



# ALABAMA COMMUNITY COLLEGE SYSTEM

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## Workforce Innovation and Opportunity Act (WIOA)

### WIOA Program Readiness Self-Assessment Tool for Alabama Adult Education and Family Literacy Act (AEFLA) Title II Programs

This Alabama WIOA Program Readiness Self-Assessment Tool was developed to help local programs prepare for and navigate the transition to WIOA. The Self-Assessment Tool is adapted from the National Adult Education Professional Development Consortium’s WIOA Readiness Assessment, and 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 as an outline to aid in the development of a transition plan for FY16.

While many details pertaining to the implementation of WIOA are as yet undetermined, Alabama Adult Education 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 (for example, board members, fiscal agents, community partners, local one-stop partners, instructors, students, staff, etc.).

Six categories, each of which has several key elements to consider for alignment with and support of AEFLA Title II under WIOA, are listed under the “Elements” column. Use the scale provided to rate the local program’s readiness as it relates to each element. A score of zero indicates that significant planning and action are needed, while a score of 3 indicates that very little additional planning or action is needed. Support your scores by providing practices and examples.

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		0	1	2	3	Practices and Examples	Notes and Next Steps
<b>1.</b>	<b>Program Mission Alignment to WIOA</b>						
1.1.	Our program’s mission is in alignment with the purposes of WIOA.						
1.2.	Our program’s target population(s) and beneficiaries are those whom WIOA-funded activities are intended to serve.						
1.3.	Our governing body (board of directors, host agency, fiscal agent) is cognizant of and supports our program in the implementation of WIOA requirements.						
1.4.	Our program and our governing body demonstrate commitment to investing in leadership time to actively guide this transition process.						
1.5.	Our program’s target population includes adults who need assistance transitioning to career and/or post-secondary education and/or aspire to achieve outcomes related to employment and/or post-secondary education.						
<b>2.</b>	<b>Governance-Local Boards</b>						
2.1.	Our adult education program has representation on or attends the local Workforce Investment Board (WIB) or Regional Workforce Council.						

2.2.	Our adult education program has representation on a committee/working group on the local WIB or Regional Workforce Council.						
Element		0	1	2	3	Practices and Examples	Notes and Next Steps
<b>3.</b>	<b>Cross-Agency Partnerships and Roles</b>						
3.1.	Our program has participated in discussions with WIOA Partners.						
3.2.	Our program has a working relationship with local employers related to learner and community/workforce needs.						
3.3.	<p>Our program’s MOU with workforce center(s) and WIOA partner(s) includes:</p> <ul style="list-style-type: none"> <li>• Services to be provided through the one-stop system</li> <li>• Services to be provided by the adult education provider</li> <li>• Methods of referral for partner services</li> <li>• Duration of MOU</li> <li>• Shared costs and the resources that will support those costs</li> </ul>						
<b>4.</b>	<b>Performance Accountability System</b>						
4.1.	Our agency has procedures in place for accurate and timely collection of learner data.						
4.2.	Our program is positioned to be evaluated and to demonstrate success based on the required WIOA outcome measures.						

4.3.	Our program is engaged in or prepared to be engaged in discussions with workforce partners to support integrated intake, case management, and reporting.						
<b>Element</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Practices and Examples</b>	<b>Notes and Next Steps</b>
<b>5.</b>	<b>AEFLA Activities</b>						
5.1.	Our program has activities in place to support career pathways.						
5.2.	Our program provides contextualized instruction.						
5.3.	Our program has activities and instruction in place (such as employability skills training and career exploration) to support workforce preparation.						
5.4.	Needs of local employers/industries are integrated into program design and delivery.						
5.5.	Our program can identify current apprenticeship programs and career pathways in place in our community.						
<b>6.</b>	<b>AEFLA Grant Considerations</b>						
6.1.	Our program can demonstrate ability to serve eligible individuals with disabilities, including learning disabilities.						
6.2.	Our program can demonstrate responsiveness to regional needs (i.e. local needs assessments, emerging sectors)						
6.3.	Our program can demonstrate commitment to serving individuals most in need.						
6.4.	Our program can demonstrate past effectiveness in improving literacy skills.						
6.5.	Our program will align its proposed activities						

	and services with strategies and goals of the local plan and services of one-stop partners.						
6.6.	Our program can demonstrate that proposed instruction is of sufficient intensity and quality so that participants achieve substantial learning gains.						
<b>Element</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Practices and Examples</b>	<b>Notes and Next Steps</b>
6.7.	Our program uses instructional practices that include the essential components of reading instruction.						
6.8.	Our program can offer adult education activities based on best practices, derived from research.						
6.9.	Our program demonstrates use of technology that leads to improved performance.						
6.10.	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.						
6.11.	Our program employs instructors who meet minimum qualifications as defined by AAE policy.						
6.12.	Our program coordinates with other education, training, and social service resources in the community. <sup>1</sup>						
6.13.	Our program offers flexible schedules and coordinates with support services necessary to enable individuals to attend and complete program. <sup>2</sup>						
6.14.	Our local area has a demonstrated need for additional English language acquisition and civics education programs.						

6.15.	Our program aligns curriculum with College and Career Readiness standards (CCR) for ABE/ASE adult learners						
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<sup>1</sup> “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)

<sup>2</sup> “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.

**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.