**Overview of Key Workforce Innovation and Opportunity Act (WIOA) and Title II Adult Education and Family Literacy Act (AEFLA) Provisions**

**Background**

The Workforce Innovation and Opportunity Act (WIOA) was enacted into law on July 22, 2014 (Public Law No. 113-128) and replaces its predecessor the Workforce Investment Act (WIA) of 1998. WIOA provides direction, guidance and important updates for the workforce system in every state. The new law prioritizes a market-driven approach to talent development that will prepare individuals seeking employment for the jobs of today and of the future. Added emphasis is placed on the need for access to workforce services for all individuals. Regional alignment of markets and resources are facilitated and encouraged. The [State of Florida WIOA Unified Plan](https://careersourceflorida.com/about-us/policies-and-initiatives) for the period July 1, 2016 through June 30, 2020 includes the following required programs:

* Adult Program
* Dislocated Worker Program
* Youth Program
* Adult Education and Family Literacy Act (AEFLA)
* Wagner-Peyser Act
* Vocational Rehabilitation Program, including Blind Services Program

WIOA and Florida’s WIOA Unified Plan are a call to action to fulfill Florida’s strategic vision for WIOA implementation which will be realized by accomplishing these three goals:

* Enhance alignment and market responsiveness of workforce, education, and economic development systems through improved service integration that provides businesses with skilled, productive, and competitive talent and Floridians with employment, education, training, and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers, and lifelong learning.
* Promote accountable, transparent, and data-driven workforce investment through performance measures, monitoring and evaluation that informs strategies, drives operational excellence, leads to the identification and replication of best practices, and empowers an effective and efficient workforce delivery system.
* Improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth that lead to enhanced employment, career development, credentialing, and post-secondary education opportunities.

Florida’s adult education program is a key partner in this endeavor to increase access to employment, education, training, and support services for individuals, particularly those with barriers to employment, and to the services they need to succeed in the labor market.

The AEFLA program presents an extraordinary opportunity to improve the quality of life for individuals with low skills. Services provided under AEFLA are intended to lead to further education, training opportunities, and work. The program seeks to increase opportunity in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also aims to assist in the transition to postsecondary education and training through the use of career pathways.

**Key Definitions**

***Adult Basic Education (ABE) —*** instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Florida’s *ABE* program is designed for the student to obtain a level of educational instruction intended to improve the employability of the state’s workforce through instruction in mathematics, reading, language, and workforce preparation skills at grade level equivalency of 0-8.9. These courses are based on the College and Career Readiness Standards for Adult Education. (Section 1004.02(1) Florida Statutes)

***Adult education*****—** academic instruction and education services below the postsecondary level that increase an individual’s ability to:

* read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
* transition to postsecondary education and training; and
* obtain employment.

***Adult Education and Family Literacy Act (AEFLA) -*** Title II within the Federal Workforce Innovation and Opportunity Act (Public Law 113 -128) and became law July 2014. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training. (WIOA – P.L. 113 -128)

***Adult Education and Literacy Activities —*** 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.

***Adult Secondary Education (ASE)*** **—** instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the high school equivalency examination. (Section 1004.02(4) Florida Statutes)

***Career Pathway******—*** a combination of rigorous and high-quality education, training, and other services that:

* aligns with the skill needs of industries in the economy of the state or regional economy involved;
* 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 3226 of this title);
* includes counseling to support an individual in achieving the individual’s education and career goals;
* 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;
* 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;
* enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
* helps an individual enter or advance within a specific occupation or occupational cluster.

***Concurrent Enrollment*—**participation (during the same period of time) in two or more of the core programs or services that comprise the workforce system under WIOA.

***Correctional institution* —** 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.

***Criminal offender* —** any individual who is charged with or convicted of any criminal offense.

***Digital literacy and use of technology******—*** Skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

***Distance Learning —***formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (greater than 50%).

(NRS Implementation Guidelines)

***Educational Functioning Levels (EFL)******—***a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.

***Educational Gain* —** occurs when an adult learner completes or advances one or more educational functioning level from starting level measured on entry into the program based upon standardized assessment.

***Eligible Individual —*** a learner—

* who has attained 16 years of age, is not enrolled or required to be enrolled in secondary school under state law; and
* who is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner.

***Eligible Provider* —** an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

(a) local educational agency;
(b) community-based organization or faith-based organization;
(c) volunteer literacy organization;
(d) institution of higher education;
(e) public or private nonprofit agency;

(f) library;
(g) public housing authority;
(h) nonprofit institution that is not described in (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;
(i) consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h); and
(j) partnership between an employer and an entity described in (a) through (i).

***English as a Second Language (ESL)*** — instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used only for NRS educational functioning levels)

***English Language Acquisition (ELA) program*** — a program of instruction that is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.

***English Language Learner (ELL)* —** an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

* whose native language is a language other than English; or
* who lives in a family or community environment where a language other than English is the dominant language.

***Family Literacy Activities*** *—* activities 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:

* parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
* interactive literacy activities between parents or family members and their children;
* 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; and
* an age-appropriate education to prepare children for success in school and life experiences.

