

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION Job-Driven Workforce System
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TO: STATE GOVERNORS
STATE WORKFORCE AGENCIES
STATE WORKFORCE ADMINISTRATORS
STATE AND LOCAL WORKFORCE BOARD CHAIRS AND DIRECTORS
STATE UNEMPLOYMENT INSURANCE DIRECTORS
STATE LABOR COMMISSIONERS
STATE LABOR MARKET INFORMATION DIRECTORS
STATE RAPID RESPONSE COORDINATORS
STATE APPRENTICESHIP AGENCY DIRECTORS
OFFICE OF APPRENTICESHIP STATE AND REGIONAL DIRECTORS
TRADE ADJUSTMENT ASSISTANCE LEADS
AMERICAN JOB CENTER DIRECTORS
ALL EMPLOYMENT AND TRAINING ADMINISTRATION GRANTEEES

FROM: PORTIA W. WILSON
Assistant Secretary



SUBJECT: Implementing a Job-Driven Workforce System

1. **Purpose.** This Training and Employment Guidance Letter (TEGL) communicates the vision for an integrated, effective, job-driven workforce system. Further, it: shares the Vice President Joe Biden's job-driven training report, the results of the Vice President's review of Federal job training and education programs; describes the seven key elements of job-driven employment and training programs; provides informational resources; and encourages states and local workforce investment areas, DOL grantees, and strategic partners to integrate these elements in their strategic planning and program operations.

2. **References.**

- Presidential Memo – Job-Driven Training for Workers, January 30, 2014 (<http://www.whitehouse.gov/the-press-office/2014/01/30/presidential-memorandum-job-driven-training-workers>).
- Vice President's Job-Driven Training Report http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf
- Workforce Investment Act of 1998
- Workforce Innovation and Opportunity Act (WIOA)

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3. **Background.** In January 2014, in his State of the Union speech, President Barack Obama called upon Vice President Joe Biden to, “lead an across- the-board reform of America’s training programs.” President Barack Obama prioritized the need to ensure that job seekers and workers are equipped with the skills needed by employers and are matched to employers with good jobs. The President cited American Job Centers (AJC) as a proven resource for job seekers to obtain services and training to prepare for a new or better job. On January 30, 2014, the President issued a memorandum commencing job-driven reform of Federal employment and training programs.

The AJC system and key employment and training programs formerly authorized under the Workforce Investment Act of 1998 (WIA), comprise a significant component of the review and plan of action in the report.

On July 22, 2014 President Barack Obama signed into law WIOA. WIOA was passed in Congress with significant bi-partisan support. It reauthorized the public workforce system and certain employment and training programs previously authorized under WIA. It also made statutory changes that support and advance job-driven training. The Departments of Labor (DOL), Education, and Health and Human Services (HHS), as well as other Federal departments will issue specific implementation guidance for WIOA separate from this guidance.

Coinciding with the enactment of WIOA, the Vice President issued his job-driven training report on July 22, 2014. This plan of action and summary of steps already taken establishes a platform to create a more integrated, effective, job-driven workforce investment system. It looks across programs administered by the Departments of Labor, Commerce, Education, Agriculture, Defense, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, Transportation, and Veterans Affairs. Further, it leverages expertise from the Department of Treasury, National Science Foundation and Office of Personnel Management. The report identified several key components of an integrated, effective, job-driven workforce system.

The Vice President’s job-driven training report recommendations and job-driven vision are intended to encompass the full array of federally-funded employment and training programs (including but not limited to those authorized under WIOA).

4. **Vision for a Job-Driven Workforce System.** A job-driven public workforce system contributes to a strong, growing economy by responding to the workforce needs of regional and local businesses and other employers to ensure positive employment outcomes for job seekers. The backbone of this system is the national network of more than 2,500 AJCs, and their governing bodies, the state and local workforce investment boards (WIBs), authorized by WIOA. Through this system, states and local workforce areas have the flexibility to integrate a variety of Federal, state, local, and private workforce development and job training funding streams to provide seamless, coordinated services to job seekers and employers. Strategic partners, such as community-based organizations, workforce intermediaries, and educational institutions, provide complementary employment and training

services and/or supportive services to vulnerable populations such as older workers, disadvantaged youth, the long-term unemployed, ex-offenders, individuals with disabilities, individuals who have limited English proficiency, migrant and seasonal farmworkers, and Indian and Native Americans. Employers, industry associations, labor unions and economic development organizations are critical partners that provide insight regarding workforce and labor market needs of the local and regional economy.

