

# WIOA Title I/II Partnerships: Building Quality Services for Low-Skilled Adults through Collaboration

---

AEL Session #56

November 18, 2021

1:15pm – 2:30pm and repeated 4:15pm- 5:30pm

# Presenters and Collaborators

---

**Mahalia Baldini**, State Director, TWC | Adult Education and Literacy

**Norma Olivarez**, Program Specialist, TWC | Workforce Board Service Strategies

**Jauneen Maldonado**, AEL Director, Workforce Solutions Tarrant County

# Session Objectives

---

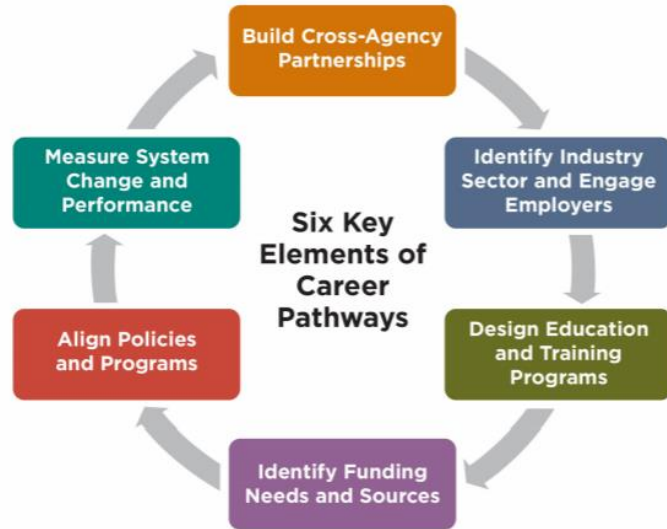
- ❖ Understand the impact of basic skills deficiency on employers, the economy and social services
- ❖ Review WIOA priority populations for Title I and Title II
- ❖ Describe strategies for collaboration that support common customers across the Workforce System

# Guiding Questions

---

- How can an AEL / Title II partnership increase the number of basic skills deficient individuals and English language learners who successfully enter a Title I funded training?
- How can WF Solutions and local AEL providers work together to create a pathway to ensure that those individuals complete training and earn their credential?
- What are the mutual benefits that are possible through a collaboration?

## SIX KEY ELEMENTS OF CAREER PATHWAYS



April 28, 2016

Dear Colleagues:

We are pleased to let you know that the Federal partnership regarding career pathways has been expanded and strengthened. We hope that you will continue to build similar collaborations at State, local, and tribal levels.

In April 2012, the U.S. Departments of Labor, Education, and Health and Human Services formed a Federal partnership and issued a letter of joint commitment to promote the use of career pathways to assist youth and adults with acquiring marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers. In 2013, the U.S. Department of Transportation joined the partnership to advance career pathways in response to the anticipated hiring needs in the transportation sector.

Today, our Federal partnership has grown to include the agencies that are part of the Administration's Skills Working Group (*Working Group*). This group, launched in November 2014 by U.S. Secretary of Labor Tom Perez, maintains momentum for the Administration's Job-Driven Training Initiative, which seeks to assure that youth and adults completing our education and training programs have the skills businesses need. The *Working Group* comprises the White House National Economic Council, the Office of Management and Budget, and thirteen Federal agencies, including: the U.S. Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, the Social Security Administration, Transportation, and Veterans Affairs (the Departments). The *Working Group* coordinates activities across these various agencies, including efforts to ensure that career pathways are available to all individuals, especially our nation's low-skilled youth and adults, many of whom are already in the workplace.

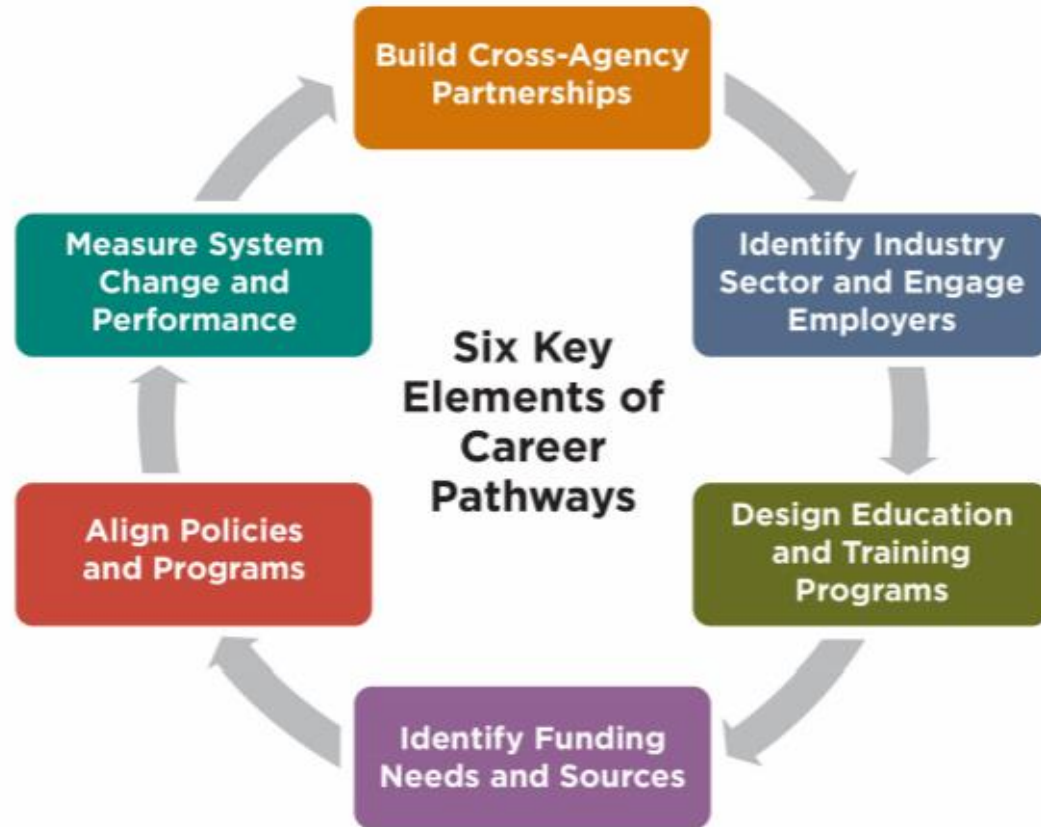
This letter, which demonstrates the continued commitment of the Administration to promote career pathways, provides updated information and resources from the expanded Federal partnership to help States, regions, local entities, and tribal communities integrate service delivery across Federal and State funding streams. This letter also ensures that interested partners and agencies—whether focused on education, workforce development, or human and social services—are aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

As the demand for skilled workers increases, some skilled jobs remain unfilled. In an effort to meet the demand for a skilled workforce, the Departments of the expanded Federal partnership have consistently articulated the need for increasing the skills of American workers, including



# Joint Letter – Career Pathways

## SIX KEY ELEMENTS OF CAREER PATHWAYS



# WIOA Required Partners

---

# The TEXAS Workforce System Under WIOA

1

Title I (Adult, Dislocated, & Youth)

2

Title II (AEL)

3

Title III: Employment Service Program  
(Wagner-Peyser Act)

4

Vocational Rehabilitation Program

Title I of 1973 Rehabilitation Act as amended by WIOA Title I





# The TEXAS AEL (Title II) System Under WIOA

Title II: Serving basic skills deficient individuals and English language learners in support of literacy, reading, writing, math, HSE, job training, employment, continued education or training into postsecondary

1

Statewide multi-year grants

2

Over \$80 million annual investment

3

Serve over 70,000 participants/year

4

Variety of instructional options

5

Free/low cost for customers





# Why Is the AEL Program Important For Texans?

---

What Do We Know?

