

ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA)

**Workforce Innovation and
Opportunity Act
(WIOA) – Title II**

WIOA, TITLE II, and the American Job Center Network

WIOA retains the nationwide system of one-stop centers, which directly provide an array of employment services and connect customers to work-related training and education. WIOA furthers the system by continuing to align investments in workforce, education, and economic development to regional in-demand jobs.

The American Job Center network includes six core programs:

- Title I Adult, Dislocated Worker, and Youth programs
- Title II Adult Education and Family Literacy Act (AEFLA) program;
- the Wagner-Peyser Act Employment Service (ES) program,
- and the Vocational Rehabilitation (VR) program

WIOA Intended to Improve Access to Comprehensive Services

- Each local area must have one comprehensive one-stop center that provides access to physical services of the core programs and other required partners. A local area also may have additional affiliate one-stop centers with any subset of partners, or specialized centers.
- WIOA allows other partners to be part of the one-stop delivery system, including local employers and community based, faith-based, and/or non-profit organizations, as well as employment, education, and training programs provided by public libraries or in the private sector.

WIOA Intended to Improve Access to Comprehensive Services (cont.)

- Local boards have the flexibility to include additional partners in one-stop centers, such as employment and training programs administered by the Social Security Administration, employment and training programs carried out by the Small Business Administration; Supplemental Nutrition Assistance Program (SNAP) employment and training programs; Client Assistance Programs; and programs authorized under the National and Community Service Act of 1990.

Enhanced and Streamlined Operations

- Local areas are encouraged to integrate the intake, case management, reporting, and fiscal and management accountability systems of one-stop partners.
- All partners are required to share in the funding of services and infrastructure costs of the one-stop delivery system.
- One-stop operators will be selected through a competitive process.

Enhanced and Streamlined Operations (cont.)

- Local boards are responsible for improving access to and the effectiveness of one stop and program services.
- Local boards continue to be required to negotiate and regularly review a Memorandum of Understanding (MOU) with every one-stop partner to describe operations, services provided and coordinated, funding, and referrals. MOUs will be reviewed every three years.

Integrated Education and Training

Integrated Education and Training is the core educational strategy for career pathways jointly developed between WIOA partners. IET is a strategy across all levels of service delivery in WIOA title II, and can include a wide variety of WIOA title I career and training services as well as other partners.

Integrated Education and Training

IET is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes”

Defining IET

INTEGRATED EDUCATION & TRAINING

“...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” (*Final WIOA regulations at 34 CFR §463.35*).

Adult Education & Literacy

“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR §463.30).

Workforce Preparation

“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...” (34 CFR §463.34).

