

**WDC Adult Services Committee Meeting
Agenda**

**October 7, 2015
2:30 pm – 4:30 pm
Robin Baker, Chair**

**WorkForce Central
3650 S. Cedar St, Tacoma
Classroom 1**

Eric Hahn, Chair
1st Vice Chair
Joyce Conner, 2nd Vice Chair
Robin Baker
Michelle Bureson
April Gibson
Darci Gibson
Mike Johnson
Bruce Kendall
Dale King
Dave Lawson
Mark Martinez
Mary Matusiak
Wayne Nakamura
Sharon Ness
Tim Owens
Dona Ponepinto
Patty Rose
Sheila Ruhland
Ron Thalheimer
James Walker
Blaine Wolfe

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|--|---------------|--------|
| 1. Hello / Introductions | Robin Baker | 5 min |
| 2. Review Prior Meeting Notes | Robin Baker | 5 min |
| 3. WIOA Code of Conduct and Conflict of Interest Policy | Cheri Loiland | 10 min |
| 4. Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the WIOA | Cheri Loiland | 15 min |
| 5. Adult Literacy Taskforce Update | Cheri Loiland | 10 min |
| 6. Washington State Auditor's Office Workforce Development System Performance Audit 8/31/2015 | Cheri Loiland | 15 min |
| 7. Other Business | | |
| 8. Next Meeting Agenda Items | | |
| 9. Thank You/Adjourn | | |

WorkForce Central Staff
Linda Nguyen, CEO
lnguyen@workforce-central.org

Deborah, Howell, CAO
dhowell@workforce-central.org

Jan Adams, Executive Assistant
jadams@workforce-central.org

WorkForce Central
3650 S. Cedar St.
Tacoma, WA 98409
Phone: 253.254.7335
Fax: 253.830.5226
www.workforce-central.org

WDC Adult Services Committee Future Meetings

October 26, 2015 (Joint Meeting w/Business Services Committee 8-9:30am)
November 4, 2015 (cancelled)
December 2, 2015

Workforce Development Council (WDC) of Tacoma Pierce County

WIOA Committee Membership Planning Document

9-09-15

| WDC Adult Services Committee | | |
|--|--|-------------------|
| <ul style="list-style-type: none"> • Committee Chair is member of WDC and appointed. ✓ Since all of WDC members are required to serve on a WDC Committee, approximately 4-6 members of the committee will be WDC members. • Vice Chair selected from Committee and must be willing to also serve on Coordinating Committee. | | |
| Representatives Programs/Services | Name, Title, Employer, Email, Phone(s) | WDC Member |
| Chair of Committee | Robin Baker, Transition Services Manager JBLM robin.j.baker10.civ@mail.mil | ✓ |
| Vice Chair of Committee | Stephanie McWilliams, Director of Career Services Charter College stephanie.mcwilliams@chartercollege.edu | |
| 1. Adult Basic Ed (ABE)/ Adult Literacy (Core Partner) | Mike Johnson, Rescue Mission mike.johnson@rescue-mission.org | ✓ |
| 2. WA State Department of Social and Health Services (DSHS) (Core Partner) | Core - Representative a. WorkFirst b. Juvenile Assistance | |
| 3. WA State Division of Vocational Rehabilitation (Core Partner) | Core - Representative | |
| 4. WA State Employment Security Department | Luke Upton, Supervisor Employment Security Department lupton@esd.wa.gov | |
| 5. Services for Veterans | Robin Baker, Transition Services Manager JBLM robin.j.baker10.civ@mail.mil | ✓ |
| 6. Pierce County Library System | | |
| 7. Community Based Organization | Dona Ponepinto, President & CEO United Way of Pierce County donap@uwpc.org | ✓ |
| 8. Labor Representative or Apprentice JATC Representative | Sharon Ness, Business Negotiator/Political Lobbyist UFCW Local 367 sness@ufcw367.org | ✓ |
| 9. Education | Stephanie McWilliams, Director of Career Services Charter College stephanie.mcwilliams@chartercollege.edu | |
| 10. Business | Karen DiPol, Placement Services Manager Vadis Karen@vadis.org | |
| 11. Community Representative | Diane Giannobile, Pierce County Branch Manager Career Path Services giannndm@dshs.wa.gov | |
| 12. Community Representative | Rachel Lewis, Family Self-Sufficiency Coordinator Pierce County Housing Authority rglewis@pchawa.org | |
| Workforce Development Council/WorkForce Central Staff | LaTanya Huey, Workforce Development Manager – Career Development Services 253.448.8294; lhuey@workforce-central.org Cheri Loiland, Chief WIOA Transition Officer 253.254.7908 ; cloiland@workforce-central.org Debbie Lean, Executive Assistant 253.414.0141; dlean@workforce-central.org | |

WDC Adult Services Committee

NOTES

September 2, 2015

2:30 – 4:30 p.m.