21% of adults  
(43 million) read  
below the 5<sup>th</sup>  
grade level




[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

85% of those in the juvenile court system are functionally illiterate



[This Photo](#) by Unknown Author is licensed under [CC BY-ND](#)

A photograph of a woman and a young girl in a kitchen. The woman is wearing a red top and a patterned sari, and the girl is wearing a white sari. They are both looking down at a large metal bowl on the counter, which contains a white substance, possibly dough or batter. The woman is holding a spoon and appears to be stirring the mixture. The background shows a kitchen with a stove and some items on the counter. The image has a blue overlay on the left side.

1.2 million adults in  
Texas say they speak  
English less than well

---





# Texas High School Diploma *stats*

---

## 18-24 year olds

13.9% do not have a high school diploma

## 25 + year old

>1.4M less than 9<sup>th</sup> grade

>1.4M 9-12 grade, no diploma

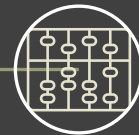
Total = Estimated >2.8M lack a high school diploma or an equivalent

# Impact to Society?

---



poverty



Lack of employment



Health and disease



Productivity loss



Crime - incarceration



Generational impact

# What is meant by “priority populations” under WIOA?

---

What Do We Know?



# WIOA Guidelines – Title I and Title II (General Eligibility)

## WIOA GUIDELINES – ADULT DISLOCATED WORKER & YOUTH

For adults and dislocated worker programs:

- 18 years of age or older
- Citizen or noncitizen authorized to work in the U.S.
- Meet military Selective Service registration requirements (male only)

## WIOA TITLE II (AEFLA) ELIGIBILITY

For Adult Education and Literacy:

Out of school individuals who are 16 years of age and not enrolled or required to be enrolled in secondary school and

- Lack sufficient mastery of basic education skills to function effectively in society
- Do not have a HSD or HSE and have not achieved an equivalent level of education
- Are English Language Learners

# WIOA Guidelines – Title I and Title II (Priority of Service)

## WIOA GUIDELINES – ADULT DISLOCATED WORKER & YOUTH

## WIOA TITLE II (AEFLA) ELIGIBILITY

### For adults and dislocated worker programs:

- 18 years of age or older
- Citizen or noncitizen authorized to work in the U.S.
- Meet military Selective Service registration requirements (male only)

### Priority of Service

- Public assistance recipients
- Other low-income adults; and
- **Individuals who are basic skills deficient**
- Veterans and their families
- Foster youth

### For Adult Education and Literacy:

Out of school individuals who are 16 years of age and not enrolled or required to be enrolled in secondary school and

- Lack sufficient mastery of basic education skills to function effectively in society
- Do not have a HSD or HSE and have not achieved an equivalent level of education
- Are English Language Learners

# Who Do We Serve?

Priority Populations

w/ HS Diploma  
Not college ready

With or without a  
high school  
diploma →

12 Grade  
Level

0 Literacy

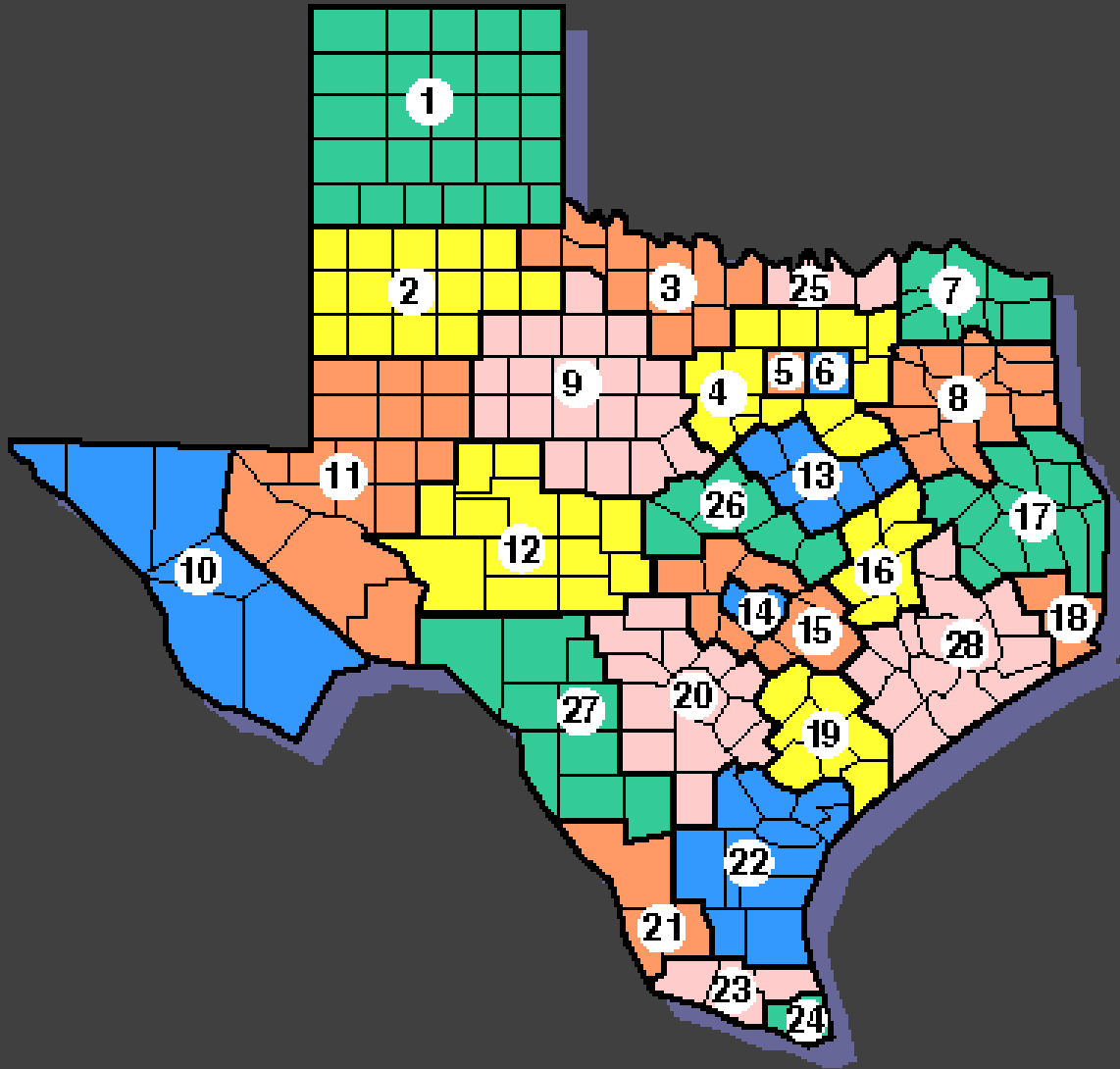
College Ready


High School  
Equivalency /  
Skills Upgrade

English as a Second  
Language

# The TWC AEL System

- 37 “core” grants
- Aligned with the Workforce Board areas within the state
- There are 28 WFB areas and we have multiple providers in some Board areas