Workforce Training

“may include

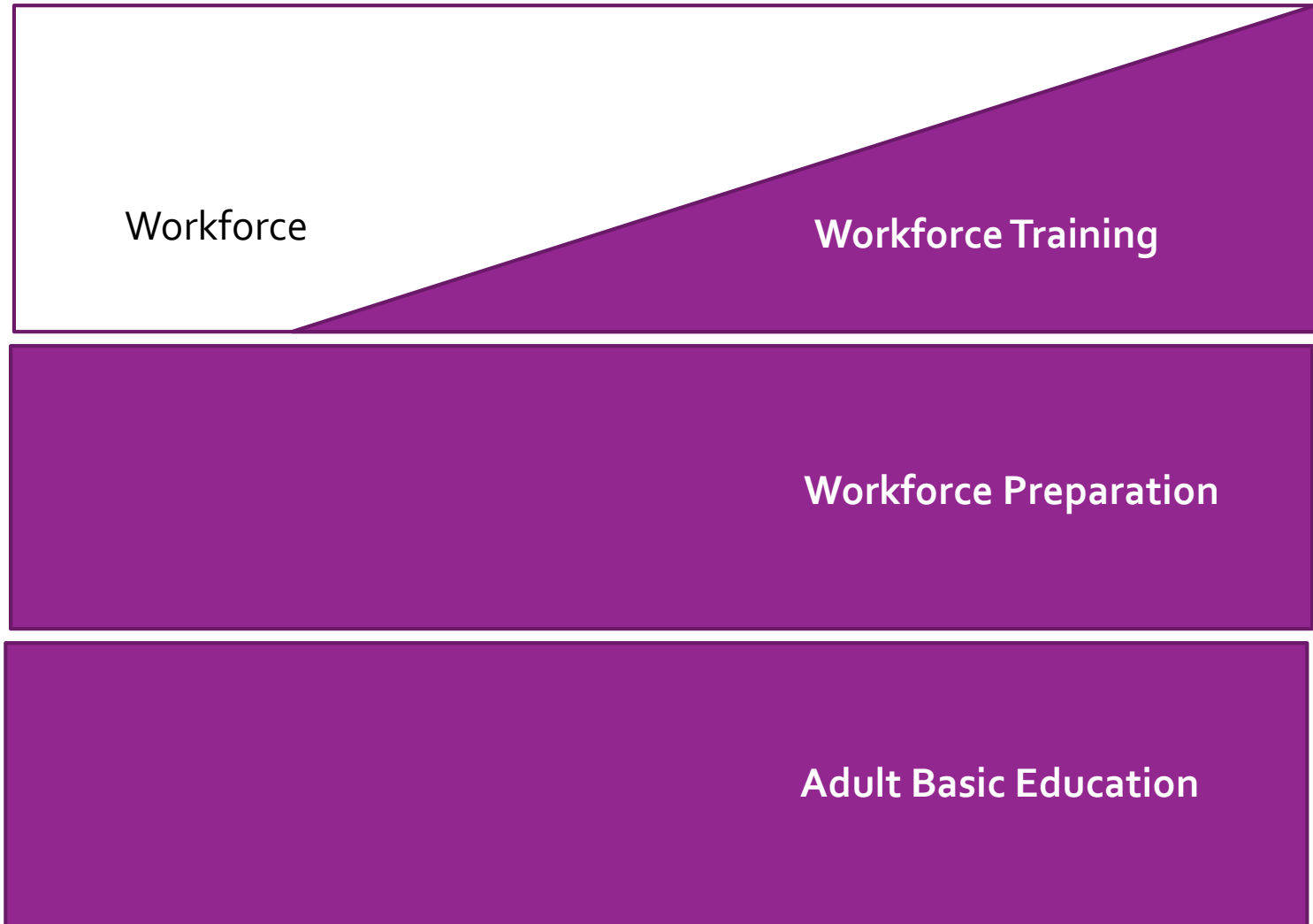
- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”

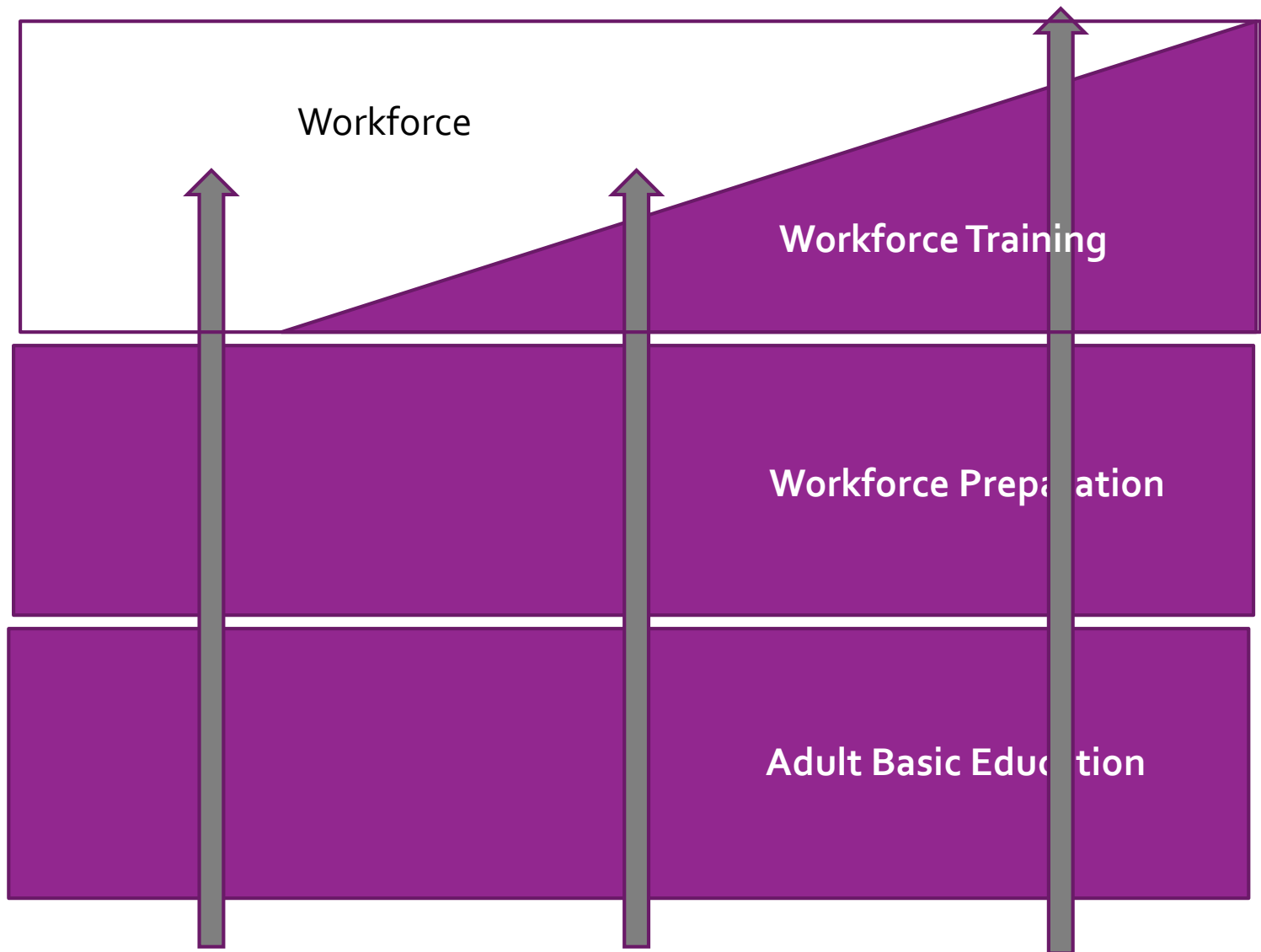
(WIOA Section 134(c) (3) (D), P.L. 113-128)

Adult Basic Education

Workforce Preparation

Adult Basic Education





AEFL-funded students

Purpose of AEFLA Title II

To provide adult education services to:

- Help acquire the skills and knowledge necessary to obtain employment
- Become full partners in the educational development of their children
- Improve economic opportunities for their family
- Aid in the transition to post-secondary education/training
- Help eligible English language learners achieve competency in reading, writing, speaking, and comprehension of the English language learning that leads to the attainment of a high school credential to transition to post-secondary education/training or employment

Eligible Individuals

The term “eligible individual” in Wisconsin means an individual who has attained 18 years of age and at least one of the following:

- Is not enrolled or required to be enrolled in secondary school under State Law
- Is basic skills deficient
- Does not have a secondary school diploma or a recognized equivalent, and has not achieved an equivalent level of education
- Is an English language learner

Eligible Providers

An organization that has demonstrated effectiveness in providing adult education and literacy activities. Those include:

- A. A local educational agency (K-12)
- B. A community-based or faith-based organization
- C. An institution of higher education
- D. A public or private non-profit agency (must be a direct ABE/ELL provider)
- E. A library

Eligible Providers (cont.)

- F. A public housing authority
- G. *A non-profit institution that is not described on any of the above list A-F*
- H. Has the ability to provide adult education and literacy activities to eligible individuals
- I. *A consortium or coalition of agencies, organizations, institutions, or authorities described in any of the above list A-H*
- J. *A partnership between an employer and an entity described in any of the above list A-I*

WIOA (AEFLA) Core Outcomes

- Measurable Skill Gains
- Credential Attainment Rate
- Employment 2nd Qtr. After Exit
- Employment 4th Qtr. After Exit
- Median Earnings 2nd Qtr. After Exit
- Effectiveness in Serving Employers



Among the Potential Grant Categories

- Regional Comprehensive Partnerships
- Institutionalized Individuals
- Special Focus



Potential Grant Category: Regional Comprehensive Partnerships

- Partnerships will be vital to the distribution of funds under this grant category.
- There will be required and allowable activities.
- A percentage limit may be used for administrative costs, supplies, and correctional programming costs, and infrastructure cost for One-Stop- Center.



Potential Grant Category: Regional Comprehensive Partnerships (cont.)

Activities include:

- Literacy activities, including non-literate and pre-literate
- Adult education instruction grades 0.0 through 12.9
- English language acquisition for all six NRS levels
- Digital Literacy education
- Transition to post-secondary education/training or employment
- Integrated education and training, including workforce readiness programming
- Employability Skills
- Integrated English literacy and Civics education (if appropriate)
- Professional development for staff

Potential Grant Category: Regional Comprehensive Partnerships (cont.)

