

NETWORK NEWS

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FOCUS ON WORKFORCE DEVELOPMENT

In This Issue...

For many years, SHEEO has advocated that postsecondary education should take an active role in state workforce preparation systems and economic development initiatives. In SHEEO's 1996 publication titled *The Role of Postsecondary Education in Workforce Development: Challenges for State Policy*, Senior Consultant Robert Wallhaus noted that employers, learners, and the public are placing increasing demands and expectations on postsecondary education to do more to help prepare the workforce. He noted that employers' expectations include the need for new kinds of skills, learners expect new educational delivery systems, and governments and the public expect improved coordination, performance, and accountability. Postsecondary education has the opportunity and responsibility to respond to these expectations.

Since that report was written, much activity has occurred nationwide related to workforce preparation and economic development. This issue of *Network News* addresses the relationship between postsecondary education, workforce preparation, and economic development. The first article describes the federal Workforce Investment Act of 1998 (WIA) and discusses increasing employer involvement in program delivery. Next, we review several successful state-level activities that integrate education, workforce training, and economic development highlighting the importance of coordination and discussing some of the potential benefits to the state economy. The next article summarizes a benchmarking study recently undertaken by the Council for Adult and Experiential Learning (CAEL) and addresses alternative delivery systems, particularly those meeting the expectations of adult learners. Coordination, performance, and accountability are considered in an article about a National Postsecondary Education Cooperative (NPEC) report on WIA accountability and data requirements. Finally, there is a list of web resources on workforce preparation and economic development. We hope this issue of *Network News* will stimulate your thinking about the relationship between postsecondary education, workforce preparation, and economic development in your environment.

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An Overview of the Workforce Investment Act

The Workforce Investment Act of 1998 (WIA), enacted on August 7, 1998, reforms the policies governing federal programs for job training, adult education, and vocational rehabilitation. It provides a framework for a national workforce preparation and employment system designed to meet the needs of employers, first time job seekers, and those looking to further their careers. The Act is the result of four years of congressional activity and, while it did not accomplish the program consolidation goals that were originally proposed, it may be the most significant reform

of the federal-state job training partnership in the past 15 years. Many of the existing workforce programs remain separate, but the legislation does improve the coordination and strengthens the links between workforce development systems and the adult education, literacy, and vocational programs in the states. David Shreve, writing for the National Conference of State Legislatures, characterizes the legislation as "...an unparalleled opportunity for states to develop a coherent, rational and comprehensive system for worker training and re-training services."

WIA is designed to refocus the public employment and training system on customer service and performance accountability. The Act incorporates several key principles to guide this redirection:

- Create One-Stop service centers aimed at providing access to multiple employment and training programs;
- Empower individuals with the information and resources they need to manage their own careers;
- Provide universal access for all job seekers to a core set of job search tools;
- Increase the accountability of the delivery systems;
- Develop a strong role for local boards and the business sector through strategic planning and oversight functions;
- Create state and local flexibility to ensure that delivery systems are responsive to local needs; and
- Improve youth programs to provide a linkage between academic and occupational learning and other youth development activities.

States desiring grants for workforce investment programs must establish **state workforce investment boards**. A state board will include the Governor, two members from each chamber of the state legislature, and representatives appointed by the Governor. Businesses will hold a majority of the seats but there can also be representatives from education, public assistance, labor organizations, economic development, and other interested groups. This state board will help the Governor develop a five-year strategic plan describing statewide development activities, implementation of the WIA, and how special populations will be served.

The Act also creates **local workforce investment boards** responsible for the planning and oversight of local programs. These local boards will work in partnership with elected local officials in setting policies for coordinated systems in substate regions and local market areas; they must include representatives from local educational entities, including postsecondary

institutions. Local boards are responsible for developing a local plan for approval by the Governor, designating local one-stop service operators and eligible providers of training services, negotiating local performance measures, and assisting in developing a statewide employment statistics system. They will also be involved with monitoring system performance against established performance measures and establishing a youth council as a subset of the local partnership.

