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

**WIOA Program Readiness Self-Assessment Tool for Massachusetts ABE Programs**

This WIOA Program Readiness Self-Assessment Tool for Massachusetts ABE Programs is designed to help local programs prepare for and navigate the transition to WIOA. Based on the National Adult Education Professional Development Consortium’s WIOA Readiness Assessment, it is intended to guide programs’ observations and reflections on their own readiness to implement WIOA activities, requirements, and outcomes. The self-assessment tool may also be used to aid in the development of a transition plan for FY16. The tool is optional for programs to use in their planning process. The results will not be collected by ACLS.

While many details pertaining to the implementation of WIOA are as yet undetermined, ACLS is committed to assisting local programs with their transitions with as much lead time and information as possible. Please take the opportunity to consider the elements listed in this document with your staff and relevant stakeholders (e.g., board members, fiscal agents, community partners, local one-stop partners, instructors, students). It is critical for programs to stay informed about WIOA related developments in the state and their local regions. ACLS encourages ABE programs to engage with their local workforce partners early on in this process and to use community planning funds to support this work.

There are six categories, each of which has several key elements to consider for alignment with and support of AEFLA under WIOA, listed under the “Elements” column. There is also a scale for you to rate your program’s readiness as it relates to each element. A score of zero (0) indicates that significant planning and action are needed, while a score of three (3) indicates that very little additional planning or action is needed. It is suggested that you support your “readiness scores” by providing practices and examples.

\* This self-assessment tool was adapted from a tool developed by the Colorado Adult Education and Family Literacy Office.

0 = No evidence to support statement. No development or actions have been considered or planned.

1 = Evidence minimally or somewhat supports statement. Some groundwork has been laid, but significant additional planning needed.

2 = Evidence substantially supports statement. Element is essentially in place, but some additional development needed.

3 = Evidence fully supports statement. No or very little additional planning and development needed.