# What Is a Career Pathway?

# What is a Career Pathway?

---

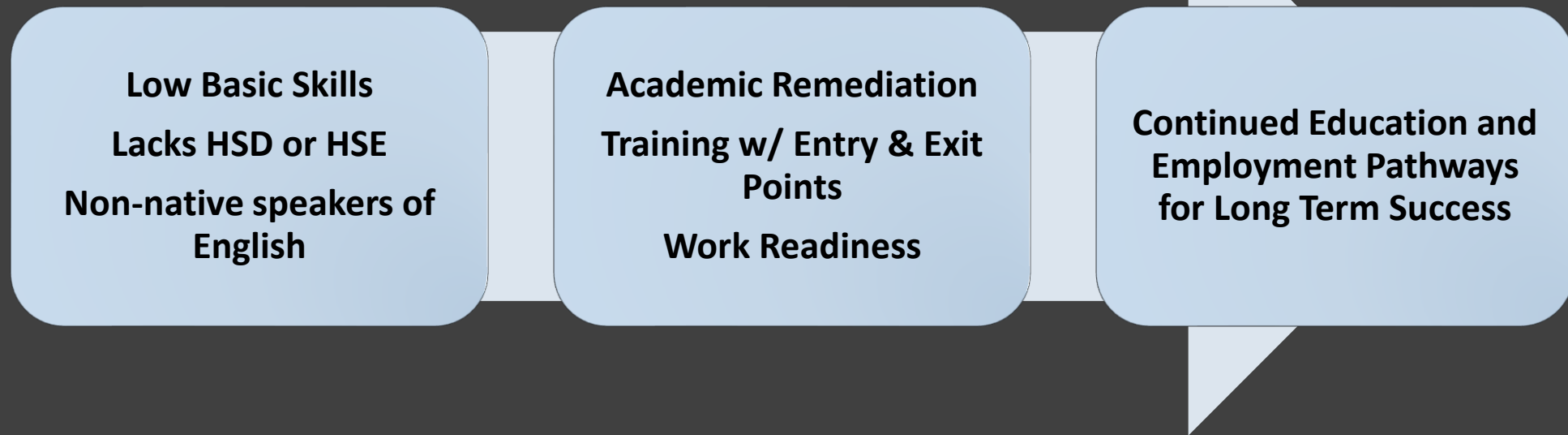
*a series of connected education and training programs and support services that enables people to secure or advance in employment within a specific industry or occupational sector.*

# A Statewide Need...

---

**We need to speed lower skilled Texans into Targeted/ Demand jobs and Industries.**

***Resolution=Integrated Education and Training (IET) Design***





# Current Title I Stats

---

**>21,000K** WIOA Title I Adult, Dislocated Workers, and Youth Participants

(July 20- June 21)

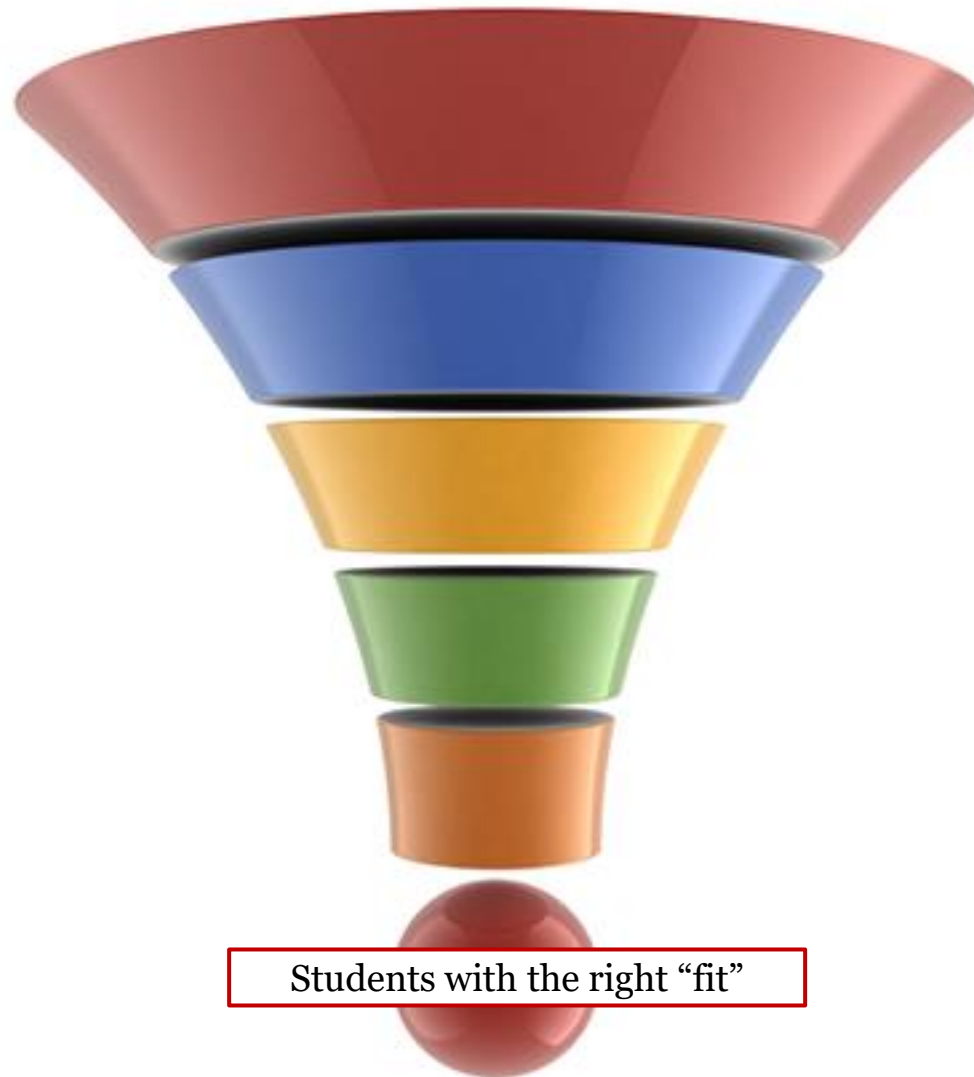
WDA No	WDA Name	WIOA Adult, DW and Youth Populations (3,4,5) Participants Served (Total)	WIOA Adult, DW and Youth Populations Participants Served with No High School Diploma or GED - Percent of Total	WIOA Adult, DW and Youth Populations Participants Served with Limited English or Basic Skills Deficient - Percent of Total
<b>29</b>	<b>State of Texas Unduplicated</b>	<b>21,182</b>	<b>16%</b>	<b>20%</b>