WorkForce Central

3650 S. Cedar St, Tacoma

Classroom 2

Committee Member Attendees: Stephanie McWilliams, Diane Giannobile, Luke Upton, Sharon Ness, Rachel Lewis and Karen DiPol
 WDC Staff Attendees: MaryEllen Laird, LaTanya Huey, Cheri Loiland and Debbie Lean

| AGENDA | NOTES | ACTION ITEMS |
|---|---|--------------|
| 1. Hello/Introductions (Stephanie McWilliams) | <ul style="list-style-type: none"> Vice Chair Stephanie McWilliams called the meeting at 2:33 pm. Roundtable introductions were made. | |
| 2. Review Prior Meeting Notes (Stephanie McWilliams) | <ul style="list-style-type: none"> Meeting notes were approved as prepared. | |
| 3. WIOA Support Services Policy Review (MaryEllen Laird) | <p>MaryEllen presented the revised WIOA Support Services Policy.</p> <ul style="list-style-type: none"> Policy was written to clean up the language from WIA to WIOA and also added some examples of what support services could entail. After discussion the committee recommended that the policy be moved forward to the coordinating committee. | |
| 4. Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the WIOA (Cheri Loiland) | <ul style="list-style-type: none"> Cheri shared that she has been in contact with Mike Johnson and there are dates to get a potential meeting set up and will give a report after their initial meeting to talk about the vision as they see it. Table the Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the WIOA for the next meeting but would like the committee members to review it beforehand. | |
| 5. Private College Assessment Requirements (Stephanie McWilliams) | <p>Stephanie gave a presentation on evaluations for for-profits institutions.</p> <ul style="list-style-type: none"> Accreditation standard requirements for for-profits are to maintain 60% placement overall plus 60% in each program that is offered however, the benchmark is actually 70%. Falling below that means having to come up with program specific improvement plan or campus specific improvement plans to show that they can reach those benchmarks within a year. If benchmark is not reached within the year they lose their accreditation or the program is phased out within one academic year. Like public colleges, the importance of that accreditation relates to the ability to offer financial aid. | |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Accreditation Council for Independent Colleges (ACICS) is the accreditation body. They set the requirements and their requirements are based on governmental expectations for financial aid. • All students the college is claiming placement has to complete a placement form. All placements are verified by a third party verifier in addition to the accreditor. The accreditor randomly selects people to verify and a third party verifier verifies every placement. • For the for-profit institutions, gainful employment rules apply for every single program no matter the level of educational degree. • Use the Occupational Information Network (O*NET) which is a online database that contains hundreds of occupational definitions. • Fife branch is 2 years old and compared to other Charter Colleges is the highest in career placement and fourth in enrollment. • How they communicate with employers and how they ready their students is why they succeed in career placement. | |
| <p>6. Other Business</p> | <ul style="list-style-type: none"> • Karen DiPol from Vadis is new to the committee and introduced herself. • Cheri shared that once we get through the next few months of heavy meeting agenda items the committee needs to decide how often they want to meet. | |
| <p>7. Next Meeting Agenda Items</p> | <ul style="list-style-type: none"> • ABE Update -Vision for the Adult Education and Family Literacy Act in the Workforce System and Initial Implementation of the WIOA • Local Plan Update • Committee Meeting Time | |
| <p>8. Thank You/Adjourn</p> | <p>3:30 pm</p> | |



Workforce Innovation and Opportunity Act Policies and Procedures

CODE OF CONDUCT and CONFLICT OF INTEREST POLICY

Policy Number: 3006

Effective Date: 07-01-2015

SUPERSEDES: Conflict of Interest Policy # 42-52-1212, effective December 6, 2012

PURPOSE:

The Pierce County Workforce Development Council (WDC) is committed to maintaining the highest of standards of ethical conduct and to guard against problems arising from real, perceived, or potential conflict of interest. All partners at all levels of participation in the WorkSource System funded by the Workforce Innovation and Opportunity Act (WIOA) are expected to read, understand and apply this policy to ensure system integrity and effective oversight of the WorkSource System.

