



One Team with One Voice...Serving 58

WIOA

The Workforce Innovation and Opportunity Act

Title II: ADULT EDUCATION AND FAMILY LITERACY ACT (Thirteen Considerations)

For more information, contact:

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College and Career Readiness Unit
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Goals of the Webinar

October 7, 2015

- **Share additional WIOA background information**
 - **Emphasize the importance of WIOA implementation for program & student success**
 - **Provide guidance for 2015 Continuation Plans**
 - **Review Considerations #7 & #13**
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Background Information

THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

WIOA – The “OPPORTUNITY ACT”

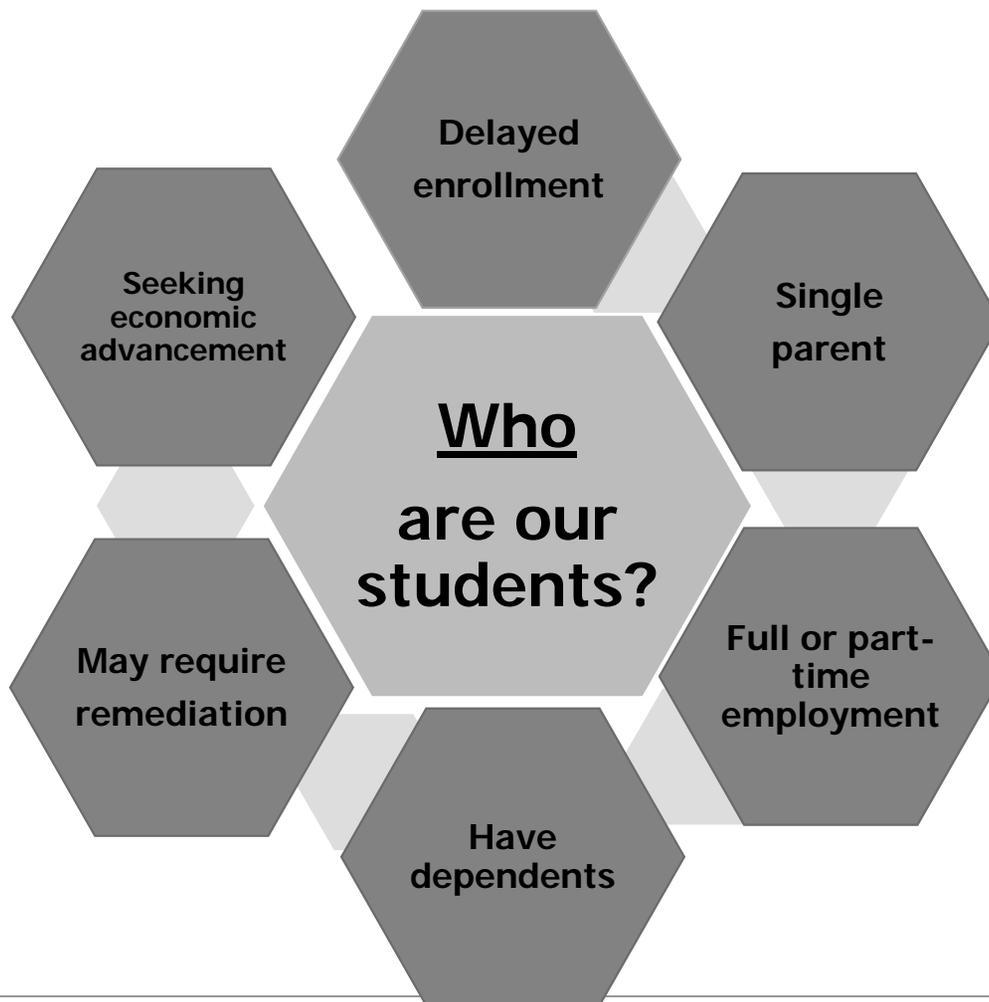


President Barack Obama signed WIOA into law on July 22, 2014. WIOA is designed to help job seekers **access employment, education, training, and support services** to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

	Core Programs / Agency Lead
Title I	Adults, Youth, & Dislocated Workers Programs <i>Agency:</i> Commerce: Division of Workforce Solutions
Title II	Adult Education and Literacy Activities <i>Agency:</i> NC Community College System: C & CR <i>Providers:</i> NC Community Colleges & Community Based Organizations
Title III	Wagner-Peyser Employment Services <i>Agency:</i> Commerce: Division of Employment Services
Title IV	Vocational Rehabilitation Program <i>Agency:</i> DHHS: Vocational Rehabilitation
Title V	General Provisions <i>Agency:</i> All Partner Agencies

