

**STORAGE NAME:** h0987z.ccc  
**DATE:** June 17, 1999

**\*\*AS PASSED BY THE LEGISLATURE\*\***  
**\*\*CHAPTER #: 99-251, Laws of Florida**

**HOUSE OF REPRESENTATIVES  
AS REVISED BY THE COMMITTEE ON  
COMMUNITY COLLEGES & CAREER PREP  
FINAL ANALYSIS**

**BILL #:** HB 987 (Passed as Sections 50-63 of CS/CS/SB 1566)

**RELATING TO:** Workforce Investment

**SPONSOR(S):** Committee on Community Colleges and Career Prep and Representative Harrington and others

**COMPANION BILL(S):**

**ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:**

- (1) COMMUNITY COLLEGES & CAREER PREP YEAS 10 NAYS 0
- (2) BUSINESS DEVELOPMENT & INTERNATIONAL TRADE YEAS 7 NAYS 1
- (3) EDUCATION APPROPRIATIONS
- (4)
- (5)

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**I. FINAL ACTION STATUS:**

**6/8/99 - Approved by the Governor - CHAPTER 99-251, Laws of Florida**

HB 987 began as a proposed committee bill out of the Committee on Community Colleges and Career Prep. In the Business Development and International Trade Committee, a strike everything amendment was passed which contained much of the language of the Senate Companion, SB 252. On April 26, 1999, the Senate passed CS/CS/SB 1566 containing some of the provisions of the original HB 987 (prior to the strike everything amendment). CS/CS/SB 1566 passed the House on April 30, 1999 and on June 8, 1999, the bill became law with the Governor's signature as Chapter 99-251, Laws of Florida.

**II. SUMMARY:**

This committee substitute provides specifications for Florida's implementation of the federal Workforce Investment Act of 1998, consolidates Florida statutes regarding workforce development in a distinct part of the statutes, and reauthorizes language from the Workforce Florida Act of 1996 inadvertently omitted from current law. Specifically, the major provisions of the committee substitute:

- Transfer delivery of employment services from the Department of Labor and Employment Security to the regional workforce development boards through a memorandum of understanding.
- Provide for Intensive Service Accounts and Individual Training Accounts based on an implementation plan, including identification of initially eligible training providers, transition guidelines, and criteria for use of these accounts by the Workforce Development Board. Regional workforce development boards, in consultation with training providers, must establish a fair market purchase price for each training program to be paid through an Individual Training Account.
- Provide that the membership composition of the Workforce Development Board and regional workforce development boards must be in compliance with the federal Workforce Investment Act.
- Provide that the Workforce Development Board will contract with an administrative entity for the dispersment of Workforce Investment Act funds, including Rapid Response funds, to the regional workforce development boards. Except that the administrative entity for Rapid Response funds for FY 1999-2000 must be the Department of Labor and Employment Security.
- Provide for the allocation of Workforce Investment Act funds, including ten percent of youth funding which must be used as performance payments for public schools' dropout prevention programs.

### III. SUBSTANTIVE ANALYSIS:

#### A. PRESENT SITUATION:

The federal Workforce Investment Act of 1998, Pub. L. No. 105-220 (WIA), replaces the Job Training Partnership Act and rewrites federal law governing job training, adult education and literacy, and vocational rehabilitation. The act is an effort designed to improve coordination among these programs and the workforce development system. Of particular interest, this act:

- ▶ Requires states to establish State Workforce Investment Boards to develop state plans and carry out other activities;
- ▶ Requires states to establish Local Workforce Investment Boards which, in partnership with local elected officials, are responsible for planning and overseeing the local program. The board is responsible for developing the local plan to be submitted to the Governor for approval, designating local one-stop operators, designating eligible providers of training services, negotiating local performance measures, and assisting in developing an employment statistics system;
- ▶ Establishes the one-stop delivery system as the access point for employment-related and training services. Local boards established in this act are responsible for the selection of one-stop center operators through a competitive process or may designate a consortium of not less than three partners to operate a one-stop center. One-stop operators may be a public or private entity, or a consortium of such entities, including postsecondary educational institutions, the Employment Service authorized under the Wagner-Peyser Act, private for-profit or not-for-profit entities, government agencies, one-stop partners, or other organizations. One-stop partners must provide core services through the one-stop, including programs authorized under the Wagner-Peyser Act; the Adult Education and Literacy title of the WIA; the Vocational Rehabilitation Act; the Welfare-to-Work grants; title V of the Older Americans Act; postsecondary vocational education under the Perkins Act; Trade Adjustment Assistance; veterans employment services under chapter 41 of title 38, U.S.C.; unemployment compensation laws; Community Service Block Grants; and employment and training activities carried out by the Department of Housing and Urban Development;
- ▶ Consolidates summer and year-round youth programs now operated under the Job Training Partnership Act; and
- ▶ Expands eligibility for "Work-Flex" (currently authorized in Florida) to all states.

States must implement the new workforce investment programs by July 1, 2000, or by July 1, 1999, for states wishing to implement early. Florida's and other states' responsibilities with respect to this act should be further clarified after the U.S. Department of Labor issues interim final regulations, which were expected to be released in February 1999.

Florida's workforce development system was largely structured by the Workforce Florida Act of 1996 (ss. 446.601-446.607, F.S.) and in many ways is consistent with the newly passed federal legislation. Specifically, Florida's workforce development strategy is centered around the strategic components of High Skill/High Wages, School-to-Work, and Welfare-to-Work, with workforce development services provided through a system of One-Stop Career Centers. Since 1991, Florida has piloted efforts to convene services for Floridians at One-Stop Centers. Early efforts co-located and cross-trained unemployment compensation and job service staff members of the Department of Labor and Employment Security. At sites around the state, various service providers have been housed under the same roof for customer convenience.

Also consistent with the WIA is the Workforce Development Board (s. 288.9620, F.S.), a not-for-profit public-private board that is responsible for designing, coordinating, and evaluating Florida's workforce development system. The Workforce Development Board serves as the federally required Human Resource Investment Council, overseeing job training programs funded through the federal Job Training Partnership Act. The board charters and monitors 24 regional workforce development boards (s. 446.602, F.S.) that coordinate local workforce development activities, designate training service providers, and develop local plans under the Job Training Partnership Act.

The Workforce Development Board set in motion the planning process for implementing the Workforce Investment Act of 1998 (WIA), during its December 3, 1998, board meeting. The WIA Design Committee was appointed and directed to develop decision points for implementing the WIA. Once developed, these decision point recommendations were brought before the board for discussion, modification, and adoption.

Section 6 of ch. 96-404, L.O.F., amended s. 288.0475, F.S., charging the Workforce Development Board with establishing uniform measures and standards in a three-tier system. The measures and standards are designed to gauge the performance of the workforce development system.

During the 1996 legislative session, the Legislature also passed CS/SB 958 (ch. 96-320, L.O.F.), which amended s. 288.0475, F.S., and transferred the section, renumbering it as s. 288.9620, F.S. When the 1996 Supplement to the Florida Statutes was issued, s. 6, ch. 96-404, L.O.F., was listed in a footnote to s. 288.9620, F.S. In discussions with the Division of Statutory Revision, staff determined that the original failure to incorporate the provisions of section 6 into the text of s. 288.9620, F.S., was probably associated with the renaming of the Enterprise Florida Jobs and Education Partnership as the Workforce Development Board.

In 1997, s. 288.9620, F.S., was amended by CS/SB 1754 (s. 42, ch. 97-278, L.O.F.). Statutory Revision determined that since the same section was amended, and the language in the 1997 bill was drafted to the language text of the statute, as opposed to the footnote, that the Legislature's last expression of its will was to "adopt" the language selected by statutory revision for placement in the statute and reject the language from s. 6, ch. 96-404, L.O.F. Thus, the 1997 version of the statutes omits the footnote, which contains, among other changes, the performance measurement system for the workforce development system.