Standards of conduct covering conflicts of interest governing the performance of WorkForce Central employees may be found in WorkForce Central's Personnel Rules and Regulations, Article 11.

BACKGROUND

Grantees, subrecipients and contractors funded under WIOA must implement codes of conduct and conflict of interest policies and procedures as stipulated in WIOA law, regulations and guidance; Office of Management and Budget (OMB) Circulars; State regulations; and State WIOA policies. A conflict of interest policy is required to ensure that individuals or representatives of organizations entrusted with public funds will not personally or professionally benefit from the award, administration, or expenditure of such funds.

In addition, the Pierce County WDC recognizes that by its very composition, conflicts of interest and issues concerning the appearance of fairness may arise. Therefore, it is essential for the WDC members to be sensitive and error on the side of caution when potential or real conflict or fairness matters occur.

To accomplish these purposes, the WDC establishes the following definitions, actions, and guidelines for interpretation.

Code of Conduct:

During the performance of duties, your actions are a reflection upon the Pierce County WDC as well as a reflection upon you. It is extremely important that all WDC and committee members, including subrecipients, contractors and WorkSource Partners act in a courteous, friendly, helpful and prompt manner in dealing with the public, customers and officials.

Ethical Principles:

- **Compliance with the Law:** It is the WDC's policy to be knowledgeable of and comply with all applicable laws and regulations of the United States and the State of Washington in a manner that will reflect a high standard of ethics. Compliance does not comprise one's entire ethical

responsibility; rather it is a minimum, and an essential condition for adherence to mission and duties.

- **Professional Standards:** It is the WDC's policy that its representatives be knowledgeable of emerging issues and professional standards in the field and conduct themselves with professional competence, fairness, efficiency and effectiveness.

Guidelines for Interpretation:

Areas of concern are those actions or lack of actions which may lead to conflict of interest or the appearance of conflict of interest or to a perception of unfairness related to WDC business outside Council and Committee meetings. Specific areas which may pose problems include but are not limited to, comments made in public, information sharing, and disclosure of associations.

Comments Made in Public: WDC and committee members are encouraged to act in a public relations capacity for the Pierce County WDC. This includes public speaking engagements and comments in a public forum. Because there is interest in WDC actions, members should differentiate between descriptive comments, which relate to actions already taken by the Council, and statements, which imply future WDC decision-making, or the ability to influence decision-making.

Information Sharing: WDC and committee members are encouraged to share information with the community about WDC activities. To the extent possible, access to information regarding procurement of services should be available at the same time and under the same circumstances to all parties. Such information includes the Operations Plan, request for proposals, notice of meetings, meeting minutes, and policies.

Disclosure of Associations: WDC and committee members have professional and personal associations throughout the community. Such associations have been and will continue to be of significant benefit to the WDC. Where a direct or indirect financial conflict of interest exists, a WDC or committee member may not vote or serve on a rating team. When associations raise appearance of fairness as an issue, WDC and committee members should qualify statements in public by disclosing the association and minutes of the meeting should reflect the disclosure.

CONFLICT OF INTEREST POLICY:

1. Each grant recipient and subrecipient must maintain a written code of standards or conduct governing the performance of persons engaged in the award and administration of WIOA contracts and sub grants.
2. No individual in a decision-making capacity shall engage in any activity if a conflict of interest (real, implied, apparent, or potential) is involved. This includes decisions involving the selection, award, or administration of a sub grant or contract supported by Workforce Innovation and Opportunity Act (WIOA) or any other federal funds.
3. A WDC member or a member of a WDC committee cannot cast a vote or participate in any decision-making about providing services by such member (or by any organization that member directly represents) or on any matter that would provide any direct financial benefit to the member or to the member's organization.
4. Before any public discussions regarding the release of a Request for Proposal, or any matter regarding the release of funding or the provision of services, a WDC member or a member of a WDC committee must disclose any real, implied, apparent, or potential conflicts of interest before engaging in the discussion. The minutes of the meeting should reflect the disclosure.

