

# Status Update on the Implementation of the Workforce Innovation and Opportunity Act

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# Request for Proposal (RFP) Application

- Contract Announcement: November 2016
- Must align with State Plan that was submitted
- Will be a multi-year grant
- Include allowable activities
- Title II AEFLA eligible providers must meet the regional needs as identified in the local WDB plan.

# Local Workforce Development Board RFP Review

- Met with all of the local workforce development board on September 28, 2016.
- Discussed the process for reviewing grants of Title II AEFLA eligible providers.
- Provided contact information of all current providers.

# Data Management Information System

- Data management information system, AERIS, is in the process of being aligned to WIOA performance measures.
- Member of the WIOA IT Committee.
- Exploring a state unified data management system.
- June 15: Reviewed the Arkansas Job Link Case Management and Reporting System.

# Required One-Stop Partner Responsibilities

- Met August 16, 2016 with Ron Snead and his team
- Discussed local adult education providers financial obligation for the proportionate use of the infrastructure costs for one-stop centers.
- Discussed in-kind services to be taken into consideration.
- Local agreements must satisfy the requirements of section 121(h) of WIOA for purposes of funding the one-stop system in PY 2017.

# Provide Representation to the Board

- Local adult education providers have been recommended to each of the WDB by the state office.
- Adult education board members have been actively involved as well as other providers across the state.

# Development of Career Pathways

- Providers will coordinate with other available education, training, and social service resources in the community in the development of career pathways.
- Have provided over 60 hours of professional development career pathways training to current adult education and literacy council providers.
- Seven (7) Adult education centers currently offer some form of career pathways.

# Questions



# Regulations Update

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Associate Director, Adult Education Division

# Requirements for Making Awards

- Required Process for Making Awards
- Process to Determine Local Workforce Plan Alignment
- Application Requirements
- Eligible Applicants
- Demonstrated Past Effectiveness
- Local Administrative Cost Limits
- Local Administrative Cost Activities

# Required Process for Making Award

- State agency must award competitive multiyear grants or contracts to eligible providers to enable them to develop, implement, and improve adult education and literacy activities.
- The eligible agency must require that each eligible provider receiving a grant or contract use the funding to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

# Required Process for Making Award

- In conducting the competitive grant process, the eligible agency must ensure that:
  - All eligible providers have direct and equitable access to apply and compete for grants or contracts;
  - The same grant or contract announcement and application processes are used for all eligible providers
  - Funds are only used to provide services to eligible individuals, except when related to family literacy activities when family literacy cannot be otherwise funded

# 13 Considerations

In awarding grants, the state agency must consider:

- 1) The degree to which the eligible provider would be responsive to:
  - a) Regional needs as identified in the local workforce development plan
  - b) Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who
    1. Have low levels of literacy skills
    2. Are English language learners

# 13 Considerations

2) The ability of the eligible provider to serve eligible individuals with disabilities, including learning disabilities;

3) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its levels of performance for the primary indicators of performance

# 13 Considerations

4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, and the activities and services of one-stop partners

5) Whether the eligible provider's program--

(a) Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains

(b) Uses instructional practices that include the essential components of reading instruction

# 13 Considerations

6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice

# 13 Considerations

7) Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance

# 13 Considerations

8) Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship

# 13 Considerations

9) Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means

# 13 Considerations

10) Whether the eligible provider coordinates with other available education, training, and social service resources in the community in the development of career pathways;

11) Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs

# 13 Considerations

12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance

13) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

# Process to Determine Extent of Alignment with Local Workforce Plan

An eligible agency must establish, within its grant or contract competition, a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.

# Process to Determine Extent of Alignment with Local Workforce Plan

The process must include—

- (1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and
- (2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.

# Process to Determine Extent of Alignment with Local Workforce Plan

The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the local plan.

# Application Requirements

(1) A description of how funds awarded will be spent consistent with the requirements of Title II of AEFLA

(2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities

# Application Requirements

- (3) A description of how the eligible provider will provide services aligned with the local workforce development plan, while promoting concurrent enrollment in programs and activities under Title I, as appropriate
- (4) A description of how the eligible provider will meet the necessary levels for the primary performance indicators identified in the Unified State Plan, including how it will collect data on these indicators

# Application Requirements

(5) A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to-

(i) Provide access through the one-stop delivery system to adult education and literacy activities;

(ii) Use a portion of funds to maintain the one-stop delivery system, including payment of the infrastructure costs

(iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;

(iv) Participate in the operation of the one-stop system; and

(v) Provide representation to the State board;

# Application Requirements

- (6) A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
- (7) Information that addresses the 13 considerations; and
- (8) Documentation of the activities required by §463.21(b).

# Eligible Applicants

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract.



# Demonstrating Past Effectiveness

- An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy.
- An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

# Local Administrative Cost Limits

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may negotiate with the eligible agency to determine an adequate portion.

# Local Administrative Cost Activities

- Planning
- Administration, including carrying out performance accountability requirements
- Professional development
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities
- Carrying out the one-stop partner responsibilities, including contributing to the infrastructure costs of the one-stop delivery system.

# Questions

