Congress of the United States

Washington, DC 20510

May 21, 2014

Statement of the Managers to Accompany the Workforce Innovation and Opportunity Act

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I. Purpose and Summary of the Legislation

The purpose of the Workforce Innovation and Opportunity Act is to amend and reauthorize the Workforce Investment Act of 1998, which supports the nation's primary programs and investments in employment services, workforce development, adult education, and vocational rehabilitation activities and has been due for reauthorization since 2003. The bill also reauthorizes and enhances the Adult Education and Family Literacy Act, amends the Wagner-Peyser Act of 1933, and amends and reauthorizes certain provisions in the Rehabilitation Act of 1973.

The legislation is the product of an extensive bipartisan, bicameral effort in negotiations between the Senate Health, Education, Labor and Pensions (HELP) Committee and House Committee on Education and the Workforce regarding their respective reauthorization bills and input from the major stakeholders in workforce development, adult education, employment services, and vocational rehabilitation and other disability programs. In addition, two hearings were held in the 113th Congress regarding the reauthorization of the Workforce Investment Act of 1998 – one in the Senate and one in the House of Representatives.

This legislation amends the Workforce Investment Act of 1998 by making the changes identified below.

This legislation repeals the Workforce Investment Act of 1998 and replaces it with new authorization language for workforce systems in the States and local areas, Job Corps, national programs, adult education and literacy, and general provisions. In addition, the legislation includes amendments to the Wagner-Peyser Act of 1933 and the Rehabilitation Act of 1973, which are important programs connected to the broader workforce development system.

First, the bill makes a number of specific changes to workforce investment activities under title I. The number of required members on State and local workforce boards is reduced. States are required to submit one plan to address all of the core programs – title I-B, title II, employment services under the Wagner-Peyser Act in title III, and State vocational rehabilitation under title IV – and develop a comprehensive State strategy to align workforce activities with labor market demands and economic development goals. The bill also includes a process describing the partner contributions for infrastructure funding. There is an increased emphasis on ensuring

physical and programmatic accessibility of one-stop centers and training providers. Flexibility of funds for use at the local level between adult and dislocated worker funding is enhanced. A set of common performance indicators is required for all core programs under the bill. Importance is placed on providing career pathways and the use of sector strategies for delivering services. Streamlining reporting requirements and administrative burdens are applied. Youth who face severe barriers to employment and education, including out-of- school youth, are targeted for assistance.

Second, the bill makes a number of changes to the Adult Education and Family Literacy Act to support successful transitions to postsecondary education or training, or employment. The bill requires specific activities at the local, State, and national level, including integrating basic adult education and occupational skills training and the use of career pathways. The bill also requires the Secretary of Education to conduct evaluations and research regarding adult education activities provided under the title.

Third, the amendments to the Wagner-Peyser Act of 1933 include changes to the Workforce Information Council, which supports the development of a State-Federal system for identifying labor market information. The amendments also include provisions to support professional development for employment services staff.

Fourth, the bill prioritizes competitive integrated employment for individuals with disabilities, particularly young people with disabilities who are transitioning from education to employment, by ensuring that these individuals have the skills and training necessary to maximize their potential. The amendments also include better alignment of disability programs in order to ensure that individuals receive the services, technology, and support they need in order to live inclusive, successful lives.

Fifth, the bill repeals the Workforce Investment Act of 1998 and eliminates the following 15 programs:

- Youth Opportunity Grants
- 21st Century Workforce Commission
- National Institute for Literacy under Adult Education
- Health Care Gap Coverage for Trade Adjustment Assistance participants
- WIA Incentive Grants
- WIA Pilots and Demonstration Projects
- Community-based Job Training Grants
- Green Jobs Act
- Projects with Industry under the Rehabilitation Act amendments
- Recreation Programs under the Rehabilitation Act amendments
- In-service Training under the Rehabilitation Act amendments
- Migrant and Seasonal Farmworker Program under the Rehabilitation Act amendments
- WIA Veterans Workforce Investment Program
- WIA Workforce Innovation Fund
- Grants to States for Workplace and Community Transition Training for Incarcerated Individuals under the 1998 Amendments to the Higher Education Act.

II. Background and Need for Legislation

When Congress passed the Workforce Investment Act of 1998, it was seen as a major step forward in streamlining existing Federal workforce programs and supporting Federal investment in workforce development activities. Since the authorization for the statute expired in 2003, there have been numerous attempts to reauthorize the legislation in both the House and the Senate.

III. Legislative History and Committee Action

In the 113th Congress, the Senate took the following action on reauthorization of the Workforce Investment Act. On June 20, 2013, the Senate HELP Committee conducted a hearing on reauthorization of the Workforce Investment Act of 1998. On July 24, 2013, Senator Murray, Senator Isakson, Senator Harkin, and Senator Alexander introduced S.1356, the Workforce Investment Act of 2013. On July 31, 2013, the Senate HELP Committee considered S.1356 in executive session and reported it favorably, as amended, to the Senate by a vote of 18 to 3. The committee considered and adopted two amendments to the underlying bill. The first amendment was in the nature of a substitute and included changes recommended by the bill managers - Senate HELP Chairman Tom Harkin (D-IA), HELP Committee Ranking Member Lamar Alexander (R-TN), Senator Patty Murray (D-WA), and Senator Johnny Isakson (R-GA) - and was adopted by unanimous consent. The second amendment, offered by Senator Casey (D-PA), Senator Hatch (R-UT), and Senator Whitehouse (D-RI) included additional reporting requirements for the Job Corps program. The amendment was accepted by voice vote.

In the 113th Congress, the House took the following action on reauthorization of the Workforce Investment Act. On February 26, 2013, the House Education and the Workforce Committee, in the Subcommittee on Higher Education and Workforce Training, conducted a hearing on the reauthorization of the Workforce Investment Act of 1998. On February 25, 2013, Higher Education and Workforce Training Subcommittee Chairwoman Virginia Foxx (R-NC) introduced H.R. 803, the Supporting Knowledge and Investing in Lifelong Skills Act. On March 6, 2013, the Committee on Education and the Workforce considered H.R. 803 in legislative session and reported it favorably, as amended, to the House of Representatives.

The committee considered and adopted the following amendments to H.R. 803. The first amendment was in the nature of a substitute and included changes recommended by the bill manager, Representative Foxx, and was adopted by voice vote. The second amendment, offered by Representative Tim Walberg (R-MI), streamlined the unified State plan process at the Federal level. The third amendment, offered by Representative Martha Roby (R-AL), prohibited the use of funds for lobbying and political activities. The fourth amendment, offered by Representative Susan Brooks (R-IN), allowed State and local workforce boards to implement pay-for-performance strategies. The second, third, and fourth amendments were considered en bloc and adopted by voice vote.

