

## **Workforce Innovation and Opportunity Act (WIOA)**

### **Title II - Adult Education and Literacy Definitions**

1. **Adult Education:** Instructional programs to help adults obtain basic skills they need including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens.
2. **Adult Education and Literacy Activities:** Assists:
  - adults to become literate and obtain the knowledge and skill necessary for employment and economic self-sufficiency;
  - adults who are parents or family members to obtain education and skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in economic opportunities for their family;
  - adults in attaining secondary school diploma and in the transition to postsecondary education and training including career pathways; or
  - immigrants and other individuals who are English language learners in improving their English reading, writing, speaking, and comprehension skills, mathematics skills, and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
3. **Basic Skills & Pre-Secondary Education:** Providing instruction to improve students' skills in preparation of higher education or obtain/retain employment. Curricula includes, but is not limited to, reading, writing, mathematics, science, and social studies. Basic skills and pre-secondary education is instruction comparable to educational levels first through eighth grade and are designed to prepare students for secondary education courses.
4. **Basic Skills Deficient:** With respect to an individual who
  - is a youth whose English reading, writing, or computing skills are at or below the eighth-grade level on a generally accepted standardized test; or
  - is a youth or adult who 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.
5. **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 registered apprenticeships;
  - 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.
6. **Civics Education:** Instruction on the rights and responsibilities of citizenship and civic participation.
  7. **Co-enrollment:** Refers to an eligible individual's participation or enrollment in multiple activities or programs that occur simultaneously, not sequentially, for the purpose of accelerating the attainment of educational and training outcomes.
  8. **Correctional Institutions:** 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.
  9. **Criminal Offender:** Any individual who is charged with or convicted of any criminal offense.
  10. **Demonstrated Effectiveness:** An eligible provider must provide performance data on their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the following content domains: reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds.

There are two ways in which an eligible provider may meet the requirements:

- An eligible provider that has been funded under Title II of WIOA must provide performance data required under section 116 to demonstrate past effectiveness.
  - An eligible provider that has not been previously funded under Title II WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills-deficient eligible individuals, including evidence of its success in achieving outcomes listed above.
11. **Educational Functioning Levels (EFL):** A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas. Levels included are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels.
  12. **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.
  13. **Eligible provider:** An organization that has demonstrated effectiveness (see above) 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).
- 14. English as a Second Language (ESL):** Instruction specially designed for adult whose primary language is not English. ESL instruction is captured on the NRS tables as an EFL proficiency level.
- 15. 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.
- 16. 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.
- 17. Financial Aid Assistance:** Assistance in establishing eligibility for financial aid programs not provided under WIOA.
- 18. 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; and
  - workforce training for a specific occupation or occupational cluster.
- To meet the required three components, services must be provided concurrently and contextually such that within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
- are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
  - occur simultaneously; and
  - use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

- the adult education component of the program is aligned with the College and Career Readiness Standards for adult education as described in the Combined State Plan and
- the integrated education and training program is part of a career pathway.

There are two options for a local provider in offering IET:

- co-enrolling participants in an IET program provided through a local or regional workforce development partner
- using section 243 funds to establish the IET program.

**19. IELCE Activities:** Education services provided to English language learners under Title II section 231 of WIOA 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:

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

**20. IELCE Program:** Education services for English language learners under Title II, section 243 of WIOA 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

- 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
- integrate with the local workforce development system and its functions to carry out the activities of the program.

Such services shall include instruction in:

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

**21. 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.

**22. Outreach and Orientation:** Information on and access to services in the Alaska Job Center Network and WIOA partners.

**23. Partner Referrals:** Referrals to and coordination with programs and services within the Alaska Job Center Network and other workforce programs.

**24. Postsecondary Educational Institution:**

- An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
  - a tribally controlled college or university; or
  - a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
- 25. Recidivism:** 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.
- 26. Skills Assessment:** Initial assessment of skill levels including literacy, numeracy, English language proficiency, and aptitudes and abilities (including skills gaps).
- 27. Supportive Services Information:** Information relating to the availability of supportive services such as childcare and transportation, and referrals to supportive service programs, as needed.
- 28. Training Services:** Access to training services such as:
- occupational skills training;
  - on-the-job training;
  - incumbent worker training;
  - integrated education and training;
  - entrepreneurial training;
  - adult education and literacy activities, including activities of English language acquisition; and
  - customized training.
- 29. 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.
- 30. 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.