# How Can Intake/Screening Practices Promote Collaboration?

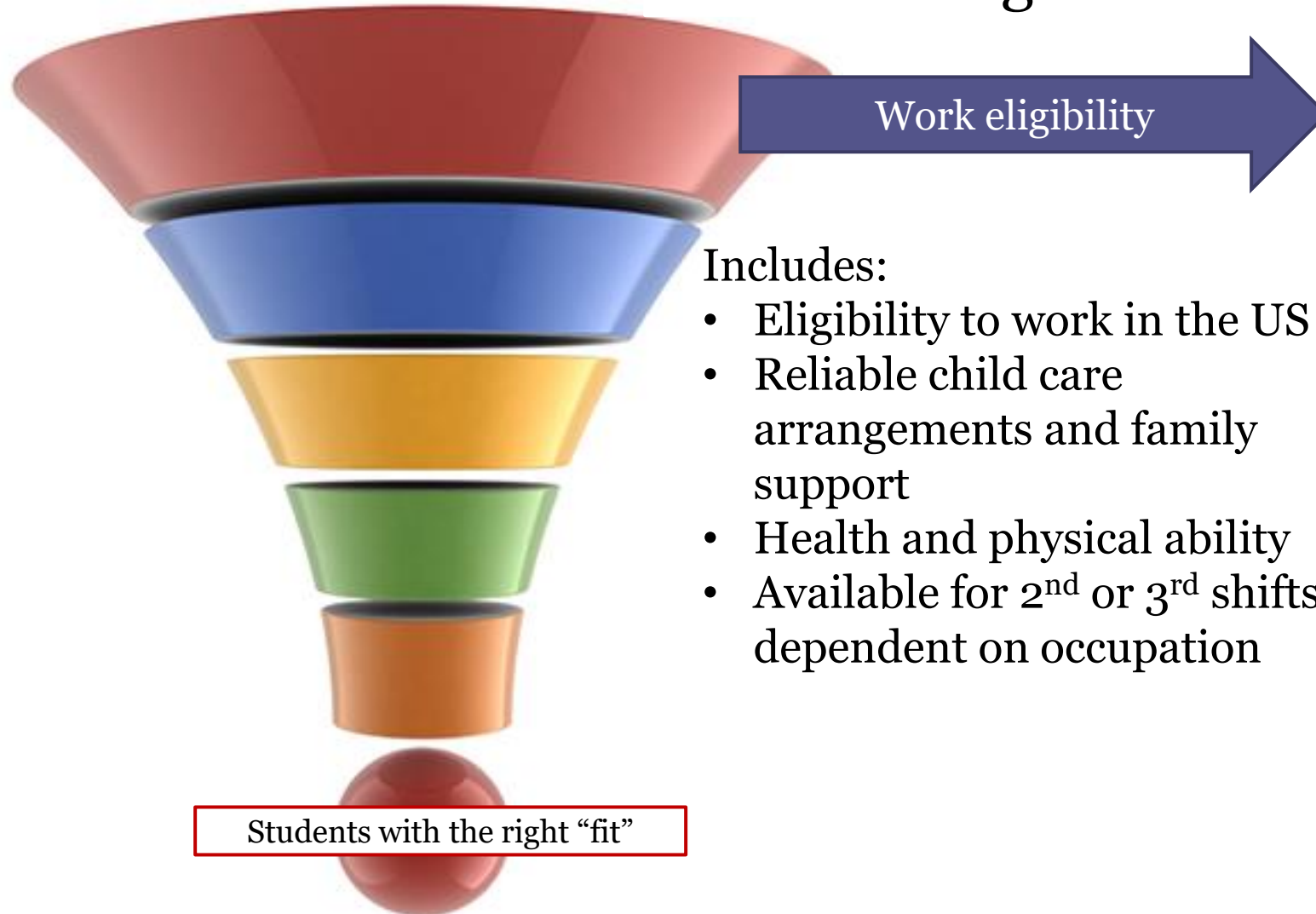
---

# Screening Criteria



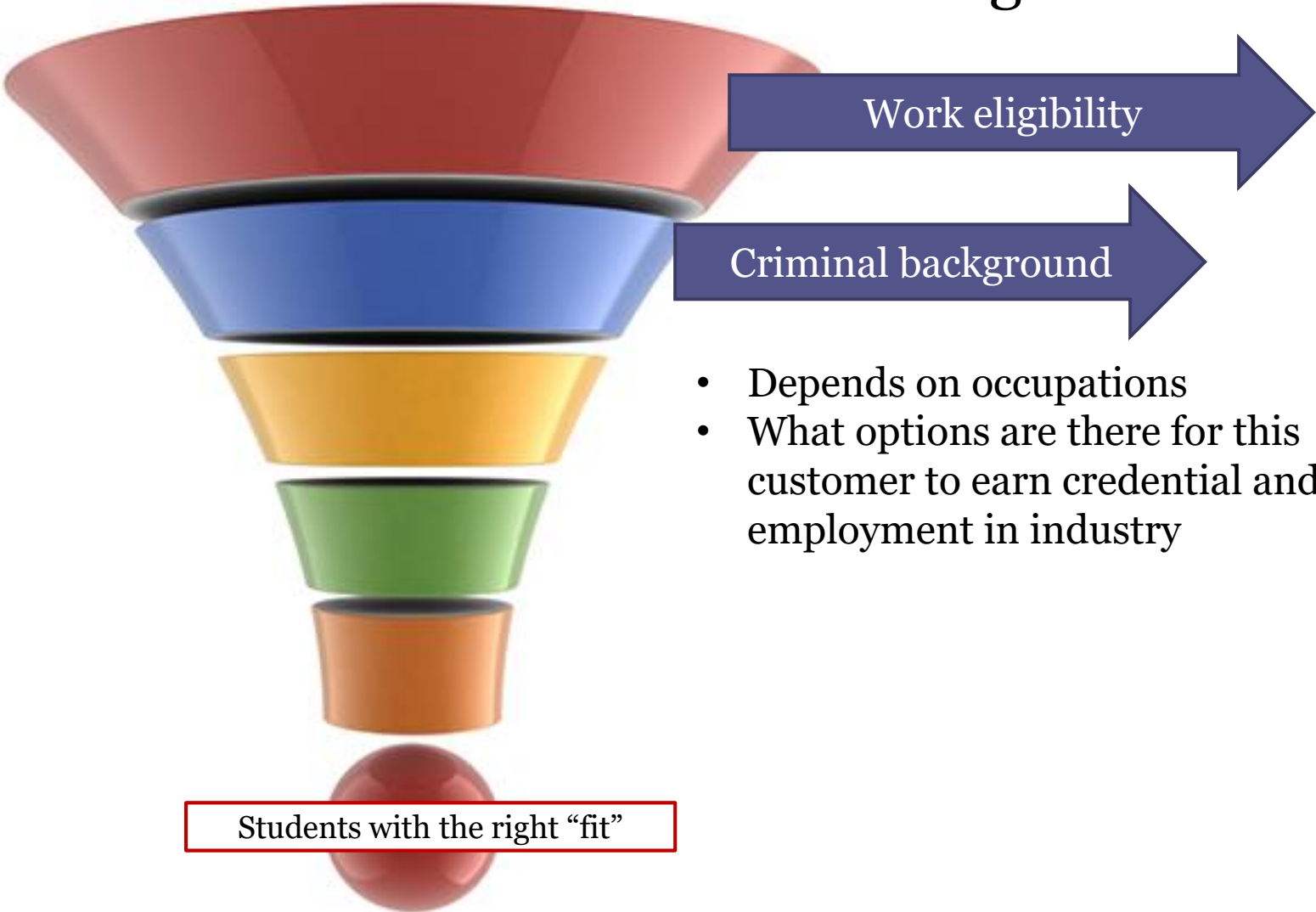
# Screening Criteria

All customers with  
career goals



