ADULT EDUCATION AND WIOA: HOW TO WORK EFFECTIVELY WITH STATE AND LOCAL WORKFORCE BOARDS

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- Members: majority business; representatives of the workforce (e.g., labor, CBO); Government reps of core programs; rural/urban/suburban
- Create strategic state plan; development, review, continuous improvement of workforce development system
- Develop and update comprehensive state performance accountability measures, policies, technology strategies
FINDING YOUR LOCAL WORKFORCE DEVELOPMENT BOARD (WDB)

https://www.servicelocator.org/WorkforceContacts.asp
“(C) each local board shall include representatives of entities administering education and training activities in the local area, who—

(i) shall include a representative of eligible providers administering adult education and literacy activities under title II;

(ii) shall include a representative of institutions of higher education providing workforce investment activities (including community colleges);

(iii) may include representatives of local educational agencies, and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment;”
(4) EMPLOYER ENGAGEMENT.—The local board shall lead efforts to engage with a diverse range of employers and with entities in the region involved— …

(D) to develop and implement proven or promising strategies for meeting the employment and skill needs of workers and employers (such as the establishment of industry and sector partnerships), that provide the skilled workforce needed by employers in the region, and that expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations.
The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that—

(A) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership—

(i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;

(ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and

(iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and

(B) may include representatives of—

(i) State or local government;

(ii) State or local economic development agencies;

(iii) State boards or local boards, as appropriate;

(iv) a State workforce agency or other entity providing employment services;

(v) other State or local agencies;

(vi) business or trade associations;

(vii) economic development organizations;

(viii) nonprofit organizations, community-based organizations, or intermediaries;

(ix) philanthropic organizations;

(x) industry associations; and

(xi) other organizations, as determined to be necessary by the members comprising the industry or sector partnership.
(5) CAREER PATHWAYS DEVELOPMENT.—The local board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment.
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 apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 171);

(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.
WHERE DOES ADULT BASIC EDUCATION “FIT” IN THE WORKFORCE DEVELOPMENT SYSTEM?

Life’s pathway extends from birth to retirement, with periods of education/training and work along the way. Most of us need to stay on that pathway in order to achieve economic security. But people can stop moving forward or even “fall off” the pathway at any point and for a variety of reasons.

A “safety net” of programs is intended to catch people when they fall and help place them back on the pathway. For adults, the “safety net” is made up of public assistance programs, workforce development programs, and education programs, such as Adult Basic Education. All of these programs have the goal of helping people move forward by entering work, gaining skills, and moving into career pathway employment.

NEW PARTNERSHIPS CAN HELP TO INCREASE SKILLS AND BUILD LIFE ASSETS

People can be described along a scale of life assets and in terms of educational ability.

People with stable assets may have secure housing, working cars, no debt, no dependents, and consistent employment. On the other hand, many ABE participants have unstable assets and lack those advantages.

From its beginning, adult basic education has focused on raising people’s literacy skills to the basic level required for successful participation in the workforce. In the 1960s and 1970s that was the equivalent of 8th-grade; in more recent decades that was a high school diploma or high school equivalency.

As the economy changes, so do the educational requirements for quality work. Primarily as a result of the Washington “Tipping Point” study, adult basic education programs increasingly recognize a year of post-secondary education and training and an industry recognized credential as the minimum level necessary for lower-skill adults’ successful participation in the workforce.

To empower people to reach the “Tipping Point,” adult basic education programs need to form new partnerships and adopt new programs models. The most successful model has proven to be “career pathway” programs.

Career pathway programs combine education and training with support services that increase stability and build life assets. Together, greater skills and improved stability help participants progress to higher and higher levels of employment—to a career.

FOR MORE INFORMATION, CONTACT:

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Minnesota Career Pathways Network

*Washington State Board for Community and Technical Colleges. "Building Pathways to Success for Low-Skill Adult Students"
The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

(A) Displaced homemakers.

(B) Low-income individuals.

(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.

(D) Individuals with disabilities, including youth who are individuals with disabilities.

(E) Older individuals.

(F) Ex-offenders.

(G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).

(H) Youth who are in or have aged out of the foster care system.

(I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.

(J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

(L) Single parents (including single pregnant women).

(M) Long-term unemployed individuals.

(N) Such other groups as the Governor involved determines to have barriers to employment.
means, with respect to an individual—

(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.
GUIDANCE ON COMPETITION AND AWARD OF ADULT EDUCATION AND FAMILY LITERACY ACT FUNDS TO ELIGIBLE PROVIDERS UNDER WIOA OCTAE 17-1

**Step 1:** Eligible providers submit local AEFLA applications to the eligible agency.
- All eligible providers must have **direct and equitable access** to apply and compete for grants or contracts (section 231(c)(1) of WIOA and 34 CFR § 463.20(c)(1));
- The **same application process** must be used for all eligible providers in the State or outlying area (section 231(c)(2) of WIOA and 34 CFR § 463.20(c)(2)).

**Step 2:** The eligible agency submits applications to Local Boards for review.
- The Local Board must review applications **submitted to the eligible agency** by eligible providers to determine whether they are consistent with the approved local plan (section 107(d)(11)(B)(i)(I) of WIOA and 34 CFR § 463.21(b)(1)).

**Step 3:** Local Boards make recommendations to the eligible agency.
- The Local Board must make recommendations **to the eligible agency** to promote alignment with the approved local plan (section 107(d)(11)(B)(i)(II) of WIOA and 34 CFR § 463.21(b)(2)).

**Step 4:** The eligible agency considers the results of the review by Local Boards in making awards.
- 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 34 CFR § 463.20 (34 CFR § 463.21(c)).
STATE WORKFORCE DEVELOPMENT BOARD

- Members: majority business; representatives of the workforce (e.g., labor, CBO); Government reps of core programs; rural/urban/suburban
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WHAT ELSE DOES A STATE WORKFORCE DEVELOPMENT BOARD DO?

- Offers recommendations to and advises the Gov.
- Secures funding for and manages special projects related to workforce development
- Promotes partnerships and other opportunities throughout state
- Offers an opportunity to share information across sectors and regions
- Offers grants opportunities to groups working on workforce development
ABE was involved with workforce at many levels but not at the table

We saw a need to be more connected with wider workforce world

Initially got on board through handshake and wink

Assumed our position was secured

Found out the hard way that we didn’t have a permanent position

Apparently not as easy as we thought
Our Department of Economic Development was warm to the idea of ABE representation.

Needed legislative action to secure a position since the structure of the board was fixed.

Sought permission from the powers that be (Governor, Dept. of Economic Dev, ABE field, etc).

Put together a bill with aid from our lobbyists.

Secured sponsors in both House and Senate.

Made the rounds in the legislature, testified and it passed.
Minnesota’s board was formerly grandfathered in so changes needed to be made with WIOA

Former board was smaller board, heavy on government representation

New board under WIOA brought on a number of business people, legislators

Included a great deal more diversity and non-profit representation

Higher education

Also included a number of non-voting members (libraries, Literacy (ABE), Women’s employment group, etc)

(Note: There may already be an “ABE” rep on your state board but you want to make sure that person truly represents ABE)
BENEFITS TO BEING PART OF THE STATE WORKFORCE BOARD

- Pass along information to the ABE field
- Hear about grants and other activities
- Make contacts and Network with key players
- Elevates status of ABE
- Bring concerns to the board from the field
- (Note: Some of these benefits you can get by just attending meetings)
Local Perspective

Karen Wolters, Mankato Area Adult Basic Education
Local board serves a 9 county area of Southcentral Minnesota

Regional board consists of 2 local boards serving 23 counties in Southwest MN

ABE has had representation on the board for about 10 years

I have been on it for 2.5 years
SELECTING THE ABE REPRESENTATIVE

- 4 ABE consortia in Southcentral Minnesota
- Each consortia serves a number of school districts
- Executive Director writes a letter to ABE notifying them of term
- 3 year board terms
- Take turns, nominate each other, volunteer
- Recommendation made to “Local Elected Officials” - our joint powers board
ABE REPRESENTATIVE’S RESPONSIBILITIES

- Attend 4 board meetings annually
- Provide updates/reports on ABE happenings
- Chair “Career Pathway” sub-committee
- Use expertise to make recommendations
- Provide input on regional plans
- Provide summary-updates to other ABE consortia after each meeting
BENEFITS TO ABE

- Great way to connect with Employers, Workforce System
- Provide input to local and regional plan
- Opportunity to align ABE programming - develop strategies
- Review Labor Market Information (LMI) quarterly
- Partner in grant opportunities
- First to know about employer happenings, layoffs, strategies
- Keeps that low-skilled population in the conversation
BENEFITS TO THE BOARD

- 40% of adult learners need developmental education - ABE saves system and learner time and $
- ABE brings expertise to the partnership - perspective
- Key partner in Career Pathway development - We want on-ramps at every level along the pathway
- Striving to create seamless referral systems
- Striving to up-skill workers and to fill job openings
LESSONS LEARNED

- Develop relationships and trust
- Don’t duplicate - define roles and rely on partners
- Invite everyone to the table when grant writing
- Think big - share strategies, ideas, failures
- Support partners - communicate often