State workforce agencies and state and local WIBs are well-positioned to lead and contribute to a job-driven public workforce system by facilitating the alignment of workforce development, education, and economic development systems and services at the state, regional, and local levels. Community-based organizations, workforce intermediaries, training providers, employers and industry associations, economic development organizations, and other entities are important members and partners of a job-driven public workforce system. They contribute their subject matter expertise, partnerships, and resources to ensure that job seekers, including vulnerable populations, have the skills, credentials, and supportive services required to gain and retain employment in good jobs that are in-demand in the local and regional economy. The Employment and Training Administration (ETA) recognizes the leadership and innovation taking place across the country to align the workforce, education, and economic development systems, and to form public-private partnerships to ensure that job seekers are acquiring skills needed to enter career pathways that ensures employers' workforce needs are being met. By continuing and expanding this work, we support an integrated and effective public workforce system at the Federal, state, regional, and local levels that achieves the following goals:

- ✓ The public workforce system convenes and leads industry-driven partnerships tailored to meet the needs of local and regional economies.
- ✓ Employers and economic development partners guide and participate in the development of workforce strategies to meet the needs of supply chains, including small and medium enterprises.
- ✓ Job seekers and workers have the skills and industry-recognized credentials needed to obtain jobs with family-sustaining wages and benefits in in-demand industries.
- ✓ Workforce system investments are strategically and operationally aligned to maximize the impact of workforce system and program investments.

Therefore, to realize fully the potential of the workforce system to meet the needs of job seekers and employers, we strongly encourage you, as workforce system leaders and partners to continue making progress to utilize the job-driven resources provided in this TEGL, and to incorporate the job-driven elements into your leadership discussions and strategic planning, partnership engagements, and program operations; and collaborate with partners to help all federally-funded employment and training programs and the public workforce system across the country, adopt and implement the elements.

5. **Job-Driven Elements.** As part of the review, the Vice President; the Departments of Labor, Commerce, and Education; and other Federal Departments and Agencies identified seven elements that characterize job-driven workforce programs. These elements are best and promising practices that have been identified through research and evaluations or affirmed through peer reviews. The President directed all Federal Departments and Agencies to integrate the job-driven elements into the program administration and service delivery strategies of their employment and training programs to the extent practicable and feasible within the law and the program's mission. Federal agencies across government are communicating a consistent and aligned message about the critical characteristics of effective job-driven workforce programs.

Below is a brief description of each job-driven training element. Attachment A "Checklist for Job-Driven Training" includes detailed descriptions and operational examples of each element.

- ✓ *Element 1 – Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs.*
- ✓ *Element 2 – Offer work-based learning opportunities with employers—including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment.*
- ✓ *Element 3 – Make better use of data to drive accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in jobs.*
- ✓ *Element 4 – Measure and evaluate employment and earnings outcomes.*
- ✓ *Element 5 – Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress.*
- ✓ *Element 6 – Break down barriers to accessing job-driven training and hiring for any American who is willing to work, including access to supportive services and relevant guidance.*
- ✓ *Element 7 – Create regional collaborations among American Job Centers, education institutions, labor, and non-profits.*

At the Federal level, DOL has assessed its formula and competitive employment and training programs against these elements and acknowledges that the public workforce system is designed to promote and implement the job-driven workforce elements. For example, the public workforce system has extensive experience engaging employers in the development of data-driven training programs, partnering with other Federal and community-based programs to leverage resources and offer supportive services, implementing career pathways and work-

based learning and training programs, and making scorecards on training providers available to the public.

Additionally, WIOA enacted several statutory changes that align with the job-driven vision. For example, it:

- improves program coordination by requiring unified strategic planning across some programs;
- increases accountability and transparency, such as by aligning outcome measures across programs;
- promotes linkages to Registered Apprenticeship and other work-based learning strategies including on-the-job training;
- underscores the importance of sector strategies and career pathways;
- strengthens services to employers, for example by requiring an outcome measure on services to employers; and
- requires third party evaluations of authorized programs.

The job-driven elements will help guide the Department's implementation of WIOA, consistent with the legislation.

6. **Call to Action.** State workforce agencies, state and local WIBs, locally elected officials, AJC directors, state agency apprenticeship directors, community-based organizations, educational institutions, and other DOL grantees have pivotal roles in supporting local and regional economic growth. As workforce leaders, you convene and lead partnerships with employers, the education and economic development systems, labor and labor management organizations, and other community partners such as philanthropy and community- and faith-based organizations. Through AJCs, you provide a common access point to a wide range of Federal, state, local, and privately funded workforce and training services to job seekers, including disadvantaged and vulnerable populations, and employers. ETA is committed to supporting your new and ongoing efforts at the state, regional and local levels to incorporate and strengthen the objectives of the job driven elements in the partnerships and strategies you develop, and in the services you provide, and calls upon workforce system leaders to continue to advance the workforce system.

7. **Resources.**

- a. **Vice President's Job-Driven Training Report.** The Vice President, in coordination with the Departments of Labor, Commerce, and Education, and other Federal agencies completed a review of Federal employment and training programs. This review was informed by consultation with key stakeholders including industry representatives, employers and industry associations, State and local leaders, economic development organizations, worker representatives, education and training providers, workforce leaders, philanthropic organizations, and relevant nonprofit organizations. The results of the Vice President's review can be accessed at http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf.