| **Element** | | **WIOA**  **Citation Reference** | | **0** | **1** | **2** | **3** | **Practices and Examples** | **Notes and Next Steps** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Program Mission Alignment to WIOA** |  | | | | | | | |
|  | Our program’s mission is in alignment with the purposes of WIOA. | Under “An Act”  Sec. 2, (1-6)  Title ll, Sec. 202, (1-4) | “To amend the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.”  “(1) To increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.  (2) To support the alignment of workforce investment, education,  and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system in the United States.  (3) To improve the quality and labor market relevance  of workforce investment, education, and economic development  efforts to provide America’s workers with the skills and credentials necessary to secure and advance in employment with  family-sustaining wages and to provide America’s employers  with the skilled workers the employers need to succeed in  a global economy.  (4) To promote improvement in the structure of and delivery of services through the United States workforce development system to better address the employment and skill needs of workers, jobseekers, and employers.  (5) To increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and States, and the global competitiveness of the United States.  (6) For purposes of subtitle A and B of title I, to provide workforce investment activities, through statewide and local  workforce development systems, that increase the employment,  retention, and earnings of participants, and increase attainment  of recognized postsecondary credentials by participants, and  as a result, improve the quality of the workforce, reduce welfare  dependency, increase economic self-sufficiency, meet the skill  requirements of employers, and enhance the productivity and  competitiveness of the Nation.”  “(1) assist adults to become literate and obtain the knowledge  and skills necessary for employment and economic self-sufficiency;  (2) assist adults who are parents or family members to obtain the education and skills that—  (A) are necessary to becoming full partners in the educational development of their children; and  (B) lead to sustainable improvements in the economic opportunities for their family;”  (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and  (4) assist immigrants and other individuals who are English language learners in—  (A) improving their—  (i) reading, writing, speaking, and comprehension  skills in English; and  (ii) mathematics skills; and  (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.” |  |  |  |  |  |  |
|  | Our program’s target population(s) and beneficiaries are those whom WIOA-funded activities are intended to serve. | Title ll, Sec. 203 (4) | “ELIGIBLE INDIVIDUAL.—The term ‘‘eligible individual’’ means an individual—  (A) who has attained 16 years of age;  (B) who is not enrolled or required to be enrolled in secondary school under State law; and  (C) who—  (i) is basic skills deficient;”  (ii) does not have a secondary school diploma or  its recognized equivalent, and has not achieved an  equivalent level of education; or  (iii) is an English language learner.” |  |  |  |  |  |  |
|  | Our governing body (e.g., board of directors, host agency, fiscal agent) is cognizant of and supports our program in the implementation of WIOA requirements. |  | *This readiness factor is not a WIOA requirement; rather, it is an indicator of the program’s ability to fully commit to the requirements of WIOA without barriers due to lack of awareness, information or support.* |  |  |  |  |  |  |
|  | Our program and our governing body demonstrate commitment to investing in leadership time to actively guide this transition process. |  | *This readiness factor is not a WIOA requirement; rather, it is an indicator of the program’s ability to fully commit to the requirements of WIOA without barriers due to insufficient planning and development time for program leaders.* |  |  |  |  |  |  |
|  | Our program’s target population includes adults who need assistance transitioning to career and/or postsecondary education and/or aspire to achieve outcomes related to employment and/or postsecondary education. | Title ll, Sec. 202  Title 1, Subtitle A, Sec. 116, (b), (2), (A), (i) | “It is the purpose of this title to create a partnership among  the Federal Government, States, and localities to provide, on a  voluntary basis, adult education and literacy activities, in order  to—  (1) assist adults to become literate and obtain the knowledge  and skills necessary for employment and economic self-sufficiency;  (2) assist adults who are parents or family members to  obtain the education and skills that—  (A) are necessary to becoming full partners in the  educational development of their children; and  (B) lead to sustainable improvements in the economic  opportunities for their family;  (3) assist adults in attaining a secondary school diploma  and in the transition to postsecondary education and training,  including through career pathways; and  (4) assist immigrants and other individuals who are  English language learners in—  (A) improving their—  (i) reading, writing, speaking, and comprehension  skills in English; and  (ii) mathematics skills; and  (B) acquiring an understanding of the American system  of Government, individual freedom, and the responsibilities  of citizenship.”  “(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;  (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;  (III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;  (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;  (V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who  are achieving measurable skill gains toward such a credential or employment; and  (VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).” |  |  |  |  |  |  |
|  | **Governance-Local Boards** |  | | | | | | | |
|  | The ABE director serves on local workforce investment board or is in communication with the ABE director serving on the local workforce investment board (LWIB) in the region. | Title 1, Subtitle A, Sec. 107, (b), (2), (c)  Title 1, Subtitle A, Sec. 107, (b), (6) | “each local board shall include representatives of entities administering education and training activities in the local area, who—  (i) shall include a representative of eligible providers administering adult education and literacy activities under title II;  (ii) shall include a representative of institutions of higher education providing workforce investment activities (including community colleges);  (iii) may include representatives of local educational agencies, and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment;”  If there are multiple eligible providers  serving the local area by administering adult education and  literacy activities under title II, or multiple institutions of  higher education serving the local area by providing workforce  investment activities, each representative on the local board  described in clause (i) or (ii) of paragraph (2)(C), respectively,  shall be appointed from among individuals nominated by local  providers representing such providers or institutions, respectively” |  |  |  |  |  |  |