5. WDC members or a member of a WDC committee or agents of the agencies making awards cannot solicit or accept gratuities, favors, or anything of monetary value from awardees, potential awardees, or other parties to agreements. However, the WDC allows for situations where the gift is an unsolicited item of nominal value worth \$50.00 or less.
6. Disciplinary actions may be taken up to and including termination of board membership for violation of this policy by any individual. The WDC Coordinating Committee may evaluate any violations of these provisions on a case-by-case basis and recommend to the Executive Board, if and what penalties, sanctions or other disciplinary action are appropriate.
7. Individuals shall not use for their personal gain, for the gain of others, or for other than officially designated purposes, any information obtained as a result of their committee, board or working relationships with the WDC where that information is not available to the public at large, or divulge such information in advance of the time decided by the WDC for its release.
8. One Stop Operators must disclose any potential conflicts of interest arising from relationships with training providers and other service providers. [WIOA Section 121 (d)(4)]
9. Any organization that has been selected or otherwise designated to perform more than one function related to WIOA must develop a written plan that clarifies how the organization will carry out its multiple responsibilities while demonstrating compliance with WIOA, corresponding regulations, relevant Office of Management and Budget circulars, and this conflict of interest policy. This plan must limit conflict of interest or the appearance of conflict of interest, minimize fiscal risk, and develop appropriate firewalls within that single entity performing multiple functions. The plan must be agreed to by both the WDC and the Executive Board.
10. Membership on the WDC, or being a recipient of WIOA funds to provide training or other services, is not itself a violation of conflict of interest provisions of WIOA or corresponding regulations.

DEFINITIONS:

Conflict of Interest - Conflict between the official responsibilities and the private interests of a person or entity that is in a position of trust. A conflict of interest would arise when an individual or organization has a financial or other interest in or participates in the selection or award of funding for an organization. Financial or other interest can be established either through ownership or employment.

Immediate Family - Immediate Family consists of the individuals' parents (including step-parents), spouse, domestic partner, children (including step-children), siblings, grandchildren, grandparents, and any relative by marriage (an "in-law")

Individual - (1) an individual; i.e., officer, or agent, or (2) any member of the individual's immediate family (spouse, partner, child, or sibling), or (3) the individual's business partner.

Organization - A for-profit or not-for-profit entity that employs, or has offered a job to, an individual defined above. An entity can be a partnership, association, trust, estate, joint stock company, insurance company, or corporation, whether domestic or foreign, or a sole proprietor.

REFERENCES:

- [Public Law 113-128 Section 101\(f\) - State Board Conflict of Interest](#)
- [Public Law 113-128 Section 102\(b\) \(2\) \(E\) - State Plan Conflict of Interest Assurance](#)
- [Public Law 113-128 Section 107\(h\) - Local Board Conflict of Interest](#)
- [Public Law 113-128 Section 121\(d\) \(4\) - One-Stop Operators](#)
- [Proposed 20 CFR 679.430 Proposed 679.130\(f\) \(1\) through \(3\) - Criteria to certify One Stops](#)
- [Proposed 20 CFR 679.410\(a\) \(3\) and \(c\) - Local board must avoid inherent conflict of interest](#)
- [Proposed 20 CFR 679.430 - Entities performing multiple functions](#)
- [Proposed 20 CFR 683.200\(c\) \(5\) - Administrative Rules, Costs, Limitations – Title I WIOA and Wagner-Peyser](#)
- [29 CFR 97.36\(3\)](#)
- [2 CFR Part 200.112 and 200.318 and Part 2900 - Office of Management and Budget Uniform Guidance on administrative, cost, and audit provisions for federal grants](#)
- [Revised Code of Washington \(RCW\) 42.20.070 - Misappropriation and falsification of accounts by a public officer; RCW 42.20.080 – Other violations by officers](#)
- [RCW 42.52.160 – Use of persons, money or property for private gain](#)

ATTACHMENT

Code of Conduct & Conflict of Interest Disclosure

INQUIRIES

Direct Inquiries To:
WorkForce Central
3650 South Cedar Street
Tacoma, WA 98409-5714
(253) 472-8094 or 1-800-999-8168

APPROVED

APPROVED BY WDC



Linda Nguyen, WFC CEO

Date 9/17/15

Date: 9/17/15

EQUAL OPPORTUNITY - EQUAL ACCESS

WorkForce Central is an equal opportunity employer and provider of employment and training services. Free auxiliary aids and services are available upon request for individuals with disabilities. Washington Relay Service – 711.



