



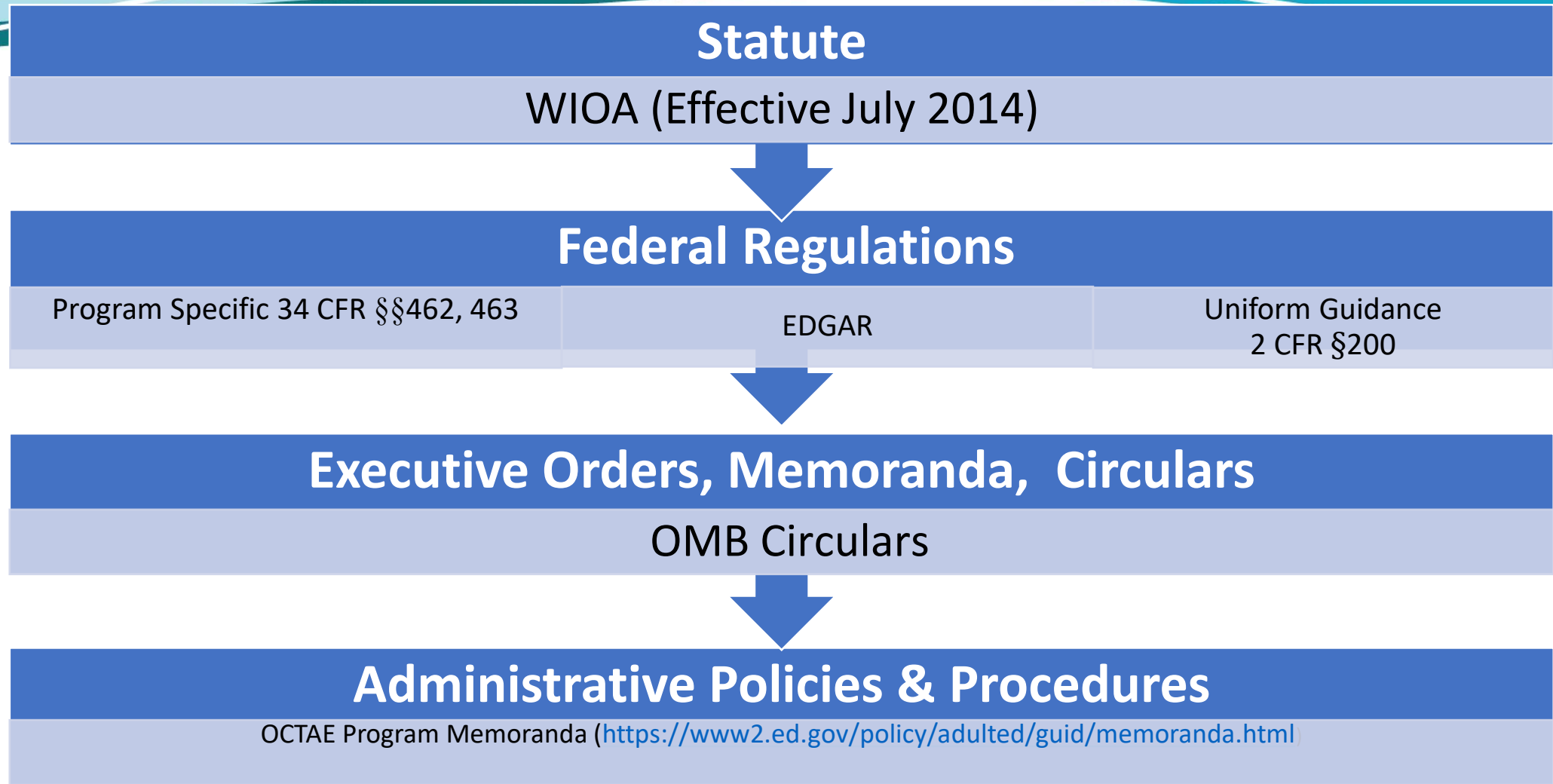
Workforce Innovation and Opportunity Act

Understanding the Basics

Objectives

- Provide perspective on how law, rules and guidance are used
- Provide foundational knowledge of WIOA purpose and structure and elements title II not otherwise covered in the agenda

The Building Blocks of WIOA



WIOA Background

- Enacted on July 22, 2014 after more than a decade to revise and reauthorize the Workforce Investment Act of 1998
- Key Principles of WIOA:
 - Encourages strategic alignment and coordination among the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation services
 - Seeks to ensure that job seekers receive training services that align with workforce needs
 - Emphasis on accountability and common measures to support continuous system-wide improvements
 - Fosters innovation and supports activities based on evidence-based, rigorous research, and promising practices

Structure

- Title I – Workforce Development Activities
- Title II – Adult Education and Literacy (AEL)
- Title III – Amendments to the Wagner-Peyser Act
- Title IV – Amendments to the Rehabilitation Act of 1973
- Title V – General Provisions

