Unpacking the Regulations: Adult Education and Literacy Activities – Session II

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Part 463 Subpart D Contains 9 Rules

- Adult education and literacy programs, activities, and services (463.30)
- English language acquisition (ELA) program (463.31)
- Meeting the requirement that the ELA program lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment (463.32)
- Integrated English literacy and civics education services (463.33)
Contains 9 Rules (cont.)

- Workforce preparation activities (463.34)
- Integrated education and training (IET) (463.35)
- Required components of an integrated education and training program funded under Title II (463.36)
- Meeting the requirement that the required components of an IET under Title II be “integrated” (463.37)
- Meeting the requirement that an IET under Title II be “for the purpose of educational and career advancement” (463.38)
§463.34

What are workforce preparation activities?
Workforce Preparation Activities include:

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;
• Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
• Other employability skills that increase an individual’s preparation for the workforce.
Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. (Museum and Library Services Act, Pub. L. 111-340, 22 Dec. 2010)
Preamble Discussion

“Within the NRS for adult education, educational functioning level descriptors were recently revised to align with rigorous college and career readiness standards, which include much of the knowledge and skills listed under workforce preparation activities.”
Preamble Discussion

“We maintain, therefore, that workforce preparation activities are assessed broadly through the assessment of educational functioning levels.”

“We also remind States that Part 462, subpart D does not preclude States from including additional assessments not to be reported through the NRS as part of a State assessment policy.”
Preamble Discussion

Employability Skills

- “…it is important to provide learners at all levels with opportunities to master employability skills and encourage eligible providers to incorporate workforce preparation activities into all adult education and literacy activities, as appropriate.”

Coordination with Employers

- “…new adult education and literacy activities such as workforce preparation activities and integrated education and training offer adult educators new opportunities to enhance and expand engagement efforts with employers so that adult education services meet the needs of job seekers and employers.”
Technical Assistance Resources
Resources

Employability Skills

Employability Skills Framework

The Framework is comprised of nine key skills, organized in three broad categories: Applied Knowledge, Effective Relationships, and Workplace Skills.

LEARN MORE

http://cte.ed.gov/employabilityskills/

Coordination with Employers

Tools for Building Employer-Educator Partnerships

America needs an effective strategy for integrating educational instruction and workforce development that benefits employers, today's workers, and workers of tomorrow. Employer-Educator Partnerships work.

- Introduce employers and educators to the value of partnering.
- Describe best practices and success stories.
- Demonstrate evidence-based tools that contain academic and practical solutions for building partnerships, sustaining collaborations, and creating career pathways.

Valuable information tailored for both employers and educators is presented. Whether you are an employer, educator, or other interested party, we encourage you to view both sections as they present examples, from each perspective, of how partnerships have made a difference along with links to important resources.

Lower-skilled workers make up a significant part of today's labor force; low literacy and numeracy are also a problem for many unemployed adults. These individuals are traditionally underserved by training programs. Low-wage, entry-level jobs should not be dead ends—they should be stepping stones to more productive employment.

https://lincs.ed.gov/employers/
Resources

Digital Literacy Skills

http://lincs.ed.gov/programs/digital-literacy
Resources

Career Awareness

Integrating Career Awareness into the ABE & ESOL Classroom

http://www.collegetransition.org/publications.icacurriculum.html

College Transition

https://community.lincs.ed.gov (Groups)
https://lincs.ed.gov (Resources)
§463.35

What is Integrated Education and Training?
Integrated Education and Training (IET)

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
In the Preamble, we noted: “. . . proposed §463.35 merely restated AEFLA’s definition of integrated education and training, which does not require all eligible providers to provide integrated education and training. §203(2) of the Act lists the programs, activities, and services that are allowable adult education and literacy activities. Integrated education and training is only one activity of several listed.”
Preamble Discussion

“... we do not anticipate that all eligible individuals served by an eligible provider will immediately be ready for or need integrated education and training. Some eligible individuals--depending upon local economic conditions or individual characteristics--may be best served first through other adult education and literacy activities prior to, and in preparation for, subsequent enrollment in an integrated education and training program.”
§463.36

What are the required components of an integrated education and training program funded under Title II?
Three Required Components

a) Adult education and literacy activities as described in 463.30.

b) Workforce preparation activities as described in 463.34.

c) Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in §134(c)(3)(D) of the Act.
Preamble Discussion

“We acknowledge that reserving Title II funds for the provision of adult education and literacy activities, including workforce preparation activities, and utilizing other sources of funding, as appropriate, to provide the workforce training component can extend the availability of much-needed adult education and literacy services.”
§463.37
How does a program providing integrated education and training under Title II meet the requirement that the three required components be “integrated?”
Meeting the Requirement for the 3 Components to be Integrated

Services must be provided concurrently and contextually such that—

(a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

1) Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;

2) Occur simultaneously; and

3) Use occupationally relevant instructional materials.
Meeting the Requirement for the 3 Components to be Integrated (cont.)

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

“In proposing Sec. 463.37(a)(1), it was our intention to ensure that each of the required components of an integrated education and training program be of sufficient quality and intensity.”
Preamble Discussion

“We agree with the commenter who noted that integrated education and training is part of a career pathways strategy that supports acceleration in accordance with the definition of career pathways in §3(7)(E) of the Act and, accordingly, that the adult education and literacy activities, workforce preparation activities, and occupational training should occur simultaneously and not sequentially.”
Preamble Discussion

- “For those eligible individuals who need, and are ready for, integrated education and training services, we believe it necessary to use occupationally relevant instructional materials, as appropriate, across the three required components of the integrated education and training program.”

- “We do not believe that substituting general employability instructional materials for occupationally relevant instructional materials would be consistent with the statutory requirement.”
§463.38

How does a program providing integrated education and training under Title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement?”
Meeting the requirement that the IET program be for the purpose of “educational and career advancement”

a) The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and

b) The integrated education and training program is part of a career pathway.
Preamble Discussion

“In large part, our intent in establishing the requirement that the adult education component of the program be aligned with the State’s content standards for adult education is to support the inclusion of transferrable skills and knowledge in the design of integrated education and training programs.”
Technical Assistance Resources
Resources

Moving Pathways Forward

[Image of Moving Pathways Forward website]


WorkforceGPS Career Pathways

[Image of WorkforceGPS Career Pathways website]

https://careerpathways.workforcegps.org/

Innovation and Opportunity: From Plan to Reality
Key Concepts

- It is important to integrate workforce preparation activities into all adult education services.
- IET programs have three required components.
- Each component must be of sufficient quality and intensity and use occupationally contextualized materials.
- Each component must be provided throughout the overall scope of the program.
- An IET program must be designed for both educational and career advancement.
- Not all students are required to be enrolled in IET programs.