2016 ACE Summer Symposium

Division of Career and Adult Education
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UNPACKING WIOA
KEY PRINCIPLES OF WIOA

Program Alignment
• Requires States to strategically align key employment, education, and training programs provided by the four core programs at the Federal, State, and local levels

Increased Accountability
• Establishment of common measures across core programs
• Increases accountability and transparency through reporting and evaluations

Enhanced Service Delivery
• Promotes engagement of employers and alignment of education and training activities through career pathways
• Strengthens partnerships and investments in one-stop delivery system
Workforce Innovation and Opportunity Act

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

• Accelerate achievement of diplomas and credentials through career pathways

• Core partners are required to participate in One-Stops with shared infrastructure costs

• Increases the focus on serving the most vulnerable workers—low-income adults and youth who have limited skills, lack work experience, and face other barriers to economic success;
### Individuals With Barrier to Employment

<table>
<thead>
<tr>
<th>Displaced homemakers</th>
<th>Ex-offenders</th>
<th>Long-term unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income individuals</td>
<td>Homeless individuals, or homeless children and youth</td>
<td>Individuals within 2 years of exhausting lifetime eligibility under the SSA, title IV part A</td>
</tr>
<tr>
<td>Indians, Alaska Natives, and Native Hawaiians</td>
<td>Youth who are in or have aged out of foster care</td>
<td>Single parents (including single pregnant women)</td>
</tr>
<tr>
<td>Individuals with disabilities, including youth</td>
<td>English language learners, individuals with low levels of literacy, and individuals facing substantial cultural barriers</td>
<td>Such other groups as the Governor determines to have barriers to employment</td>
</tr>
<tr>
<td>Older individuals</td>
<td>Migrant and seasonal farmworkers</td>
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Percentage of Working Age (18-64) Floridians Without a High School Diploma or Equivalent

- **2000**
  - Total 18-64 without Diploma: 1,784,547
  - Total 18-64: 9,541,669 (18.7%)

- **2010**
  - Total 18-64 without Diploma: 1,532,545
  - Total 18-64: 11,364,425 (13.5%)

- **2014**
  - Total 18-64 without Diploma: 1,496,133
  - Total 18-64: 11,822,255 (12.7%)
Florida Educational Attainment for the Civilian Labor Force Age 25-64 (2013)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Less than high school graduate</td>
<td>747,667</td>
<td>9.9%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>2,083,504</td>
<td>27.5%</td>
</tr>
<tr>
<td>Some college or associate’s degree</td>
<td>2,468,215</td>
<td>32.6%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>2,269,410</td>
<td>30.0%</td>
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PROGRAM-SPECIFIC PLAN ELEMENTS

AEFLA Plan Elements

- Alignment of adult education content standards with ESEA State academic standards
- Funding of local activities using 13 considerations under AEFLA
- Use of funds for adult education and literacy activities
- Assess and improve quality of adult education providers
- Three new activities: Integrated Education and Training, Workforce Preparation Activities, and Integrated English Literacy and Civics Education
1. Integrated education and training

- Provides adult education and literacy activities concurrently and contextually
- Targets training in occupations or clusters that assist adults in their educational and career advancement
- Florida’s Integrated Career and Academic Preparation System (FICAPS)
  - GED® i Preparation \( \rightarrow \) CTE
  - ELCATE \( \rightarrow \) CTE
# WIOA Definition - Career Pathway

A combination of rigorous and high-quality education, training, and other services that:

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<tr>
<th><strong>Aligns with skill needs of industries in the State and regional economy</strong></th>
<th><strong>Organizes education, training, and other services to meet the particular needs of an individual to accelerate educational and career advancement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares individual to be successful in secondary or postsecondary education options, including registered apprenticeship</td>
<td>Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential</td>
</tr>
<tr>
<td>Includes counseling to support in achieving the individual’s education and career goals</td>
<td>Helps an individual enter or advance within a specific occupation or occupational cluster</td>
</tr>
<tr>
<td>Includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster</td>
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There is a Growing Need for Postsecondary Credentials

• Almost 13% of Florida’s population are adults (age 18-64) without a high school credential
• 6% of Florida’s population are adults who do not speak English well or at all. Of the 6%
  • 51% had a high school diploma
  • 49% had no high school credential
• By the end of this decade, two out of three job openings will require some postsecondary education or credential
Characteristics of Career Pathway Programs