- b. **Job-Driven Checklist.** The Checklist for Job-Driven Training (Attachment A) was developed to assist Federal Departments and Agencies in assessing their employment and training programs and identifying steps to better integrate the job-driven elements into those programs. The Checklist includes a full description of and operational examples for each job-driven element. The Checklist is a tool to aid in a deeper understanding of the job-driven elements.
 - c. **Job-Driven Elements in Action.** The Job-Driven Elements in Action (Attachment B) provides five examples of the job-driven elements in the workforce system at the state and local levels.
 - d. **Job-Driven Training Letter to Governors and Mayors.** The joint Federal interagency letter to governors and to mayors (Attachment C), requests continued leadership in supporting a job-driven approach to training.
 - e. **Technical Assistance.** Within the next several months, DOL will provide technical assistance and disseminate additional tools and resources to assist state and local workforce leaders with incorporating the job-driven elements into your strategic planning activities and program operations.
8. **Inquiries.** Please direct all inquiries to the appropriate ETA Regional Office.
9. **Attachments.**
- Attachment A – Checklist for Job-Driven Training
 - Attachment B – Job Driven Elements in Action
 - Attachment C – Letter to Governors and Letter to Mayors

ATTACHMENT A
CHECKLIST FOR JOB-DRIVEN TRAINING

CHECKLIST FOR JOB-DRIVEN TRAINING



Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs

Engaging employers, employer associations, and labor organizations in the design and delivery of education and training can help ensure that such programs meet current and future hiring needs and will likely result in employment for participating job seekers.

Concrete examples include:

- Providing industry with a leadership role, for example through an employer-led workforce investment board or other coordinating board, such as an industry association, to set strategic direction and to help coordinate and connect programs and program activities.
- Engaging business and industry to identify skills, define skills and competencies, design programs, and develop curriculum.
 - May take the form of consulting directly with businesses or with associations or other intermediaries (possibly organized by sector) that have the active involvement of businesses and expertise in training.
- Securing employer commitments that will add value to the program, such as:
 - Providing work-based learning opportunities—for example, through on-the-job training or Registered Apprenticeships.
 - Providing up-to-date, accessible equipment and technology as well as the instructors to help participants with various learning styles master the required new skills.
 - Making commitments to hire graduates from training programs.
- Collaborating with employers and credentialing agencies in developing industry-recognized credentials and validating their labor market value.



Offer work-based learning opportunities with employers—including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment

Work-based learning enables participants to gain or enhance their skills while employed or while engaged in an experience that is similar to employment. Work-based learning can result in workers getting hired and earning a salary more quickly while receiving support for ongoing educational and career advancement.

Concrete examples include:

- Internships (paid) or other summer or year-round employment opportunities, and paid work experience.
- On-the-job training, which is training conducted by an employer and occurs while an individual is engaged in productive work.

- Registered Apprenticeships (possibly combined with pre-apprenticeships), which are “earn while you learn” training models that combine job-related technical instruction with structured on-the-job learning experiences.
- Job shadowing experiences, which may occur even prior to training to ensure that the nature of the work and the work environment are a good fit for the prospective trainee.
- Incumbent worker programs, particularly those that provide training for current low-skilled or low-wage employees that give them access to more advanced positions.
- Transitional jobs, which provide short-term work experience along with appropriate supportive services for hard-to-employ individuals.
- Career academies, a school-within-a-high school model with strong employer partnerships that integrate academics with an occupational curriculum.



Make better use of data to drive accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in a job

Timely, reliable, and readily accessible labor market information, in conjunction with program outcomes, should be used to inform the focus of programs and to guide jobseekers in choosing the types of employment or fields of study, training, and credentials to pursue. Labor market information includes current and projected local, regional, State, and national labor markets, such as the number and types of available jobs, future demand, job characteristics, and training and skills requirements, and the composition, characteristics, and skills of the labor supply.

Concrete examples include:

- Using job openings and employment projections data to strategically identify employer partners.
- Using job openings, projections, and wage data to tailor job training offerings.
- Using labor market projections and characteristics of regional labor market or program participants to conduct skill gap analyses.
- Providing information about current and projected job openings and wages to participants to inform their decisions about which programs to enter.
- Informing small or medium-sized businesses about industry and occupational trends and wages.



Measure and evaluate employment and earnings outcomes

Programs should measure employment and earnings outcomes and make sure they are easily understood by prospective participants, employers, and other current or potential stakeholders.

Concrete examples include:

- Providing outcome data for Federal programs to the public. For example, Department of Labor programs use a set of common employment-related measures, which include

employment rates, earnings, and retention, and make the aggregate results available on the Department's website.

- Making Federal performance data on education and training programs by provider publicly available to individuals and employers.
- Presenting data on outcomes by training provider to individuals as they review training options with career counselors.
- Using real-time data to continuously improve program outcomes.
- Evaluating a program to determine whether it is effective.



Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress

Training programs should be part of a continuum of education and training leading to credential attainment, good jobs, increased earnings, and career advancement.