Traditionally, the Legislature passes an "adoption act" biennially in every odd numbered year to adopt the Florida Statutes as published as the will of the Legislature. Because in 1997 the Legislature passed Senate Bill 424, adopting the 1997 Statutes as law, s. 6, ch. 96-404, no longer has the power of law.

A recent report by the Office of Program Policy Analysis and Government Accountability (Report No. 98-34) recommended that the Legislature clearly articulate the expectations of the Workforce Development Board, including prescribed sanctions and disincentives for major workforce partners that do not comply with statutory requirements. The report also cited that the Workforce Development Board has suffered a shift in focus from preparing people for high skill/high wage occupations to accommodating the work first philosophy of welfare reform. Additionally, the report indicated that multiple agencies, programs, and funding streams contribute to this loss of focus on high skill/high wage.

**B. EFFECT OF PROPOSED CHANGES:**

The bill provides guiding principles for the implementation of the federal Workforce Investment Act of 1998 (WIA). The current situation is discussed under each heading. The specific provisions of the bill are listed in the Section by Section Analysis section.

**C. APPLICATION OF PRINCIPLES:**

1. Less Government:

a. Does the bill create, increase or reduce, either directly or indirectly:

(1) any authority to make rules or adjudicate disputes?

No.

- (2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

The Workforce Development Board was designated as the state's Human Resource Investment Council in the Workforce Florida Act of 1996 and, as such, is currently responsible for policy, planning, and accountability for the state's workforce development system. Some of the duties which would be required in the bill are new tasks (specifically, planning and implementing individual training accounts) but fit within the charge of the Workforce Florida Act of 1996.

The regional workforce development boards would be required to establish high skill/high wage committees which would be responsible for making policy recommendations to the Workforce Development Board.

- (3) any entitlement to a government service or benefit?

No.

- b. If an agency or program is eliminated or reduced:

An agency or program is not eliminated or reduced.

- (1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

N/A

- (2) what is the cost of such responsibility at the new level/agency?

N/A

- (3) how is the new agency accountable to the people governed?

N/A

2. Lower Taxes:

- a. Does the bill increase anyone's taxes?

No.

- b. Does the bill require or authorize an increase in any fees?

No.

- c. Does the bill reduce total taxes, both rates and revenues?

No.

- d. Does the bill reduce total fees, both rates and revenues?

No.

- e. Does the bill authorize any fee or tax increase by any local government?

No.

3. Personal Responsibility:

- a. Does the bill reduce or eliminate an entitlement to government services or subsidy?

No.

- b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?

No.

4. Individual Freedom:

- a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

Yes. Individuals would be able to choose which provider (public or private) they want to use for training through the Individual Training Accounts approach. Qualified nonpublic postsecondary education institutions would be able to participate as authorized service providers.

- b. Does the bill prohibit, or create new government interference with, any presently lawful activity?

No.

5. Family Empowerment:

- a. If the bill purports to provide services to families or children:

This bill does not purport to provide services to families or children.

- (1) Who evaluates the family's needs?

N/A

- (2) Who makes the decisions?

N/A

- (3) Are private alternatives permitted?

N/A

- (4) Are families required to participate in a program?

N/A

- (5) Are families penalized for not participating in a program?

N/A

- b. Does the bill directly affect the legal rights and obligations between family members?

No.

- c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

This bill does not create or change a program providing services to families or children.

- (1) parents and guardians?

N/A

- (2) service providers?

N/A

- (3) government employees/agencies?

N/A

**D. STATUTE(S) AFFECTED:**

Amends sections 446.601, 446.604, 288.9620, 446.602, 446.607, 446.603, 288.901, 288.902, and 414.026; creates ss. 288.9956, 288.9957, 288.9958, and 288.9959; and repeals ss. 446.20, 446.205, 446.605, and 446.606, Florida Statutes.