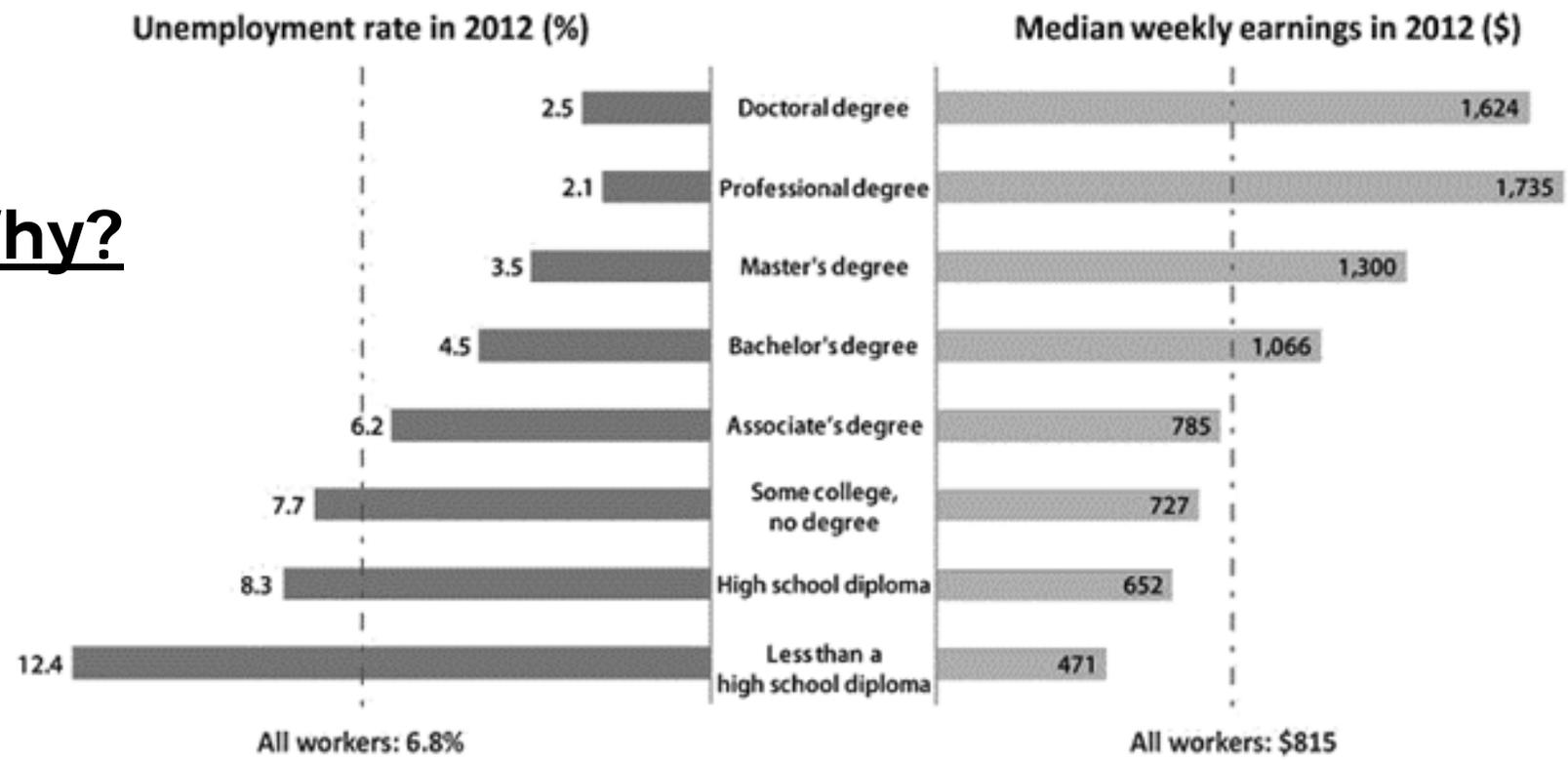
Did you know?

