



America Forward on Workforce Development

Innovation, Flexibility, and Data-Driven Results

America Forward is the nonpartisan policy initiative of New Profit, a national nonprofit venture philanthropy fund that seeks to break down barriers between all people and opportunity in America. To date, New Profit has invested over \$150 million in scaling innovative organizations' impact. America Forward unites social entrepreneurs with policymakers and advances a public policy agenda that fosters innovation, rewards results, catalyzes cross-sector partnerships, and translates local impact into national change.

The America Forward Coalition is a network of more than 70 social innovation organizations that champion innovative, effective, and efficient solutions to our country's most pressing social problems. Our Coalition members are achieving measurable outcomes in more than 14,500 communities nationwide, touching the lives of 8 million Americans each year, and driving progress in education, workforce development, early learning, poverty alleviation, public health, Pay for Success¹, social innovation, national service, and criminal justice reform. Since 2007, America Forward's community of entrepreneurs has played a leading role in driving the national dialogue on social innovation and advocating for lasting policy change. Together, our Coalition organizations have leveraged \$1.5 billion for social innovation and have driven millions of federal resources along with resources leveraged from donors and philanthropy toward programs that are achieving measurable results for those who need them most.

We believe that innovative policy approaches that foster innovation, reward results, and catalyze cross-sector partnerships can transform these local results into national change and propel all of America forward.

Who We Are

Every day across the country we are leading the way in the use of cutting edge data and research to pursue bold, outcomes-driven solutions to some of the most difficult challenges associated with workforce development, education, and poverty alleviation. We are doing the hard work of helping low-income individuals and others facing employment challenges make progress toward a career pathway as well as a broader role as responsible citizens. Some of our organizations work with secondary school students, exposing them to careers and mentors and motivating them to stay in school. Many work across urban, suburban, and rural jurisdictions.

Others offer "opportunity youth" who have already left school without a diploma a second chance to gain the education and training they need to get back on track. Some of us help students persist in post-secondary programs by providing the extra supports they need. Others offer "bridge building" jobs that provide work experience accompanied by supports and help moving to future opportunities. Most of

¹ Define Pay for Success:

our organizations connect directly with employers. And many of us provide critical supports, inspire and motivate those we serve, improve access to other providers, and help people navigate the often confusing education, job training, and workforce systems.

Our organizations are constantly learning about what works, developing new innovations, measuring outcomes, and achieving real results in their communities. We use public funds efficiently to achieve measurable results. We leverage high levels of support from private donors and philanthropy. And some of us deliver job training and work experience through “enterprises” that earn revenue from the market, reducing the need for subsidy.

The America Forward Coalition is dedicated to unlocking opportunity for the tragic number of Americans shut out of the middle class and from accessing sustainable wage jobs. Releasing their productive potential will make it possible for millions of Americans to contribute to the economy and put whole families on pathways to economic independence.

Why We Care

In our nation known for opportunity, the number of people moving from poverty to the middle class has been on the decline notwithstanding the recent good news from the Census Bureau about the progress made in reducing the poverty rate. And despite the assertion by economists that the current unemployment rate of less than five percent means that the U.S. is basically at full employment², 16 percent of working age men are not attached to the labor market and nearly a fifth of nonelderly household heads in the bottom third of the income distribution did not work at all in 2014.^{i ii} Additionally, almost six million youth and young adults are not in school or working, a group known as “opportunity youth,” and are costing taxpayers \$93 billion annually and \$1.6 trillion over their lifetimes in lost revenues and increased social services.ⁱⁱⁱ

Though the employment rate has gone in the right direction, wages have not followed a similar positive path. Typically, when the economy is at full employment, wages grow at roughly three to three and a half percent a year but wages have instead grown at a more meager two and a half percent.^{iv} And unemployment figures also do not fully capture the number of Americans that are working but in part-time jobs when they want full-time employment. These jobs are not only less stable they also yield lower wages and few to any benefits.^v These realities, and the inability of many individuals to find their way to productive work, takes an unacceptable toll on our economy.