On March 15, 2013, the House of Representatives adopted H.R. 803 by a vote of 215-202. During debate the House considered the following amendments. The first amendment, offered by Representative Foxx provided a local application process when designating local workforce investment areas and made technical and clarifying changes to the underlying bill, and passed by

voice vote. The second amendment, offered by Representative Pete Gallego (D-TX), required State and local plans include advanced manufacturing workforce development strategies, and passed by voice vote. The third amendment, offered by Representative Don Young (R-AK), required the Secretary of Labor to set aside one percent of the funds for Native American workforce development programs, and passed by voice vote. The fourth amendment, offered by Representative Diane Black (R-TN), expressed a sense of Congress that any administrative costs be off-set by funds currently being used for marketing and outreach by the Department of Agriculture, and was withdrawn by unanimous consent. The fifth amendment, offered by Representative Scott Garrett (R-NJ), required a reduction in funds to the Department of Labor if long overdue evaluations were not completed within a specified amount of time, and passed by voice vote. Another amendment was offered by Representative John Tierney (D-MA) and was in the nature of a substitute, and did not pass by a recorded vote of 192-227.

IV. Explanation of the Bill and Managers' Views

Sections 1, 2, and 3. Sections 1, 2, and 3 describe the short title for the bill, the Workforce Innovation and Opportunity Act; include the purposes of the Act; and state the definitions for the Act, which are intended to have the same meaning under each program authorized under the Act unless otherwise stated. The definitions identify the "core programs" under the Act, which consist of title I State grant programs; title II adult education programs; the employment service under title III amendments to the Wagner-Peyser Act; and State vocational rehabilitation programs under title IV.

Title I – Workforce Development Activities; Providers; Job Corps; National Programs; and Administration

Title I of the underlying bill includes the primary components of State and local area workforce development systems as well as several national programs for youth and special populations. In order to strengthen and streamline the workforce system, the title focuses on changes to governance, including reducing the number of required board members at the State and local level; requiring one, unified State plan; and promoting local workforce areas more closely aligned to labor markets and economic development regions while preserving a locally driven workforce system. The bill also promotes the themes of providing employment services and workforce development along a career pathway for participants, and education training in line with in-demand industry sectors and occupations for a region.

Workforce Boards
In order for boards to be more strategic, the bill reduces the number of required board members at both the State and local level. The boards remain a business majority with a business chairperson, while the representation for the workforce is increased. At the local level, with the exception of the core programs under the Act, the one-stop partners are no longer required members.

Workforce Plans
To support a strategic, comprehensive, and streamlined system, the bill requires one, unified State plan, covering four years, to meet the requirements for each of the core programs. The plan

also requires a description of the State's overall strategy for workforce development and how the strategy will help meet identified skill needs for workers, job seekers and employers in the State. This unified plan will improve service delivery to individuals as well as reduce administrative costs and reporting requirements at the State level. In order to promote a one-stop system that accommodates the needs of individuals with disabilities, the State and local plans must include a description of how the one-stop system in the State will comply with the applicable requirements of section 188 and the Americans with Disabilities Act regarding the accessibility of programs and facilities for people with disabilities.

Workforce Development Areas
In order to maintain the balance between governors and local elected officials, the bill requires States to consult with local boards and chief elected officials in order to identify local areas and planning regions that are in alignment with labor markets and regional economic development areas. The bill allows for initial and subsequent designations based on performance, fiscal integrity, and participation in regional coordination activities, including regional planning, information sharing, pooling of administrative costs, and coordination of service delivery.

Performance Accountability
In order to promote increased transparency about the outcomes of Federal workforce programs, the bill includes six primary indicators of performance for adults served under programs authorized under the Act, and six primary indicators for youth served under the Act. Commonality among the indicators will allow policymakers, program users, and consumers to better understand the value and effectiveness of the services. The managers recognize that for those participants who have low levels of literacy skills, or who are English language learners, the acquisition of basic English literacy and numeracy skills are critical steps to obtaining employment and success in postsecondary education and training. Therefore, the term "measureable skill gains" referred to under indicator V in this section for adult and youth, is intended to encourage eligible providers under title II to serve all undereducated, low-level, and under prepared adults. The managers agree that reporting and evaluation requirements are important tools in measuring effectiveness, especially for the core programs. Therefore, the legislation includes performance reports to be provided at the State, local and eligible training provider levels, as well as evaluations of the core programs by States.

One-Stop Infrastructure
To improve the quality of the one-stop delivery system, the bill requires the State board, in consultation with chief local elected officials and local boards, to establish criteria for use by the local board in assessing the effectiveness, physical and programmatic accessibility, and continuous improvement of one-stop centers and delivery systems at least every three years. Regarding infrastructure funding for one-stop centers, the bill maintains requirements for the mandatory one-stop partners in a local area to reach a voluntary agreement, in the form of a memorandum of understanding, to fund the costs of infrastructure, other shared costs, and how the partners will deliver services under the system. If local areas fail to come to an agreement regarding sufficient funding of one-stop infrastructure costs, a State one-stop infrastructure funding mechanism can be imposed for those local areas. Mandatory partner program contributions, pursuant to the State one-stop infrastructure funding mechanism, are based on the proportionate use of the one-stop centers and subject to specified caps.

Employment and Training Activities
For youth, the bill utilizes the existing formula to allot funds to States for youth services. It improves upon existing youth services by placing a priority on out-of-school youth (75 percent of funding at the State and local level), and focusing on career pathways for youth, drop-out recovery efforts, and education and training that lead to the attainment of a high school diploma and a recognized postsecondary credential. A priority is also included for work-based learning activities.

For adults and dislocated workers, the bill utilizes the existing formulas with the inclusion of a minimum and maximum allotment percentage for the dislocated worker formula beginning in fiscal year 2016. The managers believe the addition of the minimum and maximum percentages will help bring stability to the only formula that currently does not include such mechanisms, and will reduce funding volatility for States year to year. The bill preserves the governor's 15 percent set aside for statewide activities.