Central to a coordinated effort is a customer-focused system called a **"One Stop"** delivery system. Individuals looking for information about and access to job training, education, and employment services will find them at a single, customer-focused neighborhood location. There they will be able to look for a job, explore work preparation and career development services, and access a range of employment, training, and education programs. Customers will be able to receive a preliminary assessment of their skill levels, aptitudes and abilities in addition to obtaining information about a broad range of services including information about local education and training providers. They can also receive help with job searches, career counseling, and unemployment insurance claims. The one-stop centers will have information on job vacancies and local, regional, and national employment trends. A one stop center operator may be a public or private entity, or a consortium of entities, including postsecondary education institutions, government agencies, one-stop partners, or other organizations.

A major emphasis of the legislation is its **"work first"** focus. Clients will first be assisted to try and find work. If they are unsuccessful, they will then be eligible for enhanced services like resume writing and other basic job skills. Finally, those who fail to find work after receiving the enhanced services will be the first to be eligible for vouchers to pay for any necessary training. The programs providing services through the one-stop centers are referred to as one-stop partners and both employers and potential employees will have a single system to meet multiple needs.

The legislation also authorizes local boards to identify **eligible training providers** based on criteria established by the Governor. Providers must meet initial eligibility requirements to be eligible for adult or dislocated worker funds and must then maintain subsequent eligibility. A postsecondary education institution certified under the Higher Education Act and providing a program leading to either a two or four-year degree is automatically eligible to receive funds as a training provider if they file an application with the local board. An organization that carries out an apprenticeship program under the National Apprenticeship Act is similarly eligible. The Governor can also set up alternative eligibility criteria. The application must include cost information and performance criteria that become the foundation for evaluating continuing eligibility. These performance criteria include rate of completion and the job place-

ment wages of individuals who participate in the programs. (See the related article on NPEC and data requirements for more on the accountability portion of this bill.)

The Workforce Investment Systems include both youth and adult/dislocated worker services. **Youth services** are targeted at youths ages 14 through 21 who are low-income and have one or more of the following conditions: deficient in basic literacy skills, a school dropout, homeless or runaway, pregnant or a parent, a youth offender, or otherwise require additional support to complete school or secure and hold a job. The programs for these youth will include assessment activities, assistance with preparation for postsecondary education or unsubsidized employment, links between academic and occupational learning, and links to the job market and employers. Services for **adult and dislocated workers** include job search

and placement assistance, career counseling, skills assessment, identifying job vacancies and the skills necessary for jobs in demand, and follow-up services to assist with job retention. There are no eligibility requirements for individuals in this adult category.

Other components of Title I in the WIA strengthen the linkage between Job Corps centers, State workforce development systems, and their local communities. The Act also appropriates funds for Youth Opportunity grants, Native American workforce and career development programs, and strengthens migrant and seasonal farm worker dropout prevention activities. The bill took effect in August 1999 and must be implemented by July 1, 2000 with the first reporting cycle due in July 2001.

Texas Responds to the Workforce Investment Act

The state of Texas, through the initiatives of the **Texas State Occupational Information Coordinating Committee (SOICC)**, offers an excellent example of the use of sophisticated data collection techniques, voluntary interagency cooperation, and advanced technology to meet the challenges posed by the Workforce Investment Act (WIA). Key components of Texas' response are the dovetailed projects known as the **Automated Student and Adult Learner Follow-Up System (ASALFS)** and the **DECIDE Consumer Report System**. First, ASALFS uses automated record linkage techniques to access multiple administrative databases, including Unemployment Insurance wage records, to collect labor market and continuing education outcomes information on program exiters. To date, using ASALFS, the SOICC provides follow-up services to eighteen different programs, incorporating over two million program exiters. Second, the DECIDE Consumer Reporting System is an Internet-based web site through which customers can access information on the performance histories of community and technical colleges and other training providers. When DECIDE was released on the web in July 1999, Texas broke new ground as the first state in the country to implement WIA's provisions requiring consumer protection through performance reporting.