**E. SECTION-BY-SECTION ANALYSIS:**

Section 50 designates ss. 288.9950, 288.9951, 288.9952, 288.9953, 288.9954, 288.9955, 288.9956, 288.9957, 288.9958, and 288.9959, F.S., as part XI of ch. 288, and requests statutory revision to designate that part "Workforce Development."

Section 51 transfers, renumbers, and amends s. 446.601, F.S., to s. 288.9950, F.S., to correct cross references and clarify Florida's workforce development strategy. This section combines the strategic components of Welfare-to-Work and School-to-Work to create the First Jobs/First Wages workforce development strategy. The High-Skills/High Wages strategy is clarified, and the One-Stop Career Centers strategic component is relocated to a newly created one-stop section.

Section 52 transfers, renumbers, and amends s. 446.604, F.S., to s. 288.9951, F.S., to provide for the establishment of One-Stop Career Centers as the state's customer service delivery mechanism. Required one-stop partners, in addition to those mandatory partners specified in the WIA, include food stamp and WAGES/TANF programs. The partners are prohibited from operating independently of the one-stops without approval of regional workforce development boards (RWDBs), and services provided by partners which are not physically located in a one-stop must be approved by the RWDB.

RWDBs are directed to provide oversight to local one-stops and designate one-stop operators. These boards may retain current one-stop operators without further procurement action where the board has established a one-stop that complies with state and federal law. Each one-stop will be certified by the Workforce Development Board (WDB) pursuant to a process developed by the Workforce Development Board.

By July 1, 1999, RWDBs must enter into a memorandum of understanding with the DLES for the delivery of, through One-Stop Career Centers, employment services authorized under Wagner-Peyser.

Memorandums of Understanding must be executed between the RWDB and one-stop partners. One partner's failure to participate may not block the participation of others, and non-participatory partners may be subject to sanctions as recommended by the WDB.

Core services must be provided to a maximum extent by electronic means through existing systems and libraries. The WDB must develop a centralized help center to assist the RWDBs provide core services electronically.

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Intensive services and training must be provided through Intensive Service Accounts and Individual Training Accounts (ITAs). The WDB must develop an implementation plan, including identification of initially eligible training providers, transition guidelines, and criteria for use of these accounts.

ITAs must be performance-based, and expended on programs for high-wage, high-demand occupations. RWDBs, in consultation with training providers, must establish a fair market purchase price for each training program to be paid through an ITA. The WDB must review pricing schedules and recommend process improvement changes to the Legislature. Training providers must attempt to use funds other than those provided under the WIA, and a performance measure relating to this directive must be developed.

Section 53 transfers, renumbers, and amends s. 288.9620, F.S., to s. 288.9952, F.S., designating the WDB as the entity to serve as the state's Workforce Investment Board pursuant to the WIA. Board membership and appointment must be consistent with the WIA; the board must incorporate 25 voting members; and, pursuant to the WIA, the chair of the board must be designated by the Governor.

The WDB is authorized to appoint committees to fulfill the board's responsibilities, to comply with federal requirements, or to obtain technical assistance, and the WDB committees must include members of RWDBs.

Each member of the WDB who is not required to file a financial disclosure pursuant to s. 8, Art. II of the State Constitution or s. 112.3144, F.S., is required to file disclosure of financial interests pursuant to s. 112.3145, F.S.

The WDB is authorized to recommend to the Governor and the Legislature sanctions for non-complaint agencies, and for agencies obstructing the WDB's efforts. Sanctions that the Governor and Legislature may impose must be enforced by the Office of the Governor.

Performance-based incentive funds must be carried forward to the next fiscal year and must be awarded for the current year's performance, unless federal law specifies otherwise.

The reporting of workforce development performance measures by the WDB is reauthorized, requiring the reporting of measures and standards by the agencies implementing programs, and requiring Florida's performance measures to be benchmarked against similar measures of other states.

The Committee Substitute provides that \$500,000 of the Workforce Investment Act funds maintained at the state level will be reserved for an institute of applied technology in construction excellence.