WorkForce Central

Conflict of Interest Disclosure Form

ACKNOWLEDGEMENT AND DISCLOSURE FORM

I have read the WorkForce Central Code of Conduct and Conflict of Interest Policy #3006, and agree to comply fully with its terms and conditions at all times during my service as a Pierce County Workforce Development Council or Committee member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Pierce County Workforce Development Council Chair and WorkForce Central CEO in writing.

Please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

1. I have received a copy of the WorkForce Central Code of Conduct and Conflict of Interest Policy #3006.
2. I have read and understand the policy and I agree to comply with this policy.
3. I have disclosed the existence and nature of any financial or competing interest that may give rise to an actual or potential conflict of interest, under the policy.

Member Signature: _____

Member Printed Name: _____

Date: _____



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

PROGRAM MEMORANDUM OCTAE/DAEL 15-4

TO: State Directors of Adult Education

FROM: Johan E. Uvin /s/
Acting Assistant Secretary for
Career, Technical, and Adult Education

RE: Vision for the Adult Education and Family Literacy Act in the Workforce System
and Initial Implementation of the Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA), the first major reform in the publicly funded workforce system in over a decade, encourages new opportunities for innovation and collaboration across the federal and state agencies. WIOA increases 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 purpose of this memorandum is to provide the vision for the Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, as a partner in the workforce development system. This memorandum further provides a framework for action to support implementation activities that will help realize the vision for AEFLA in WIOA.

Vision for AEFLA in WIOA

AEFLA presents an extraordinary opportunity to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being. Services provided under AEFLA are intended to lead to further education, training opportunities, and work, and are to be based on best practices derived from the most rigorous research available. The diversity of individuals who possess low skills requires a broad approach to skills development.

As one of six core programs under WIOA, the AEFLA program plays an integral role in the workforce development system by providing access to educational services for adult learners through the one-stop delivery system. 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.

The AEFLA program will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

- ✓ Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- ✓ Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- ✓ Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- ✓ Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency. Workers and job seekers have access to basic skills instruction relevant to employment through the one-stop delivery system. Education is provided in the context of industry-specific needs that involve employers and is integrated with occupational skills training to achieve the best outcomes for participants. Programs use career pathways, integrated education and training, and workforce preparation activities as hallmarks of excellent work-relevant instruction.

Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families. Family literacy programs provide parents and family members with foundational skills that boost their knowledge and confidence to support the educational development of, and to become educational advocates for, their children. Parents and family members are able to improve their skills to achieve readiness for postsecondary education or training, job advancement, and economic self-sufficiency. Programs are designed to make sustainable improvements in the economic prospects for a family and to better enable the family to support their children's learning needs.

Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship. English learners have access to services to help them achieve competence in reading, writing, speaking, and understanding English. These competencies allow them to obtain secondary school credentials and succeed in further education and training. Immigrants acquire an understanding of what it means to be a citizen and to participate in civic responsibilities. Programs are designed to provide high-quality math instruction, evidence-based English language instruction and civics education that is responsive to, and respectful of, the diversity of immigrants and English learners.

Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society. Individuals who are incarcerated have access to educational services that prepare them for employment, economic self-sufficiency, family roles, and responsible citizenship upon their release. Incarcerated individuals can access adult education and literacy activities that support post-release transition to higher levels of education and training, as well as meaningful employment. Programs are designed to support incarcerated and formerly incarcerated individuals' access to life-expanding career pathways opportunities that include approaches such as dual enrollment, peer tutoring, and

transitions to re-entry services designed to facilitate post-release success and reduce recidivism.

Implementing AEFLA under WIOA: Realizing the Vision

Adult education leaders should take immediate action to move forward in achieving this vision for excellence in service to adults who can benefit from improving their literacy and English proficiency skills.