At the same time, many U.S. employers say that a shortage of qualified workers is their biggest obstacle to growth.^{vi} Employers indicate they are unable to find qualified workers for an estimated five million U.S. jobs and, based on the current pace, the U.S. will produce only slightly more than half of the degrees and credentials needed to fill these jobs of the future.^{vii} By 2020, 65 percent of all American jobs will require post-secondary education and training beyond high school.^{viii} But our nation is not preparing its citizens to meet these workforce demands, wasting the extraordinary human potential represented by Americans trapped in poverty.

Any effort to change the circumstances of those now left out of the economic mainstream – and reverse the negative impact on our overall economy – demands that we rethink the way we invest public resources, as well as learn from and expand proven programs and practices that work in order to enable students, youth, and adults from all backgrounds to succeed economically. To date, our policies make it

² Full employment is the condition in which virtually all who are willing and able to work are employed

extremely difficult for organizations to work across programmatic silos by treating the spheres of education and workforce development as entirely separate universes, despite their obvious connections. These same policies have historically allowed the essential connection between workforce development and business to fray. And they have also failed to align training and skills development programs with the specific needs of employers, ultimately failing to integrate workforce and economic development so that we are training workers for the jobs of the future.

Employers need and want a well-trained, motivated, diverse workforce at every level, from frontline to executives. A successful pathway begins in early childhood and elementary and secondary schools, when the foundation of a good education ought to be laid. Too often it is not, especially in high-poverty communities, and that is why America Forward is also working toward education reform. Career exposure, intensive college advising, inspiring community service opportunities, and internship experiences are needed, especially in schools serving large numbers of under-resourced students, to enable and motivate youth to graduate, help them make education plans informed by personal goals, attain post-secondary degrees without accruing unhealthy levels of debt, and begin their career.

We also know that most opportunity youth – and adults – do not come with the connections or social skills training they need to find a good job. They need help navigating and translating cultural cues and meeting the expectations of a workplace. Mentors and a strong peer group can help. So can work-based learning in “bridge building” jobs that offer work experience coupled with training, coaching, and transition assistance that leads to success on the job and builds a bridge to the next one. And so can the experience of serving others, building leadership skills, and participating in program governance.

All these elements are important to create the conditions for opportunity. However, the necessary elements are rarely assembled together, in adequate dose, with proper sequencing, and for a sufficient time period. We have invested heavily as a nation in some elements, and neglected others altogether. Any effort to change the circumstances of those now left out of the economic mainstream – and reverse the negative impact on our overall economy – demands that we rethink the way we invest public resources as well as learn from what is identified to work and expand upon that work to enable students, youth, and adults from all backgrounds to succeed economically. Our success tells us that it is possible to achieve these goals and forge a pathway from poverty to economic prosperity. But it will take hard work, investment in effective efforts currently underway, and continued reform where change is still needed.

What Changes We Need

While progress has been made in addressing some of the deficiencies and inefficiencies of our current federal workforce development system, there is more that needs to be done. This starts with ensuring that states and localities have the resources and support they need to effectively implement the changes made by the Workforce Innovation and Opportunity Act (WIOA). After over 15 years of status quo, this will be a difficult transition for some and will require clear guidance from the federal government, informative rules and regulations to support state implementation, and technical assistance for state and local workforce boards and organizations. While the challenges facing the nation’s workforce system are many, we believe that vastly more people facing barriers to employment could be put on pathways to self-sufficiency if the following principles were strongly reflected and supported in federal, and some cases, state and local policy and regulations.

Allow for flexibility to achieve targets and fund outcomes

Instead of dictating strategies, workforce development and job training programs should enable communities to identify approaches that best meet their needs. While we strongly support targeting services to specific under-resourced populations and allocating funding across the country where it is most needed, we believe that no provider should be guaranteed funding regardless of the results achieved. Rather, policies should specify the desired employment- and education-related outcomes (as well as benchmarks along the career pathway) and allow flexibility regarding how these targets can be met, making sure these targets are reasonable and achievable and that they do not impose a kind of “creaming” of applicants.