Title I-A - System Alignment

■ ***Subtitle A: System Alignment***

- Promotes integration of the core programs into the workforce development system
- Establishes as core programs (1) the Adult, Dislocated Worker and Youth formula programs; (2) the Adult Education and Literacy program; (3) the Wagner-Peyser Act employment services program; (4) the programs under Title I of the Vocational Rehabilitation Act
- States required to coordinate core programs and submit a unified or combined State plan strategy
- Establishes common performance indicators that apply across the core programs
- Streamlines State workforce investment boards and strengthens board functions
- Establishes local boards and local plans

Title I-B Workforce Activities and Providers

- **Subtitle B: Workforce Activities and Providers**

- Establishes the roles and responsibilities of the One-Stop delivery system and partner programs
- Promotes investments from partner programs by requiring contributions to one-stop infrastructure and other costs, provides access through the one-stop system to the programs, and provides representation on local boards
- Reauthorizes Adult and Dislocated Worker and Youth activities, Job Corps, and other national programs

Purposes of Title II Adult Education and Family Literacy Act (AEFLA)

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency
- Assist adults who are parents or family members become a full partner in the education development of their children
- Assist adults in attaining a secondary school diploma and transition from adult education to postsecondary education and training through career pathways

Purposes of Title II AEFLA (cont.)

- Assist immigrants and English language learners
 - improve reading, writing, math, speaking, and comprehending the English language
 - acquire understanding of American government, individual freedom, and responsibilities of citizenship

Who is eligible?

An individual who:

- Is 16 years of age and not enrolled or required to be enrolled in secondary school under State law
- Is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job, in the family, or in society
- Does not have a high school diploma, or
- Is an English language learner

WIOA Section 203(4)

What are AEL Activities?

- Programs, activities and services that include:
 - Adult education
 - Literacy
 - Workplace adult education and literacy activities
 - Family literacy activities
 - English language literacy activities
 - Integrated English language literacy and civics education
 - Workforce preparation activities
 - Integrated education and training

WIOA Section 203(2)

What is Adult Education?

Academic instruction and education below the postsecondary level that increase an individual's ability to—

- Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- Transition to postsecondary education and training; and
- Obtain employment

WIOA Section 203(1)

What is Literacy?

The term **literacy** means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

WIOA Section 203(13)

What is Workplace Adult Education and Literacy?

Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

WIOA Section 203(16)

What is Family Literacy?

Activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency
- Interactive literacy activities between parents or family members and their children
- Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children
- An age-appropriate education to prepare children for success in school and life experiences

WIOA Section 203(9)

What is English Literacy Acquisition?

- A program that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- That leads to—
 - Attainment of a secondary school diploma or its recognized equivalent; and
 - Transition to postsecondary education and training; or
 - Employment

WIOA Section 203(6)

Clarifying Regulation

- How does a program that is intended to be an English language acquisition program meet the requirement that the program lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?

34 CFR §463.32

What is Integrated English Literacy and Civics Education (IELCE)?

- Education services provided to adult English language learners, including professionals with degrees or credentials in their native countries, that enable adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- IELCE services must include instruction in literacy, English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

WIOA Section 203(12)

What is Workforce Preparation?

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- (a) Utilizing resources;
- (b) Using information;
- (c) Working with others;
- (d) Understanding systems;
- (e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (f) Other employability skills that increase an individual's preparation for the workforce.

34 CFR §463.34

What is Integrated Education and Training (IET)?

IET refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

WIOA Section 203(11)

Clarifying Regulations

- What are the required components of an integrated education and training program funded under title II?
- How does a program providing IET under title II meet the requirement that the three components be integrated?
- How does the program proving IET under title II meet the requirement that the IET program be for “the purpose for of educational and career advancement”?

34 CFR §463.36- .38

WIOA Section 225 -Corrections Education and the Education of Other Institutionalized Individuals?

- (1) Adult education and literacy activities;
- (2) Special education, as determined by the eligible agency;
- (3) Secondary school credit;
- (4) Integrated education and training;
- (5) Career pathways;
- (6) Concurrent enrollment;
- (7) Peer tutoring; and
- (8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

Must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

WIOA Section 243 - Integrated English Literacy and Civics Education Program (IELCE)

- States receive separate allocation under WIOA section 243
- Must compete 243 funds under same provisions of WIOA section 231
- Individuals who are English language learners and otherwise eligible under AEFLA are eligible under section 243, including, including professionals with degrees and credentials in their native countries.

Program Requirements

- Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and are designed to:
 - Prepare adults for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - Integrate with the local workforce development system.

34 CFR §463.73

Program Requirements (cont.)

- Eligible provider that receives funds must use those funds to provide IELCE in combination with integrated education and training.

34 CFR §463.74

Clarifying Regulations

- What is the IELCE program?
- How does the Secretary make an award under IELCE program?
- How does the eligible agency award funds to eligible providers that receive funding through the IELCE program?
- What are the requirements for eligible providers that receive funding through the IELCE program?

34 CFR §463.70-.73

Clarifying Regulations (cont.)

- How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET activities?
- Who is eligible to receive services through the IELCE program?

34 CFR §463.74-.75