Realizing the vision requires acting upon the following principles:

- I. Leaders develop a vision for how adult education aligns with core programs and one-stop partners.** States establish strong partnerships with core programs and other necessary community partners to successfully serve adult learners. States prepare a Unified State Plan for the core programs, or a Combined State Plan that incorporates other key partners, that includes a unified strategic vision and goals for preparing an educated and skilled workforce. AEFLA, as a core program, is a key component in the implementation of the Unified or Combined State Plan, including the development of career pathways to provide access to high-demand, regionally significant employment and training services for individuals in the AEFLA program.
- II. States move toward aligning adult education content standards with the state's K-12 standards.** State and local adult education programs identify curriculum frameworks for the standards that take into account the academic requirements for non-remedial credit courses in postsecondary institutions. Adult education leaders and practitioners consider the content of occupational and industry standards that are widely used in the state and ensure that teachers are trained and supported to implement standards-based education. State-adopted academic content standards provide a focus for coherent improvement in all components affecting teaching and learning, including curriculum, instruction, professional development, program leadership, student assessment, and program monitoring and accountability.
- III. States commit to improving teaching and learning in every local adult education program.** States support adult educators in learning and applying practices that are based on the most rigorous or scientifically valid research available. Teacher training promotes an understanding of adults as learners and focuses on the teaching of reading, writing, mathematics, and English language acquisition to adults. Professional learning opportunities are available for teachers of all experience levels. Effective teachers are recognized and used to train and mentor novice instructors.
- IV. Adult educators leverage technology to improve teaching and learning.** Recognizing that many jobs require digital literacy, states encourage and support the integration of digital literacy skills into all adult education and literacy activities. Further, recognizing the work and family demands of adult learners, states work to expand high-quality distance education offerings. Adult educators enrich teaching and learning in traditional classroom, distance education, and hybrid learning environments by identifying, using or adapting, and assessing with appropriate and high-quality open education resources. Professional development explicitly addresses the teaching and assessment of digital literacy skills integrated appropriately into instruction in all content domains. States work with local adult education

programs to ensure that local program staff can assist all learners in maximizing access to technology and the Internet.

- V. **Adult educators work to create stronger linkages with employers in partnership with other core programs.** States encourage and support ongoing engagement with employers and workforce development system partners in the design, delivery, and evaluation of career pathways educational programs, integrated education and training, and workforce preparation activities that are responsive to regional and local labor market demands. Career pathways, integrated education and training, and workforce preparation activities reflect the skill needs of high-demand jobs within the regional or local economy. Employers work in partnership with other core programs and eligible providers to deliver adult education and literacy activities. Employers not only serve in advisory capacities but also provide externships (teacher learning experiences) and make commitments to hiring program graduates. Employers clearly and consistently articulate the value-added of adult education services.
- VI. **States identify models and promising practices and a process to disseminate them for wider use among local providers.** States support and promote evidence-based instruction to assist youth and adults with low literacy skills in participating more fully in society and successfully transitioning to further education and training. Teaching and learning methods include, but are not limited to, instruction incorporating the essential components of reading instruction and instruction that addresses the needs of adult learners, including those with disabilities. States provide technical assistance to eligible providers through development and dissemination of high-quality, evidence-based professional development, assessments, and instructional training for use in the classroom; use of technology to improve system efficiencies and performance, including advancements in digital literacy skills; and the monitoring and evaluation of programs and activities.
- VII. **States evaluate programs and activities to ensure continuous improvement and expand the available evidence base.** States conduct ongoing evaluations of the core programs using the most rigorous analytical and statistical methods that are reasonably feasible to promote efficiency and effectiveness of the workforce development system. The results are used to achieve a high-performing system that reflects optimal outcomes for its participants. Evaluations fully engage partner programs; leverage federal, state, and local resources; and include customer feedback. Evaluations are transparent, and results are accessible to the public.
- VIII. **States work to increase accountability of the workforce development system.** States use the performance indicators established in WIOA to assess the effectiveness of their workforce systems. Integrated data systems promote the availability of high-quality data on participant outcomes and support research and evaluation activities. Data about specific subpopulations of participants, such as individuals with barriers to employment, are disaggregated to determine the extent to which the workforce development system is effectively providing opportunity to vulnerable populations.

Take Action Now

On April 16, 2015, the Departments of Education (ED or Department) and Labor (DOL) published in the *Federal Register* five Notices of Proposed Rulemaking (NPRM) and anticipate

publishing final regulations in 2016. However, many of the actions states need to take to transition to WIOA will need to be initiated before the final regulations are issued. The law went into effect July 1, 2015, and includes provisions for an orderly transition from the Workforce Investment Act of 1998 to WIOA during Program Year 2015, also known as the transition year.