- ✓ **Broadens the focus of adult education, literacy, and English language services to include transition to postsecondary education and employment.**
 - ✓ **Defines and encourages the use of new models, such as integrated education and training, and workforce preparation activities.**
 - ✓ **Encourages states and the federal government to support activities that promote basic skills instruction delivered in the workplace.**
 - ✓ **Makes development of career pathway strategies a function of the state and local workforce boards and a permissible activity under all parts of the Act.**
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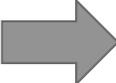
Earnings and unemployment rates by educational attainment

Why?



Source: Bureau of Labor Statistics, Current Population Survey

What is Adult Education?

Programs  Activities  Services

- A. Reading, writing, and speaking English and performing mathematics or other activities necessary for attainment of a secondary school diploma or its recognized equivalent:
 - 1. Adult High School Diploma
 - 2. High School Equivalency
 - B. Transition to postsecondary education and training
 - C. Obtain employment
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What is Adult Literacy?

- ✓ An individual's ability to read, write, and speak English
- ✓ Compute and solve problems
- ✓ NC College & Career Readiness Content Standards

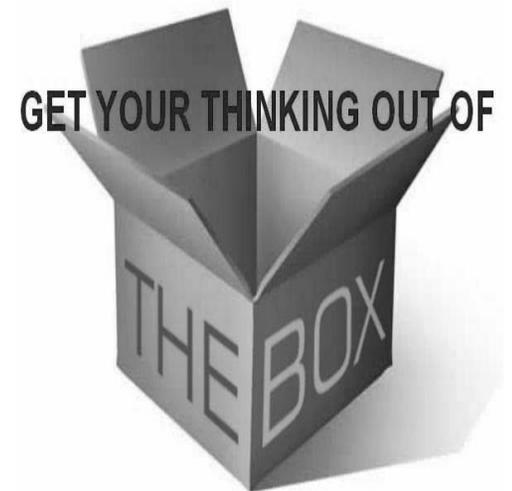


At levels of proficiency necessary to function on the job, in the family of the individual, and in society!

How? A New Game Plan for Adult Education

- ✓ **Think differently**
- ✓ **Student Centered**
- ✓ **Align Services**

= Student & Program Success



Practitioners “Orchestrate” the Change

- ✓ Seize the opportunity to make positive improvements
- ✓ Put the Needs of Students 1st
- ✓ Promote education services provided by Colleges and CBOs
- ✓ Review 2015 Continuation Funding Template





Title II-Adult Education and Literacy
Section 231. Grants and Contracts for Eligible Providers (13 Considerations)

#	WIOA Provision	Comments
(1)	<p>the degree to which the eligible provider would be responsive to—</p> <p>(A) regional needs as identified in the local plan under section 108; and</p> <p>(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—</p> <ul style="list-style-type: none"> i. who have low levels of literacy skills; or ii. who are English language learners; 	
(2)	<p>the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;</p>	
(3)	<p>past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;</p>	
(4)	<p>the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;</p>	
(5)	<p>whether the eligible provider's program—</p> <p>(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and</p> <p>(B) uses instructional practices that include the essential components of reading instruction;</p>	
(6)	<p>whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;</p>	
(7)	<p>whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance</p>	

Title II-Adult Education and Literacy
Section 231. Grants and Contracts for Eligible Providers (13 Considerations, cont.)

(8)	whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;	
(9)	whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means;	
(10)	whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;	
(11)	whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;	
(12)	whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and	
(13)	whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.	

(7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

Consistent Computer/Technology Implementation

- ✓ Technology Content Standards
- ✓ Incorporate online programs-remedial, AHS courses, independent practice, etc. to increase student access
- ✓ Tailor technology instruction to student's ability
- ✓ Bring Your Own Device (BYOD)
- ✓ Student presentations
- ✓ Student created newsletters
- ✓ Collaborative assignments
- ✓ Contextualized instruction-email, Microsoft, etc.
- ✓ Multi-media market campaigns





Consideration #7

Adult educators leverage technology to improve teaching and learning.

The Checklist

- Integrate digital literacy skills into all teaching and learning activities.
- Expand high-quality distance education offerings.
- Identifying, use or adapt, and assess with appropriate and high-quality open education resources.

What Can You Be Doing Now?

- (11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

Consistent Student Support Services

- ✓ Explore potential educational barriers during point of entry
- ✓ Discuss & address barriers
- ✓ Establish effective working relationships with local support services
- ✓ Serve as a advocate for students
- ✓ Provide clear, consistent career pathways
- ✓ Listen



Communicate! Connect! Engage!