|  | The ABE director serves on a committee/working group on the local WIB or knows of the current workforce activities and priorities. | Title 1, Subtitle A, Sec. 107, (b), (2), (c)  Title 1, Subtitle A, Sec. 107, (b), (6) | “each local board shall include representatives of entities administering education and training activities in the local area, who—  (i) shall include a representative of eligible providers administering adult education and literacy activities under title II;  (ii) shall include a representative of institutions of higher education providing workforce investment activities (including community colleges);  (iii) may include representatives of local educational agencies, and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with barriers to employment;”  “If there are multiple eligible providers  serving the local area by administering adult education and  literacy activities under title II, or multiple institutions of  higher education serving the local area by providing workforce  investment activities, each representative on the local board  described in clause (i) or (ii) of paragraph (2)(C), respectively,  shall be appointed from among individuals nominated by local  providers representing such providers or institutions, respectively” |  |  |  |  |  |  |
|  | **Cross-Agency Partnerships and Roles** |  | | | | | | | |
|  | Our program has participated in discussions with WIOA Partners (e.g., Adult Career Pathways, regional workgroups). | Title 1, Subtitle A, Sec. 107, (d), (5) | “CAREER PATHWAYS DEVELOPMENT.—The local board,  with representatives of secondary and postsecondary education  programs, shall lead efforts in the local area to develop and  implement career pathways within the local area by aligning  the employment, training, education, and supportive services  that are needed by adults and youth, particularly individuals  with barriers to employment.”  “the extent to which the eligible provider demonstrates  alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as  well as the activities and services of the one-stop partners;” |  |  |  |  |  |  |
|  | Our program has a working relationship with local employers related to learner and community/workforce needs. Our community planning partnership includes WIOA partners and is assisting program(s) to align with WIOA. | Title 1, Subtitle A, Sec. 101, (d), (3), (D) | “ the development and expansion of strategies for  meeting the needs of employers, workers, and jobseekers,  particularly through industry or sector partnerships related  to in-demand industry sectors and occupations;” |  |  |  |  |  |  |
|  | Our program has a working relationship and/or Memorandum of Understanding with workforce center(s) and WIOA partner(s) including:   * Services to be provided through the one-stop system * Services to be provided by the adult education provider * Methods of referral for partner services * Duration of MOU * Shared costs and the resources that will support those costs (WIOA requirement, state will provide more guidance.) | Title 1, Subtitle B, Sec. 121, (c), (2) | “CONTENTS.—Each memorandum of understanding shall contain—  (A) provisions describing—  (i) the services to be provided through the onestop delivery system consistent with the requirements of this section, including the manner in which the services will be coordinated and delivered through such system;  (ii) how the costs of such services and the operating  costs of such system will be funded, including—  (I) funding through cash and in-kind contributions  (fairly evaluated), which contributions may  include funding from philanthropic organizations  or other private entities, or through other alternative  financing options, to provide a stable and  equitable funding stream for ongoing one-stop  delivery system operations; and  (II) funding of the infrastructure costs of onestop  centers in accordance with subsection (h);  (iii) methods of referral of individuals between the one-stop operator and the one-stop partners for appropriate services and activities;  (iv) methods to ensure the needs of workers and youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in the provision of necessary and appropriate access to services, including access to technology and materials, made available through the one-stop delivery system; and  (v) the duration of the memorandum of understanding and the procedures for amending the memorandum during the duration of the memorandum, and assurances that such memorandum shall be reviewed not less than once every 3-year period to ensure appropriate funding and delivery of services; and  (B) such other provisions, consistent with the requirements of this title, as the parties to the agreement determine to be appropriate.” |  |  |  |  |  |  |
|  | **Performance Accountability System** |  | | | | | | | |
|  | Our agency has procedures in place for accurate and timely collection of learner data for current and exited students. | Title ll, Subtitle C, Section 231, (e), (12) | “Whether the eligible provider maintains a high-quality  information management system that has the capacity to report  measurable participant outcomes (consistent with section 116)  and to monitor program performance; and” |  |  |  |  |  |  |
|  | Our program is positioned to be evaluated and to demonstrate success based on the required WIOA outcome measures. | Title 1, Subtitle B, Sec 116, (b), (2), (A) | “STATE PERFORMANCE ACCOUNTABILITY MEASURES.—…  (A) PRIMARY INDICATORS OF PERFORMANCE.—  (i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment services program authorized under sections  1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—  (I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;  (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;  (III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;  (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;  (V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who  are achieving measurable skill gains toward such a credential or employment; and  (VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).” |  |  |  |  |  |  |