The Department strongly advises states to begin planning and taking action for the WIOA transition now to achieve successful implementation and ultimately to realize the vision of WIOA. The Office of Career, Technical, and Adult Education (OCTAE) will issue regulations and additional guidance, but the legislation and technical assistance tools¹ already available support initial activities. In addition, while some provisions went into effect July 1, 2015—including the Unified and Combined State Plan provisions and the performance accountability system—states should begin preparing with their partners now for implementation of all of the provisions of WIOA.

WIOA offers a unique opportunity to foster innovation in the workforce development system, connects individuals with barriers to employment to partner programs and resources, and supports establishment of a high-quality local adult education delivery system where services are aligned with regional needs, instructional activities are based on rigorous research and promising models, and activities are integrated with education and training or coordinated with employers and social service providers to promote career pathways.

Below are recommended actions that workforce development system leaders and partners are encouraged to take to move toward full implementation of the law, several of which are also included in the DOL Training and Employment Guidance Letter (TEGL) No. 19-14, entitled *Vision for the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act*. States should consider these actions in any transition discussions to ensure that they are well positioned to implement the vision of WIOA. This list is not exhaustive, and each state should fully assess its own situation and requirements to determine the activities it will need to undertake to support a full and effective transition.

- ✓ ***Build new, and strengthen existing partnerships.*** WIOA requires states and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified State Plans and Combined State Plans. States should include statutorily specified additional partners in the planning process. DOL TEGL No. 19-14 also encourages local and state leaders to engage in strategic planning and find new ways to align core programs, optional programs under a Combined State Plan, and required and optional one-stop partners under the Act. It is vital to understand the new Unified and Combined State Plan requirements and assess whether states have the right partners at the table, and that they are participating fully as equal partners in the design and coordination of the programs and services within the workforce development system. The plans should establish a set of system performance measures that apply to all core programs; strengthen linkages between complementary programs, including providing access to services within the one-stop center system; add one-stop center

¹ Resources available at www.ed.gov/AEFLA.

partners, such as the Carl D. Perkins Career and Technical Education programs at the postsecondary level and Temporary Assistance for Needy Families (TANF) programs; and clarify partner programs' support for one-stop system infrastructure costs and other shared costs. Strategic planning should include concrete goals as well as a vision of success, i.e., how the workforce development system should ideally function in the state to best meet WIOA goals. Local and state leaders are encouraged to include state economic development staff and support alignment of workforce and economic development goals.

Other partnerships can help efforts to expand services to new immigrants, reach more adult learners through partnerships with libraries, and support parental engagement in children's education. For example, partnerships with health and human service agencies continue to expand the system's capacity to provide support services to adult learners.

- ✓ ***Support the development of plans to ensure Workforce Development Boards become WIOA-compliant.*** State and local boards were required to meet the new membership requirements and be able to carry out new functions as of July 1, 2015. The establishment of a WIOA-compliant State Workforce Development Board is critical to the transition to WIOA, as the State Board plays a significant role in overseeing transition activities, including the designation of local workforce development areas, the identification of regions, the development of criteria for Local Board appointments, and beginning the state planning process. Chief elected officials should review the new requirements in the law and outlined in the DOL guidance, TEGP No. 27-14, entitled *Workforce Innovation and Opportunity Act Transition Authority for Immediate Implementation of Governance Provisions* to reconstitute and recertify boards. Additionally, as noted in DOL TEGP No. 19-14, when establishing standing committees, states are strongly encouraged to focus on serving youth, low-skilled adults, Indians and Native Americans, individuals with disabilities, and other priority groups in the local area.
- ✓ ***Develop transition plans.*** The transition to WIOA, and reaching its vision, is complex. States were required to develop and submit transition plans that would prepare them for the transition to WIOA by April 1, 2015. States should use these transition plans to guide implementation of new WIOA requirements and to consider customer impacts such as how current AEFLA participants will be affected by the WIOA transition. OCTAE will be developing technical assistance (TA) tools to assist states and local programs in this area.

