# Workforce Innovation and Opportunity Act (WIOA)

**WIOA Program Readiness Self-Assessment Tool for Wyoming AEFLA Programs**

## This WIOA Program Readiness Self-Assessment Tool for Wyoming AEFLA Programs was adapted by the Adult Education (AE) Office from a tool created by Colorado Adult Education 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 results will not be collected by the Adult Education office. 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, AE 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 considerfor alignment with and support of AEFLA under WIOA, are listed underthe “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, whileascore of 3 indicates that very little additional planning oraction is needed. Support your scores by providing practices and examples.

0 = No evidence to support statement. No development or actions havebeen 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.

WIOA Program Readiness Self-Assessment Tool 1



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| **Element** | **0** | **1** | **2** | **3** | **Practices and Examples** | **Notes and Next Steps** |
| **1.** | **Program Mission Alignment to WIOA** |
| 1.1. | Our program’s mission is in alignment withthe purposes of WIOA. |  |  |  |  |  |  |
| 1.2. | Our program’s target population(s) andbeneficiaries are those whom WIOA-funded activities are intended to serve. |  |  |  |  |  |  |
| 1.3. | Our governing body (board of directors, hostagency, fiscal agent) is cognizant of and supports our program in the implementation of WIOA requirements. |  |  |  |  |  |  |
| 1.4. | Our program and our governing bodydemonstrate commitment to investing in leadership timeto actively guidethis transition process. |  |  |  |  |  |  |
| 1.5. | Our program’s target population includesadults who need assistance transitioning to careerand/or post-secondary education and/oraspire to achieve outcomes related to employment and/orpost-secondary education. |  |  |  |  |  |  |
| **2.** | **Governance-Local Boards** |
| 2.2. | Our adult education program manager ordesignee serves on workforce investment board. (WIB) |  |  |  |  |  |  |
| 2.3. | Our adult education program leaderserveson a committee/working group on the local community advisory board. |  |  |  |  |  |  |

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| **Element** | **0** | **1** | **2** | **3** | **Practices and Examples** | **Notes and Next Steps** |
| **3.** | **Cross-Agency Partnerships and Roles** |
| 3.1. | Our program has participated in discussionswith WIOA Partners. |  |  |  |  |  |  |
| 3.2. | Our program has a working relationship withlocal employers related to learnerand community/workforce needs. |  |  |  |  |  |  |
| 3.3. | Our program’s MOU with workforce center(s) and WIOA partner(s) includes:* Services to be provided through the one- stop system
* Services to be provided by the adult education provider
* Methods of referral forpartnerservices
* Duration of MOU
* Shared costs and the resources that will support those costs
 |  |  |  |  |  |  |
| **4.** | **Performance Accountability System** |
| 4.1. | Our agency has procedures in place foraccurate and timely collection of learner data. |  |  |  |  |  |  |
| 4.2. | Our program is positioned to be evaluatedand to demonstrate success based on the required WIOA outcome measures. |  |  |  |  |  |  |
| 4.3. | Our program is engaged in or prepared to beengaged in discussions with workforce partners to support integrated intake, case management, and reporting. |  |  |  |  |  |  |

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| **Element** | **0** | **1** | **2** | **3** | **Practices and Examples** | **Notes and Next Steps** |
| **5.** | **AEFLA Activities** |
| 5.1. | Our program has activities in place to supportcareerpathways. |  |  |  |  |  |  |
| 5.2. | Our program provides contextualizedinstruction. |  |  |  |  |  |  |
| 5.3. | Our program has activities and instruction inplace (such as employability skills training and careerexploration) to support workforce preparation. |  |  |  |  |  |  |
| 5.4. | Needs of local employers/industries areintegrated into program design and delivery. |  |  |  |  |  |  |
| 5.5. | Our program can identify currentapprenticeship programs and career pathways in place in our community. |  |  |  |  |  |  |
| **6.** | **AEFLA Grant Considerations** |
| 6.1. | Our program can demonstrate ability to serveeligible individuals with disabilities, including learning disabilities. |  |  |  |  |  |  |
| 6.2. | Our program can demonstrateresponsiveness to regional needs (i.e. local needs assessments, emerging sectors) |  |  |  |  |  |  |
| 6.3. | Our program can demonstrate commitmentto serving individuals most in need. |  |  |  |  |  |  |
| 6.4. | Our program can demonstrate pasteffectiveness in improving literacy skills. |  |  |  |  |  |  |
| 6.5. | Our program will align its proposed activitiesand services with strategies and goals of the local plan and services of one-stop partners. |  |  |  |  |  |  |
| 6.6. | Our program can demonstrate that proposedinstruction is of sufficient intensity and quality so that participants achieve substantial learning gains. |  |  |  |  |  |  |

WIOA Program Readiness Self-Assessment Tool 4



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| **Element** | **0** | **1** | **2** | **3** | **Practices and Examples** | **Notes and Next Steps** |
| 6.7. | Our program uses instructional practices that include the essential components of reading instruction. |  |  |  |  |  |  |
| 6.8. | Our program can offeradult educationactivities 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 basicskills learning incontext, including through integrating basic education with careertraining, to assist in learners’ transition to postsecondary education and obtaining employment. |  |  |  |  |  |  |
| 6.11. | Our program employs instructors who meetminimum qualifications as defined by CDE/AEFL guidance and policy. |  |  |  |  |  |  |
| 6.12. | Our program coordinates with other education, training, and social service resources in the community.1 |  |  |  |  |  |  |
| 6.13. | Our program offers flexibleschedules and coordinates with support services necessary to enable individuals to attend and complete program.2 |  |  |  |  |  |  |
| 6.14. | Our local area has a demonstrated need foradditional English language acquisition and civics education programs. |  |  |  |  |  |  |
| 6.15. | Our program aligns curriculum with state- adopted academicstandards (CCRS for ABE/ASEadult learners). |  |  |  |  |  |  |

1 “with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, loc al workforce investmentboards, one-stop centers, job training

programs, and social service agencies, business, industry labor organizations, community-basedorganizations, non-profitorganizations, andintermediaries, forthe developmentof career pathways.” (Workforce Innovationand Opportunity Act)

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“eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (sucha s child care, transportation, mental health services, and career planning)

that are necessary toenable individuals…” (Workforce Innovationand Opportunity Act)

## WIOA Program Readiness Self-Assessment Tool 5

*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 hi gh-quality education, training, and other services that—

1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. prepares an individual to be successful in any of a full rangeof secondary or postsecondar y 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);
3. includes counseling to support an individual in achieving theindividual’s education and career goals;
4. includes, as appropriate, education offered concurrently with and in the samecontext as workforce preparation activi ties and training for a specific occupation or occupational cluster;
5. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelera tes the educational and career advancement of the individual to the extent practicable;
6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
7. helps an individual enter or advancewithin a specific occupation or occupati onal cluster.

**INTEGRATED EDUCATION AND TRAINING**— The term ‘‘integrated education and training’’ means a serviceapproach 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 nativecountries, that enables such adults to achieve competency in the English languageand acquirethe basic and more advanced skills needed to function effectively as parents, workers, and citizens in the

United States. Such services shall includeinstruction in literacy and English languageacquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may includeworkforce training.

**WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES** — The term ‘‘workplace adult education and literacy activities’’ means adult education and literacy activities offered by an eligibleprovider in collaboration with an employer or employee organization at a workplaceor 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 acquirea 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.

## WIOA Program Readiness Self-Assessment Tool 6