|  | Our program is engaged in or prepared to be engaged in discussions with workforce partners to support intake, case management, and reporting. | Title 1, Subtitle B, Sec. 121, (b), (1), (A), (i, iii, iv) | “ROLES AND RESPONSIBILITIES OF ONE-STOP PARTNERS.—  Each entity that carries out a program or activities described in subparagraph (B) in a local area shall—  (i) provide access through the one-stop delivery system to such program or activities carried out by the entity, including making the career services described in section 134(c)(2) that are applicable to the program or activities available at the one-stop centers (in addition to any other appropriate locations);…  (iii) enter into a local memorandum of understanding with the local board, relating to the operation of the one-stop system, that meets the requirements of subsection (c);  (iv) participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, the requirements of this title, and the requirements of the Federal laws authorizing the program or activities; and” |  |  |  |  |  |  |
|  | **AEFLA Activities** |  | | | | | | | |
|  | Our program has activities in place to support career pathways. (See WIOA career pathways definition on the last page of this document.) | Title ll, Sec. 203, (11)  Title ll, Sec. 231, (e), (8) | “INTEGRATED EDUCATION AND TRAINING.—The term  ‘‘integrated education and training’’ means 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.”  “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;” |  |  |  |  |  |  |
|  | Our program provides contextualized instruction. | Title ll, Subtitle C, Sec. 231, (e), (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;” |  |  |  |  |  |  |
|  | Our program has activities and instruction in place (such as employability skills training and career exploration) to support workforce preparation. | Title ll, Sec. 203, (17)  Title ll, Sec. 205  Title ll, Sec. 231, (e), (8) | “WORKFORCE PREPARATION ACTIVITIES.—The term ‘‘workforce preparation activities’’ means 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.”  “Nothing in this title shall be construed to prohibit or discourage  the use of funds provided under this title for adult education and  literacy activities that help eligible individuals transition to postsecondary education and training or employment, or for concurrent enrollment activities.”  “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;” |  |  |  |  |  |  |
|  | Needs of local employers/industries are integrated into program design and delivery. | Title 1, Subtitle A, Sec. 101, (d), (5), (C)  Title 1, Subtitle B, Sec. 122, (4), (D)  Title ll, Subtitle C, Sec. 232, (3-5) | “effective training programs that respond to realtime  labor market analysis, that effectively use direct  assessment and prior learning assessment to measure an  individual’s prior knowledge, skills, competencies, and  experiences, and that evaluate such skills, and competencies  for adaptability, to support efficient placement  into employment or career pathways;”  “CRITERIA.—The criteria described in subparagraph (C) shall include at least—  (i) a factor related to indicators described in section 116;  (ii) a factor concerning whether the provider is in a partnership with business;  (iii) other factors that indicate high-quality training services, including the factor described in paragraph (1)(H); and  (iv) a factor concerning alignment of the training services with in-demand industry sectors and occupations, to the extent practicable.”  “(3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment  in programs and activities under title I, as appropriate;  (4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;  (5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;” |  |  |  |  |  |  |
|  | Our program can identify current apprenticeship programs, career pathways, and education and training programs in our community that lead to a recognized postsecondary credential. | Title 1, Subtitle B, Sec. 122, (a), (2)  Sec. 3, (7)  Title ll, Subtitle C, Sec. 232, (3-5) | “(A) an institution of higher education that provides a program that leads to a recognized postsecondary credential;  (B) an entity that carries out programs 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.); or  (C) another public or private provider of a program of training services, which may include joint labor-management organizations, and eligible providers of adult education and literacy activities under title II if such activities are provided in combination with occupational skills training.”  “CAREER PATHWAY.—The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that—  (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;  (B) 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 171);  (C) includes counseling to support an individual in achieving the individual’s education and career goals;  (D) 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;  (E) 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;  (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and  (G) helps an individual enter or advance within a specific occupation or occupational cluster.”  “(3) a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment  in programs and activities under title I, as appropriate;  (4) a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;  (5) a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;” |  |  |  |  |  |  |
|  | **AEFLA Grant Considerations** |  | | | | | | | |
|  | Our program can demonstrate ability to serve eligible individuals with disabilities, including learning disabilities. | Title ll, Subtitle C, Section 231, (e), (2) | “the ability of the eligible provider to serve eligible  individuals with disabilities, including eligible individuals with  learning disabilities;” |  |  |  |  |  |  |
|  | Our program can demonstrate responsiveness to regional needs (i.e., local needs assessments, emerging sectors). | Title ll, Subtitle C, Section 231, (e), (1), (A) | “the degree to which the eligible provider would be  responsive to— regional needs as identified in the local plan under section 108; and” |  |  |  |  |  |  |
|  | Our program can demonstrate commitment to serving individuals most in need. | Title ll, Subtitle C, Section 231, (e), (1), (B) | “the degree to which the eligible provider would be responsive to— … serving individuals in the community who were identified in such plan as most in need of adult education  and literacy activities, including individuals—  (i) who have low levels of literacy skills; or  (ii) who are English language learners;” |  |  |  |  |  |  |
|  | Our program can demonstrate past effectiveness in improving literacy skills. | Title ll, Subtitle C, Section 231, (e), (3) | “past effectiveness of the eligible provider in improving  the literacy of eligible individuals, to meet State-adjusted levels  of performance for the primary indicators of performance  described in section 116, especially with respect to eligible  individuals who have low levels of literacy;” |  |  |  |  |  |  |