• Sector strategy
• Stackable Educational/Training Options
• Contextualized learning
• Integrated education and training
• Industry-recognized credentials
• Multiple entry and exit points
• Intensive wrap-around services
• Designed for working learners
Florida’s Career Pathway System

• 2010-2012 Career Pathway Grants
  • Five-year plans for building career pathway system
  • Career exploration and planning required

• 2015-2016 Florida’s Integrated Career and Academic Preparation System
  • Planning and implementation grants for pilot
    • Baker, Brevard, Hillsborough, Monroe, Lake Technical College, Miami-Dade College, Santa Fe College, South Florida Community College
  • Integrated education and training programs
  • 2016-2017 Planning and implementation grants
Florida’s Integrated Career and Academic Preparation System (FICAPS)

- Integrated Education and Training model
- Enroll in GED® Integrated and career and technical certificate program
- Enroll in ELCATE and career and technical certificate program
- Collaboration between adult education staff and CTE staff for contextualized GED®i course and ELCATE
- Team teaching
Determining the Career Pathway

- Local program in collaboration with CSLWDB has identified targeted high growth industries that offer in-demand occupations with family-sustaining wages
- Add the career interests identified by your students.
- May choose to focus on multiple pathways
Tier 1 –Integrating Career Awareness
Entry Level, ABE Levels 1-4,
ESL Levels 1-6

Tier 2 - Integrated Education And Training
Entry Level - GED®i GE 9-12.9
ELCATE Level 5-6
ELCATE Course

• Students wanting to transition to career and technical and who test at EFL 5 or EFL 6 may enroll in ELCATE.

• Occupational content standards added.

• If student already has postsecondary credential or other goals, enroll in Adult ESOL levels 1-6

• At levels 5 and 6, choose the appropriate course but do not enroll student in both courses
Braided Funding for Career Pathways

• AGE grant – career pathway allowable expenses
• FICAPS grants 2016-2017 – 27 grants at $25,000 each
• FICAPS EL Civics 2016-2017 – 5 grants at $25,000 each
• Ability to Benefit
• Local Workforce Development Boards – training accounts
• Other partnerships
2. Workforce preparation activities

- Activities, programs or services to help individuals gain basic academic, critical thinking, digital literacy, and self-management skills
- Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment
Challenges
Employers Want Skills

• More than half of the employers surveyed by the U.S. Chamber of Commerce considered it hard or very hard to find qualified workers to fill job openings, even in the midst of a slow economy.

Workers Need Skills

• In the US, over the last generation, pay-off to college has grown substantially.
• Those with postsecondary degrees and/or certificates have seen wages increase steadily; those with less education are falling behind.
• Washington state identified the Tipping Point – a year of post-secondary education culminating in a credential.
Skills Needed for Today’s Workplace

Employability Skills

• Communication
• Teamwork/Cooperation
• Enthusiasm for Your Work
• Work Ethic
• Responsibility
• Efficient Planning
• Positive Attitude
• Ability to Adapt

Resources for Implementing Employability Skills

• Employability Skills Framework
  http://cte.ed.gov/employabilityskills/
  • Teacher and Student Checklist for custom lesson planning

ACADEMIC SKILLS
Technology Standards/Digital Literacy

• Develop basic keyboarding and numerical keypad skills.

• Produce a variety of documents such as research papers, resumes, charts and tables using word processing programs.

• Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

• Practice safe, legal and responsible sharing of information, data and opinions online.
Employability Skills Discussion Questions

1. Are you currently teaching employability skills as part of your ABE, ASE, or ESOL instruction?

2. How are you teaching employability skills as part of your instruction?
3. Integrated English Literacy and Civics Education (IEL/CE)

- Codifies the IEL/CE program, previously funded through annual appropriations
- Provides instruction in literacy and English language acquisition
  - rights and responsibilities of citizenship and civic participation; and
  - workforce training
- Focuses program design and goals on integrated education and training activities and coordination with local workforce system
CHANGE: HOW STATES COMPETE FUNDS

- Changes *Eligible Provider* definition
  - Organizations must have demonstrated effectiveness in providing adult education and literacy services
  - Broadens eligible provider list to “may include” existing organizations, as well as organizations with employer partnerships
CHANGE: HOW STATES COMPETE FUNDS CONT.