To eliminate the perceived "sequence of services" under current law, requiring an individual to proceed through core and intensive services before training eligibility can be determined, the bill consolidates core and intensive services into a new "career services" category. While the services remain similar to those under current law, the structure is intended to provide more flexibility to one-stop staff in determining a participant's need for training. Local boards are required to convene, use, or implement industry or sector partnerships. The bill also improves upon the mechanisms for local boards to provide education and training to eligible participants by adding the following optional methods, under certain guidelines, for training - contracting for classes of training for multiple participants or on a pay-for performance basis; incumbent worker training; and transitional jobs strategies. Finally, the title includes authorization levels for appropriations for the State grant programs.

Job Corps
The bill improves upon the current Job Corps program by strengthening the contracting requirements for centers, requiring the program use the performance accountability indicators for youth described in section 116 and strengthening reporting requirements, and allowing the Department of Labor to provide technical assistance to centers. The bill includes requirements for a financial report and a third party review of the program every five years. The bill also includes a provision allowing operators of a high-performing center, defined by performance criteria, to be eligible to compete in any procurement process for that center. Where there is not sufficient performance information for the time period required under section 147(b)(2)(B) or section 147(b)(3) due to the effects of a natural disaster or the participation of the center in a performance pilot program, it is the intent of the managers the Secretary apply the provisions of that section to any performance information that is available to the Secretary from the relevant period preceding the time the determination under that provision is made. This would allow entities operating the center to have an opportunity to meet performance requirements allowing them to compete where the absence of complete information is not the fault of the operating entity.

National Programs
The bill reauthorizes the Native American program; the Migrant and Seasonal Farmworker program; and YouthBuild. It also includes provisions for National Dislocated Worker Grants; technical assistance under title I; and evaluations, research, studies and multistate projects conducted by the Secretary of Labor. The bill requires the Secretary of Labor to conduct a multistate study on strategies for placing individuals in jobs and education and training programs that lead to equivalent pay for men and women, including the participation of women in high-wage, high-demand occupations in which women are underrepresented. We believe this is important because a key element of raising women's wages is to provide access to occupations that are predominantly held by men, pay well, and are in demand in the economy. Many occupations today are still dominated by one gender, with more than 75 percent of the jobs in that occupation held by men or by women. Jobs that are predominantly held by men—in industries like transportation, manufacturing, or construction trades—often pay considerably more than jobs traditionally held by women, such as child care workers, health care workers, clerical workers, or workers in retail or other service sectors industries. The managers expect the Secretary to review existing programs and research, State laws and initiatives, and any other relevant project, to determine successful strategies for placement and retention of women in relevant training or jobs and to provide States and localities with the information, tools, and assistance they need to develop programs and activities that will replicate such strategies. We request completion of this project within eighteen months of enactment.

The bill requires an independent evaluation of the activities under title I at least once every four years for the purpose of improving the management and effectiveness of programs and activities. In recognition of the changing demands of the economy, the bill allows the YouthBuild program to expand into additional in-demand industry sectors or occupations in the region.

The bill includes authorization of appropriations for the programs under subtitle D.

Administration
The bill adds restrictions against lobbying activities with funds under this title. The managers do not intend for these provisions to restrict awareness or outreach activities regarding services and activities under title I.

Title II – The Adult Education and Family Literacy Act

In reauthorizing title II, the Adult Education and Family Literacy Act, the bill places an emphasis on ensuring States and local providers offer basic skills, adult education, literacy activities, and English language acquisition concurrently or integrated with occupational skills training to accelerate attainment of secondary school diplomas and postsecondary credentials. Making sure these skills are solidly in place for all students is a priority. The bill also emphasizes utilization of a career pathway approach for adult learners to support transitions to postsecondary education or training and employment opportunities.

The bill requires all adult basic education and literacy programs to use the same set of primary indicators of performance accountability outlined for all employment and training activities authorized under this Act. Individuals receiving these services should be able to use these skills

in obtaining a regular secondary school diploma or its recognized equivalent, obtaining full time employment, increasing their median earnings, and enrolling in postsecondary education or training, or earning a recognized postsecondary credential.

It is essential for adult educators to work closely with workforce development stakeholders in the State, including State and local workforce boards. To help in achieving a seamless statewide workforce development system, the bill requires title II programs to submit a unified State plan with the other core programs within this Act. The bill also provides funds for States to use in offering eligible providers of adult education technical assistance, providing professional development training to improve the instruction and outcomes for adult learners, and conducting evaluations. It encourages State and local leaders to provide activities contextually and concurrently with workforce preparation and training activities for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The bill authorizes national activities to assist States and local providers in developing valid, measurable, and reliable performance data, and in using such performance information for the improvement of adult education and family literacy education programs. The bill also includes provisions to support research and evaluation of adult education activities at the national level. Finally, the bill places an emphasis on integrating English literacy with civics education, as well as adult education and occupational training activities.

Title III – Amendments to the Wagner-Peyser Act

Title III of the Workforce Innovation and Opportunity Act makes amendments to the Wagner-Peyser Act of 1933, which authorizes the public employment services and the employment statistics system. Amendments to the Wagner-Peyser Act generally maintain current law but also reflect the need to align the statute with the other changes in the bill such as including the State employment services in the unified State plan; aligning performance accountability indicators with those indicators used for core programs – as described in section 116 of title I; renaming "employment statistics" to the "workforce and labor market information system" and updating the Workforce Information Council; and providing for staff professional development in order to strengthen the quality of services. Authorization of appropriations for the workforce and labor market information system and the workforce information council is provided for each of the fiscal years of 2015 through 2020.

Title IV – Amendments to the Rehabilitation Act of 1973

Title IV of the Workforce Innovation and Opportunity Act amends and reauthorizes the Rehabilitation Act of 1973. The Rehabilitation Act was last reauthorized in 1998.

The Rehabilitation Act is an important law for individuals with disabilities, particularly those with significant disabilities. It authorizes programs that affect the daily lives of many individuals with disabilities, including the vocational rehabilitation program (training, services, and supports for employment); the independent living program; and research and information on new technology to assist individuals with disabilities.

There remains a critical need for employment and training services for individuals with disabilities. Almost 25 years after the passage of the Americans with Disabilities Act, it is still difficult for many individuals with significant disabilities to find full time employment that is commensurate with their skills, interests, and goals. Yet State vocational rehabilitation programs can play a significant role in meeting this need by providing training, services and supports for individuals with disabilities.

It is especially important to provide young people with disabilities more opportunities to practice and improve their workplace skills, to consider their career interests, and to get real world work experience. Those activities are prioritized in the amendments to the Act. For example, the bill requires State vocational rehabilitation agencies to make "pre-employment transition services" available to all students with disabilities, and to coordinate those services with transition services provided under the Individuals with Disabilities Education Act. State vocational rehabilitation programs will set aside at least 15 percent of their Federal program funds to help young people with disabilities transition from secondary school to postsecondary education programs and employment.