As an early WIA implementation state, Texas is also required to provide a listing of eligible training providers for local workforce boards to use in assigning Individual Training Account (ITA) vouchers. To tackle this challenge, the Texas Workforce Commission has piggybacked on the DECIDE system to list those providers that have been certified by local boards and the state. Each listing includes the programs of study or courses that have been approved, contact information on the training provider, and voluntary performance histories. With this system, Texas was the first state to display official lists of certified training providers. Next year, when the issue of subsequent eligibility based on customer outcomes becomes a key issue, Texas hopes to have fully integrated the DECIDE system with required information on each eligible training provider.

The ASALFS-DECIDE-Eligible Training Providers connection is a system other states need to watch, one that offers a model of ultimate management and customer service.

Visit the Texas SOICC web site at <http://www.soicc.state.tx.us>, visit the DECIDE Consumer Report System at <http://decide.soicc.state.tx.us>.

Workforce Preparation and Economic Development: A Report from the States

Across the country, state leaders are taking action to develop more competitive workforces and to attract and retain business and industry. While some activities have been stimulated by the Workforce Investment Act (see Texas box on page 3), others are the result of governors' task forces, legislative initiatives, postsecondary leadership, and business efforts. Many involve new kinds of partnership arrangements, accountability systems, and educational innovation. The following examples illustrate just a few of the many innovative and significant efforts state higher education agencies are currently engaged in.

University System of Georgia: Georgia's Intellectual Capital Partnership Program (ICAPP®). ICAPP Advantage, one of five ICAPP programs, is a direct economic development incentive program that helps specific companies meet immediate human resource needs for knowledge workers in areas of high demand but low supply. Companies screen and sponsor program participants, guaranteeing them a well-paying job with growth potential after they successfully complete the educational program. ICAPP applicants are eligible for service-cancelable loans of up to \$10,000, and all people admitted to an ICAPP program have met the admission standards of the institution providing the education.

Since its creation in 1996, nine Georgia companies have benefited from ICAPP Advantage, with positive results for the state. For example, ICAPP's commitment to expedite the education of 1,200 computer programmers was cited as a critical factor in the decision by Total System Services (TSYS®) to stay in Georgia and make a \$100 million capital investment; this was called the "most significant capital investment in the Southeast during 1996" by *The Wall Street Journal*. Also, a recent study by Georgia State University's Economic Forecasting Center shows that ICAPP Advantage nets a greater than 15:1 return on the State's investment. *For more information, visit www.icapp.org.*

Kentucky: legislation as a driving force. The **Kentucky Postsecondary Improvement Act of 1997** makes economic development a major goal for the state's colleges and universities, and the **Kentucky Council on Postsecondary Education** is directly engaged in helping the system meet that goal. For example, the Council works closely with the newly created Kentucky Community and Technical College System on funding and general strategies for workforce development. Council President Gordon K. Davies was one of the lead participants at a November **Workforce Summit** co-sponsored by the Council along with, among others, the Kentucky Chamber of Commerce and the state's departments of economic and workforce development. The Council is also working closely with the

private, not-for-profit Kentucky Science and Technology Corporation to implement Kentucky's first-ever plan to promote high technology. The Council has advised the governor's office on individual university-business collaborations, and recently added a former banker to its staff to work on the links between postsecondary education and economic development.