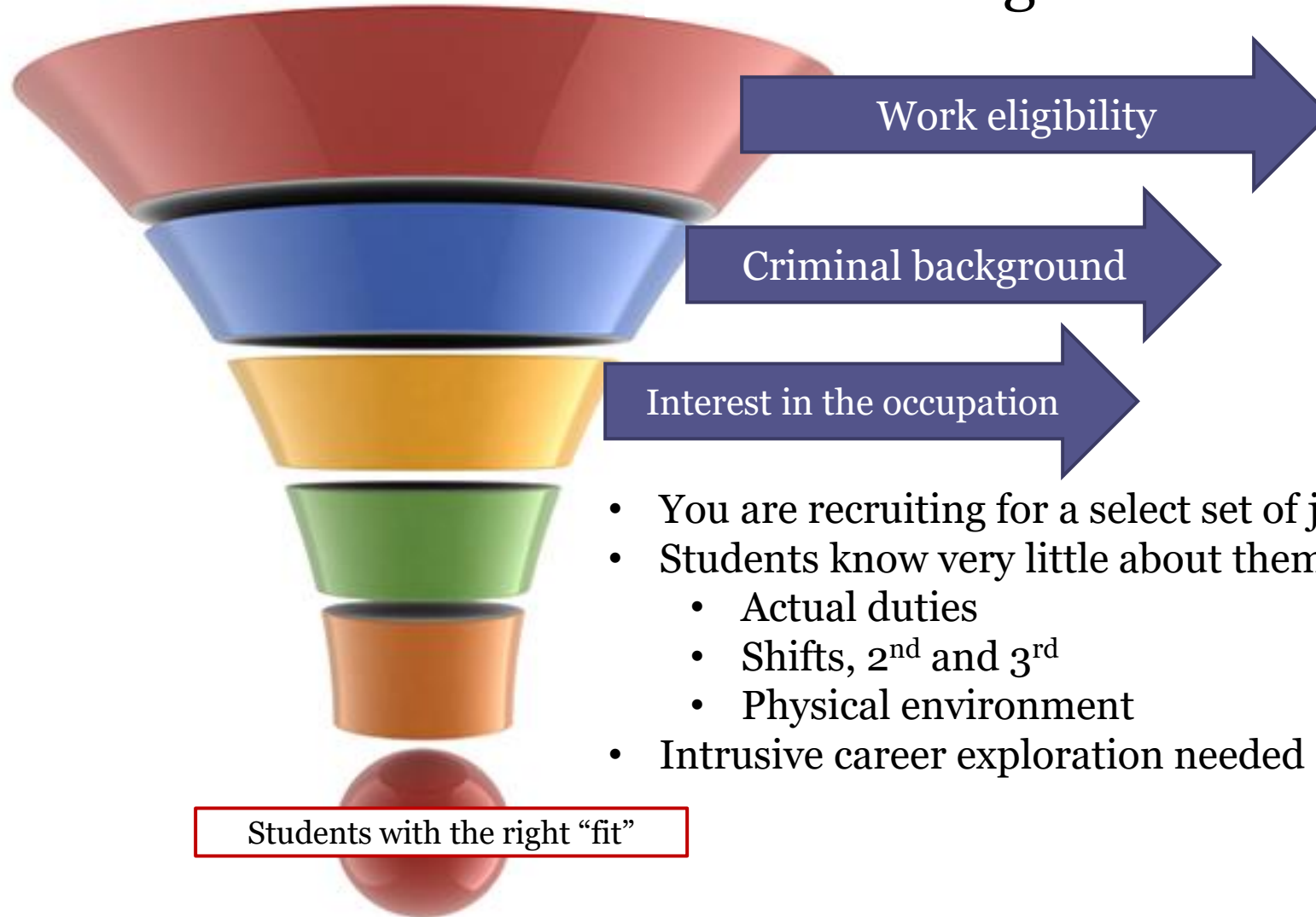
# Screening Criteria

All customers with  
career goals



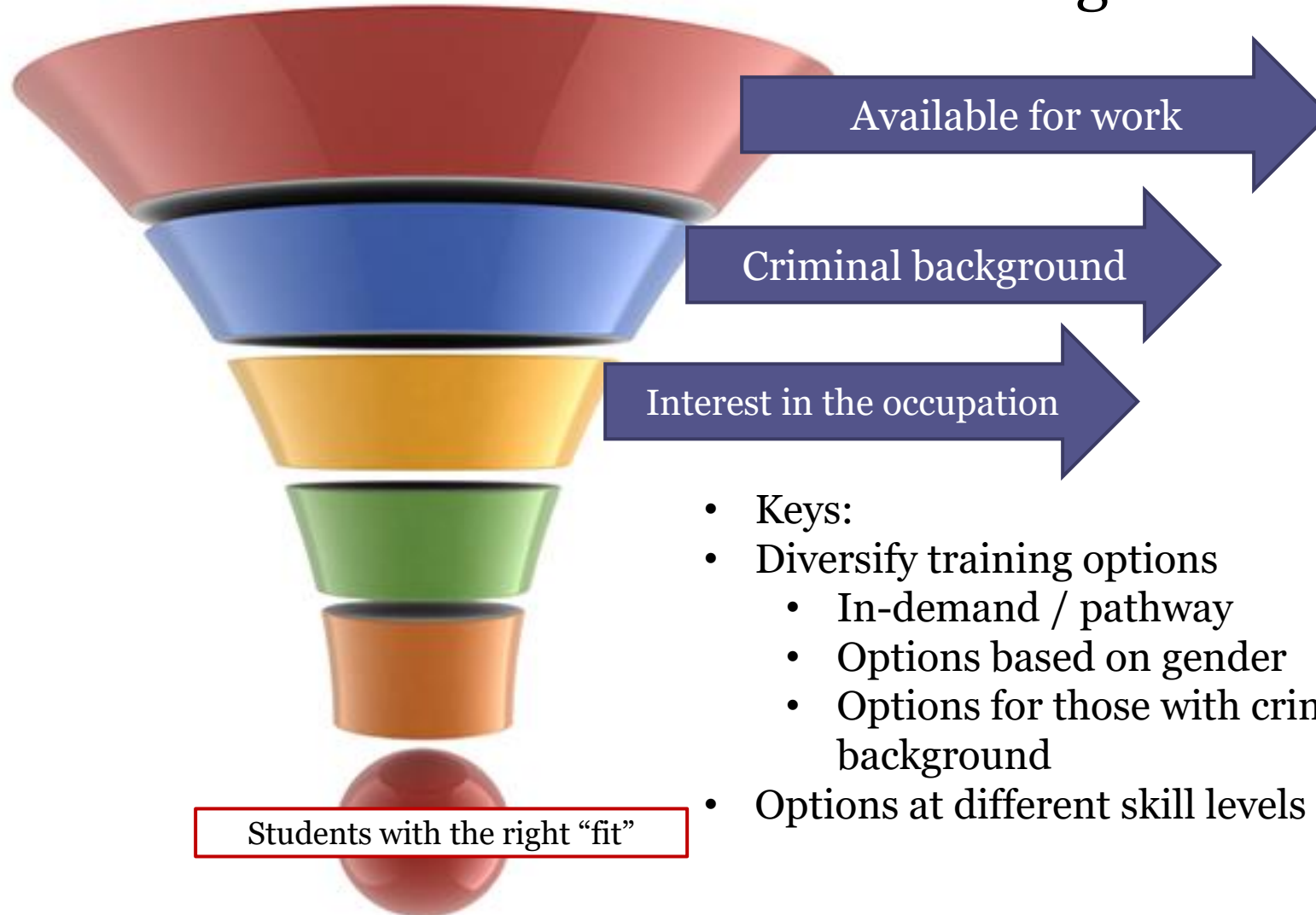
# Screening Criteria

All customers with  
career goals



# Screening Criteria

All customers with  