In addition, these amendments establish a framework to ensure every young person with a disability, regardless of their level of disability, has the opportunity to experience competitive, integrated employment. These requirements will provide young people with disabilities with the opportunity to develop their skills and to use supports, available through State vocational rehabilitation programs, to experience competitive, integrated employment as they leave school and enter the workforce.

In order to better align the Independent Living program that serves individuals with significant disabilities living in the community with other similar efforts, the amendments transition the administration of the Independent Living program from the Department of Education to the Department of Health and Human Services, Administration for Community Living. The transition moves the program to an agency with a lifespan and community focus and will better allow the program to fulfill its goal to support "independent living … and the integration and full inclusion of individuals with disabilities into the mainstream of American society."

The amendments also incorporate "independent living" into the name and mission of the National Institute on Disability and Rehabilitation Research and similarly move that program's administration from the Department of Education to the Department of Health and Human Services, Administration for Community Living in order to better align the program priorities with agency goals and priorities.

Title V – General Provisions

The bill repeals the Workforce Investment Act of 1998 in its entirety, replacing it with reforms to better serve unemployed and underemployed workers as well as employers. In doing so, authority is provided to the Secretaries of Labor, Education, and Health and Human Services to establish a smooth and orderly transition period to implement this Act.

V. Section-by-Section Analysis

Section 1. Short title; Table of Contents
The short title of the bill is the Workforce Innovation and Opportunity Act.

Section 2. Purposes.
Identifies the purposes of the Act.

Section 3. Definitions.
Defines terms that are common to all titles, except where otherwise noted.

TITLE I: WORKFORCE DEVELOPMENT ACTIVITIES

Subtitle A.—System Alignment

Chapter 1—State Provisions

Section 101. State Workforce Development Boards.
Establishes State boards. Membership includes the governor; one member of each chamber of the State legislature; and members appointed by the governor of which the chair and majority shall remain representatives of business; requires that 20 percent of the board be representatives of the workforce, including labor organizations; requires the balance of the board to include State government officials responsible for core programs (title I State grant programs, adult education programs, employment services under the Wagner-Peyser Act, and State vocational rehabilitation programs), and chief elected officials. Identifies the functions of the board, permits the State board to hire staff, and directs the State board to establish and apply objective qualifications for the director's position.

Section 102. Unified State Plan.
Establishes unified State plans (hereafter referred to as State plans), which will meet the planning requirements for the core programs and describe how the State will develop a coordinated and comprehensive workforce development system. Streamlines the process for plan submission, approval, and modification of State plans among the Federal agencies.

Section 103. Combined State Plan.
Establishes a process for the State to allow additional workforce development-related programs to participate in and submit federally required plans through the State planning process.

Chapter 2—Local Provisions

Section 106. Workforce Development Areas.
Describes how States, in consultation with local boards and chief elected officials, will identify local areas and planning regions in a State based on criteria for alignment with labor markets, regional economic development, and availability of resources. Describes process for initial and subsequent designation based on performance, fiscal integrity, and participation in regional

coordination activities, including regional planning, information sharing, and coordination of service delivery for local workforce areas. Requires States to provide funding and technical assistance to local areas in a regional planning process that choose to become a single local workforce area. Provides for an appeal process and the continuation of single State designations.

Section 107. Local Workforce Development Boards.
Establishes local boards. Membership includes a majority of representatives of businesses in the local area and a business chairperson; requires 20 percent of the board be representatives of the workforce, including labor organizations; other representatives include education and training providers in the local area (such as community colleges), the core programs in the local area, and economic and community development. With the exception of core programs, required one-stop programs are not required to be represented on the board. Describes permissible standing committees; the appointment, certification, and decertification requirements for local boards; and continues to allow the State board of a single State to function as the local board for the State. Identifies the functions of the local board, permits the local board to hire staff, and directs the local board to establish and apply objective qualifications for the director's position. Provides certain limitations for the local board concerning the delivery of career and training services.

Section 108. Local Plan.
Requires each local board to develop and submit a local plan to the governor, including a description of how services offered through the core programs at the local level will be coordinated and aligned to regional needs. Requires the strategy described in the local plan to align with the State strategy for workforce development. Local boards participating in a regional planning process are required to contribute to and submit a regional plan. Describes the process for plan submission, approval, and modifications.

Chapter 3—Board Provisions

Section 111. Funding of State and Local Boards
Clarifies that funding to support State and local boards must be provided by title I administrative funds, which may be supplemented by non-Federal funds.

Chapter 4— Performance Accountability

Section 116. Performance Accountability System.
Establishes performance accountability indicators at the State level that are common to each of the core programs for adults and performance accountability indicators applicable to all youth programs within the Act. Requires States to negotiate with the Secretaries of Labor and Education a level of expected performance for each of the indicators. Describes factors for consideration in setting and assessing levels of performance. Establishes performance accountability indicators for local programs and a performance negotiation process similar to that required of the State. Requires performance reports to be prepared and submitted by States, local areas, and eligible training providers. Requires States to conduct an evaluation of the core programs, use the results to continuously improve programs, and make results available to the public. Establishes sanctions for poor performance at the State level, including, for those States not meeting performance targets for two consecutive years, a reduction in the percentage of

funds governors may reserve. Establishes sanctions for poor performance at the local level. Requires States to establish and operate a fiscal and management accountability information system for the core programs using guidance provided by the Secretaries. Permits the governor to establish incentives using non-Federal funds for pay-for-performance contract strategies for the delivery of services. Requires States to utilize quarterly wage records, consistent with State law, to measure progress on State performance accountability measures.

Subtitle B.—Workforce Investment Activities and Providers

Chapter 1— Workforce Investment Activities and Providers

Section 121. Establishment of One-Stop Delivery Systems
Establishes the one-stop delivery system. Identifies one-stop partners and their roles and responsibilities. Directs the local board to enter into a MOU with the one-stop partners regarding the operation and costs of the one-stop delivery system. Outlines the competitive process for designating one-stop operators. Describes the services to be made available through the one-stop system, and the criteria for certifying one-stop centers. Establishes a process at the State level for determining one-stop partner program contributions to infrastructure costs, based on proportionate use and funding limitations, for those local areas that do not reach a consensus agreement through the MOU process.

Section 122. Identification of Eligible Providers of Training Services
Describes eligibility for providers; outlines State criteria, information requirements, and application and renewal processes for selecting providers; requires the list of eligible providers be provided to participants; and includes sanctions for providers with substantial violations.