|  | Our program will align its proposed activities and services with strategies and goals of the localplan and services of one-stop partners. | Title ll, Subtitle C, Section 231, (e), (4) | “the extent to which the eligible provider demonstrates  alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as  well as the activities and services of the one-stop partners;” |  |  |  |  |  |  |
|  | Our program can demonstrate that proposed instruction is of sufficient intensity and quality so that participants achieve substantial learning gains. | Title ll, Subtitle C, Section 231, (e), (5), (A) | “…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;” |  |  |  |  |  |  |
|  | Our program uses instructional practices that include the essential components of reading instruction. | Title ll, Subtitle C, Section 231, (e), (5), (B) | “…whether the eligible provider’s program—…  (B) uses instructional practices that include the essential  components of reading instruction;” |  |  |  |  |  |  |
|  | Our program can offer adult education activities based on best practices, derived from research. | Title ll, Subtitle C, Section 231, (e), (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 and appropriate, including scientifically valid research and effective educational practice;” |  |  |  |  |  |  |
|  | Our program demonstrates use of technology that leads to improved performance. | Title ll, Subtitle C, Section 231, (e), (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;” |  |  |  |  |  |  |
|  | Our program provides basic skills learning in context, including through integrating basic education with career training to assist in learners’ transition to postsecondary education and obtaining employment. | Title ll, Subtitle C, Section 231, (e), (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;” |  |  |  |  |  |  |
|  | Our program employs well trained instructors, advisors, and administrators. | Title ll, Subtitle C, Section 231, (e), (9) | “whether the eligible provider’s activities are delivered  by well-trained 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;” |  |  |  |  |  |  |
|  | Our program coordinates with other education, training, and social service resources in the community.1 | Title ll, Subtitle C, Section 231, (e), (10) | “whether the eligible provider’s activities coordinate  with other available education, training, and social service  resources in the community, such as by establishing strong  links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business,  industry, labor organizations, community-based organizations,  nonprofit organizations, and intermediaries, for the development  of career pathways;” |  |  |  |  |  |  |
|  | Our program offers flexible schedules and coordinates with support services necessary to enable individuals to attend and complete program.2 | Title ll, Subtitle C, Section 231, (e), (11) | “whether the eligible provider’s activities offer flexible  schedules and coordination with Federal, State, and local support  services (such as child care, transportation, mental health  services, and career planning) that are necessary to enable  individuals, including individuals with disabilities or other special needs, to attend and complete programs;” |  |  |  |  |  |  |
|  | Our local area has a demonstrated need for additional English language acquisition and civics education programs. | Title ll, Subtitle C, Section 231, (e), (13) | “whether the local areas in which the eligible provider  is located have a demonstrated need for additional English  language acquisition programs and civics education programs.” |  |  |  |  |  |  |
|  | Our program aligns curriculum with state-adopted academic standards, the College and Career Readiness Standards for Adult Education (CCRSAE) for ABE/ASE adult learners and the Massachusetts ABE Curriculum Framework for English for Speakers of Other Languages integrated with the CCRSAE where applicable and supportive of English language learners’ next steps for college and/or careers. | Title 1, Subtitle A, Sec. 102, (b), (2), (D), (ii)  Title ll, Subtitle B, Section 223, (I), (i-ii)  Title ll, Subtitle C, Section 231, (e), (6) | “(ii) with respect to activities carried out under title II, a description of—  (I) how the eligible agency will, if applicable, align content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1));  “(I) Identifying curriculum frameworks and aligning rigorous  content standards that—  (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and  (ii) take into consideration the following:   1. State adopted academic standards. 2. The current adult skills and literacy assessments used in the State or outlying area. 3. The primary indicators of performance described in section 116. 4. Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. 5. Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.”   “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 and appropriate, including scientifically valid research and effective educational practice;” |  |  |  |  |  |  |
|  | Our program addresses math needs for English language learners | Title ll, Sec. 202 | (4) assist immigrants and other individuals who are  English language learners in—  (A) improving their—  (i) reading, writing, speaking, and comprehension  skills in English; and  (ii) mathematics skills; and  (B) acquiring an understanding of the American system  of Government, individual freedom, and the responsibilities  of citizenship.” |  |  |  |  |  |  |

1 “with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways.” (Workforce Innovation and Opportunity Act)

2 “eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals…” (Workforce Innovation and Opportunity Act)

*Definitions from Pub. L. 113–128, Workforce Innovation and Opportunity Act; Pub. L. 113–128, title II, Adult Education and Family Literacy Act*

## **CAREER PATHWAY—**The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) 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 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) 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;

(E) 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;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

**INTEGRATED EDUCATION AND TRAINING**— The term ‘‘integrated education and training’’ means 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.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION**— The term ‘‘integrated English literacy and civics education’’ means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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 and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. This new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

**WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES** — The term ‘‘workplace adult education and literacy activities’’ means 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** — The term ‘‘workforce preparation activities’’ means 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.