career goals

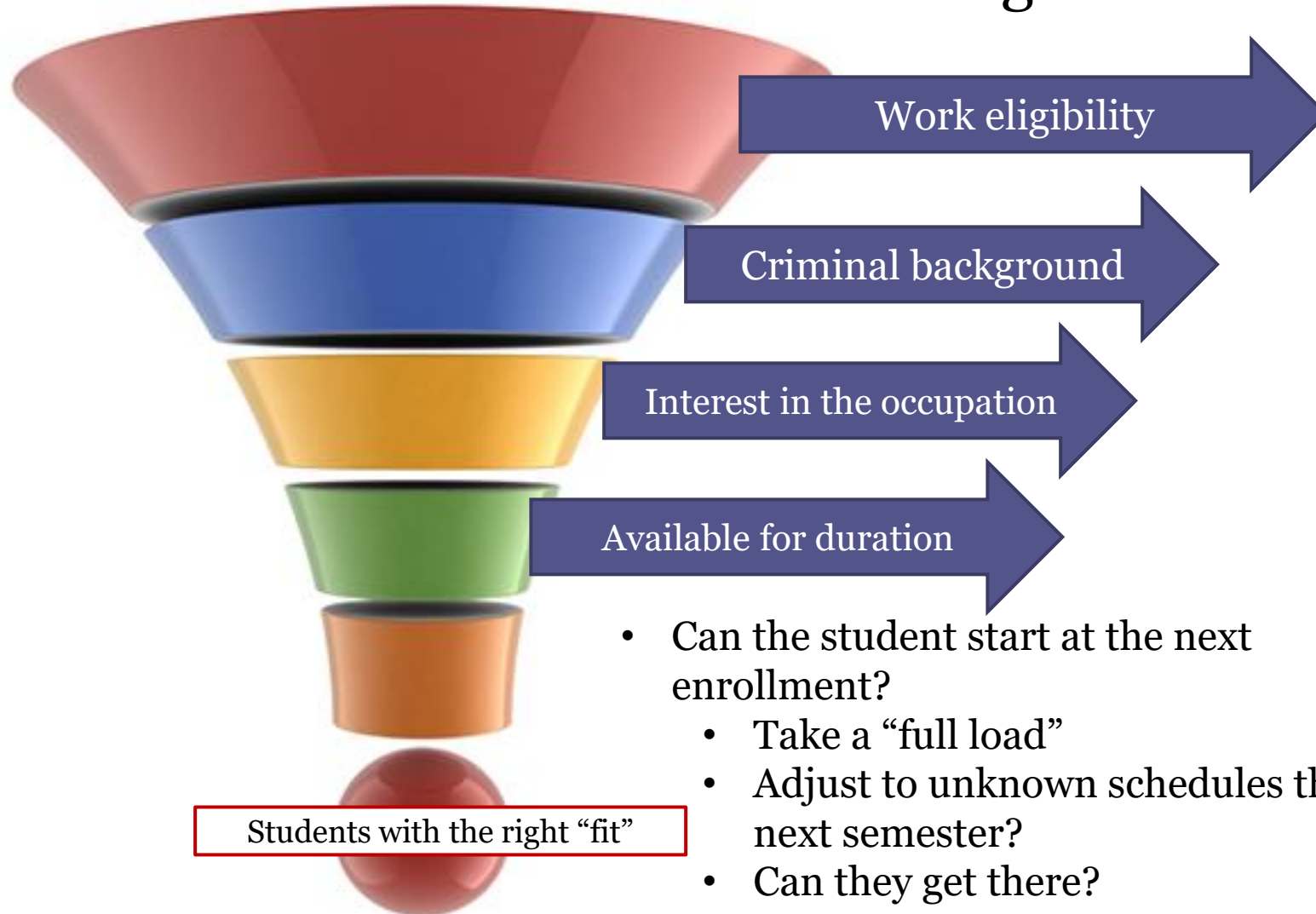


- Keys:
- Diversify training options
  - In-demand / pathway
  - Options based on gender
  - Options for those with criminal background
- Options at different skill levels