As explained in OCTAE's *Guide for the Development of a State Plan under the Adult Education and Family Literacy Act (Transition Year Guidance: Title II of the Workforce Investment Act of 1998 to Title II of the Workforce Innovation and Opportunity Act of 2014)*, each state receiving an adult education grant was required to revise its existing state plan (state plans expired on June 30, 2015) in order to demonstrate how it would plan for and incorporate requirements of WIOA during the transition year. In particular, the transition year guidance identifies the programs,

activities, and services that are defined under “adult education and literacy activities” — including new activities such as integrated education and training, workforce preparation activities, and integrated English literacy and civics education — and explains that each eligible agency will address how it is preparing to implement these activities using fiscal year 2015 funds. The state plans are effective for one year.

For additional information on the transition year guidance for the AEFLA program, please see the link to the guidance previously issued by the Department, available at: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-guidance.pdf>.

- ✓ ***Reassess the one-stop delivery system.*** Core programs — along with optional programs, and required and optional one-stop partners — should reassess the one-stop delivery system and determine what is needed to achieve seamless service delivery models that place the customer in the center of program design and delivery. WIOA requires a memorandum of understanding between the local board and the one-stop partners to address one-stop center infrastructure funding, physical and programmatic accessibility requirements, and the vision of WIOA and state established goals, among other issues. Consider how adult education can provide applicable career services, such as initial assessment of skill levels through the one-stop delivery system, as well as how adult learners will benefit from a more integrated one-stop system. These actions will better position states and local workforce investment areas to develop the state’s plan for infrastructure funding and certification of one-stop centers.

- ✓ ***Identify and collaborate with new or existing youth service contract operators in order to increase services to disconnected, out-of-school youth and reconnect youth to education and jobs.*** WIOA refocuses the youth formula program to serve disconnected youth by increasing the age range to age 24 and requiring a minimum of 75 percent of DOL youth program funds to be used for out-of-school youth ages 16-24, which is also a key population served by the AEFLA program. States and local programs should coordinate to identify productive approaches for reaching and serving out-of-school youth and develop plans to strengthen educational services to them through partner programs.

- ✓ ***Prepare for fiscal and program changes related to the transition from WIA to WIOA.*** ED and DOL have adopted the new Office of Management and Budget (OMB) Uniform Administrative Requirements (2 CFR Part 3474 and 2 CFR Part 200). Financial staff and other applicable staff must become familiar with the new requirements, which govern such matters as standards for financial and program management, procurement, and allowable costs. In addition, staff must become familiar with the changes that WIOA has made to AEFLA, including important changes to adult education’s performance accountability and reporting requirements, and the resulting transition that states must make in their implementation of AEFLA.

- ✓ **Assess state laws.** It is also important to review state legislation and identify areas that may conflict with WIOA so that plans and strategies can be made to resolve these conflicts. When state and federal laws conflict, federal laws take precedence.

Time frame of Anticipated Regulations, Guidance, & Technical Assistance

On April 16, 2015, ED and DOL published in the *Federal Register*² five NPRMs for review and public comment.

These five NPRMs are:

- An NPRM jointly published by ED and DOL proposing to implement jointly-administered activities under Title I of WIOA regarding Unified and Combined State Plans, performance accountability, and the one-stop system. This NPRM applies to all core programs, including state vocational rehabilitation services and adult education programs.
- A DOL-only NPRM proposing to implement changes made to the adult, dislocated worker, and youth programs authorized under Title I of WIOA.
- An ED-only NPRM proposing to implement changes to programs authorized under AEFLA, which are contained in Title II of WIOA.
- Two ED-only NPRMs proposing to implement changes made to the programs authorized under the Rehabilitation Act of 1973, which are contained in Title IV of WIOA, as well as new provisions.

The 60-day public comment period began on the date of publication, April 16, 2015, and closed on June 15, 2015. ED and DOL will analyze all public comments received and develop and issue final rules in 2016.

To achieve successful implementation and the full vision of WIOA, OCTAE will continue to consult with the adult education and workforce system and strongly advises states, local areas, and local providers to begin planning and taking action to prepare to implement WIOA.

² The five NPRMs are available at www.federalregister.gov. The AEFLA-specific NPRM is available at <https://federalregister.gov/a/2015-05540>, and the joint NPRM is available at <https://federalregister.gov/a/2015-05528>.