Section 54 transfers, renumbers, and amends s. 446.602, F.S., to s. 288.9953, F.S., designating regional workforce development boards as the entities to serve as the state's local workforce investment boards pursuant to the WIA. The section provides that board membership must be consistent with the WIA. Board members are prohibited from voting on matters under consideration by the board regarding the provision of services by that member, or by an entity that the member represents, or that would provide direct financial benefit to the member or a member's family member. The WDB must develop the time lines and manner of changes to RWDBs as required by state and federal law, and must meet annually with RWDBs to ensure compliance with state and federal law.

The section further conforms the RWDBs' local plan submission to federal law; requires RWDBs to oversee and manage one-stops; authorizes RWDBs to appoint working groups; and establishes regional high skill/high wages committees, providing for membership and duties.

Section 55 transfers, renumbers, and amends s. 446.607, F.S., to s. 288.9954, F.S., conforming cross references and citing applicable federal law.

Section 56 transfers, renumbers, and amends s. 446.603, F.S., to s. 288.9955, F.S., conforming cross references, and expanding the Untried Worker Placement and Employment Program from a time-limited pilot to statewide program for WAGES participants.

Section 57 creates s. 288.9956, F.S., establishing principles for implementation of the WIA. The WDB is required to prepare a 5-year plan (to include secondary vocational education) for early implementation of the WIA. Mandatory and optional federal partners must be involved in development of the plan and any partner choosing to be included in the plan will satisfy all state planning and reporting requirements as they relate to one-stops. All optional partners must be mandatory participants in the second year.

The 5-year plan must dictate administration, expenditure, and coordination of WIA funds, Wagner-Peyser funds, and funds allocated under the NAFTA/Trade Act. The WDB must contract with an administrative entity for the disbursement of WIA funds, including Rapid Response funds, to the RWDBs. Except that the administrative entity for Rapid Response funds for fiscal year 1999-2000 must be DLES.

Unless a RWDB obtains a waiver, at least 50 percent of pass through Adult/Dislocated WIA Title I funds must be used for ITAs. Tuition, fees, performance-based incentive awards, as well as other programs, qualify as an ITA expenditure.

Twenty-five percent of Wagner-Peyser funds must be spent on Intensive Service Accounts, unless the RWDB obtains a waiver. Except where prohibited by federal law, or approved by the WDB, all core services provided under the WIA must be funded with Wagner-Peyser funds.

Fifteen percent of the state WIA Title I funds must be retained at the state level and must be used for administration, and to design, develop, induce, and fund innovative ITA accounts, pilots, demonstrations, and programs. Administration costs may not exceed twenty-five percent of these funds and may include: funding the WDB; operating fiscal, compliance, and management accountability systems through the WDB; conducting evaluation and research on workforce development activities; and providing technical and capacity building assistance. Seventy percent of these funds must be dedicated to ITAs for the Minority Teacher Education Scholars Program, Certified Teacher-Aide Program, Self-employment Institute, and others. The WDB must design, adopt, and fund ITAs for distressed urban and rural communities. The remaining five percent must be dedicated to an Incumbent Workers Training Program, to be administered by a private business organization.

The Committee Substitute provides that priority for funding of the Incumbent Worker Training Program will be given to businesses in distressed inner city areas.

At least 50 percent of Rapid Response funds must be dedicated to Intensive Service Accounts and ITAs for dislocated and incumbent workers. The WDB must also maintain an emergency preparedness fund from these funds to assist victims of natural or other disasters. A limited amount of Rapid Response funds are to be retained at the state level for statewide activities. Rapid Response funds will be expended based on a plan developed by the WDB.

The WDB is authorized to provide indemnification from audit liabilities to RWDBs that are in compliance with state law and the WDB's policies. The WDB is also authorized to negotiate and settle certain outstanding issues with the U.S. Department of Labor, and close out all grants relating to JTPA.

The WDB is authorized to make modifications to the state plan to comply with the WIA.