Optional Activities:

- Health literacy

Health Literacy means activities that are of sufficient intensity and quality to make sustainable improvements in individuals ability to obtain, process and understand basic information and strives need to make appropriate decisions regarding their health.



Potential Grant Category: Regional Comprehensive Partnerships (cont.)

- Financial literacy

Financial Literacy means activities that are of sufficient intensity and quality to make sustainable improvements in how adults manage their money and finances.

Potential Grant Category: Regional Comprehensive Partnerships (cont.)

- Family literacy

Family Literacy means 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: a) parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; b) interactive literacy activities between parents or family members and their children; c) 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; d) an age appropriate education to prepare children for success in school and life experiences.

Potential Grant Category: Institutionalized Individual Grant

This grant is specifically for ABE/ELL educational programs in an adult correctional setting.

Correctional settings are defined as:

"any prison, jail, reformatory, work farm, detention center or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders."

Potential Grant Category: Institutionalized Individuals

Activities include:

- Adult ABE/ELL instruction
- Transition to post-secondary education/training or employment
- Integrated education and training
- Employability Skills
- Integrated English literacy and Civics education (if applicable)
- Professional development for staff

Potential Grant Category: Institutionalized Individuals

Additional Activities may include:

- Special education, as determined by the eligible agency
- Secondary school credit for adults
- Career pathways
- Concurrent enrollment (can pay for only the ABE/ELL portion of dual credit)
- Peer tutoring
- Transition to re-entry initiatives
- Digital Literacy education
- Family, Health, Financial Literacy programming



Potential Grant Category: Special Focus

These funds need to follow the eligibility requirements, general services and activities information listed previously, but may focus on a high need area or population or identified need. These grants need to coordinate with the regional partnership grant, but may provide additional or more targeted or specialized services.



Potential Grant Category: Special Focus

Examples:

- Refugees
- Skilled Immigrants (foreign educated workers)
- Homeless/Transitional Housing individuals
- Other special populations

Opening Competition

- Grant Guidelines will be available after WTCS Board approval
- Grant Guidelines meeting anticipated in summer 2017
- Application Deadline – January 2018
- Updates to be available on website:
<https://goo.gl/sVzpdb>
- Implementation - 2018 – 2019 (July 1 – June 30)
- Successful applicants may have approved grants renewed up to three additional years based on successful performance

Grant Applications

- One application per category
- Anticipated 25% match or maintenance of effort
- Applicants must coordinate with their local workforce development board.
- Applications will be reviewed by your local workforce development board to provide feedback regarding alignment.

Accountability/Requirements

- Client Reporting
 - October 15, 2018
 - January 15, 2019
 - April 15, 2019
 - July 15, 2019
- Tri-annual Reporting
 - November 15, 2018
 - March 15, 2019
 - November 1, 2019
- Fiscal Reporting
 - All grant recipients are required to submit expenditure reports on or before the 15th of every month or at the minimum on a quarterly basis.



Local AEFLA Plan

- A separate plan is no longer needed.
- Information will now be included as part of the application.
- Information will include:
 - Description of intensity and duration of instruction
 - Status of technology
 - Status of information management abilities
 - Qualifications of staff
 - Nature of the board or leadership of organization
 - Etc.

Public Forum Resources

At the website below, you will find additional information, frequently asked questions and tools to submit feedback.

<https://goo.gl/sVzpdb>

Important Resources

To Learn More About The Wisconsin State WIOA Plan --
https://dwd.wisconsin.gov/wioa/pdf/draft_wioa_wis_combined_plan.pdf

To Learn More About Becoming An Eligible Training Provider --
<http://dwd.wisconsin.gov/ITA/presentation/SearchBy.aspx>

Questions?



Contacts

- Peggy Meyers, Education Director
peggy.meyers@wtcsystem.edu
608-267-9684
- Alejandro Nuñez, Education Director
alejandronunez@wtcsystem.edu
608-261-4593
- Mark Johnson, Education Director
mark.johnson@wtcsystem.edu
608-266-1272
- Lisa Hebgen, Associate Vice President, Office of Student Success
lisa.hebgen@wtcsystem.edu
608-267-9065