Concrete examples include:

- Implementing programs that fit on "career pathways" with a clear sequence of education and training that result in skills and credentials aligned with the needs of the industry sector, with multiple entry and exit points leading to good jobs and meaningful careers.
- Aligning the program with and leveraging other public (Federal, State, or local) or private education and training program resources.
- Integrating foundational skills education and training with occupational skills training, with an emphasis on contextualized learning.
- Creating articulation agreements among high schools, community and technical colleges, and four year colleges, so that students can continue a program of study seamlessly.
- Providing sector-specific training to high school students, either on-site or through an employer, coupled where possible with college credits from the local community college.
- Enabling Registered Apprenticeship graduates to receive college credit for prior learning during the apprenticeship program.



Break down barriers to accessing job-driven training and hiring for any American who is willing to work, including access to supportive services and relevant guidance

Programs should include career assistance and supportive services, consistent with the program's governing statute and appropriations authority, as needed to enable an individual to participate in and complete education and training activities and secure employment.

Concrete examples include:

- Career counseling and job coaching.
- Transportation to/from training or work-based learning.
- Assistance with finding and affording quality child care or family care.
- Housing assistance.

- Providing people with disabilities with information on assistance services that are available to help them contribute in the workplace (e.g., readers for individuals who have low vision or are blind; interpreters for individuals who are deaf or hard of hearing; note-takers for individuals with mobility disabilities, etc.).
- Workplace flexibility strategies (time, place, tasks) for individuals with multiple barriers to employment, including individuals with disabilities.
- Supported employment programs for individuals with significant disabilities.
- Other supportive services, including food assistance, services that help participants have criminal records expunged, and substance abuse and mental health treatment.



Create regional collaborations among American Job Centers, education institutions, labor, and nonprofits

Effective programs often leverage a variety of resources, both financial and in-kind, from other partners to deliver the best services possible and to expand the reach of those services to address needs of both individuals and employers. This can be particularly valuable for programs that serve individuals with multiple barriers to employment. To avoid duplication of effort and identify potential sources of such leverage, training programs should consider partnerships with or within the public workforce system (including the American Job Centers—formerly known as One-Stop Career Centers—and State and local Workforce Investment Boards), vocational rehabilitation agencies, human services agencies, higher education institutions, veterans service organizations, labor organizations, philanthropic organizations, business-related and other non-profit organizations, and community- and faith-based organizations. Any partnership and leveraging of funds must be consistent with the program’s governing statute and appropriations authority.

Concrete examples include:

- Seeking input from an advisory or governing board made up of representatives from these entities that informs and makes decisions about training and training-related programs.
- Identifying public and private funds or resources that can, where permissible, support the delivery of the program, including staff to coordinate with partnership organizations.
- Coordinating wrap-around and supportive services for participants with other resources from public and privately-funded training, training-related, or social and community services programs.
- Aligning the program with other public and private education and training program resources.

ATTACHMENT B

JOB DRIVEN ELEMENTS IN ACTION

JOB-DRIVEN ELEMENTS IN ACTION

Below are five examples of how partnerships between the public workforce system and employers, the education system, economic development agencies, Registered Apprenticeship programs, community- and faith-based organizations, and others reflect the job-driven elements and lead to coordinated, seamless services for job seekers and employers. These examples illustrate how efforts at the governance, policy, program management, and service delivery levels all contribute to achieving a strong job-driven public workforce system.

- 1) The Detroit Registered Apprenticeship Pilot Program (D-RAPP) is designed to recruit and prepare Detroit residents with marketable skills, allowing them to earn and learn in high-demand fields while positioning them on a sustainable career path.** D-RAPP was created in early 2012 by a partnership comprised of the State of Michigan's Workforce Development Agency, the U.S. Department of Labor's Michigan Office of Apprenticeship, and the City of Detroit's Workforce Development Board. The partnership developed training to assist residents in preparing to become apprentices. Some of the Registered Apprenticeship programs involved are Hart & Associates, CVS Caremark, Detroit Electrical Joint Apprenticeship Training Committee (JATC), National Electrical Contractors Association/International Brotherhood of Electrical Workers (IBEW), Michigan Laborers JATC, Operating Engineers JATC, United Automobile Workers, and Detroit Carpenters JATC. Each employer agrees to register their apprenticeship program with the U.S. Department of Labor and provide apprenticeship opportunities for low-income Detroiters.

Participants who qualify for the D-RAPP program attend a 60 hour pre-apprentice training program. This soft skill program provides participants with a \$10.00 an hour stipend while in the classroom. When participants complete D-RAPP, they are eligible for registered apprenticeships with participating companies. For example, CVS provides participants with an apprenticeship as a Pharmacy Technician, the IBEW, Detroit Carpenters JATC, and Michigan Laborers JATC provides apprentices in the skilled trades an opportunity to work on Detroit infrastructure projects.

For each Detroit resident placed into a registered apprenticeship program, the Michigan Workforce Development Agency and Detroit Employment Solutions Corporation provide an incentive of \$5,000 to the apprenticeship program or employer which can be used to help provide classroom training and/or tools. As of June 1, 2014, there have been more than 100 City of Detroit residents placed into Registered Apprenticeship programs. Some of the keys to success of D-RAPP include interactive planning with coordinating agencies, partners, and sponsors; sponsor-driven criteria; effective testing and assessment tools; selection of qualified individuals; subsidized readiness training; and ongoing communication between all partners.