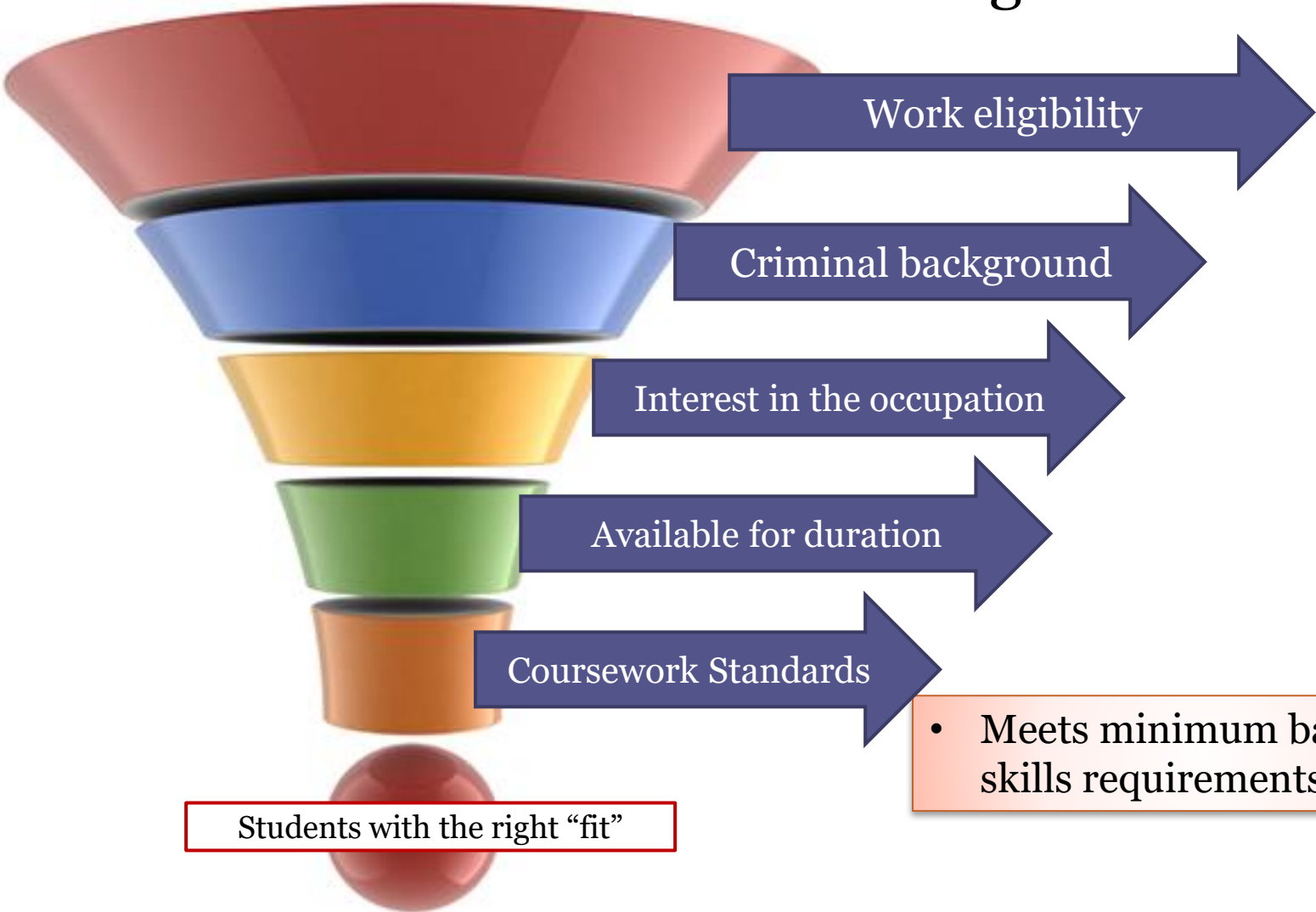
# Screening Criteria

All customers with  
career goals



# Screening Criteria

All customers with career goals



# Coursework Standards

---

## Workforce Training Provider has *minimum standard*

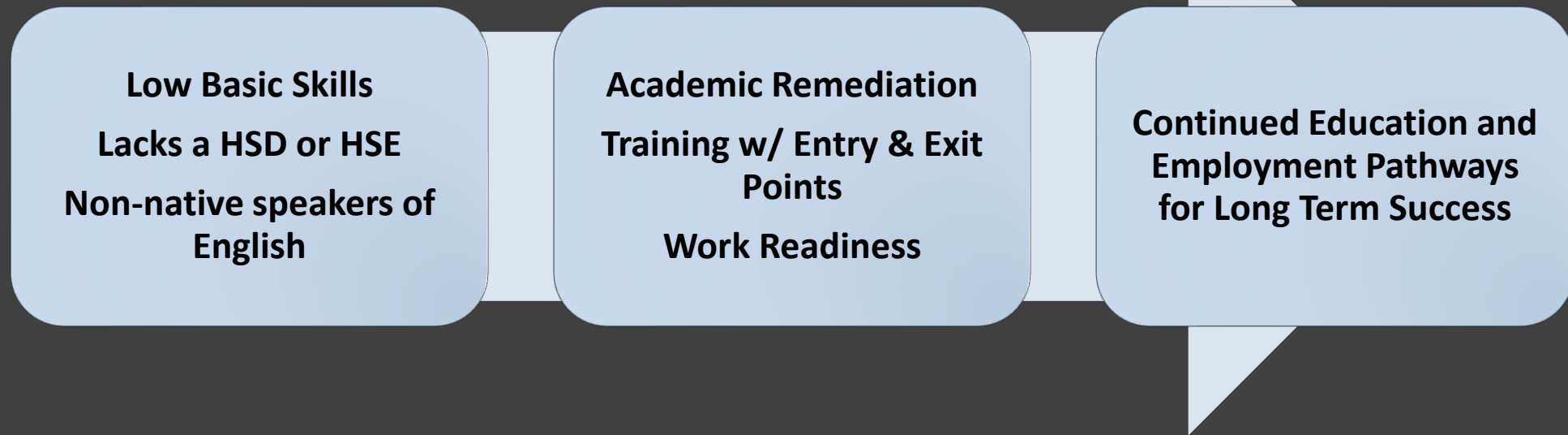
- Minimum Standard = needs to read, write and do math at a certain level to keep up with rigor & intensity of the program
- How many customers don't meet the minimum standards?
- How many customers don't darken the doorway because they *think* they don't meet the minimum standards?
- How many customers are we losing out on that can support local initiatives?
- What are some other options for these customers?