The WDB may and the Office of Program Policy Analysis and Government Accountability must, review the workforce development system, and make recommendations on consolidation, elimination, or privatization of workforce development components. OPPAGA must present preliminary findings by December 31, 1999 and submit a final report by January 31, 2000.

The Department of Education and Department of Elder Affairs may keep any unexpended JTPA funds to closeout education and coordination activities. The agencies may negotiate with RWDBs for continuation of activities and services.

Section 58 creates s. 288.9957, F.S., designating membership and duties of the Florida Youth Workforce Council and regional youth workforce councils. Ten percent of youth funding must be used as performance payments for public schools' dropout prevention programs.



The Committee Substitute provides that the Florida Youth Council must include representatives of of distressed inner city and rural communities who have demonstrated experience working with at-risk youth.

Section 59 creates s. 288.9958, F.S., creating and prescribing membership for the Employment, Occupation, and Performance Information Coordinating Committee to integrate workforce performance information. The departments of Labor and Employment Security, Education, and Children and Family Services may be directed by the WDB to provide necessary services or staff.

Section 60 creates s. 288.9959, F.S., creating and prescribing membership for the Operational Design and Technology Procurement Committee to align the technology of one-stops throughout the state. The departments of Labor and Employment Security, Education, and Children and Family Services may be directed by the WDB to provide necessary services or staff.

Section 61 amends s. 414.026, F.S., conforming a cross reference.

Section 62 repeals, effective June 30, 2000, s. 446.20, F.S., providing for administration of the Job Training Partnership Act; s. 446.205, F.S., providing for the Job Training Partnership Act drop-out prevention program; s. 446.605, F.S., providing for applicability of the Workforce Florida Act of 1996; and s. 446.606, F.S., providing for the designation of primary service providers by RWDBs.

Section 63 provides a severability clause.

**IV. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:**

**A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:**

1. Non-recurring Effects:

Indeterminate.

2. Recurring Effects:

Indeterminate.

3. Long Run Effects Other Than Normal Growth:

Indeterminate.

4. Total Revenues and Expenditures:

Indeterminate.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:**

1. Non-recurring Effects:

Indeterminate.

2. Recurring Effects:

Indeterminate.

3. Long Run Effects Other Than Normal Growth:

Indeterminate.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

Indeterminate.

2. Direct Private Sector Benefits:

Indeterminate.

3. Effects on Competition, Private Enterprise and Employment Markets:

Indeterminate.

D. FISCAL COMMENTS:

None.

V. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

This bill does not require counties or municipalities to spend funds or to take an action requiring the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax share with counties or municipalities.

VI. COMMENTS:

None.

VII. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

On February 15, 1999, the Committee on Community Colleges and Career Prep considered PCB 99-02 and passed it unanimously with ten amendments which were incorporated into the bill.

Amendment 1 changed the title of paragraph (6) from state activity funding to state-wide activities to clarify that the title was referring to federal, rather than state, funding for state-wide activities. Amendment 2 specified that the percentage of the 15 percent for state-wide activities which will be set aside for incumbent worker training is 5 percent. Amendment 3 changed the effective date of the bill from July 1, 1999 to "upon becoming a law." Amendment 4 removed the word "secondary" from a provision which would require a transition year for the inclusion of vocational education in the state plan. Amendment 5 changed the two representatives from nonpublic postsecondary educational institutions to "a" representative and specified that the representative must be an authorized individual training account provider.

Amendment 6 clarified that the regional workforce board chair would appoint the nonpublic postsecondary educational institution representative. Amendment 7 added "youth who are being served in juvenile justice commitment and detention facilities" to the list of targeted populations for federal youth program dollars. Amendment 8 changed the word "or" to a comma between the words "high-skill" and "high-wage". Amendment 9 changed the cutoff score for an individual to go directly to

training services from 9th grade to 6th grade. Amendment 10 clarified that postsecondary education programs were postsecondary "workforce development" education programs.