Consideration #11

Leaders develop a vision for how adult education aligns with core programs and one-stop partners.

The Checklist

- Establish strong partnerships with core programs and partners.
- Establish strategic vision and goals for preparing an educated and skilled workforce.
- Take a lead role in the development of career pathways.

What Can You Be Doing Now?

Topics

Required Narrative should be a description of ...

(1)	Budget	how funds awarded will be spent.
(2)	MOU	any cooperative arrangements with other agencies, institutions, or organizations for the delivery of adult education.
(3)	Alignment	how the eligible provider will provide services in alignment with core programs.
(4)	Performance	how the eligible provider will meet the state adjusted levels of performance, including provision for data collection and reporting.
(5)	One-Stop	how the eligible provider will fulfill one-stop partner responsibilities.
(6)	Eligible Providers	how the eligible provider will provide services in a manner that meets the needs of eligible individuals.
(7)	13 Considerations	how the eligible provider will address the 13 considerations.

What Can We Be Doing **NOW?**

WIOA Wednesday

Repeat Sessions: 9:30 – 10:30 and 2:00 – 3:00

August	
Date	Topics
19	WIOA 101 – Strategic & Operational Planning
26	Core Programs Operations – Partnerships with NCWorks Career Centers

September	
Date	Topics
2	Services to Individuals with Disabilities
9	WIOA Title II – The 13 Considerations and NC Content Standard
16	Services to Out-of-School Youth
23	No Webinar NCCCAEA Conference September 23-25 (RDU-Sheraton)
30	English Literacy/Civics Education

October	
Date	Topics
7	WIOA Title II – The 13 Considerations and NC Content Standard
14	WIOA Core Programs – Alignment Strategies
21	Unified Plan - Updates
28	No Webinar NCWorks Partnership Conference September 28-30 (Greensboro)

2015 NCWORKS PARTNERSHIP CONFERENCE

October 28-30, 2015 | Greensboro, NC



Online Registration

www.ncworkforcetraining.com

REGISTRATION

Early-Bird Registration fee is \$200 if postmarked by September 28, 2015. After September 28, registration will be \$225, and onsite registration will be \$250, subject to space availability.

Registration covers:
Conference programs & workshops; Dinner, October 28; Breakfast Buffet & Governor's Awards Banquet, October 29; Continental Breakfast, October 30; Breaks and Conference Materials.

Payments:
Payment must be made by check or money order, payable to:
NC Department of Commerce/Workforce (45-5336839) and mail to 4351 MSC, Raleigh, NC 27699

ACCOMMODATIONS

A block of rooms has been reserved at the Sheraton Four Seasons Hotel, Greensboro.
Phone: 1-800-242-6556
www.sheratongreensboro.com
Online Reservations Code: WDP15

Special conference room rate is \$135.00 (plus \$17.21 tax) for up to four guests per room. There is a 72 hour cancellation policy. Specify that you are attending the NCWorks Partnership Conference to receive this rate. Conference rate and block of rooms will be honored until September 27, 2015. You are responsible for canceling your room reservation if your plans change. Click the link above to access the Sheraton Hotel Online Reservations.

CANCELLATIONS

Cancellation requests must be in writing and received no later than October 14, 2015; all requests will be subject to a \$50.00 cancellation fee.

Cancellations after October 14 will be subject to the full registration fee.

Substitutions will be accepted at any time.

E-Mail cancellation and substitution requests to:
Jonathan Snow, Registrar
jonathan.snow@nccommerce.com

FEATURED PRESENTERS

Greg Hills, Opening Presenter
Linda Larsen, Closing Presenter
Jodie Sue Kelly
Beth Hollars
John Chamberlin
National Governors Association
National Association of State Workforce Agencies
National Skills Coalition
BEST NC

Sheraton Four Seasons Hotel
Joseph S. Koury Convention Center
Greensboro, NC
October 28-30, 2015

If you have questions regarding the conference, please contact
Robbin Broome (919) 300-1819
rbroome@nccommerce.com
OR
Talisa Hite at (919) 814-0329
talisa.hite@nccommerce.com



WIOA Title II: Adult Education and Family Literacy Act

Question and Answer

WIOA Title II

The 13 Considerations (#7 & #11) with the NC Content Standards



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