- 2) **The Los Angeles Reconnections Career Academy (LARCA) aligns youth-serving programs, initiatives, services, and resources to provide education and career pathways programming to out-of-school youth ages 16 to 24 in order to address the youth dropout and unemployment challenges in the Los Angeles, California region.** LARCA, which received a \$12 million Workforce Innovation Grant in 2012, is a career development collaborative that operates as a consortium of LA City and County WIBs, City of LA Mayor's Office, Community Development Department, and other workforce development, education, human services, and business partners.

LARCA provides youth assessment and counseling, educational services to facilitate return to school, bridge training and work readiness training, occupational career training, and placement in education and employment. In addition, LARCA provides career pathways training in construction, green technology, and healthcare that lead to industry-recognized certificates. Services are targeted to two cohorts: out-of-school youth and young adults that are within 12 months of receiving their high school diploma or equivalency degree, and those that need more than 12 months to receive their diploma or high school equivalency.

LARCA increases cooperation across funding streams to reduce program costs and promote system integration and alignment among workforce programs and services for out-of-school youth. LARCA "braids" or uses multiple funding streams to provide comprehensive services to its participants, while ensuring that funds are appropriately used according to their statute, such as the Workforce Investment Act (WIA) Youth, Los Angeles Unified School District (LAUSD) Diploma Project, LA Community College District, and the LA City's FamilySource Center funds to out-of school youth. Partnership activities include the following: the LARCA Employer Advisory Board provides feedback on training curricula and placement of youth in work opportunities. The Community Development Department and LAUSD have an information sharing agreement to target and serve out-of-school youth. LAUSD staff are co-located at schools and WIA Youth WorkSource Centers.

- 3) **The Dallas, Tarrant County, and North Central Texas Workforce Development Boards (WDB) have a regional approach to implementing in-demand sector strategies to meet employer and job seeker needs.** Sector strategies are partnerships of businesses within an industry that bring together government, workforce development, education, economic development, labor, and community organizations to focus on the needs of an industry within a region. Sector strategies can reduce employer recruitment and turnover costs, and increase job placements and provide career advancement opportunities for workers, including low-wage, low-skilled workers. For each of their regional sector strategies, the Dallas, Tarrant County, and North Central Texas WDBs have strong partnerships with leading employers in each sector, and regional economic development agencies, K-12 education system, and higher education institutions. The Dallas WDB has the lead for the healthcare and information technology sector strategies and is starting an infrastructure development sector strategy; the Tarrant County WDB

leads regional efforts for the aerospace sector strategy; and the North Central Texas WDB leads the transportation, distribution, and logistics (TDL) sector strategy.

For the TDL sector strategy, the North Central Texas WDB instituted an employer advisory board. Based on the board's input regarding the skilled workforce needs of the industry, in 2011, the North Central Texas WDB leveraged WIA Adult and Dislocated Worker funds and a 2010 Community-Based Job Training Grant for \$2.8 million to partner with the Manufacturing Skills Standards Council and four area colleges to develop and implement training programs for certified logistics technicians and certified logistics associates. The training programs have received high employer support: some employers only hire applicants with these credentials and many refer applicants to the program for training. The North Central Texas WDB expanded the program with a combination of WIA Adult and Dislocated Worker funds and a 2012 H1-B Technical Skills Training grant for nearly \$5 million. As a result, due to its success placing participants in jobs and employer-demand, the strategy has been replicated in other states and in Canada and Mexico.

- 4) **Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium is enhancing career pathways programs, reducing barriers to student completion of education and training programs through using career coaches, and expanding credit for prior learning to accelerate student progress and support program.** In 2011, the Clackamas Community College received a Trade Adjustment Assistance Community College and Career Training grant for \$18.68 million to fund CASE. CASE members and partners include all of Oregon's 17 community colleges, Work Source Centers (American Job Centers), employers, and community partners. To ensure alignment with other statewide initiatives, the CASE management team includes the state Career Pathways Director and a staff liaison from the Community Colleges and Workforce Development office, which is responsible for oversight of Oregon's community colleges. CASE has close collaboration with the public workforce system that includes:

- establishment of intergovernmental agreements between CASE community colleges and the Trade Adjustment Assistance (TAA) program to improve services to TAA-eligible students on community college campuses and increase these students' awareness of their TAA program eligibility and benefits;
- referrals of CASE students to Work Source Centers for appropriate employment services and co-location of some CASE career coaches at Work Source Centers;
- provision of regular updates to the state WIB; and
- provision of employment and earnings data for grant reporting and data analysis by the Oregon Employment Department to CASE.

Also, most CASE community colleges serve as the regional training provider for their local WIB. The Oregon Career Pathways initiative provides technical assistance to CASE community colleges and helps recruit CASE participants. CASE created a Community of Participation for Credit for Prior Learning and contributed to a state-level

workgroup that developed new statewide CPL guidelines which were adopted in Spring 2014. Additionally, employers are integral partners: Each community college is required to develop an employer engagement plan that is appropriate for its regional economy and to report quarterly on the plan's outcomes. Employers contribute to curriculum planning; provide on-the-job training, internship sites, job-shadowing opportunities, and mentoring; participate in industry tours, job fairs, classroom presentations, networking events, and mock interviews; and donate equipment, lab and learning space, and supplies.