One of the nation's most innovative public-private partnerships in education and workforce development is **Metropolitan College (MC)** in Louisville, a joint venture between the University of Louisville, Jefferson Community College, Jefferson Technical College, and United Parcel Service (UPS). Created in 1998, MC offers a unique way for students to finance their education and for a company to recruit employees: it provides tuition-free education, flexible scheduling, and employment at UPS with good pay and benefits for those who meet the admissions requirements of one of the participating institutions. MC has become very important to UPS as it continues to expand its hub operations in Louisville and is thus important to the city as a means to nurture both industry and students. *For more information, contact Daniel Rabuzzi at daniel.rabuzzi@mail.state.ky.us.*

North Dakota: successful model for the legislative process. North Dakota will soon have a new workforce training system, thanks to a major initiative passed by the 1999 state legislature. What is unusual about the **North Dakota Workforce Training Initiative** is that this major piece of legislation proceeded through the legislative process and emerged virtually identical to the way it was introduced. The success of this effort is the direct result of a partnership involving 31 state leaders from business and industry, the **North Dakota University System**, the Governor's office, legislative leadership, and several state agencies. This group researched successful workforce training programs in other states and used this information to design a system suited to the needs and resource capacity of North Dakota.

Among the major components of the system is a funding plan comprised of four elements: fees for service from business and industry; administrative and in-kind support from colleges; local/regional funds from economic development organizations, cities, or coalitions of major companies; and state general funds. One unique aspect is the legislative requirement that each campus submit a business plan before state funds are released, and these plans must include performance measures. The group process model which helped establish high levels of ownership and commitment for this initiative is one important outcome of this partnering effort. *For more information, contact Eddie Dunn at edunn@badlands.nodak.edu.*

Ohio Board of Regents: tapping the power of collaboration. With the facilitative leadership of the Ohio

Board of Regents, Ohio two-year campuses are building their service capacity through a collaborative statewide association known as the **EnterpriseOhio Network**. Through targeted research, pilot projects, an annual convention, regional "Advantage Forums," and the Network web site, the two-year campuses are sharing best practices and resources as well as keeping informed of new resources and strategies for meeting the training needs of employers.

The EnterpriseOhio Network has completed an extensive research and development project defining the qualities of a high performing two-year campus operation serving employer needs. Most recently, the Network launched a new action research and development project to develop strategies to address Ohio's information technology worker shortage. The recently enacted state budget affirmed the value of the EnterpriseOhio Network by allocating \$19 million to enhance their service capacity and provide employer training incentives. *For more information, contact Michael Taggart at mtaggart@regents.state.oh.us or visit www.enterpriseohio.org.*

Oklahoma: long-range planning and technology transfer. In 1997, a report of the Citizens Commission on the Future of Oklahoma Higher Education called on the **Oklahoma State Regents for Higher Education** to become more active in developing the state's economic competitiveness. Since then, the State Regents have launched **Brain Gain 2010** whose multiple strategies aim at closing the national/state gap in the proportion of citizens with a college degree. One service being offered by the State Regents is the **Oklahoma Marketplace**, a web site matching resumes of Oklahoma college graduates with job openings listed by Oklahoma employers. The State Regents have also awarded \$6.3 million to institutions in economic development grants to increase the competitiveness of key industries such as information technology, telecommunications, biotechnology, and high-tech manufacturing.

Oklahoma is also using technology to expand access to workforce preparation and economic development information. In 1998, the State Regents adopted a statewide **technology transfer policy** through which institutions can collaborate with private interests. They are also using **OneNet**, the state's telecommunication system, to take university expertise and knowledge directly into corporate R&D offices. The State Regents have also established an **Office of System Advancement and Economic Development** which serves as a one-stop point for business and industry wishing to secure higher education services. *For more information, contact Ruth Ann Dreyer at rdreyer@osrhe.edu.*