Prioritize investments in proven programs

Effective job training programs can take people out of circumstances in which they are vulnerable to spending their lives dependent on government programs and into careers that pay good wages. The taxes they pay and the reduction in costs to the public make these programs good investments. All job training programs should have clear outcome goals—that are appropriate for the population they target, weighted based on the needs level of the individuals served, and allow for continuous improvement due to lack of historic focus on outcomes—as well as measurement systems that can track their impact. Then resources for effective programs should be prioritized in the budget and new sources of support identified.

Support “bridge building” work experience through social enterprise, internships, and national service

An important way that young people and adults with limited work experience or barriers to employment step into the workforce is through work-based learning that provides real job experience while providing training and supports ranging from mental health services to English language learning opportunities. These positions are hard to find in the business sector, particularly in times of high unemployment, because of the cost of providing supports to populations without the professionalism employees need, or because they are directed at providing community services not supported by the market. This critical employment sector could grow rapidly through strategic investments and refinement of existing programs.

Engage employers as a critical client of the workforce training system

The workforce training system is inherently designed for one client, the trainee. Some of the best workforce training organizations instead understand themselves as facilitating a transaction between the unemployed or underemployed trainee and an employer company that is looking for skilled talent, and thus have a dual customer approach rather than a single focus on either clients or employers. The existing workforce system too often fails to produce positive outcomes for many of its trainees in part because businesses are not actively engaged in the system. In the absence of meaningful employer input into curriculum design and the training itself, it is little surprise that many trainees complete programs but still find they are unable to secure a position with a family supporting wage, while businesses continue to complain of an expanding skills gap. For our workforce training system to truly thrive, employers will need to be made a central pillar of it so that trainees are equipped with the skills needed by businesses in their communities. In addition, the workforce system should work with businesses to improve job quality and retention, and provide training and educational opportunities to workers to ensure that workers remain current with industry advancements.

Think holistically about K-12 and higher education, nonprofit partners, workforce organizations, and employers and make it easier to assemble and connect resources

If communities could organize around preparing every person for productive employment, the various education organizations, government, nonprofits, and businesses would work together to create a single

system with many points of entry and a full array of services needed. Government at every level should work to eliminate the silos that keep entities from working together, and provide incentives for coordinated approaches that make it easy for youth and adults to enter and advance along enterprising career pathways, including education.

Improve data access and utilization and emphasize accountability

If it were easy and inexpensive for programs to access data that enabled them to determine the outcomes of their interventions, they could make improvements over time that would lead to stronger outcomes and more efficient interventions. Funders, including government, could make better choices about where to invest their resources for greatest impact. Protecting the privacy of individuals is of course important; however, safeguards could readily be put in place to protect it. The federal government should prioritize the creation of data systems that connect across silos (such as workforce development, elementary and secondary education, higher education, and employment) and increase access by providers, as well as state and local public agencies so data can be used to improve outcomes.

Incentivize alignment of federal programs related to workforce training and participation

WIOA provides states with the opportunity, for the first time, to develop combined state plans. The purpose of these plans is to identify the state's vision and strategy for carrying out workforce and job training related activities. Through a combined plan, a state can incorporate as part of its vision and strategy not only the core WIOA programs but also partner programs such as other federal workforce and job training programs as well as safety net related services to advance coordination across federal programs and to streamline employment and job training services for individuals. It is important to note that federal authorities such as TANF, SNAP, CTE, and HEA deliver career training resources that, in total, dwarf WIOA dollars locally. WIOA additionally identifies flexible programs such as CDBG and CSBG whose billions of total annual dollars provided to states can be incorporated into states combined plans.³ It is critical, therefore, that this new WIOA authority be utilized to plan and facilitate the local coordination and integration of such federal resources in ways that meet the demands of regional employers and the needs of local job seekers.