Section 123. Eligible Providers of Youth Workforce Investment Activities
Requires local boards to award grants or contracts to providers for youth workforce investment activities, taking the performance of such providers into account.

Chapter 2— Youth Workforce Investment Activities

Section 126. General Authorization.
Requires the Secretary to allot funding to States and grants to outlying areas for youth activities.

Section 127. State Allotments.
Establishes reservations for Native Americans, outlying areas, and States; maintains current law formulas for State allotments; describes limitations and requirements. Maintains current law minimum and maximum allotment percentages. Maintains small State minimums. Describes reallotment procedures.

Section 128. Within State Allocations.
Allows governors to reserve 15 percent of State allotments for State workforce investment activities. Maintains within-State formula and minimum allocation percentage. Includes a 10 percent limitation on local administrative costs. Describes reallocation procedures.

Section 129. Use of Funds for Youth Workforce Investment Activities.
Describes eligibility for youth participants. Establishes the percentage of youth funds (75 percent) to be used for out-of-school youth. Describes statewide and local activities, including career pathway development, dropout recovery efforts, occupational skills training, and education and training leading to a recognized postsecondary credential. Includes a priority for the provision of work-based learning experiences for youth, and allows for a priority for training that leads to a recognized postsecondary credential.

Chapter 3. Adult and Dislocated Worker Employment and Training Activities.

Section 131. General Authorization.
Requires the Secretary to allot funding to States and grants to outlying areas for adult and dislocated worker activities.

Section 132. State Allotments.
Establishes reservations for outlying areas and States; maintains current law formulas for State allotments; describes limitations requirements. For the adult formula, maintains current law minimum and maximum allotment percentages, and adds similar provisions to the dislocated worker formula beginning in fiscal year 2016. Maintains 20 percent reservation for national dislocated worker grants and technical assistance. Describes reallotment procedures.

Section 133. Within State Allocations.
Maintains reservations for governors' statewide and rapid response activities. Allows local boards to transfer 100 percent of funds between the adult and dislocated worker programs at the local level. Maintains a within-State formula and minimum allocations for the adult formula, and adds a similar minimum allocation for the dislocated worker formula beginning in fiscal year 2016. Describes reallocation procedures.

Section 134. Use of Funds for Employment and Training Activities.
Specifies required and allowable statewide employment and training activities as well as rapid response activities. Permits incumbent worker and customized training, industry sector strategies, career pathway programs, layoff aversion activities, innovative services to individuals with barriers to employment, and coordination with other workforce-related programs from other agencies. Removes the current "sequence of services" between core, intensive and training services by streamlining core and intensive into "career services." Maintains customer choice requirements and allows for the combined use of individual training accounts, cohort training, and pay-for-performance contracts. At the local level, permits boards to utilize incumbent worker training; on-the-job training; customized training; and transitional jobs activities; and provide supportive services.

Chapter 4. General Workforce Investment Provisions.

Section 136. Authorization of Appropriations
Authorizes appropriations for youth, adult, and dislocated worker programs.

Subtitle C.—Job Corps

Section 141. Purposes.
Identifies the purposes of the subtitle.

Section 142. Definitions.
Provides definitions specific to Job Corps.

Section 143. Establishment.
Establishes within the Department of Labor a "Job Corps".

Section 144. Individuals Eligible for the Job Corps.
Describes eligibility for participants and includes a special rule for veterans.

Section 145. Recruitment, Screening, Selection, and Assignment of Enrollees
Specifies general requirements for selecting enrollees and placing them into centers that offer the type of career and technical education and training selected by the individual. Ensures these provisions shall be implemented with organizations that have demonstrated a record of effectiveness in serving at-risk youth. Prohibits denying enrollment in Job Corps based solely on contact with the criminal justice system, but adds an exception barring the selection of individuals convicted of certain felonies. Describes process by which the Secretary develops an assignment plan for enrollment at centers.

Section 146. Enrollment.
Outlines two-year enrollment limits and exceptions.

Section 147. Job Corps Centers.
Describes the competitive basis for the selection process and the eligibility requirements to operate a Job Corps center. Outlines the criteria for determining high-performing centers. Defines length of agreement and contract renewal conditions for Job Corps centers based on performance.

Section 148. Program Activities.
Describes the activities, education and training, and graduate services provided by Job Corps centers and links these activities to in-demand industries and occupations.

Section 149. Counseling and Job Placement.
Describes the assessment, counseling, and placement assistance for enrollees, and allows for services to former enrollees.

Section 150. Support.
Provides for personal and transition allowances for graduates and support for former enrollees.

Section 151. Operating Plan.
Specifies general information for an operating plan.

Section 152. Standards of Conduct.

Describes disciplinary measures and zero tolerance standards, as well as an appeals process.

Section 153. Community Participation.
Outlines business and community participation, including connections with local workforce boards.

Section 154. Workforce Councils.
Describes the roles and responsibilities for workforce councils, including recommending training programs that are in in-demand industry sectors or occupations within the region.

Section 155. Advisory Committees.
Allows the Secretary to establish advisory committees, as necessary, consistent with current law.

Section 156. Experimental, Research, and Demonstration Projects.
Requires the Secretary to inform authorizing committees if a waiver is required to carry out initiatives under this section. Allows the Secretary to reserve administrative funds to provide technical assistance to the Job Corps program.

Section 157. Application of Provisions of Federal Law.
Establishes that enrollees are not Federal employees, consistent with current law.

Section 158. Special Provisions.
Generally maintains current law.

Section 159. Management Information.
Describes financial management controls and procedures, as well as audit requirements. Aligns performance accountability indicators for Job Corps with the indicators for all youth activities described in section 116. Establishes performance indicators for recruiters and career transition service providers. Describes data the Secretary must include in congressional reports regarding the program and centers. Outlines performance improvement plan requirements for centers that fail to reach expected levels of performance.

Section 160. General Provisions.
Generally maintains current law outlining general provisions required by the Secretary.

Section 161. Job Corps Oversight and Reporting.
Requires the Secretary to submit financial reports to applicable congressional committees within a specific timeframe. Requires a third-party review of the Job Corps program once every five years, with results to be submitted to Congress. Directs the Secretary to establish written criteria for Job Corps center closures and submit such written criteria to applicable committees.

Section 162. Authorization of Appropriations.
Authorizes appropriations for the Job Corps program.

Subtitle D.—National Programs

Section 166. Native American Programs.
Describes the requirements for competitive grants for Native Americans. Aligns performance indicators for Native American programs with the performance indicators described in Sec. 116. Clarifies the authority of the Advisory Council and the ability for the Secretary to provide assistance to unique populations in Hawaii and Alaska.