Pennsylvania State System of Higher Education: promising partnerships. This System has "jump-started" its

workforce and economic development efforts with three major partnership efforts. First, the **Workforce Resource Network** collaboration with IBM's Education and Training division has delivered more than \$1 million in assessment and training services in its first 18 months of operation. One example is a project undertaken with the two statewide teacher unions and the school administrators association to develop web-enabled, in-service courseware to prepare teachers for Pennsylvania's new rigorous mathematics standards. Teams of public school teachers, faculty from State System universities, and instructional design specialists from IBM developed the courseware. Second, the **Workforce and Economic Development Network (WEDnet)** is a partnership of the fourteen System universities and fifteen community colleges funded by a \$9 million, 18-month contract with the state's Department of Community and Economic Development. In its first 6 months, this employer-driven and customized job-training program has trained 13,647 employees from new or expanding manufacturing or technology-based businesses. The third initiative is a **Labor Education Institute** begun last summer in cooperation with Pennsylvania's AFL-CIO. Included among the Institute's objectives are continuing education for incumbent workers and strategies for increased labor-management cooperation. *For more information, contact Charles Clevenger at cleveng@mailgate.sshechan.edu.*

Wyoming Community College System (WCCC): emphasis on accountability. WCCC activities emphasize responding in an accountable manner to current and future workforce needs. Program approval rules have been revised to reflect workforce concerns, requiring the submission of: (1) data verifying projected demand for program graduates in the state and region, (2) documented business and industry input in program design and assessment, and (3) the means for program completer follow-up in the workplace. Also, the WCCC is working with the Department of Employment and the Department of Education to jointly develop performance measures required for implementation of the Workforce Investment Act and Perkins III. Finally, the WCCC and community college system Strategic Plan includes a number of the Core Indicators of Effectiveness developed by the American Association of Community Colleges, including placement rate in the workforce, employer assessment of students, licensure/certification pass rate, and client assessment of programs and services. *For more information, contact Bruce Snyder at bsnyder@commission.wcc.edu.*

The activities described in this article represent just a sample of what is occurring nationwide. *For more information on state workforce activities, visit SHEEO's gateway to state workforce development web sites at www.sheeo.org/transitions/transitions-links-state-workforce.htm.*

Serving Adult Learners

What are the actual "best practices" being used in colleges and universities today in regard to serving adult learners? As part of its mission to advance lifelong learning, the **Council for Adult and Experiential Learning (CAEL)** sought to answer this question through a project that provides effective models for colleges and universities that seek to serve adult learners. A July 1999 Executive Summary *Serving Adult Learners in Higher Education: Findings from CAEL's Benchmarking Study* provides an overview of the study findings. A book on this subject, providing more in-depth discussion of the benchmarking methodology and "best practice" examples, is scheduled for publication this winter.

Benchmarking as research methodology. To examine the "best practices" for serving adult learners, CAEL chose benchmarking as the research methodology for this study. Benchmarking is defined as "the process of identifying, understanding, and adapting outstanding practices from other organizations to help an organization improve performance," according to the American Productivity & Quality Center (APQC) that partnered with CAEL to plan and implement this year-long study. The benchmarking methodology in this study consisted of a multi-step research process:

1. **Forming a benchmarking group.** This consisted of subject matter experts from institutions, representatives from CAEL, and benchmarking specialists from APQC.
2. **Planning the research project.**
3. **Screening survey to identify best practice institutions.** A written survey was sent to 63 institutions nominated as potential best practice institutions; it was completed by 33 institutions.
4. **Best practice site selection.** Subject matter experts analyzed the surveys, identified best practices, and selected six best practice institutions.
5. **Site visits.** To add the "how" and "why" of the best practices, day-long data collection visits took place with faculty, staff, and students at each institution; interviews and discussions were transcribed to provide a common data record for later analysis.
6. **Best practice findings.** Subject matter experts analyzed the data and individually proposed best practice themes; the group met to develop an initial set of findings which were refined in two additional rounds of analysis.

Best Practice Institutions

- Athabasca University, Athabasca, Alberta, Canada
- School of New Resources, College of New Rochelle, New York, New York
- The School for New Learning, DePaul University, Chicago, Illinois
- Empire State College (SUNY), Saratoga Springs, New York
- Marylhurst University, Marylhurst, Oregon
- Sinclair Community College, Dayton, Ohio

Key findings. The findings from the benchmarking study were distilled into one overarching theme and eleven findings, as follows:

Overarching theme: The Adult Learning Focused Institution of Higher Education has a culture in which adult-centered learning, sensitivity to learners' needs, flexibility, and communication drive institutional practice.