Specific policy proposals

Implementation and Regulatory Opportunities of the Workforce Innovation and Opportunity Act

Many important changes were made by the passage of the Workforce Innovation and Opportunity Act (WIOA) that will positively impact the structure and approach to providing and contracting for training and workforce development activities at the state and local level. Implementation activities and the regulatory process have been under way for a number of months, but there is still much the Department of Labor and Congress can do to support states and localities as they assess and determine how to modify their practices and integrate the changes made by WIOA across all elements of their workforce development systems.

- a. Support the implementation of **Pay for Performance** approaches, utilizing the authority included in WIOA, to direct WIOA formula and Governor's reserve dollars to funding proven programs aimed at specified workforce and employment outcomes demanded by local employers and job seekers and proven to be effective with given populations. Though this authority was addressed

³ TANF: Temporary Assistance for Needy Families; SNAP: Supplemental Nutrition Assistance Program; CTE: Career and Technical Education; HEA: Higher Education Act; CDBG: Community Development Block Grant; CSBG: Community Services Block Grant

in the final rule, the Department should consider further guidance along with training and technical assistance to ensure that states and localities are aware of this new authority and to ensure the resources needed to engage in these types of arrangements are accessible to those interested in utilizing the authority.

- b. Continue to support full funding of the **Governor’s reserve**, which was reauthorized to a ceiling of 15 percent in WIOA, but that had previously been scaled back through appropriations law. The reserve funding is significant because through WIOA it is authorized to be utilized in the support and implementation of Pay for Performance arrangements. Thus, this funding could be used to support innovative approaches to plan for, administer, or deliver workforce education and training services that are essential to the timely delivery of an in-demand, skilled workforce, or to meet the needs of under-resourced workers and job seekers.
- c. Encourage leveraging and incenting with WIOA formula dollars to promote, wherever appropriate and possible, **enterprising pathway programs** that support workforce education and training, and skills upgrading. Such pathways would result by aligning workforce training with secondary education, adult education and post-secondary education (including transition for students with disabilities). Pathway programs are also needed to reconnect opportunity youth with the workforce.
- d. Support the redirection of resources to the programs and initiatives that have demonstrable **high bar outcomes**. With the increased emphasis on longer-term outcomes and the authorized use of Pay for Performance approaches in WIOA, programs that achieve demonstrable outcomes can be more easily identified and supported.
- e. Ensure that the state and local workforce system (and its workforce boards) offers accessible **career assessment and career navigation services** for workers and job seekers, especially for adults who have learning disabilities that may struggle in text heavy environments. This should include facilitating prior learning assessments for workers and job seekers to verify their mastered competencies and, thus, speed and reduce the costs of acquiring post-secondary credentials demanded by local employers.
- f. Provide states and localities with the training and technical assistance they need to allocate the redirected resources of the youth formula funds to opportunity youth in order to **successfully connect young people to the workforce** measured by placement and retention in jobs.
- g. Provide targeted guidance on the use of **transitional job strategies**, which give employers the opportunity for a “look see” at the potential fit of a job seeker, and which are newly authorized under WIOA. While relatively new in federal policy, such strategies were shown to be effective for those experiencing extended unemployment during and after the Great Recession. Such strategies also have potential to engage more employers in local workforce development planning and programming.

Support Bridge Building Opportunities for Youth and Adult Workers

Bridge building jobs are an important way that young people and adults with limited work experience or barriers to employment step into the workforce through work-based learning that provides substantive job experience while providing training and supports. There are many barriers associated with the availability of these types of jobs in the workforce system, but creative strategies to encourage the development of, and sustainable funding streams for, these job opportunities are necessary to connect the individuals who face significant barriers to employment and to career pathways.

a. Support the growth of social enterprise

Social enterprise is proven as a high-leverage, market-driven model that expands economic opportunity for job seekers and develops talent to meet employer needs. We therefore encourage the federal government to play a robust role in creating a supportive ecosystem in which social enterprise can thrive. Specifically, we recommend that Congress seek to:

- a. Embrace a clear definition of social enterprise, to be used consistently across the federal government. Mine and collect data on social enterprises in order to measure their impact on the economy and employment of target populations.
- b. Amend the Small Business Act to include nonprofit social enterprises within the definition of a “small business concern,” so that they would be clearly eligible for loans, guarantees, and contracts under the Small Business Administration (SBA) programs and designations.
- c. Ensure that Department of Commerce’s policies and regulations include nonprofit social enterprises with the definition of a “small business concern” and as eligible nonprofits so that they would be clearly eligible for loans, guarantees and grants of the Economic Development Administration, the National Telecommunications and Information Administration, Small Business Administration, and other Departmental agencies. Provide a clear and widely accepted template for nonprofit social enterprises to be recognized as bona fide businesses that qualify for loans, guarantees, and contracts under SBA programs and designations.
- d. Increase the capital available for start-up and expansion of social enterprises by leveraging existing Community Development Financial Institution (CDFI) and SBA resources for social enterprise start-up and delivering technical assistance and best practice information about social enterprise through existing federal centers of excellence, technical assistance, and capacity-building programs.
- e. Educate employers and state and local governments that participate in federal workforce and educational programs about the role and value of social enterprise in training and preparing the workforce.
- f. Clarify that nonprofit social enterprises are eligible for AmeriCorps support.

b. Expand civilian service opportunities

National service has played an important but poorly understood role in developing America's workforce in three ways: (1) providing "bridge building" work experience to youth and young adults; (2) providing a reliable employment pathway to the nonprofit sector and other sectors; and (3) building the supply of volunteers available to assist others in preparing for and finding employment. We propose:

- a. Fully fund the Serve America Act. Although the Serve America Act authorized support to increase national service positions to 250,000 by 2017, the number of positions has not grown.
- b. Identify priority challenges at other federal agencies that could be addressed through service. The Administration's FEMA Corps represents a cost-effective way to address the challenge of disaster recovery while encouraging young adults to explore careers in related fields.
- c. Create a civilian service option under the GI Bill, which would serve as bridge building positions for veterans, enabling them to explore ways to translate their skills into civilian jobs while satisfying the strong desire many veterans have to continue their service.
- d. Enable certified service year positions to receive the same treatment under the Fair Labor Standards Act as similar programs funded by the government through AmeriCorps.

c. Expand to full scale the federal YouthBuild program that is authorized as a national program under WIOA

YouthBuild engages low-income opportunity youth ages 16-24 in a comprehensive full-time education, job training, and community service program in which students earn their high school credentials while learning job skills by building affordable green housing, or through training for healthcare or technology career in their communities. They internalize the ethic of service while also charting a path toward post-secondary and economic success with the support of caring adult staff and a positive peer group. At least seventeen qualitative and quantitative studies over 20 years have reported excellent academic and job placement outcomes, leadership development results, and return on investment. The most recent multi-site randomized controlled trial study of 75 sites found that YouthBuild students are significantly more likely to live with their children, less likely to receive government benefits, and 76% more likely to engage in public service than a comparable opportunity youth cohort that received other services.

Connect Skills and Experience with Job Placement

It is critical that institutions of higher education, other post-secondary providers, and workforce system players recognize the realities facing students and workers and consider the core competencies employers seek. As part of this effort, it is important that post-secondary providers and workforce agencies work together to create and support innovative credentialing and certification opportunities that reward the development of in-demand skills that apply directly to areas of need in the economy, no matter where the learning and skills development takes place.

