

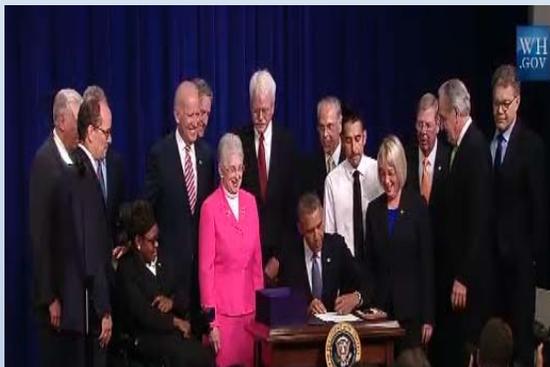
Providing Adult Literacy Services in Compliance With the Workforce Innovation Opportunity Act (WIOA)

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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> Community Colleges: College & Career Readiness
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

WIOA – Workforce Innovation and Opportunity Act

What are Adult Education and Literacy Activities?

- **Programs, activities, and services that include “adult education”**
 - A. read, write, and speak English and perform mathematics or other activities necessary for attainment of a secondary school diploma or its recognized equivalent
 - B. transition to postsecondary education and training
 - C. obtain employment
- **Literacy, workplace adult education and literacy activities**
- **Family literacy activities**
- **English language acquisition activities**
- **Integrated English literacy and civics education**
- **Workforce preparation activities or integrated education and training**

Thirteen Considerations

- 1) The provider is responsive for (A) regional needs (B) serving individuals that are the most in need of adult education (i) low levels of literacy (ii) ELL
- 2) Ability to serve eligible individuals with disabilities, including learning disabilities
- 3) Past Effectiveness to improve the literacy of eligible individuals
- 4) Demonstrates alignment with other core partners
- 5) The program must (A) sufficient intensity and quality (B) instructional practices including the essential components of reading
- 6) The program must provide instruction delivery that is based on the most rigorous research
- 7) The instruction must effectively use technology
- 8) The program must provide learning in context, integrated education and training, transition to postsecondary education and training
- 9) Are the instructors well trained? Access to high quality, electronic delivery
- 10) Do activities coordinate with other available education services? Schools, social service resources, workforce board, one-stop centers, CBO's (career pathways)
- 11) Do you offer flexible schedules? Coordinate with other services to provide (childcare, transportation, career planning, mental health, etc.)
- 12) Do you have a high quality information system? Must monitor performance
- 13) Demonstrated need for additional English Language Acquisition?

2015-2016 GTCC Data

ABE Beginning Literacy	275	113022	55	20%
ABE Beginning Basic Education	247	60683	54	22%
ABE Intermediate Low	673	92288	142	21%
ABE Intermediate High	498	54609	79	16%
ASE Low	226	24167	15	7%
ASE High	124	9024	0	0%
ESL Beginning Literacy	306	49651	59	19%
ESL Low Beginning	241	33251	57	24%
ESL High Beginning	426	43713	117	27%
ESL Intermediate Low	492	51239	104	21%
ESL Intermediate High	414	47366	89	21%
ESL Advanced	345	37457	29	8%

Requirements- WIOA

- Contextualized instruction
- Integrating Content Standards
- Assist adults to become literate
- Obtain the knowledge and skills necessary for employment and economic self-sufficiency
- Transition to postsecondary education and training
- Career pathways



Significant Changes - WIOA

- Serve the most in need
 - Expand purpose
 - Transition to college
 - Provide rigorous academic skills – implementing research based instruction
 - Training on occupation and employment skills.
- Combination of:
- Basic academic skills
 - Critical thinking skills
 - Digital literacy
 - Self-management skills
 - Employability skills

Compensatory Education

The Compensatory Education (CED) program was designed for adults with intellectual disabilities. The program was highly individualized and fostered a maximum level of independent living commensurate with personal ability.

Instruction was offered in math, language, social science, health, community living, consumer education, and vocational education.

Historical Timeline

- 1930-1975
 - Students with ID were not educated in public schools.
 - Students were either institutionalized or kept at home
- 1975
 - PL. 95-142 The Education for All Handicapped Children Act
 - Free appropriate public education
- 1978
 - Consent Decree
 - NC ARC vs State of NC

Focus

Development of skills needed by adults with intellectual disabilities to function as independently as possible in their present and likely future living environments.



Comp. Ed.

- The Compensatory Education Program was handed off from DPI and placed in the NC Community College System.
 - At that time, community colleges were under DPI
- State Board came up with federal dollars (3 yrs.)
- Program was implemented in 1983
- Three programs were first developed