- (a) **Mission:** The Adult Learning Focused Institution has a clearly articulated mission that permeates the institution and inspires and directs practice.
- (b) **Decision-making:** Institutional decision-making at the Adult Learning Focused Institution is a shared responsibility that uses collaborative processes inclusive of faculty, staff, and adult learners to create rapid, flexible responses to learner and community needs.
- (c) **Admission:** The Adult Learning Focused Institution uses an inclusive, non-competitive admissions process to determine the best educational match for the adult learner.
- (d) **Educational planning:** The Adult Learning Focused Institution engages adult learners in an ongoing dialogue designed to assist them with making informed educational planning decisions.
- (e) **Faculty roles:** Faculty at the Adult Learning Focused Institution function as managers and facilitators of the learning process, not merely as dispensers of information.
- (f) **Teaching-learning process:** The teaching-learning process at the Adult Learning Focused Institution actively involves adult learners in collaborative learning experiences typically centered around their lives and work.

- (g) **Curriculum design and instructional delivery:** The curriculum and instructional delivery at the Adult Learning Focused Institution are designed to help adult learners meet their learning goals.
- (h) **Student services:** The Adult Learning Focused Institution makes student services easily accessible and convenient through a variety of access points.
- (i) **Adjunct faculty:** Part-time and adjunct faculty at the Adult Learning Focused Institution are valued for their connections to workplaces and communities, and for providing an accessible and flexible curriculum.
- (j) **Information technology:** The Adult Learning Focused Institution focuses information technology on enriching one-to-one communication and providing flexible and timely education and administrative services that meet the needs of adult learners.
- (k) **Affordability:** The Adult Learning Focused Institution makes continuous and deliberate efforts to simultaneously ensure the affordability, accessibility, and quality of educational degrees and programs.

Next steps. Building on the overview of findings provided by the Executive Summary, CAEL's November 1999 book offers specific examples of how the six "best practice" institutions manifest the study findings, and it critically reflects upon what has been learned. Also based on the benchmarking findings, CAEL is now identifying "principles of effectiveness" in serving adult learners. CAEL has been discussing with the Oklahoma State Regents for Higher Education the adoption of these principles, and four additional states to date have expressed some interest in adopting them. Readers can follow the ongoing developments of the project by visiting CAEL's web site at www.cael.org; web site visitors will soon be invited to send CAEL comments and feedback. In the spring of 2000, CAEL will publish a book on the principles of effectiveness and will begin a program that will offer study tours to institutions with innovative practices. This benchmarking study is just one of CAEL's many efforts to advance lifelong learning in partnership with educational institutions, employers, labor organizations, government, and communities.

For a copy of the 1999 Executive Summary "Serving Adult Learners in Higher Education: Findings from CAEL's Benchmarking Study," contact CAEL at 312-499-2600. For more information on this project, contact Ruth Frey at rfrey@cael.org.

NPEC Group Examines WIA Accountability and Data Requirements

The National Postsecondary Education Cooperative (NPEC), authorized by Congress in 1994, was charged "to identify ... issues germane to postsecondary education, and to promote the quality ... of postsecondary data." NPEC developed a **Workforce Development Working Group** in 1998 to address the data ramifications of the then proposed workforce policies including a move towards more consolidation of workforce data requirements, performance indicators, and definitions of key terms. In addition to sponsoring a July 1998 workshop in Washington D.C. attended by congressional staff, officials from the Department of Labor, and representatives from national workforce development organizations, the Working Group commissioned a report titled *Examination of the Data Requirements of the Workforce Investment Act and the Perkins Act of 1998*. This report, written by consultant Michael Brustein, provides a summary of the data and accountability requirements of the Workforce Investment Act (WIA) and discusses the specific roles available to postsecondary institutions under the act. Please see the accompanying article on page 1 for an overview of the WIA.