Section 167. Migrant and Seasonal Farmworker Programs.
Describes the requirements for competitive grants for migrant and seasonal farmworkers. Aligns performance indicators for Migrant and Seasonal Farmworker programs with the performance indicators described in section 116. Outlines the range of activities authorized to access education, training, and employment opportunities.

Section 168. Technical Assistance.
Specifies the activities to be undertaken by the Secretary to support an effective workforce development system. Requires the Secretary to establish a system to collect, evaluate, and disseminate promising and proven practices.

Section 169. Evaluations and Research
Requires the Secretary to conduct an independent evaluation at least once every four years. Allows for research, studies, and multistate projects to be conducted by the Secretary.

Section 170. National Dislocated Worker Grants.
Provides definitions for areas impacted by "emergency or disaster" and a "disaster area." Permits the Secretary to provide assistance to such areas.

Section 171. YouthBuild Program.
Describes the requirements for YouthBuild grants. Aligns performance indicators for YouthBuild with the performance accountability indicators for all youth activities described in section 116. Allows training for participants to be linked to industries that are in-demand.

Section 172. Authorization of Appropriations.
Authorizes appropriations for Native American programs, Migrant and Seasonal Farmworker programs, Technical Assistance, and Evaluations and Research.

Subtitle E.—Administration

Section 181. Requirements and Restrictions.
Specifies the general requirements on the limitations of funds to carry out the Act.

Section 182. Prompt Allocation of Funds.
Describes requirements for the Secretary regarding the distribution of funds under the title, including the use of current data and the publishing of the formula used for funding distribution. Requires the State to distribute funds to local areas in a timely fashion.

Section 183. Monitoring.
Similar to current law, describes monitoring guidelines to determine compliance.

Section 184. Fiscal Controls; Sanctions.
Provides requirements regarding use of fiscal controls; sanctions for substantial violations; an appeals process; requirements for repayment of funds not expended in accordance with this title; and response and remedies regarding discrimination.

Section 185. Reports; Recordkeeping; Investigations.
Describes requirements for record keeping and reporting for recipients of funds under this title.

Section 186. Administrative Adjudication.
Describes complaint and appeal procedures regarding dissatisfaction with or failure to receive financial assistance.

Section 187. Judicial Review.
Describes the judicial review process for administrative adjudication decisions.

Section 188. Nondiscrimination.
Describes prohibitions on discriminations.

Section 189. Secretarial Administrative Authorities and Responsibilities.
Describes the general administrative responsibilities of the Secretary in carrying out this title. Excludes requirements regarding funding of infrastructure costs for one-stop centers, and those requirements related to the basic purposes of this title, from provisions the Secretary may waive. Requires expedited approval of waiver requests that have been previously approved by the Secretary for any other State or local area.

Section 190. Workforce Flexibility Plans.
Allows States to submit a plan to the Secretary for waiver approval regarding relevant requirements applicable to local areas.

Section 191. State Legislative Authority.
Clarifies nothing in statute prevents the enactment of State legislation regarding implementation of provisions of this title, consistent with the requirements of this title.

Section 192. Transfer of Federal Equity in State Employment Security Agency Real Property to the States.
Maintains current law.

Section 193. Continuation of State Activities and Policies.
Maintains current law.

Section 194. General Program Requirements

Prohibits the use of Federal funds under this title to establish or operate stand-alone, fee-for-service enterprises. Nothing in this provision prohibits or discourages one-stop centers from using such agencies or companies to assist in serving program participants. Includes a maximum rate of pay for staff hired with funds provided under this title.

Section 195. Restrictions on Lobbying Activities.
Prohibits funds provided under this Act from being used for lobbying activities.

TITLE II: ADULT EDUCATION AND LITERACY

Section 201. Short Title.
Cited as the Adult Education and Family Literacy Act.

Section 202. Purpose.
Establishes the purposes of this title.

Section 203. Definitions.
Defines those terms specific to this title. Defines activities that increase coordination between programs and services to better meet the needs of adult learners and workers, as well as models that integrate adult education and literacy activities with workforce preparation activities and training activities.

Section 204. Home Schools.
Retains autonomy of home schools.

Section 205. Rule of Construction Regarding Postsecondary Transition and Concurrent Enrollment Activities.
Provides nothing in the title shall be construed to prohibit or discourage eligible individuals' transition to postsecondary education, training, or employment, or concurrent enrollment activities.

Section 206. Authorization of Appropriations.
Authorizes appropriations to carry out this title.

Subtitle A.—Federal Provisions

Section 211. Reservation of Funds; Grants to Eligible Agencies; Allotments.
Describes required reservations for certain programs. Requires eligible State agencies to participate in the State planning processes for the core programs described in title I. Describes process for the allotment and reallotment of funds to eligible agencies.

Section 212. Performance Accountability System.
Aligns performance accountability indicators for this title with the indicators for adults described in section 116.

Subtitle B.—State Provisions

Section 221. State Administration.
Describes responsibilities of eligible State agencies.

Section 222. State Distribution of Funds; Matching Requirement.
Describes requirements for State distribution of funds and agency match requirements.

Section 223. State Leadership Activities.
Delineates required and permissible State activities, including instruction for adult learners, integrated education and training, and career pathways development. Requires alignment of adult education activities with those of other core programs and one-stop partners in this Act.

Section 224. State Plan.
Includes the State agency as part of the unified State planning requirements for all core programs described in title I of this Act.

Section 225. Programs for Corrections Education and Other Institutionalized Individuals.
Describes the use of funds under this section and maintains a priority for those individuals most likely to leave the correctional institution within five years of participation in the program.

Subtitle C.—Local Provisions

Section 231. Grants and Contracts for Eligible Providers.
Describes the considerations the eligible agency must take into account when making awards to eligible providers, including alignment with local plans under title I and past performance.

Section 232. Local Application.
Describes requirements for applications from eligible providers.

Section 233. Local Administrative Cost Limits.
Establishes limits for uses of funds for administrative purposes.

Subtitle D.—General Provisions

Section 241. Administrative Provisions.
Maintains requirements related to "supplement not supplant" and maintenance of effort. Includes considerations for extreme financial hardship.

Section 242. National Leadership Activities.
Delineates required and allowable national activities to be carried out by the Secretary. Requires research on adult education and literacy and an independent evaluation at least once every four years of the activities under this title.