- 5) **The State of Louisiana uses labor market information and intelligence to provide job seekers with information about the availability of “star jobs” – jobs that are in-demand – in the state.** Recognizing changes in the workforce needs of employers in the state, the Louisiana Workforce Commission (LWC) partnered with the state Workforce Investment Council and the Louisiana State University to identify the industries and occupations projected to drive the states' future economy. In 2011 and 2012, the LWC convened employers through a series of working sessions across the state to develop a “star system” by which to rate jobs.

In November 2012, the LWC introduced Louisiana Star Jobs, a web-based job search and career exploration tool that allows job seekers and workers to find and apply for star-rated jobs in Louisiana. The tool ranks jobs based on four criteria: projected demand, projected percentage job growth, the number of advertised job openings in the past year and wages. The stronger the demand and growth of a particular job and the higher the pay, the more stars it is assigned. The system also factors potential economic impact in rating a job. For example, a 5-star job is in demand now and in the near future and is expected to have additional economic impact by attracting or creating more jobs; a 4-star job is in demand now and in the near future, but may not create additional jobs. The tool filters search results based on the job seeker's specific occupation or career interests, educational background, and income requirements. It connects job seekers directly to the job posting or links them to education and training institutions near their location that offer the credentials needed to qualify for those jobs.

The LWC continues to collaborate with the Governor's Office, the Louisiana Economic Development agency, the Louisiana Department of Education, state legislature, and local WIBs to align the state's education and workforce programs prepare the state's residents for jobs with the most stars. For example, local WIBs focus their career advisement and training funds on 4- and 5-star jobs. Also, in June 2014, the Louisiana state legislature passed and Governor Jindal signed House Bill 1033, Workforce and Innovation for a Stronger Economy Fund (WISE Fund), which will provide \$40 million to incentivize innovation in education and training for in-demand industries and occupations based on the star system.

ATTACHMENT C

LETTER TO GOVERNORS and LETTER TO MAYORS



JUL 24 2014

Dear Governor:

We are encouraged by the consistent pace of job gains and strong evidence of economic recovery. Despite recent employment growth, too many individuals are out of work for too long, some individuals who do have a job are having difficulty advancing, and many businesses are faced with a shortage of workers with the right skills applying for the jobs that they want to fill. Our Federally funded job training and education programs play an important role in bridging gaps between the current skills in the workforce and those needed for available jobs. To help more Americans acquire the skills they need to find a pathway into middle class jobs, we continue to work with a sense of urgency to improve the Federal training and education system and begin implementation of the new Workforce Investment and Opportunity Act.

Taking the first step to ensure that Federal training and education program resources are effectively aligned to help workers advance and enable businesses to hire skilled workers, the Vice President of the United States, together with our Departments, has carried out a Government-wide review of Federal job training and education programs. This review led to the development of a job-driven checklist to apply strategies for job-driven training consistently across Federal programs. The checklist consists of seven elements that were identified from evidence-based and promising practices for strengthening the workforce to meet the needs of employers and connecting workers with good jobs. Each Federal agency has used the checklist to review its competitive and formula job training grants and related programs, and identified initial steps they will take to better integrate the elements in the checklist into their competitive and formula grants. We will also be incorporating the experience of the review into our thinking and planning as we work with the states and localities on implementing the new law.

To the maximum extent possible, elements of the checklist will be incorporated into our competitive grant programs in the coming year, and we hope that this sparks training programs across the country to become more job-driven. Each of our Departments is prioritizing the promotion and implementation of the job-driven training elements in other ways.

For example, a central job-driven training element is employer engagement; the Departments of Labor and Education will begin working with employer-led workforce investment boards and other stakeholders to identify an approach to measuring business engagement. Measuring business engagement and taking steps to improve business services will increase satisfaction among business customers and help workforce investment boards to develop training programs that better serve job seekers. The Department of Commerce is integrating the job-driven checklist into its new guidelines for Comprehensive Economic Development Strategies that are

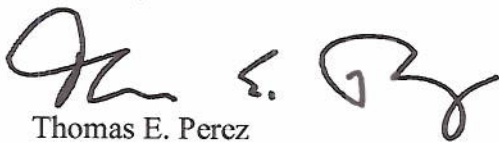
developed by regional economic development organizations. The Department of Education will leverage its grants to train vocational rehabilitation counselors, encouraging universities to offer courses that help counselors develop better relationships with employers.

Additionally, in an effort to help states and localities better link and coordinate education and training services in ways that enable workers to attain industry-recognized credentials, and ultimately, employment, the Departments of Education, Labor, and Health and Human Services have joined together around a common definition and framework of career pathways. A national meeting will be convened this September to further inform strategic technical assistance and investments that encourage public-private partnerships to expand state-level career pathways.