On March 29, 1999, the Committee on Business Development and International Trade passed HB 987 with one amendment. The strike everything amendment does the following:

- ◆ Allows workers to pursue self-employment and small business ownership as one of the guiding principles for the state's workforce development efforts.
- ◆ Centers the state's workforce development strategy around: First Jobs/First Wages and High Skills/High Wages. First Jobs/First Wages is designed to promote successful entry into the workforce through education and work experience, ensuring that young people have the academic and occupational skills they need for the workplace. This strategy also includes the Work and Gain Economic Self-Sufficiency (WAGES) effort. The amendment deletes the connection of the High Skills/High Wages strategy to the Occupational Forecasting Conference.
- ◆ Revises One-Stop centers to: provide for specific services; add Food Stamp Employment & Training, Food Stamp work programs, and WAGES/TANF programs to the participating partners in each One-Stop center; and provide that anyone with skills below the 6th grade level is eligible for training.
- ◆ Requires an implementation plan for individual training accounts; provides for pricing and expenditure of such accounts; provides for a review of ITAs; provides that training services provided through ITAs must be performance-based; provides accountability measures.
- ◆ Revises provisions relating to the Workforce Development Board. Provides that the Board is responsible for granting charters to regional workforce development boards. Requires the Board to establish incentives for effective coordination of federal and state programs, outline rewards for successful job placements, and institute collaborative approaches among local service providers.
- ◆ Requires each Regional Workforce Development Board to establish a high skill, high wage committee to: make policy recommendations making workforce development education programs more responsive to the needs of the region's employers and workforce in order to better develop high skill, high wage opportunities; and integrate the use of state and federal funds to enhance workforce training and placement efforts. Requires such committee to work with the local chamber of commerce or other economic development organization.
- ◆ Implements the federal Workforce Investment Act of 1998 to require streamlining of services and universal access to employment services through One-Stop centers. Requires the Workforce Development Board to prepare a five-year plan which includes secondary vocational education. Provides that funding will be based on this plan.
- ◆ Specifies that at least 50 percent of local pass-through funds, 25 percent of Wagner-Peyser funds, and 15 percent of Title I funds must be used for ITAs or ISAs.
- ◆ Creates the Incumbent Worker Training Program to provide grant funding for continuing education and training of incumbent workers at existing Florida businesses.
- ◆ Terminates the set-asides for dropout prevention.
- ◆ Creates the Florida Youth Workforce Council to oversee the development of region councils responsible for developing required local plans relating to youth, recommending grants to providers of youth activities, and coordinating regional youth activities.
- ◆ Creates the Employment, Occupation, and Performance Information Coordinating Committee to focus on the timely provision of data necessary for planning, consumer reports, and performance accountability reports necessary for the selection of training service providers.
- ◆ Creates the Operational Design and Technology Procurement Committee to: design a uniform intake procedure for all One-Stop Career Centers; the design and delivery of consumer reports on eligible training providers; the design of Intensive Services Accounts, Individual Training Accounts,

and Individual Development Accounts; enhance the availability of electronic services at One-Stop centers; and to develop model operating procedures at One-Stop centers.

- ◆ Requires the Jobs and Education Partnership to perform a study and make recommendations to the Legislature on the possible creation of a Department of Vocational Education. The Department would contain a Division of Community College Workforce Education and a Division of School District Vocational-Technical Center Education. The study would address the Department of Vocational Education administering the Workforce Development Education administering the Workforce Development Education Fund.

**VIII. SIGNATURES:**

**COMMITTEE ON COMMUNITY COLLEGES & CAREER PREP:**

Prepared by:

Staff Director:

Stacey S. Webb

Stacey S. Webb

**AS REVISED BY THE COMMITTEE ON BUSINESS DEVELOPMENT & INTERNATIONAL TRADE:**

Prepared by:

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**FINAL ANALYSIS PREPARED BY THE COMMITTEE ON COMMUNITY COLLEGES & CAREER PREP:**

Prepared by:

Staff Director:

Stacey S. Webb

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