- a. Recognize **micro-credentials**, which document individual skills or practice, and credentials offered outside of traditional school settings as evidence of learning through internships, service year programs, and other experiences.
- b. Launch a **‘power skills’ grand challenge** that uses a portion of existing workforce funding to define and measure skills like leadership, grit, critical thinking, problem solving, communication, and teamwork, which are highly valued by employers.
- c. Authorize local WIOA dollars to be used as the “last dollar in” to create a **Pay for Success Pell grant premium** paid to accredited and certified post-secondary institutions that achieve specified job placement and retention rates, with living wages, in industry sectors and skills that the workforce board has identified as in demand locally.
- d. Offer **lower interest rates on student loans** when students select education and training at such high performing post-secondary institutions in industry sectors and skills that are identified by the workforce board as in demand locally.
- e. Pursue **regulatory changes** in the Higher Education Act that require accredited and certified post-secondary institutions offering workforce credentialing programs to ensure affordable student access, persistence, and completion at school, and placement and retention in careers for which they were trained, at wages enabling them to repay education loans. Such policies should be aimed at *all* providers, whether they are for-profit, nonprofit, or public.
- f. Recommend strategies using the widely-supported idea of **apprenticeship programs** to target the 5.5 million opportunity youth in our nation as well as the millions of non-metropolitan and rural area adults who have endured chronic unemployment and underemployment since the Great Recession.

Improve Data Access and Utilization to Emphasize Accountability

Access to, standard definitions of, and resources to engage in measurement and evaluation of data are crucial in order to ensure achievement of the results we seek in the workforce system. Many of the changes made in WIOA are aligned around the need and desire for a focus on outcomes but investments in and common practices around data and evaluation are still needed in order to achieve this goal.

- a. Improve WIOA’s state and local outcomes measurement methodologies by incorporating more **effective statistical techniques**, such as regression analyses, that can help minimize disincentives for delivering services to populations who face more significant barriers to employment.
- b. Subject to appropriate privacy protections, the federal government should amend law, regulations, and access protocols to permit federal, state, and local workforce and education agencies, state and local workforce boards, nonprofit workforce development organizations, social enterprises, and post-secondary institutions certified by the Department of Education for

participation in Title IV of the HEA to have **access to the National Directory of New Hires and to Unemployment Insurance Wage Records**.

- c. **Employment outcomes** should include placement and retention in appropriate post-secondary education, or advancement toward living wage jobs or careers for up to three years after completing their workforce education and training program. We also urge that success in workforce programs not be limited to the specific jobs for which individuals were educated and trained.
- d. The Department of Labor, in consultation with the Departments of Education and Health and Human Services, should establish for all federal workforce education and training programs a **uniform definition of job placements**, recognizing the changing nature of work in our economy, and an **accurate methodology for calculating job placement rates** of program participants. DOL should incorporate into such definition and calculation methodology appropriate consideration for placement of certain participants in transitional employment, career-related internships, youth corps, post-secondary education, and social enterprise employment designed to create a bridge to permanent employment for individuals (including opportunity youth) disconnected from the workforce.

Support Flexibility and Continued System Reform

Even with the important changes made through the reauthorization of the federal workforce development system by WIOA, there are still deficiencies and inefficiencies in the federal workforce system that require additional change to our federal workforce and post-secondary education policies. These changes are needed to promote additional flexibility among and coordination between programs to achieve specific workforce and employment benchmarks tied to specific populations and to achieve workforce and employment outcomes demanded by local employers and job seekers. To achieve these changes, we propose:

- a. Encourage the focus of and incentives within the federally authorized and supported workforce development system to be much less WIOA-centric by approving and supporting the current focus of state and local workforce boards to the **broad array of federal and other resources that are available at the state and local level**. Workforce boards that have successfully pursued such an approach have typically relied on active participation in the workforce board by a representative array of sectors and stakeholders including business, government, labor, education, nonprofits, program participants, and others.
- b. Incent leveraging with WIOA dollars to promote, wherever appropriate and possible, **transitional jobs, career-related internships, national service, youth corps, and social enterprise employment** as a way to create bridges to permanent employment for those (particularly opportunity youth) who are disconnected from the workforce.
- c. Create flexibility and coordination among federal workforce training programs and **promote state flexibility in consolidating the planning and administration of those programs not authorized under WIOA**, such as non-cash TANF vocational training and SNAP job training activities by supporting the combined state plan authority in WIOA.

