/ccwd/pages/rap/owib.aspx>
- Pennsylvania Workforce Investment Board: http://www.paworkforce.state.pa.us/portal/server.pt/community/pa_workforce_investment_board/12943
- Rhode Island Governor's Workforce Board: <http://www.gwb.ri.gov/board.htm>
- South Carolina State Workforce Investment Board: <https://www.scworks.org/>
- South Dakota Workforce Development Council: http://dlr.sd.gov/workforce_training/wdc.aspx
- Tennessee Workforce Development Board: <http://www.state.tn.us/labor-wfd/wfboard.html>
- Texas Workforce Investment Council: <http://governor.state.tx.us/twic/>
- Vermont Workforce Development Council: <http://labor.vermont.gov/workforce-development-council/>
- Washington State Workforce Training & Education Coordinating Board: <http://www.wtb.wa.gov/>
- West Virginia Workforce Investment Council: <http://www.wvcommerce.org/business/workforcewv/aboutworkforce/wic/default.aspx>
- Wisconsin Council on Workforce Investment: <http://www.wi-cwi.org/>
- Wyoming Workforce Development Council: <http://wyowdc.wyo.gov/council>

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APPENDIX 2: NATIONAL ASSOCIATION OF STATE WORKFORCE BOARD CHAIRS BY-LAWS

Articles of Organization

Article I: Name and Members

Section 1: The name of this organization shall be the National Association of State Workforce Board Chairs.

Section 2: Full Members shall be the chair(s) from each State Workforce Investment Board or similar state-level entity (to be referred to as the State Workforce Board) appointed by the governor to oversee workforce policies and programs in each state or territory of the USA. Each chair or state board may designate an alternate to serve as an associate member of the association and to substitute for the state chair in the event that the chair is unable to attend the Annual Meeting or any meeting officially called by the Executive Committee. The alternate shall be a member of the State Workforce Board appointed by the governor of the state or territory.

Each state may designate the board's executive director or a staff person as the liaison between the Chair and the Association support staff and as an associate non-voting member of the association.

Article II: Officers

Section 1: The officers of this Association shall be a Chair, Vice Chair and the Immediate Past Chair. Only full members of the Association shall be eligible to be elected, or to continue to serve, as an officer.

Section 2: Officers shall serve one two-year term under the same title. The term of office shall be from the close of an Annual Meeting to the close of the following Annual Meeting two years hence.

Section 3: The Chair, and Vice Chair, shall be elected at the Annual Meeting by the members present. When there is more than one nominee, for any one office, it shall be by secret ballot. (Refer to Article III, Section 1.)

Section 4: The chair shall perform the usual duties of a presiding officer at meetings of the Association and shall appoint committees from time to time (as he/she, the Association, or the Executive Committee may determine necessary).

Section 5: The Vice Chair shall succeed to and complete the term of office of the Chair in the event that the Chair shall resign or otherwise be unable to serve. Should both the Chair and the Vice Chair resign or be unable to serve, the Executive Committee shall call a special election to nominate and elect full members to fill the remainder of the Chair and Vice Chair's term of office. The special election shall be called for within thirty days of the vacancies of the Chair and Vice Chair. The remainder of the Executive Committee shall

notify the full members in writing and electronically of the vacancies and call for nominations. A ballot shall be prepared for the Association to elect a Chair and Vice Chair. Their terms shall begin as soon as the Executive Committee declares the results of the vote.

Article III: Executive Committee

- Section 1: The Executive Committee shall be composed of the Chair, Vice Chair, Immediate Past Chair, and two at-large members appointed by the Association Chair. The Composition of the Executive Committee shall, whenever feasible, be regionally balanced and include a new member of the Association.
- Section 2: The two at-large members of the Executive Committee shall be appointed and serve at the will of the Association Chair.
- Section 3: Executive Committee meetings will be open to the membership.
- Section 4: A quorum for meetings of the Association, the Executive Committee, and any other Association committee, shall be a majority of its members. A quorum may be established when less than 50 percent of the membership is present, if two-thirds of the full members present vote to approve such.
- Section 5: Only members of the Executive Committee shall have charge of the direction and management of the Association between meetings of the full membership, however the Executive Committee shall take no action contrary to the formal action of the full membership.

Article IV: Committees

- Section 1: Each committee of the Association shall study all substantive matters within the assigned jurisdiction of such committee. Each committee, before taking any position, testifying, or making any public statement with respect to any new matters within its jurisdiction, shall submit the proposed position to the Executive Board or the full membership for approval. It is understood that no action of a committee or the Association as a whole prohibits individual members from taking a stand at variance therewith.
- Section 2: Membership of committees may consist of both full and associate members of the Association.
- Section 3: The Chair shall appoint three full members to act as a nominating committee.

Article V: Meetings

The Association's full membership shall have at least one meeting each year. The regular annual meeting of the Association shall be held at a time and place to be designated by the Executive Committee. Written notice of all Association meetings and Executive Committee meetings must be made 10 days in advance and provided to all members of the Association. The program for all meetings shall be arranged by the Chair and Executive Committee. The Chair and Executive Committee shall report during the meeting

concerning matters of interest to the Association. The election of officers shall take place at the business session during the annual meeting.

Article VI: Method of Conducting Business

Section 1: The Rules contained in the current edition of Robert’s Rules of Order Newly Revised shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with the bylaws and the statutes applicable to the Association.

Section 2: Where Robert’s Rules of Order Newly Revised is not applicable or not consistent with the Act or bylaws, the Chair’s decision shall be final.

Section 3: In voting on questions before the Association, each state and territory shall be entitled to one vote, and a majority vote of states and territories voting on any question shall be necessary for passage.

Section 4: Full members may be represented at any meeting of the Association by a proxy. The name of the proxy must be submitted in writing to the Chair of the Association prior to the meeting. Proxies must be either a member of the state board or the executive director/staff contact. Individuals serving as proxies may participate in the meeting and vote on behalf of the full member on specific agenda items. Associate members, unless the Chairs’ designated alternate can only vote at a meeting if they have been designated as the proxy of a full member. Associate members may only vote for officers when directed by the full member they represent.

Article VI: Amendments

These Articles of Organization and any amendments or supplements thereto or waivers thereof may be adopted, amended, altered, supplemented or repealed by a majority vote of members present and voting at any meeting duly called, and with 30 days notice.

Revised effective August 3, 2008

National Governors Association (NGA) policies are the formal positions taken collectively by the governors to influence action by the federal government and to inform national debate on critical issues. The following are portions of NGA's policies for workforce, Wagner insurance, unemployment insurance, education and economic development.

ECW-03 Building a World-Class Workforce

February 23, 2015

3.1 Preamble

For Americans to stay competitive in the global economy, it will take bold transformation and modernization of our nation's education and workforce systems and a stronger federal-state partnership. Every member of the workforce must be given the opportunity to realize their full potential over the course of their careers in order to keep pace with the ever- evolving demand for new skills and knowledge.

As leaders of their states, governors are uniquely positioned to advance statewide efforts to increase access to workforce training and post-secondary education, improve credential and degree attainment, while ensuring transparency and accountability of the public investment.

3.2 Principles

3.2.1 Workforce Investment Act.

- Provide governors with increased flexibility to transfer federal funding between programs and eliminate eligibility requirements that restrict alignment and integration of programs.
- Champion state-led innovations and avoid unfunded mandates by maintaining the 15 percent set-aside for statewide activities.
- Ensure that states can continue to be the "incubators of innovation" by not redirecting federal funding for states to federally controlled competitive grant programs.
- Support statewide and regional based workforce systems to increase efficiencies, reduce administrative costs, and ultimately make available more training to more workers.
- Provide governors with expanded authority to appoint State Workforce Investment Board members and direct the work of the State Board.
- Enact state created common performance measures across federally funded workforce programs and streamline state data collection and reporting requirements.

3.2.2 Post-Secondary Education.

- Support state-led efforts to raise credential attainment rates, increase college completion, improve productivity and ensure college access and affordability.

- Eliminate state maintenance of effort requirements for higher education that can ultimately discourage state investments and jeopardize educational opportunities for disadvantaged students.
- Streamline and coordinate regulations across federally funded programs to promote better accountability, transparency and reduce redundancies and administrative costs.

*Time limited (effective Winter Meeting 2015– Winter Meeting 2017).
Adopted Winter Meeting 2015.*

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