The NPEC report states that postsecondary institutions can be workforce system participants in four ways: members of state and/or local boards, one-stop partners, one-stop service operators, and eligible service providers.

- **State and local boards** develop workforce system plans and provide oversight functions including designating and overseeing the local one-stop partners.
- **One-stop partners** provide core services to participants in the one-stop system and also participate in the operation of the system.
- **One-stop operators** manage the daily functions of a local one-stop system.
- **Service providers** are entities authorized by a local board to provide training to system participants. All providers must meet performance criteria established by the Governor to remain eligible.

The WIA legislation outlines **performance accountability** at both the state and local level. NPEC's Workforce Development Working Group report states that the "States and local areas must establish performance measures which include (1) core indicators of performance, (2) customer satisfaction indicators of performance, and (3) and additional indicators of performance that the State chooses to identify in its State plan." Levels of performance must be included for each of the

indicators and must be expressed in an "objective, quantifiable, and measurable form" that demonstrate continuing improvement.

There are separate core indicators for youth programs and for adult employment and training programs. The performance indicators for youth programs are:

- Attainment of basic skills, and, as appropriate, work readiness or occupational skills;
- Attainment of secondary school diplomas or their recognized equivalents; and
- Placement and retention in postsecondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

The core indicators for performance for adult employment and training programs are:

- Entry into unsubsidized employment;
- Retention in unsubsidized employment six months after entry into employment;
- Earnings received in unsubsidized employment six months after entry; and
- Attainment of a recognized credential relating to achievement of educational skills or occupational skills.

Customer satisfaction must also be measured from both employers and participants who received services through the workforce investment activities. This can be measured through surveys conducted after the conclusion of their participation in the activities.

The state must also submit an annual report to the Secretary of Labor that includes information on the state's level of performance for their core indicators and customer satisfaction indicators. The state report should contain information on participants in workforce investment activities relating to entry into unsubsidized programs, entry wages, cost of workforce investment activities, job retention and earnings twelve months after employment entry, and employee performance with respect to training.

The Working Group identified formal sanctions for failing to meet the performance indicators or customer satisfaction indicators. If a local area does not meet its level of performance, the Governor must provide technical assistance that could include the development of a new or revised performance plan. Failure to meet the objectives for a second year could lead to a reorganization plan that may require the appointment of a new

board, removing poor achieving providers and one-stop partners, or other action as the Governor deems appropriate. A state that fails to meet adjusted performance levels may have their grant funds reduced by the Secretary of Labor. These funds would still be available to the state as incentive grants for improved performance.

The NPEC report also discusses the additional indicators of performance for the Adult Education and Family Literacy Act (AEFLA) that are contained in Title II of the Workforce Investment Act. The AEFLA requires state and local program administrators to establish a comprehensive accountability system to assess the improvement demonstrated by adult education and literacy programs. While there are no rigorous sanctions for failing to meet the performance indicators, each eligible agency must submit a report to the Secretary of Education detailing its progress in achieving their goals. The performance measures must include the following three core indicators:

- Demonstrated improvement in literacy skill levels (reading, writing, and speaking the English language, numeracy, problem solving, and other literacy skills);
- Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career development; and
- Receipt of a secondary school diploma or its equivalent.

The report concludes that while Congress fell short of consolidating the number of programs initially considered, it did make substantial progress towards streamlining the accountability requirements of the various federal workforce development programs.

More information on the Working Group including the draft report is available on the NPEC web site at <http://nces.ed.gov/npec/papers/W-data-r.html>.