- d. Promote flexibility in program delivery regarding **expanded eligibility** for a small number of individuals where very specific eligibility requirements have negative impacts in implementation. This is the result of excluding individuals who need and would benefit from the opportunities offered but may not live in the right block, may not have committed a crime in the specified year, or may not meet some other overly rigid definition of eligibility. This is not, of course, intended to permit use of specifically dedicated workforce training program resources such as programs for veterans, Native Americans, farmworkers, individuals with disabilities, youth, etc. to be used to serve individuals who are not the target of these dedicated programs and resources.
- e. Establish “**national direct**” **options** in these set-asides and other federal workforce and education programs, similar to the national direct grants in AmeriCorps, to allow nonprofit organizations operating in more than one state to compete for funding for multiple sites. This system would reduce administrative costs and leverage the quality controls found in high quality national programs.
- f. Increase availability of **supportive services** for low-income individuals enrolled in workforce training and education programs and after placement. These can be supportive services directly paid for by a portion of workforce dollars such as transportation or childcare, or they could be dollars set aside for coordination of existing federal benefit and tax credit programs.
- g. Promote the use of **existing waiver authorities** to enable federal agencies to demonstrate, replicate, and scale innovative interventions and incorporate Pay for Success approaches into workforce contracts. We have suggested application of such waiver authorities in seven different major federal programs all of which have workforce education and job training implications.
 - a. Opportunity Youth Workforce Development Program Innovations: *WIOA continues the broad WIA waiver authority for promoting innovations including outcomes-driven approaches to opportunity youth workforce development.*
 - b. Job Corps: *WIOA continues the broad WIA waiver authority that could be used to test Pay for Success-type strategies aimed at improved outcomes for participants and to ease administrative difficulties plaguing the program.*
 - c. WIOA Programs: *WIOA continues the availability of the WIA’s broad waiver authority for promoting innovations including outcomes-driven approaches to workforce development.*
 - d. TANF and WIOA Concurrent Waivers: *Solicit state waiver requests for TANF-related early childhood education/childcare (SSA Section 1115 Waiver) and WIOA adult training and job placement/retention (as referenced above) programs.*

- e. Senior Community Service Employment Program (SCSEP) Mature Worker Rapid Reemployment Initiative: *Use the Older Americans Act (OAA) Sec 502(e) waiver/demonstration authority for addressing the “new poor” older workers in the SCSEP program.*
- f. TANF Training/Education Waiver Initiative: *Use the SSA Sec. 1115 waiver authority and a Pay for Success approach to offer TANF training/education providers partial payments for participant persistence and skills attainment and allow the balance of their full fixed payment to be allocated if the participant is placed in a job whose wages are at least 10% greater than the participant’s TANF benefit, within 13 months of starting program.*
- g. New Section 1115 waivers: *Moving forward, authorization could also be sought from Congress for new Section 1115-type waiver authorities or expansion of existing agency waiver authorities to promote innovative financing approaches to Pay for Success at the Departments of Education, Labor, and Justice.*

Support for the America Forward Workforce Development Policy Platform



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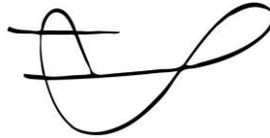
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ⁱ <https://www.brookings.edu/research/one-third-of-a-nation-strategies-for-helping-working-families/>

ⁱⁱ <https://www.brookings.edu/research/an-agenda-for-reducing-poverty-and-improving-opportunity-2/>

ⁱⁱⁱ C.R Belfield, H.M. Levin and R. Rosen. "Economic Value of Opportunity Youth," January 2012, www.civicenterprises.net/MediaLibrary/Docs/econ_value_opportunity_youth.pdf; <https://opportunitynation.org/latest-news/5-6-million-youths-school-work/>

^{iv} <http://money.cnn.com/2016/05/23/news/economy/us-full-employment-williams/>

^v <http://money.cnn.com/2016/05/23/news/economy/us-full-employment-williams/>

^{vi} High Growth Entrepreneurs Plan to Continue Growing," Kauffman Foundation, <http://www.kauffman.org/newsroom/high-growth-entrepreneurs-plan-to-continue-growing.aspx>

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^{viii} https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf