The Adult Education Ecosystem

Federal
• WIOA purpose, focus, opportunities
• Reporting and accountability

State
• Governance
• Investments

Local
• Braiding funds
• New Models
Federal Investment in Adult Education

- 1966 Adult Education Act
- 1984 Adult Learning Theory
- 1987 Functional Context Education
- 1988 National Workplace Literacy Program
- 1991 National Literacy Act
- 1998 WIA/AEFLA
- 2010 AEFLA funds for IET
- 2016 WIOA regulations
THE FASTTRAC MODEL
FastTRAC helps educationally underprepared adults achieve success in high-demand careers that pay family sustaining wages by integrating basic skills and career and technical education along a pathway from pre-literacy to a postsecondary credential.

ADDITIONAL SUPPORT FOR ADULT LEARNERS
All along the pathway, support services, career advising, work experiences, and skill assessments are provided by workforce development professionals, employers, community-based organizations, and human services providers.

BRIDGE PREP
Intentional focus on work by embedding work skills into beginning adult basic education.

BRIDGE I
Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors.

BRIDGE II
High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector.

INTEGRATED ADULT BASIC EDUCATION
Integrated courses developed and taught by Career and Technical Education program faculty and Adult Basic Education instructors.

POSTSECONDARY CREDENTIAL
Studies suggest that students in programs like FastTRAC are 29 to 35 percent more likely to earn a college credential than students in more traditional programs.
The RISE initiative has emerged as an important model for adult career pathways, one that is successfully connecting lower-skilled adults to education and career opportunities throughout the state by providing programs that offer a series of courses that yield stackable credentials.

**WISCONSIN CAREER PATHWAYS**

- **Adult Basic Ed.**
- **English Lang. Learning**
- **Work Readiness**
- **Bridge Instruction**
- **WTCS Embedded Credentials**
- **Applied Associate Degree**
- **Technical Diploma**
- **Baccalaureate Degree**

**Level:**
- **Unskilled Jobs**
- **Semi-Skilled Jobs**
- **Entry-Level Skilled Job**
- **Entry-Level Technician**
- **Skilled Technician**
- **Managers & Technical Professionals**

**Apprenticeship**
WIOA Alignment

Expanded Purpose
• AEFLA specifically; WIOA in total

New Definitions
• Individuals with barriers to employment
• Basic skill deficient
• Career pathway; Integrated Education & Training

Shared Performance
• Measurable Skill Gains
• Credential Gains
• Employment (NOT placement/retention)
AEFLA

Adult Education & Family Literacy Act

(aka WIOA title II)
AEFLA’s Purpose

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—

• (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
AEFLA’s Purpose

(2) assist adults who are parents or family members to obtain the education and skills that—

• (A) are necessary to becoming full partners in the educational development of their children; and

• (B) lead to sustainable improvements in the economic opportunities for their family;
AEFLA’s Purpose

(3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
AEFLA’s Purpose

(4) assist immigrants and other individuals who are English language learners in—

• (A) improving their—
  – (i) reading, writing, speaking, and comprehension skills in English; and
  – (ii) mathematics skills; and

• (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
WIOA’s Purpose

The purposes of this Act are the following:

• (1) To increase, for individuals in the United States, particularly those individuals with barriers to employment access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.

...
## WIOA Individuals with Barriers

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with disabilities (including youth)</td>
<td>Youth who are in or have aged out of the foster system</td>
</tr>
<tr>
<td></td>
<td>Individuals who have low levels of literacy</td>
</tr>
<tr>
<td></td>
<td>Individual within 2 yrs of using up lifetime eligibility under the TANF program</td>
</tr>
<tr>
<td>Homeless individuals</td>
<td>Indians, Alaskan Natives, and Hawaiian Natives</td>
</tr>
<tr>
<td></td>
<td>Individuals facing substantial cultural barriers</td>
</tr>
<tr>
<td></td>
<td>Single parents, including pregnant women</td>
</tr>
<tr>
<td>Displaced homemakers</td>
<td>Individuals who are English language learners</td>
</tr>
<tr>
<td></td>
<td>Migrant &amp; seasonal farmworkers</td>
</tr>
<tr>
<td></td>
<td>Older individuals</td>
</tr>
<tr>
<td></td>
<td>Long-term unemployed individuals</td>
</tr>
<tr>
<td>Ex-offenders</td>
<td>Governor’s choice =</td>
</tr>
</tbody>
</table>
Career Pathway Programs

(7) CAREER PATHWAY.—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.

(C) defines workforce navigators
(D) and (E) establish integrated design and delivery

Workforce Innovation and Opportunity Act (WIOA) & Higher Education Act (HEA) & Perkins V
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.” WIOA Sec 203(11)
IET Defined

**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.” (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."
## Shared Performance

<table>
<thead>
<tr>
<th>Indicator/Program</th>
<th>Title II Adult Ed</th>
<th>Title IV Rehab Services</th>
<th>Title I Adults</th>
<th>Title I Dislocated Workers</th>
<th>Title I Youth</th>
<th>Title III Wagner-Peyser</th>
<th>Average Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment 2(^{\text{nd}}) Quarter after Exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Employment 4(^{\text{th}}) Quarter after Exit</td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>Median Earnings 2(^{\text{nd}}) Quarter after Exit</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
<td>4</td>
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<tr>
<td>Measureable Skill Gain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Average Program Score</strong></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Interim Outcome measures recorded during a participant’s program year, before exit. One MSG type can be recorded each program year or period of participation.

Exit date is the last date of service, meaning the individual has not received any services for 90 days and there are no future services planned.

Post-exit measures including credential attainment and labor market outcomes, ideally taken using administrative data at the relevant time intervals.
WIOA Co-enrollment

Under WIOA, states are required to report the number of participants enrolled in more than one core program.

- WIOA title I Adult, Youth, Dislocated Worker
- WIOA title II Adult Education & Family Literacy
- WIOA title III Wagner Peyser Job Service
- WIOA title IV Vocational Rehabilitation Services
WIOA Co-Enrollment Cohort - Lessons Learned

Virtual
Wednesday, July 18, 2018
2:00 PM ~ 3:30 PM ET

The U.S. Department of Labor’s Employment and Training Administration, the U.S. Department of Education’s Office of Career, Technical, and Adult Education, and the Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration collaborated to form a State Cohort on Co-enrollment among Workforce Innovation and Opportunity Act (WIOA) and partner programs.

View Recording
WIN/WIN!

“So we've gotten lots of questions and concerns about which programs can receive credit for positive outcomes if participants are co-enrolled. In this question we're going to look at somebody who's enrolled in the VR program and is attending college, and VR is paying at least a portion of the college tuition. The participant is also co-enrolled in a Title I program. So if the participant earns a credential by attaining the degree and exiting the program, would Title I and Title IV programs both receive credit in the credential attainment rate indicator? And the answer is yes. All performance indicators can be shared between programs, and that's because programs may assist the participant in attaining their employment, a credential, or measurable skills gain. It doesn't matter who's funding the particular credential.”

https://www.workforcegps.org/sitecore/content/global/events/2016/12/14/12/38/WIOA-Wednesday-WIOA-Performance-Accountability-Hot-Topics
AEFLA Appropriations

2017 Appropriations (rounded) $595,667,000
Adult Education State-Administered Basic Grants: $581,955,000
National Leadership Activities: $13,712,000

RESOURCES

- Guidance, Regulations, and Statutes (Link)
- Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act (Link)
PY 2015 - 2016 Enrollment

- EL 45% 695,930
- ABE 43% 652,809
- ASE 12% 177,139

FY 2014 Federal and Non-Federal Expenditures

- Federal $554,120,376
- Non-Federal $1,316,296,403
- Total $1,870,416,779

https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/factsh/adult-education-basic-grant.pdf
Adult education and literacy programs funded by the Texas Workforce Commission (TWC) provide English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college or career training.

https://twc.texas.gov/programs/adult-education-literacy-program-overview
Locals – Eligible Providers

An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

(A) a local educational agency;
(B) a community-based organization or faith-based organization;
(C) a volunteer literacy organization;
(D) an institution of higher education;
(E) a public or private nonprofit agency;
(F) a library;
(G) a public housing authority;
(H) a nonprofit institution not described above that has the ability to provide adult education and literacy activities to eligible individuals;
(I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above;
(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).
Adult Education

Adult education is a public education program for all adults. Adult schools offer free to low-cost classes for adults 18 and older. Students can get a high school diploma, general education diploma (GED), learn about jobs, learn to speak English, and learn how to become a U.S. citizen. Adult schools are located in many cities and towns.

- For more information about adult education, contact your local school district.
- The Adult Education - CalEdFacts page provides a more detailed overview of adult education.
- The links and information below were developed for educators and others who are directly involved with adult education.
Corrections Education
Summit Approach

We provide knowledge that works. Real-world career preparation and the hands-on experience employers demand without the cost like other institutions. Are you ready?

Apply before the next class starts!

Days: 2
Hours: 10
Minutes: 37

GED Pathways at Summit Academy
(Median Wage in Minneapolis)

- Construction: $15-25/hour
- Healthcare: $12-20/hour
- IT: $25-29/hour

Source: DEED, Minnesota Department of Human Services. 27 July 2018, mn.gov/deeddata-tools/
- Education has found itself in a stagnant state for several decades in rural Minnesota.
- Filling the Employments Needs in the Community

Individuals in Marshall MN created a grass roots program called the "Marshall Adult/Youth career Training", bringing together partners from multiple spectrums of the community to provide vocational/technical training in an integrated setting for high school students, college students and adults.

MN West charges the same if a class is full or half full. The maximum class size is 15 students. So the goal is to always have a full class.

Identify an initial curriculum that is attractive with a high probability of post-employment or a pathway to further education.

A curriculum match results from local employer needs/business needs.

Current Career Trainings: are CNA (Certified Nursing Assistant) and Welding

By combining resources, in this case students, we could keep the classes full.

- Students, Adult and Youth, who lacked a vision for their future, are finding a direction/pathway to pursue.
- Adults appreciate the perspective of the youth and the youth state they act more mature with the Adults.

In the workplace, co-workers will span the generation range. By creating this environment in the classroom, both the adults and students learn to accept and adapt to the differences that come with the age gaps.

https://www.southwestabe.org/marshall-adult-youth-training
EARN YOUR HIGH SCHOOL DIPLOMA AT NO COST

Earn an Indiana Core 40 diploma and prepare for the next step. Ready to get started? Enroll today!

ENROLL NOW

https://excelcenter.org/
Two-Generation Education
Strengthening the Whole Family

https://www.briya.org/
Since 1993, the Washington English Center, formerly Language ETC, has offered English and literacy training to immigrants in the greater Washington area. Our mission is to provide affordable English classes and other services to immigrants using volunteer teachers.

25TH ANNIVERSARY

LET'S LEARN ENGLISH
SIGN UP TODAY!

WEC Celebrates 25 Years of Empowering Immigrants!

www.washingtonenglish.org
About Us

Our Mission Is ...

to improve economic opportunity by providing computer training and career preparation to underserved Washington, DC metro area residents.

Your Path to Digital Inclusion & a Successful Career Is Paved With:

- Education – High-quality technology training for low-income adults
- Career Services – Assistance in obtaining a career that pays a living wage through job
Collaboration in career pathways

- Build upon existing partnerships
- System in place with ongoing support
- Form new partnerships
- Experts/qualified providers
- Workforce Agency
- Employers
- Educational Institution
- Additional Resources to enhance services
- Competitive
- More options for participants
The Organization for Economic Cooperation and Development (OECD) released an assessment of the basic skills of adults in 24 OECD member countries, including the United States, in October 2013. The results from the survey, known as the Program for International Assessment of Adult Competencies, indicate that a significant number of U.S. adults lack basic skills, and America lags behind other member countries in literacy, numeracy, and problem solving in technology-rich environments.

**Key Findings**

1 in 6 American Adults Have Less-Than-Basic Literacy

Roughly 36 million U.S. adults have only basic vocabulary knowledge and struggle when working with anything other than short texts.

Nearly 1 in 3 Have Less-Than-Basic Numeracy Skills

Almost 30 percent of U.S. adults have difficulty solving anything beyond simple mathematical operations involving counting, sorting, and basic arithmetic.

www.piaacgateway.org
Thanks!

Judy Mortrude
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jmortrude@clasp.org