Initial Programs

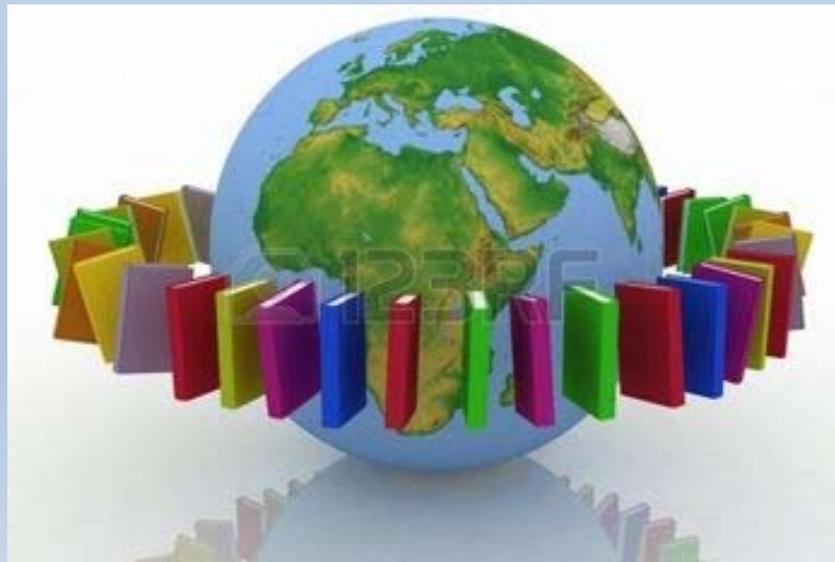
- Haywood CC
 - Developed work-based lessons aligned with industry
- Alamance CC
 - Work-based, job coach, job shadowing
- Fayetteville – Adapt (Adult Day Center)
 - Arts and leisure
- Expanded programs across all 58

Comp. Ed. Curriculum



Curriculum Cont.

Each unit comprises of task-analyzed lessons for which behavioral objectives, success criteria, teaching strategies and resources are suggested.



Funding

- 1982 – State Leadership Funds (3 yrs.)
- 1986 – Legislative earmarked
 - Two types of funds – Federal from US Dept. of Education and an annual allocation of state funds
- 2010 – Legislature reduce funding by $\frac{1}{2}$
- 2011 – Legislature eliminated funding

Current Course of Action



The Law

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Higher Education Opportunities Act



Section 504 of Rehabilitation Act of 1973

- First civil rights statute designed to prevent discrimination against people with disabilities.
- Forbids discrimination against people with disabilities by programs and activities **receiving federal funds.**



Americans with Disabilities Act

Extends coverage of Section 504 to employment, public and private educational institutions, transportation providers, telecommunication, regardless of presence of any federal funding.



Implications of 504 & ADA

- Those who have qualified for admissions have a right to be in higher education.
- Once admitted, students have a right to access academic and nonacademic programs.
- Qualified students are eligible to receive reasonable academic accommodations that relate to their disabilities.
- Students have a right to confidentiality of all disability information.
- **Guarantees ACCESS - NOT success!**

Higher Education Opportunities Act, 2010

Financial Assistance for Students with Intellectual Disabilities

- Allows for students with intellectual disabilities (ID) to be eligible for Pell Grants, SEOG, and Federal Work-Study
- Prior to HEOA students were usually not eligible because they did not meet the criteria – lacked high school diploma/GED, didn't meet “ability to benefit”
- HEOA gives Secretary of Education authority to waive any requirements for Pell, SEOG, FWS, or institutional eligibility

Key Components of Contextualized Instruction

- Real world situations
- Connection between knowledge and its applications
- Relate to social context
- Guided reflection on what has been learned
- Facilitates new content and skills and apply them immediately through practice opportunities
- Transfer skills to new learning situations

Meaningful Connections

- When students see how the content of a course in mathematics, science, history, or literature relates to their own experiences and interests, they begin to find the information meaningful...and this gives them a reason for learning it.
- Beneficial effects on **memory** and **understanding**, CTL also enhances **motivation**.



Creating Contextualized Lessons

- Assess students' interests using Career Interest Profiler
 - [Interest Profiler](#)
- Identify and group students with common interests
- Identify background knowledge of learners
- Identify essential vocabulary words for comprehension

Integrating Content Standards

- Lessons should embed NC Adult Education Content Standards
- Each instructor should have daily lesson plans written
- Lesson plans should list the Content Standards taught in each lesson
- Lessons should emphasize adult literacy and employment skills

Moving Forward

- Work with Core Partners
- Embed Contextualized Instruction
- Establish and Provide Career Pathways
- Embed Research-Based Instruction
- Improve Outcomes/Demonstrated Effectiveness



Questions??

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Resources

- [Bureau of Labor Statistics](#)
 - www.bls.gov/ooh
- [Perkins Collaborative Resource](#)
 - <http://cte.ed.gov/initiatives/employability-skills-framework>
- [LINC](#)s
 - www.lincs.ed.gov/
- [Employability Skills Framework](#)
 - <http://cte.ed.gov/employabilityskills/index.php/background/what>
- [Institute for Community Inclusion](#)
 - <http://www.nercep.org/>

Resources Cont.

- [onet](#)
 - www.onetonline.org
- [My Next Move](#)
 - www.mynextmove.org
- [Pay the Bills Curriculum](#)
 - www.dol.gov/odep/topics/youth/softskills/
- [Career Counselors Toolkit](#)
 - www.heath.gwu.edu
- [Career One Stop](#)
 - www.careeronestop.org
- [Career Clusters](#)
 - http://ncperkins.org/career/clusters_pathways.shtml