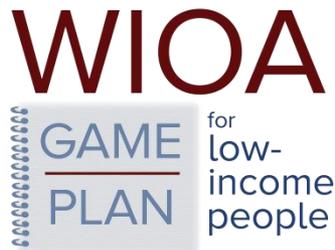


Welcome – we will begin shortly.

- Use the CHAT box to introduce yourself, get technical assistance, and ask questions throughout the webinar
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WIOA Title II Proposed Regulation: New Partnerships for Adult Basic Education



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New opportunities for low-income and low-skilled adults and youth

Increases the focus on serving the most vulnerable workers—low-income adults and youth

Expands proven education and training options to help participants access good jobs and advance in their careers

Helps disadvantaged and unemployed adults and youth earn while they learn

Aligns planning and accountability policies across core programs to support more unified approaches

Workforce Innovation and Opportunity Act Partners

6 Core Programs

- Title I Adult, Dislocated Worker & Youth - DOL
- Title II Adult Education and Family Literacy - ED
- Title III Employment Service (Wagner-Peyser) - DOL
- Title IV Vocational Rehabilitation – ED

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RIN 1830-AA22 ED on Title II

RIN 1205-AB74 Joint DOL/ED

RIN 1205-AB73 DOL Only

463.1 Purpose of AEFLA

“The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities in order to –

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that--
 - (1) Are necessary to becoming full partners in the educational development of their children; and
 - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in--
 - (1) Improving their--
 - (i) Reading, writing, speaking, and comprehension skills in English; and
 - (ii) Mathematics skills; and
 - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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Co-Enrollment

681.230 “... if the only ‘school’ the youth attends is adult education provided under title II of WIOA...the Department will consider the individual an OSY youth for purposes of title I of WIOA youth program eligibility.”

681.430 “Individuals who meet the respective program eligibility requirements for WIOA youth title I and title II may participate in title I youth and title II **concurrently.**”

Co-Planning

679.560(b)(2) “How the Local Board will work with entities carrying out core programs to

- (i) Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;
- (ii) Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; and
- (iii) Improve access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable)”

RIN 1205-AB73 DOL Only

Local Title II Plans Aligned to Local Unified Plan

463.21 “(a) An eligible agency must establish, within its grant or contract competition, a process that requires an eligible provider applying for funds under AEFLA to submit its application to its Local Board prior to submission to the eligible agency.

(b) The process must require eligible providers to--

(1) Submit the application to the Local Board for its review for consistency with the local plan within the appropriate timeframe; and

(2) Provide an opportunity for the Local Board to make recommendations to the eligible agency to promote alignment with the local plan.

(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in §463.20.”

463.32 ELA Leads to HSE and Postsecondary or Employment

- “(a) Have implemented State adult education content standards that are aligned with the State adopted standards under ESEA as described in the State’s Unified or Combined State Plan and as evidenced by the use of a curriculum that is aligned with the State adult education content standards; or
- (b) Offer supportive services that assist an eligible individual to attain a secondary school diploma or its recognized equivalent and transition to postsecondary education or employment; or
- (c) Be part of a career pathway.”

RIN 1830-AA22 ED on Title II

Encourages implementation of Career Pathways

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including [state- and federally-registered] apprenticeships

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

WIOA (Sec 3(7)) -- suggest at **676.105(d)(3)(v)**

RIN 1205 – AB74 Joint DOL/ED

463.36 Integrated Education and Training Required Components

“(a) Adult education and literacy activities as described in §463.30.

(b) Workforce preparation activities as described in §463.34.

(c) Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.”

463.34 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.”

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462.43 Educational Gain

“(a)(1) Educational gain is measured by comparing the student's initial educational functioning level, as measured by the pre-test ... with the student's educational functioning level as measured by the post-test ...

(b) Except as specified in paragraph (c) of this section, if a student is not post-tested, then no educational gain can be measured for that student and the local eligible provider must report the student in the same educational functioning level as initially placed for NRS reporting purposes.

(c) States that offer adult high school programs, sanctioned by State law, code, or regulation, that lead to a secondary school diploma or its equivalent may measure and report educational gain through the awarding of credits or Carnegie units.”

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677.190 Shared Accountability

Indicator/Program	Title II Adult Ed	Title IV Rehab Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner- Peysner	Average Indicator Score
Employment 2 nd Quarter after Exit							1
Employment 4 th Quarter after Exit							2
Median Earnings 2 nd Quarter after Exit							3
Credential Attainment Rate						NA	4
Measureable Skill Gain						NA	5
Effectiveness in Serving Employers							6
Average Program Score	7	8	9	10	11	12	

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677.155 Primary Indicators of Performance

677.155(a)(1)(iv) The percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year from program exit;

677.155(a)(1)(v) The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.

Comment Process

Due June 15, 2015 – Act NOW!

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Visit www.clasp.org/wioagameplan to see CLASP's comments

For more detail on how to submit comments see

www.workforce3one.org/view/3001511959610885295/

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We will send you today's presentation via email and post it on our website:

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