Together, we believe these seven elements support a more integrated, effective, and job-driven workforce and training system and work in conjunction with the vision of the Workforce Innovation and Opportunity Act to promote and invest in effective training and education opportunities. We recognize that many states, local areas, and tribal communities already implement training strategies that reflect many or all of these elements. We applaud those efforts and your future actions to continue to drive what works. We strongly encourage you to use the attached checklist when implementing workforce and training programs in your state, and hope that reviewing this checklist can spark some new ideas and approaches to implementing job-driven programs.

As a valued partner in efforts to help Americans secure a place in the middle class, we ask for your continued leadership in supporting a job-driven approach to training. Moving forward, we will continue to strengthen the role of these job-driven elements in the Federal workforce and training system. To support you in implementing the job-driven checklist, our agencies will be issuing guidance shortly that will include suggestions on how to increase the presence of these elements in the design and delivery of programming. We look forward to working with you and other state partners to advance a job-driven training approach that expands job opportunities for every American.

Sincerely,



Thomas E. Perez
Secretary of Labor



Sylvia M. Burwell
Secretary of Health and Human Services



Penny Pritzker
Secretary of Commerce



Arne Duncan
Secretary of Education

Enclosure: Job-Driven Training Checklist

CHECKLIST FOR JOB-DRIVEN TRAINING



Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs

Engaging employers, employer associations, and labor organizations in the design and delivery of education and training can help ensure that such programs meet current and future hiring needs and will likely result in employment for participating job seekers.

Concrete examples include:

- Providing industry with a leadership role, for example through an employer-led workforce investment board or other coordinating board, such as an industry association, to set strategic direction and to help coordinate and connect programs and program activities.
- Engaging business and industry to identify skills, define skills and competencies, design programs, and develop curriculum.
 - May take the form of consulting directly with businesses or with associations or other intermediaries (possibly organized by sector) that have the active involvement of businesses and expertise in training.
- Securing employer commitments that will add value to the program, such as:
 - Providing work-based learning opportunities—for example, through on-the-job training or Registered Apprenticeships.
 - Providing up-to-date, accessible equipment and technology as well as the instructors to help participants with various learning styles master the required new skills.
 - Making commitments to hire graduates from training programs.
- Collaborating with employers and credentialing agencies in developing industry-recognized credentials and validating their labor market value.



Offer work-based learning opportunities with employers—including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment

Work-based learning enables participants to gain or enhance their skills while employed or while engaged in an experience that is similar to employment. Work-based learning can result in workers getting hired and earning a salary more quickly while receiving support for ongoing educational and career advancement.

Concrete examples include:

- Internships (paid) or other summer or year-round employment opportunities, and paid work experience.
- On-the-job training, which is training conducted by an employer and occurs while an individual is engaged in productive work.

- Registered Apprenticeships (possibly combined with pre-apprenticeships), which are “earn while you learn” training models that combine job-related technical instruction with structured on-the-job learning experiences.
- Job shadowing experiences, which may occur even prior to training to ensure that the nature of the work and the work environment are a good fit for the prospective trainee.
- Incumbent worker programs, particularly those that provide training for current low-skilled or low-wage employees that give them access to more advanced positions.
- Transitional jobs, which provide short-term work experience along with appropriate supportive services for hard-to-employ individuals.
- Career academies, a school-within-a-high school model with strong employer partnerships that integrate academics with an occupational curriculum.



Make better use of data to drive accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in a job

Timely, reliable, and readily accessible labor market information, in conjunction with program outcomes, should be used to inform the focus of programs and to guide jobseekers in choosing the types of employment or fields of study, training, and credentials to pursue. Labor market information includes current and projected local, regional, State, and national labor markets, such as the number and types of available jobs, future demand, job characteristics, and training and skills requirements, and the composition, characteristics, and skills of the labor supply.

Concrete examples include:

- Using job openings and employment projections data to strategically identify employer partners.
- Using job openings, projections, and wage data to tailor job training offerings.
- Using labor market projections and characteristics of regional labor market or program participants to conduct skill gap analyses.
- Providing information about current and projected job openings and wages to participants to inform their decisions about which programs to enter.
- Informing small or medium-sized businesses about industry and occupational trends and wages.



Measure and evaluate employment and earnings outcomes

Programs should measure employment and earnings outcomes and make sure they are easily understood by prospective participants, employers, and other current or potential stakeholders.

Concrete examples include:

- Providing outcome data for Federal programs to the public. For example, Department of Labor programs use a set of common employment-related measures, which include

employment rates, earnings, and retention, and make the aggregate results available on the Department's website.

- Making Federal performance data on education and training programs by provider publicly available to individuals and employers.
- Presenting data on outcomes by training provider to individuals as they review training options with career counselors.
- Using real-time data to continuously improve program outcomes.
- Evaluating a program to determine whether it is effective.



Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress

Training programs should be part of a continuum of education and training leading to credential attainment, good jobs, increased earnings, and career advancement.