Section 243. Integrated English Literacy and Civics Education.
Authorizes the Integrated English Literacy and Civics Education program, which includes serving English language learners and providing integrated education and training.

TITLE III: AMENDMENTS TO THE WAGNER-PEYSER ACT

Title III amends the Wagner-Peyser Act (29 U.S.C 49 et seq.)

Section 301. Employment Service Offices.
Clarifies the offices referred to are a part of the public employment service.

Section 302. Definitions.
References definitions under title I.

Section 303. Federal and State Employment Service Offices.
Requires co-location of employment service offices with one-stop centers. Increases access to and improves the quality of workforce information. Promotes the use of best practices across the system and provides for staff professional development.

Section 304. Allotment of Sums.
Clarifies the allotment of funds to the States.

Section 305. Use of Sums.
Requires employment service offices to provide unemployment insurance claimants with information about and assistance with applying for education and training programs.

Section 306. State Plan.
Includes State employment services in the unified State plan described in title I of this Act.

Section 307. Performance Measures.
Aligns performance indicators with the adult performance accountability indicators for all core programs described in section 116.

Section 308. Workforce and Labor Market Information System.
Renames "employment statistics" to the "workforce and labor market information system." Clarifies the duties of the Secretary and provides for a two year plan. Describes the composition, roles and responsibilities of the Workforce Information Advisory Council.

TITLE IV: AMENDMENTS TO THE REHABILITATION ACT

Title IV amends the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.)

Sec. 401. References.
Identifies the title refers to the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.).

Sec.402. Findings, Purpose, Policy.
States current findings regarding the disability workforce and identifies the purposes of the title.

Sec. 403. Rehabilitation Services Administration.
States the responsibilities of the Commissioner of the Rehabilitation Services Administration.

Sec. 404. Definitions.
Includes definitions for this act including "competitive integrated employment," "pre-employment transition services," and "supported employment services."

Sec. 405. Administration of the Act.
Describes the responsibilities of the Commissioner of the Rehabilitation Services Administration and the Administrator of the Administration for Community Living in reference to carrying out the activities of this Act.

Sec. 406. Reports.
Clarifies dissemination requirements for the annual report on activities under the law.

Sec. 407. Evaluation and Information.
Describes the responsibilities of the Commissioner of the Rehabilitation Services Administration and the Administrator of the Administration for Community Living in reference to evaluating the activities carried out under this Act.

Sec. 408. Carryover.
No changes were made to this section.

Sec. 409. Traditionally Underserved Populations.
Updates the section to reflect the demographics of the United States.

Sec. 411. Declaration of Policy; Authorization of Appropriations.
Sets authorization levels for the program for fiscal years 2015 through 2020.

Sec. 412. State Plans.
Specifies the unified State plan, or combined State plan, under title I of the Workforce Innovation and Opportunity Act, must include the provisions of the State plan for vocational rehabilitation services. Requires the State plan to assure that individuals who are otherwise eligible for vocational rehabilitation services and who are at imminent risk of losing their jobs unless they receive additional necessary postemployment services receive priority. Allows designated State agencies to prioritize serving students with disabilities. Requires State plan to detail the State's strategies to serve students with disabilities so they are prepared for post-school employment.

Sec. 413. Eligibility and Individualized Plan for Employment.
Requires applicants for vocational rehabilitation services be presumed to benefit from an employment outcome, and individuals should be provided the opportunity to try different

employment experiences, including supported employment, and the opportunity to become employed in competitive integrated employment.

Sec. 414. Vocational Rehabilitation Services.
Requires States to ensure designated State units provide or arrange for the provision of pre-employment transition services for all students with disabilities who are in need of these services, and those services are coordinated with services provided under the Individuals with Disabilities Education Act. Also allows State agencies to support advanced training in STEM and other technical professions.

Sec. 415. State Rehabilitation Council.
Requires coordination with other entities, and with activities carried out under the Assistive Technology Act of 1998.

Sec. 416. Evaluation Standards and Performance Indicators.
Aligns the evaluation standards of the Rehabilitation Act with the standards of the Workforce Innovation and Opportunity Act.

Sec. 417. Monitoring and Review.
Provides for the provision of technical assistance to promote high quality employment outcomes.

Sec. 418. Training and Services for Employers.
Allows States to provide services to employers to promote recruitment, hiring, and retention of workers with disabilities.

Sec. 419. State Allotments.
Requires that 15 percent of a State's allotment be designated to provide "pre-employment transition services."

Sec. 420. Payments to States.
No substantive changes made to this section.

Sec. 421. Client Assistance Program.
Requires the Secretary to reserve funds to provide services to American Indians. If the funds appropriated exceed $14M, requires the Secretary to reserve a small percentage for grants to provide training and technical assistance to the client assistance programs in the States. Establishes authorization levels for fiscal years 2015 through 2020.

Sec. 422. Pre-Employment Transition Services.
Requires States to ensure that designated State units provide, or arrange for the provision of, pre-employment transition services for all students with disabilities who are in need of these services.

Sec. 423. American Indian Vocational Rehabilitation Services.
Reserves a small percentage of program funds to make grants to provide technical assistance and training.

Sec. 424. Vocational Rehabilitation Services Client Information.
No substantive changes made to this section.

Sec. 431. Purpose.
Updates purposes of the title.

Sec. 432. Authorization of Appropriations.
Sets authorization levels for fiscal years 2015 through 2020.

Sec. 433. National Institute on Disability, Independent Living, and Rehabilitation Research.
Adds "Independent Living" to the name of the Institute, and moves the Institute from the Department of Education to the Department of Health and Human Services, Administration for Community Living. Requires the dissemination of educational materials and research results to nongovernmental agencies and organizations, employers and employer organizations, and relevant congressional Committees. Describes the research activities and findings, demonstration projects, reports, evaluations, and studies that will be made available.

Sec. 434. Interagency Committee.
Adds independent living research. Requires a periodic meeting of funders, researchers, and individuals with disabilities to develop a comprehensive strategic plan for disability, independent living, and rehabilitation research.

Sec. 435. Research and Other Covered Activities.
Describes allowable research activities.

Sec. 436. Disability, Independent Living, and Rehabilitation Research Advisory Council.
Specifies Council membership and qualifications.

Sec. 437 Definition of Covered School.
Defines "covered school" as an "elementary school" or "secondary school" as defined in the Elementary and Secondary Education Act of 1965 as amended.

Sec. 441. Purpose; Training.
Specifies that technical assistance provided to community rehabilitation programs shall be focused on competitive integrated employment. Also sets authorization levels for training for fiscal years 2015 through 2020.