- Revises considerations that must be used in awarding grants
- Sets forth five new local application requirements, including those aimed at alignment with local workforce plans and participation in the one-stop system
- Title I-B requires AEFLA applicants to submit applications to local Workforce Boards for review and alignment with local plans
Local Applications – The Provider will:

- Provide services in alignment with LWDB plans
- Promote concurrent enrollment programs and activities
- Meet the state adjusted levels of performance and how the data to report on performance indicators will be collected
- Fulfill one-stop responsibilities
- Services that meets the needs of the individuals
- Address the 13 considerations as applicable
Partnership Opportunities Abound But They Need to be Sought Out

• WIOA creates opportunities for partnerships but in reality they were always there.

• The key to WIOA is “alignment” not “consolidation”.
  • When focusing on alignment, groups can work together
  • When focusing on consolidation, people hear “picking winners and losers”
  • In buildup to WIOA implementation we have not seen folks who oppose WIOA; rather we have been asked “what do you want us to do?”
Workforce Needs and Adult Education Needs

- Just because it is all under one umbrella does not make it any easier to implement WIOA

- Workforce System needs and Adult Education needs may not always complement each other
  - Workforce focus: quick service, movement back to workforce
  - Adult Ed focus: longer term outcomes
Strong Partnerships at State, Regional, and local levels

- WIOA emphasis
  - Sector strategies
  - Industry partnerships
  - Career Pathways
  - CareerSource Workforce Development Board
  - Integrated service delivery
  - Unified business services
Partnerships and Program Alignment

• Are you positioned with the strong partnerships and program alignment needed for one-stop service delivery?
  • Adult education required partner at one-stops
  • Agreements have been reached or being negotiated on infrastructure costs
Partnerships and Program Alignment, cont.

• CareerSource Workforce Development Boards
  • Partnerships and shared strategies in place to align program budgets to support shared strategies, goals and activities.
  • Review of adult education local provider applications
TITLE I LOCAL WORKFORCE BOARDS

• Local Board Membership
  • Business majority; 20% workforce representatives
  • Required representation from eligible providers of adult education
  • Economic community development organizations (Wagner-Peyser; Vocational Rehabilitation)
  • One- Stops *not* a required member

  • **Special rule:** In instances where there are multiple providers of adult education serving a local area, a representative must be appointed to the board through a nomination process
ONE-STOP PARTNER REQUIREMENTS

• **Provide access** to adult education programs or activities through the one-stop delivery system

• **Enter into a local MOU** with the local board relating to operation of the one-stop system

• **MOU contents include:**
  • Services to be provided through the one-stop delivery system
  • How *costs of services and operating costs* of the system will be funded, including funding *one-stop infrastructure costs*
  • Methods of referral for partner services
  • Duration of MOU and review to *ensure appropriate funding* and delivery of services
One-Stop Participation

• How is adult education represented at the One-Stop?
• Has an agreement been reached for shared infrastructure costs? Cash or in-kind services?
• How will adult education be represented when there are several counties/programs in the region?
• One-Stop Infrastructure Costs:
  • Agreement reached by local board, chief elected officials, and one-stop partners
  • If no consensus, Governor provides guidance based on programs’ proportionate use of the system and determines equitable and stable methods of funding the infrastructure costs of area centers

• Other Costs:
  • Requires a portion of funds to be used to pay the additional costs relating to the operation of the one-stop delivery system
  • Costs must include provision of career services applicable to each program, and may include shared costs (i.e., initial intake, assessment of needs, appraisal of basic skills, referrals, etc.)
GREAT EXPECTATIONS

• Design program to meet the needs of your students so they can meet their goals
• Look for program improvements that will result in meeting state targets and analyze data
• Collaborate with other programs to discover and implement best practices
• Ensure that teachers are trained in adult education principles of learning and are effective in the classroom
• Fulfill WIOA requirements
• Plan and implement FICAPS
• Recruit, retain, relevance
Great Expectations - Career Pathway Goals

• All adult education programs in district and technical centers and colleges will develop and implement a career pathways system

• Increase the number of adult learners who earn high school diploma or equivalent and enter postsecondary education to earn a certificate, degree, or industry certification.

• Increase the number of adult learners who enroll in the integrated education and training program within the FICAPS.
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