Concrete examples include:

- Implementing programs that fit on "career pathways" with a clear sequence of education and training that result in skills and credentials aligned with the needs of the industry sector, with multiple entry and exit points leading to good jobs and meaningful careers.
- Aligning the program with and leveraging other public (Federal, State, or local) or private education and training program resources.
- Integrating foundational skills education and training with occupational skills training, with an emphasis on contextualized learning.
- Creating articulation agreements among high schools, community and technical colleges, and four year colleges, so that students can continue a program of study seamlessly.
- Providing sector-specific training to high school students, either on-site or through an employer, coupled where possible with college credits from the local community college.
- Enabling Registered Apprenticeship graduates to receive college credit for prior learning during the apprenticeship program.



Break down barriers to accessing job-driven training and hiring for any American who is willing to work, including access to supportive services and relevant guidance

Programs should include career assistance and supportive services, consistent with the program's governing statute and appropriations authority, as needed to enable an individual to participate in and complete education and training activities and secure employment.

Concrete examples include:

- Career counseling and job coaching.
- Transportation to/from training or work-based learning.
- Assistance with finding and affording quality child care or family care.
- Housing assistance.

- Providing people with disabilities with information on assistance services that are available to help them contribute in the workplace (e.g., readers for individuals who have low vision or are blind; interpreters for individuals who are deaf or hard of hearing; note-takers for individuals with mobility disabilities, etc.).
- Workplace flexibility strategies (time, place, tasks) for individuals with multiple barriers to employment, including individuals with disabilities.
- Supported employment programs for individuals with significant disabilities.
- Other supportive services, including food assistance, services that help participants with criminal records expunged, and substance abuse and mental health treatment.



Create regional collaborations among American Job Centers, education institutions, labor, and nonprofits

Effective programs often leverage a variety of resources, both financial and in-kind, from other partners to deliver the best services possible and to expand the reach of those services to address needs of both individuals and employers. This can be particularly valuable for programs that serve individuals with multiple barriers to employment. To avoid duplication of effort and identify potential sources of such leverage, training programs should consider partnerships with or within the public workforce system (including the American Job Centers—formerly known as One-Stop Career Centers—and State and local Workforce Investment Boards), vocational rehabilitation agencies, human services agencies, higher education institutions, veterans service organizations, labor organizations, philanthropic organizations, business-related and other non-profit organizations, and community- and faith-based organizations. Any partnership and leveraging of funds must be consistent with the program’s governing statute and appropriations authority.

Concrete examples include:

- Seeking input from an advisory or governing board made up of representatives from these entities that informs and makes decisions about training and training-related programs.
- Identifying public and private funds or resources that can, where permissible, support the delivery of the program, including staff to coordinate with partnership organizations.
- Coordinating wrap-around and supportive services for participants with other resources from public and privately-funded training, training-related, or social and community services programs.
- Aligning the program with other public and private education and training program resources.



JUL 24 2014

Dear Mayor:

We are encouraged by the consistent pace of job gains and strong evidence of economic recovery. Despite recent employment growth, too many individuals are out of work for too long, some individuals who do have a job are having difficulty advancing, and many businesses are faced with a shortage of workers with the right skills applying for the jobs that they want to fill. Our Federally funded job training and education programs play an important role in bridging gaps between the current skills in the workforce and those needed for available jobs. To help more Americans acquire the skills they need to find a pathway into middle class jobs, we continue to work with a sense of urgency to improve the Federal training and education system and begin implementation of the new Workforce Investment and Opportunity Act.

Taking the first step to ensure that Federal training and education program resources are effectively aligned to help workers advance and enable businesses to hire skilled workers, the Vice President of the United States, together with our Departments, has carried out a Government-wide review of Federal job training and education programs. This review led to the development of a job-driven checklist to apply strategies for job-driven training consistently across Federal programs. The checklist consists of seven elements that were identified from evidence-based and promising practices for strengthening the workforce to meet the needs of employers and connecting workers with good jobs. Each Federal agency has used the checklist to review its competitive and formula job training grants and related programs, and identified initial steps they will take to better integrate the elements in the checklist into their competitive and formula grants. We will also be incorporating the experience of the review into our thinking and planning as we work with the states and localities on implementing the new law.

To the maximum extent possible, elements of the checklist will be incorporated into our competitive grant programs in the coming year, and we hope that this sparks training programs across the country to become more job-driven. Each of our Departments is prioritizing the promotion and implementation of the job-driven training elements in other ways.

For example, a central job-driven training element is employer engagement; the Departments of Labor and Education will begin working with employer-led workforce investment boards and other stakeholders to identify an approach to measuring business engagement. Measuring business engagement and taking steps to improve business services will increase satisfaction among business customers and help workforce investment boards to develop training programs that better serve job seekers. The Department of Commerce is integrating the job-driven

checklist into its new guidelines for Comprehensive Economic Development Strategies that are developed by regional economic development organizations. The Department of Education will leverage its grants to train vocational rehabilitation counselors, encouraging universities to offer courses that help counselors develop better relationships with employers.

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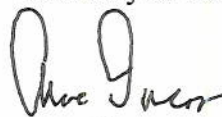
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