Sec. 442. Demonstration, Training, and Technical Assistance Programs.
Continues to authorize demonstration, training, and technical assistance projects focused on improving transition from education to employment for youth who are individuals with significant disabilities. Repeals the In-Service Training of Rehabilitation Personnel program. Also sets authorization levels for fiscal years 2015 through 2020.
Sec. 443. Migrant and Seasonal Farmworkers; Recreational Programs.
Repeals these programs.

Sec. 451. Establishment.
Changes the number of Council members from 15 to 9. Alters the appointment of the Council members to share that responsibility among Congress and the President.

Sec. 452. Report.
No substantive changes.

Sec. 453. Authorization of Appropriations.
Sets authorization levels for fiscal years 2015 through 2020.

Sec. 456. Interagency Committee, Board, and Council.
Sets authorization levels for the Architectural and Transportation Barriers Compliance Board for fiscal years 2015 through 2020.

Sec. 457. Protection and Advocacy of Individual Rights.
Sets authorization levels for fiscal years 2015 through 2020.

Sec. 458. Limitation on the Use of Subminimum Wage.
Describes how an entity may not employ an individual with a disability at wages less than the Federal minimum wage unless the individual has first received available pre-employment transition services; applied for vocational rehabilitation services and, if eligible, made a serious attempt at competitive integrated employment; and received counseling and information and referral about alternatives to subminimum wage employment. Individuals with disabilities who are currently employed at subminimum wage shall be provided ongoing career counseling, information and referrals, and notification of training opportunities in the individual's geographic area, in order to promote opportunities to move into competitive integrated employment, as appropriate.

Sec. 461. Employment Opportunities for Individuals with Disabilities.
Describes how States with an allotment under the Supported Employment Services program must reserve an allotment to support youth with the most significant disabilities, describes extended services, and limits the administrative allotment to be used to administer the program to 2.5 percent. Also establishes a committee to prepare recommendations to increase employment opportunities for individuals with intellectual and developmental disabilities in competitive integrated employment, and terminates that committee after two years. Finally, sets authorization levels for fiscal years 2015 through 2020.

Sec. 471. Purpose.
Includes the purpose of "improving the independence of individuals with disabilities."

Sec. 472. Administration of the Independent Living Program.
Transfers the Independent Living program from the Rehabilitation Services Administration in the Department of Education to the Administration on Community Living in the Department of Health and Human Services and establishes an Administration on Independent Living.

Sec. 473. Definitions.

Includes minor definition additions.

Sec. 474. State Plan.
Specifies that the State plan shall be jointly developed by the chairperson of the Statewide Independent Living Council and the directors of centers for independent living in the State.

Sec. 475. Statewide Independent Living Council.
Requires meaningful representation by directors of centers for independent living in the State. Amends the responsibilities of the Council to include development of the State plan and the monitor, review and evaluation of the implementation of the plan.

Sec. 475A. Responsibilities of the Administrator.
Describes the responsibilities of the Administrator to develop and publish performance indicators for centers for independent living and Statewide Independent Living Councils, and to conduct onsite compliance reviews of such centers and Councils.

Sec. 476. Administration.
Specifies funds allotted or made available to a State under the section shall be administered by the Statewide Independent Living Council, in accordance with the approved State plan. Reserves a small percentage of program funds to provide training and technical assistance to Statewide Independent Living Councils. Sets authorization levels for fiscal years 2015 through 2020.

Sec. 481. Program Authorization.
Reserves a small percentage of program funds to make grants to provide training and technical assistance to centers for independent living.

Sec. 482. Centers.
Details how the Administrator of the Administration for Community Living should determine how to fund centers for independent living in an unserved region.

Sec.483. Standards and Assurances.
No substantive changes were made to this section.

Sec.484. Authorization of Appropriations.
Sets authorization levels for fiscal years 2015 through 2020.

Sec.486. Independent Living Services for Older Individuals who are Blind.
Reserves a small percentage of program funds to provide training and technical assistance to designated State agencies or other providers of independent living services for older individuals who are blind.
Sec.487. Program of Grants.
No substantive changes were made to this section.

Sec.488. Independent Living Services for Older Individuals who are Blind Authorization of Appropriations.

Sets authorization levels for fiscal years 2015 through 2020.

Sec.491. Transfer of Functions.
Transfers the Independent Living program, the National Institute on Disability, Independent Living, and Rehabilitation Research, and the programs authorized under the Assistive Technology Act of 2004 to the Department of Health and Human Services, Administration for Community Living. Requires the Office of Management and Budget to certify that these transfers do not result in an increase in full time equivalent positions.

TITLE V: GENERAL PROVISIONS

Subtitle A.—Workforce Investment

Section 501. Privacy.
Specifies general privacy protections.

Section 502. Buy-American Requirements.
Requires compliance with the Buy American Act. Includes a Sense of the Congress for the purchase of American-made equipment and products. Prohibits contracts with persons falsely labeling products as made in America.

Section 503. Transition Provisions.
Describes transition provisions for all titles and programs under this Act.

Section 504. Reduction of Reporting Burdens and Requirements.
Instructs the Secretaries of Labor, Education, and Health and Human Services to establish procedures and criteria by which State and local boards may reduce reporting burdens and requirements.

Section 505. Effective Dates.
Stipulates the effective date of the Act.

Subtitle B.—Amendments to Other Laws

Section 511. Repeal of the Workforce Investment Act of 1998.
Repeals the entire Workforce Investment Act of 1998 and the Grants to States for Workplace and Community Transition Training for Incarcerated Individuals under the Higher Education Act.

Section 512. Conforming Amendments.
Provides conforming amendments to other legislation, as necessary and appropriate.

Section 513.References.
Specifies related references to the Workforce Investment Act of 1998, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

Senator Tom Harkin, Chairman,
the Senate HELP Committee

Senator Lamar Alexander, Ranking
Member, Senate HELP Committee

Senator Patty Murray
Chairman, Senate Budget
Committee and
Member, Senate HELP Committee

Senator Johnny Isakson, Ranking
Member, Senate HELP
Subcommittee on Employment and
Workplace Safety

Representative John Kline,
Chairman, House Committee on
Education and the Workforce

Representative George Miller,
Ranking Member, House
Committee on Education and the
Workforce

Representative Virginia Foxx,
Chairwoman, Higher Education
and Workforce Training
Subcommittee, House Committee
on Education and the Workforce

Representative Ruben Hinojosa,
Ranking Member, Higher
Education and Workforce Training
Subcommittee, House Committee
on Education and the Workforce