***Integrated Education and Training (IET)*** — 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. As a part of a career pathway, the design of an IET program should support the local workforce development board plans.

* The IET program must include three components:
	+ adult education and literacy activities
	+ workforce preparation activities
	+ workforce training for a specific occupation or occupational cluster

IET in Florida is operationalized/defined in Florida’s WIOA Unified Plan as simultaneous enrollment in adult education (GED-I and/or ELCATE) and a career and technical education certificate program.

***Integrated English Literacy and Civics Education (IELCE) Activities)*** — education services provided to English language learners under section 231 of the Act who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Such services shall include:

1. instruction in literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. may include workforce training.

***Integrated English Literacy and Civics Education (IELCE) Program* –** education services for English language learners funded under section 243 of the Act who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Programs are designed to:

1. prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. integrate with the local workforce development system and its functions to carry out the activities of the program.

Such services shall include instruction in:

1. literacy and English language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. must include Integrated Education and Training (see definition).

***Literacy —*** an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

***Local Workforce Development Board (LWDB)*** *—* an entity comprised of local representatives as described in the Workforce Innovation and Opportunity Act. The LWDB works to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local One -Stop Career Centers.

***Local Workforce Development Plan —*** the industry analysis, workforce strategies and plan of work for a regional or local workforce area, written by the LWDB.

***Measurable Skill Gain—*** the NRS method of measuring student progress for academic improvement (includes educational functioning level gain or receipt of secondary credential).

***Memorandum of Understanding (MOU) —*** an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each partner. Also known as a Memorandum of Agreement (MOA).

***National Reporting System (NRS) —*** the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction.

***One-Stop Center Costs —*** infrastructure costs and other shared costs associated with the one-stop center. Infrastructure Costs are non-personnel costs that are necessary for the general operation of the one-stop center and may include:

* Rental of the facilities;
* Utilities and maintenance;
* Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
* Technology to facilitate access to the one -stop center, including technology used for the center's planning and outreach activities

All required partners that carry out their program in the local area must contribute toward infrastructure costs based on their proportionate use of the one-stop delivery centers and relative benefits received. Additional information regarding the infrastructure funding of the one-stop delivery system can be found at:

[***Program Memorandum 17-3 – Infrastructure Funding of the One-Stop Delivery System***](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTcwMTE4LjY4OTA0MzUxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDExOC42ODkwNDM1MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3ODA5ODQ1JmVtYWlsaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZ1c2VyaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZmbD0mZXh0cmE9TXVsdGl2YXJpYXRlSWQ9JiYm&&&100&&&http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-3.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)*,* which focuses on how infrastructure and additional costs are determined and paid for by one-stop partners in a local one-stop delivery system. The guidance is jointly issued by the United States Department of Labor-Employment and Training Administration, Department of Education– Office of Career, Technical, and Adult Education/Rehabilitation Services Administration and Department of Health and Human Services-Administration for Children and Families.

***Recidivism —*** it refers to a person’s relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

***Unsubsidized Employment —*** is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

***Workplace Adult Education and Literacy Activities —*** adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

***Workforce Preparation Activities —*** 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**WIOA Web Resources**

**Federal Workforce Innovation and Opportunity Act (WIOA):**

[**https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf**](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)

**Vision for the One-Stop Delivery System Under WIOA:**<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-one-stop-vision.pdf>

[***Program Memorandum 17-4 – One-Stop Operations Guidance for the American Job Center Network***](http://links.govdelivery.com/track?type=click&enid=ZWFzPTEmbWFpbGluZ2lkPTIwMTcwMTE4LjY4OTA0MzUxJm1lc3NhZ2VpZD1NREItUFJELUJVTC0yMDE3MDExOC42ODkwNDM1MSZkYXRhYmFzZWlkPTEwMDEmc2VyaWFsPTE3ODA5ODQ1JmVtYWlsaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZ1c2VyaWQ9aGVpZGkuc2lsdmVyLXBhY3VpbGxhQGVkLmdvdiZmbD0mZXh0cmE9TXVsdGl2YXJpYXRlSWQ9JiYm&&&101&&&http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-4.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=), jointly issued by DOL-ETA, ED-OCTAE/RSA, and HHS-ACF, provides general guidance for the implementation of operational requirements under WIOA pertaining to the one-stop delivery system.

**Florida's Unified WIOA State Plan:**<https://careersourceflorida.com/about-us/policies-and-initiatives>

**United States Department of Education Office of Technical, Career and Adult Education WIOA website:**

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

**English Language Proficiency Standards:**<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

**College and Career Readiness Standards:**<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

**Employability Skills Framework:**<http://cte.ed.gov/employabilityskills/>

**Supporting the Educational and Career Success of ELLs under WIOA:**

<https://youth.workforcegps.org/resources/2017/01/18/14/30/EKFA_English>

**Realizing Opportunities for ELLs through State Academic Content Standards webinar:** <https://lincs.ed.gov/professional-development/resource-collections/profile-962>