Selected National Web Sites Related to Workforce Development, Including Gateways to State Web Sites

America's Career Kit has three components:

- **America's Career InfoNet** provides occupational and economic information.
<www.acinet.org/acinet>
- **America's Job Bank** lists job openings.
<www.ajb.org>
- **America's Learning eXchange** provides education and training information.
<www.alx.org>

The **Business-Higher Education Forum**, a partnership of the American Council on Education and the National Alliance of Business, is a member organization of academic and corporate chief executives, addressing issues such as building a high performance workforce, global interdependence, minorities in the workforce, and economic competitiveness.

<www.bhef.com>

The **Business Roundtable**, an association of CEOs of leading U.S. corporations, advocates public policies that foster economic growth and a well-trained U.S. workforce.

<www.brtable.org>

The **Center for Adult and Experiential Learning** is a national leader in the field of adult learning and workforce development.

<www.cael.org>

Jobs for the Future has three program areas: creating successful transitions for youth, building effective partnerships, and increasing access to economic opportunity.

<www.jff.org>

The **National Alliance of Business**, a national business organization, focuses on increasing student achievement and improving the competitiveness of the workforce.

<www.nab.com>

The **National Conference of State Legislatures** addresses **Labor and Employment**.

<www.ncsl.org/programs/employ/topmenu.htm>

The **National Governors' Association** offers resources on **Workforce Development** and the **Workforce Investment Act**.

<www.nga.org/CBP/Activities/WorkforceDev.asp>

The **National Occupational Information Coordinating Committee** promotes the development and use of occupational information.

<www.noicc.gov>

- ▶ **Gateway to State Occupational Information Coordinating Committees:** <www.noicc.gov/files/nsoicweb.html>

The **National School-to-Work Learning and Information Center** works with partnerships, practitioners, and the public at large to answer questions about school-to-work.

<www.stw.ed.gov>

- ▶ **Gateway to State School-to-Work Initiatives:** <www.stw.ed.gov/Database/State1.cfm>

The **National Skills Standards Board** is building a voluntary national system of skill standards, assessment, and certification to enhance the ability of the U.S. to compete in a global economy.

<www.nssb.org>

U.S. Department of Labor:

- The **Bureau of Labor Statistics** is the principal federal fact-finding agency for labor economics and statistics.
<stats.bls.gov>
- The **Employment and Training Administration** provides job training, employment, labor market information, and income maintenance services through state and local workforce development systems.
<www.doleta.gov>
 - ▶ **Gateway to State One-Stop Career Centers:** <www.ttrc.doleta.gov/onestop/onestopmap.html>
- **Usworkforce.org** is the official Gateway to Information on the Workforce Investment Act.
<usworkforce.org>
 - ▶ **Gateway to WIA State Strategic Five-Year Plans and Unified Plans:** <usworkforce.org/resources/submitted.htm>

For additional links, visit the **SHEEO** web site:

- ▶ **Gateway to National Web Sites on Workforce Development.** <www.sheeo.org/transitions/transitions-links-natl-workforce.htm>
- ▶ **Gateway to State Web Sites on Workforce/Economic Development.** <www.sheeo.org/transitions/transitions-links-state-workforce.htm>
- ▶ **Gateway to Web Resources on the Workforce Investment Act of 1998.** <www.sheeo.org/transitions/transitions-links-wia.htm>

SHEEO Executive Director Search

For many years, SHEEO's development has been directly tied to the dynamic efforts of Executive Director Jim Mingle. After sixteen years of service to SHEEO, Jim has announced his departure. The staff of the SHEEO/NCES Communication Network would like to thank Jim for his support of this project, including this newsletter, and wish him the best in his future adventures.

The Search/Screening Committee is currently reviewing applications for the SHEEO Executive Director position. Applications should be sent to Cecelia H. Foxley, Chair, Executive Director Search/Screening Committee, State Higher Education Executive Officers, 707 Seventeenth Street, Denver, CO 80202-3427. The search will remain open until an appointment is made in January 2000.

State Higher Education Executive Officers
707 Seventeenth Street, Suite 2700
Denver, CO 80202-3427

ADDRESS CORRECTION REQUESTED

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