WI OA
The Workforce Innovation and Opportunity Act

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

For more information, contact:

Programs and Student Services Division
College and Career Readiness Unit
adultliteracy@nccommunitycolleges.edu
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
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.

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

- 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.

Did you know?
Agency: North Carolina Community College System

Providers: 58 Community Colleges & 19 Community Based Organizations
**Who are our students?**

- Delayed enrollment
- Single parent
- Full or part-time employment
- Have dependents
- May require remediation
- Seeking economic advancement
Earnings and unemployment rates by educational attainment

Unemployment rate in 2012 (%)

- Doctoral degree: 2.5%
- Professional degree: 2.1%
- Master's degree: 3.5%
- Bachelor's degree: 4.5%
- Associate's degree: 6.2%
- Some college, no degree: 7.7%
- High school diploma: 8.3%
- Less than a high school diploma: 12.4%

All workers: 6.8%

Median weekly earnings in 2012 ($)

- Doctoral degree: $1,624
- Professional degree: $1,735
- Master's degree: $1,300
- Bachelor's degree: $1,066
- Associate's degree: $785
- Some college, no degree: $727
- High school diploma: $652
- Less than a high school diploma: $471

All workers: $815

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
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
# WIOA

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**Title II-Adult Education and Literacy**

**Section 231. Grants and Contracts for Eligible Providers (13 Considerations)**

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<tr>
<th>#</th>
<th>WIOA Provision</th>
<th>Comments</th>
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</table>
| (1) | the degree to which the eligible provider would be responsive to—  
(A) regional needs as identified in the local plan under section 108; and  
(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—  
  i. who have low levels of literacy skills; or  
  ii. who are English language learners; |          |
| (2) | the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities; |          |
| (3) | 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; |          |
| (4) | 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; |          |
| (5) | whether the eligible provider’s program—  
(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and  
(B) uses instructional practices that include the essential components of reading instruction; |          |
| (6) | 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; |          |
| (7) | whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance |          |
Title II - Adult Education and Literacy
Section 231. Grants and Contracts for Eligible Providers (13 Considerations, cont.)

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<th>Consideration</th>
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<tr>
<td>(8)</td>
<td>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;</td>
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<td>(9)</td>
<td>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;</td>
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<td>(10)</td>
<td>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;</td>
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<td>(11)</td>
<td>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;</td>
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<td>(12)</td>
<td>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</td>
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<td>(13)</td>
<td>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.</td>
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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?

__________________________________________________________________________________

__________________________________________________________________________________

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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?

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### Topics

**Required Narrative** should be a description of …

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<td>(1)</td>
<td><strong>Budget</strong></td>
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<td>(3)</td>
<td><strong>Alignment</strong></td>
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<td><strong>Performance</strong></td>
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<td><strong>One-Stop</strong></td>
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<td>(6)</td>
<td><strong>Eligible Providers</strong></td>
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<td>(7)</td>
<td><strong>13 Considerations</strong></td>
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## What Can We Be Doing NOW?

### WI OA Wednesday
Repeat Sessions: 9:30 – 10:30 and 2:00 – 3:00

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<tr>
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<td>WIOA 101 – Strategic &amp; Operational Planning</td>
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<td>Core Programs Operations – Partnerships with NCWorks Career Centers</td>
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<td><strong>September</strong></td>
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<td>2</td>
<td>Services to Individuals with Disabilities</td>
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<td>9</td>
<td>WIOA Title II – The 13 Considerations and NC Content Standard</td>
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<td>Services to Out-of-School Youth</td>
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<td>23</td>
<td>No Webinar</td>
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<td>English Literacy/Civics Education</td>
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<td><strong>October</strong></td>
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<td>7</td>
<td>WIOA Title II – The 13 Considerations and NC Content Standard</td>
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<td>WIOA Core Programs – Alignment Strategies</td>
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<td>21</td>
<td>Unified Plan - Updates</td>
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NCCCAEA Conference: September 23-25 (RDU-Sheraton)
NCWorks Partnership Conference: September 28-30 (Greensboro)
2015 NCWORKS PARTNERSHIP CONFERENCE
October 28-30, 2015 | Greensboro, NC
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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