# Texas - a Statewide Need...

---

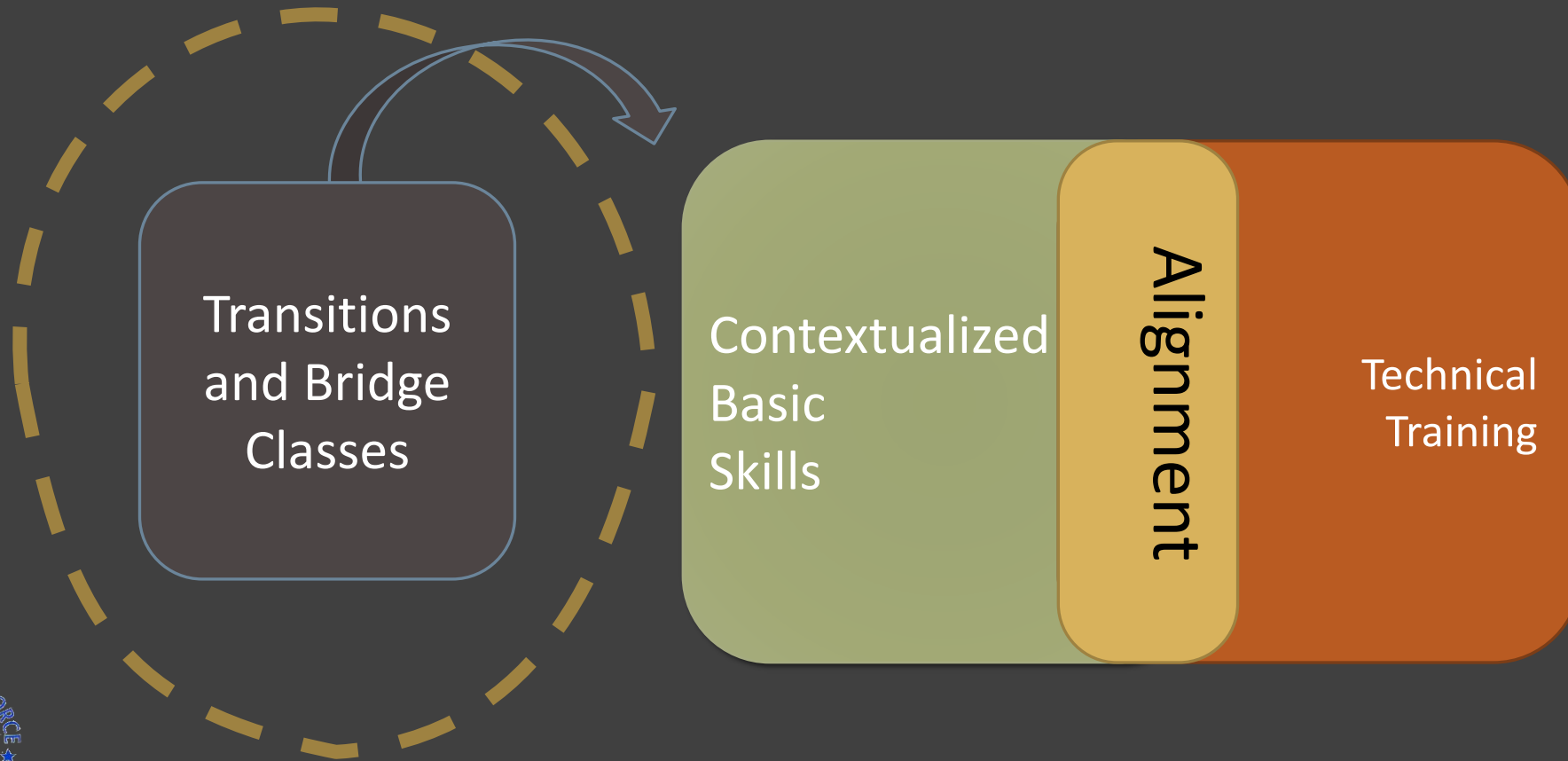
**We need to speed lower skilled Texans into Targeted/ Demand jobs and Industries.**

***Resolution=Integrated Education and Training (IET) Design***



Integrated Education and Training Model

# Bridge or Transitions Classes



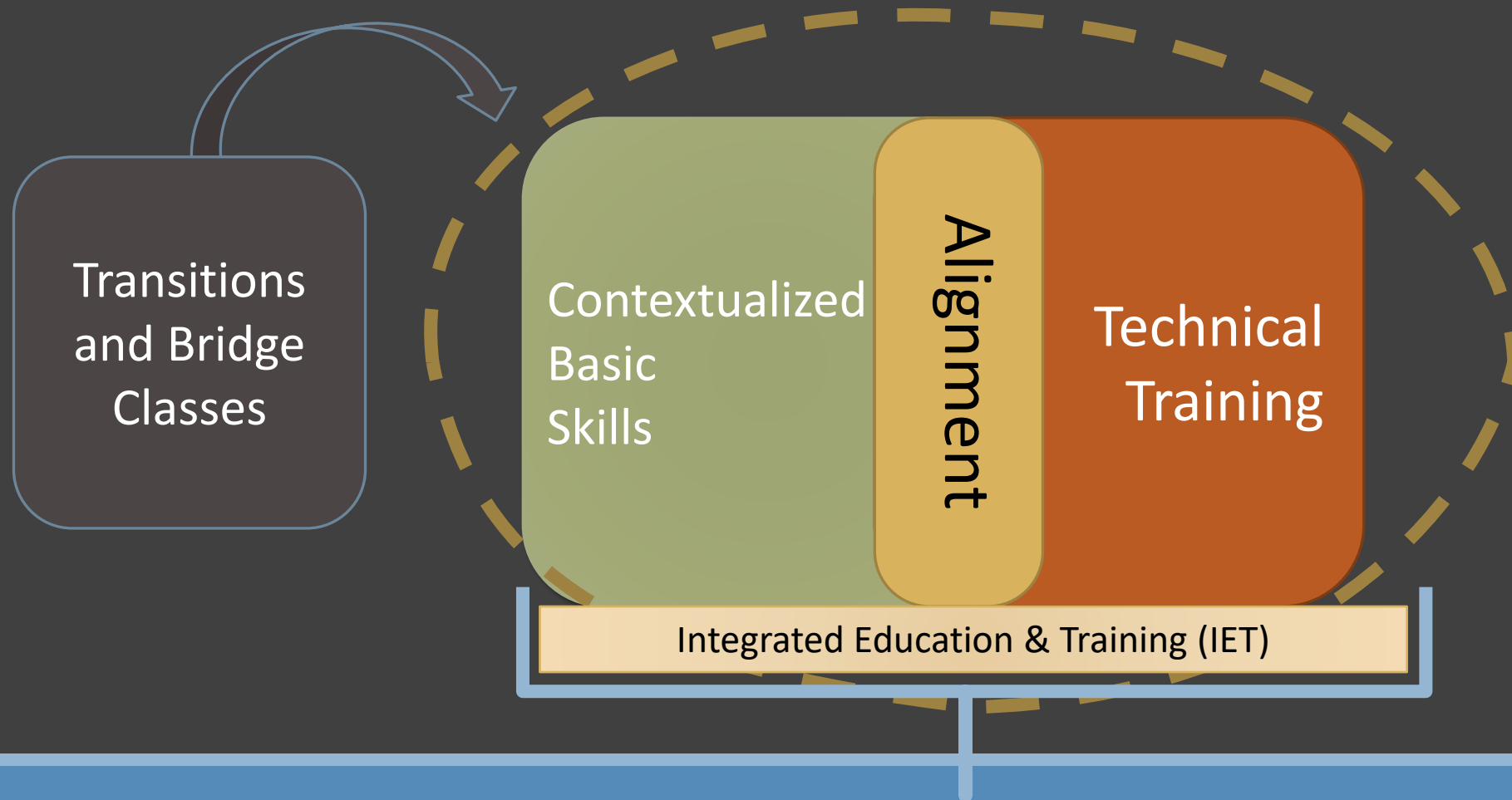
# Transition/Bridge - HVAC Technician

- Career Exploration
  - What does the actual job require (hours, environment, tools, etc)
- Soft Skills
  - Communication—written and verbal
  - Conflict resolution, time management, critical thinking
- College knowledge—what to expect
- Up front reading, writing and/or math remediation
  - Specific to the training or industry/trade
  - Coordinated between AEL and WF training instructor



Integrated Education and Training Model

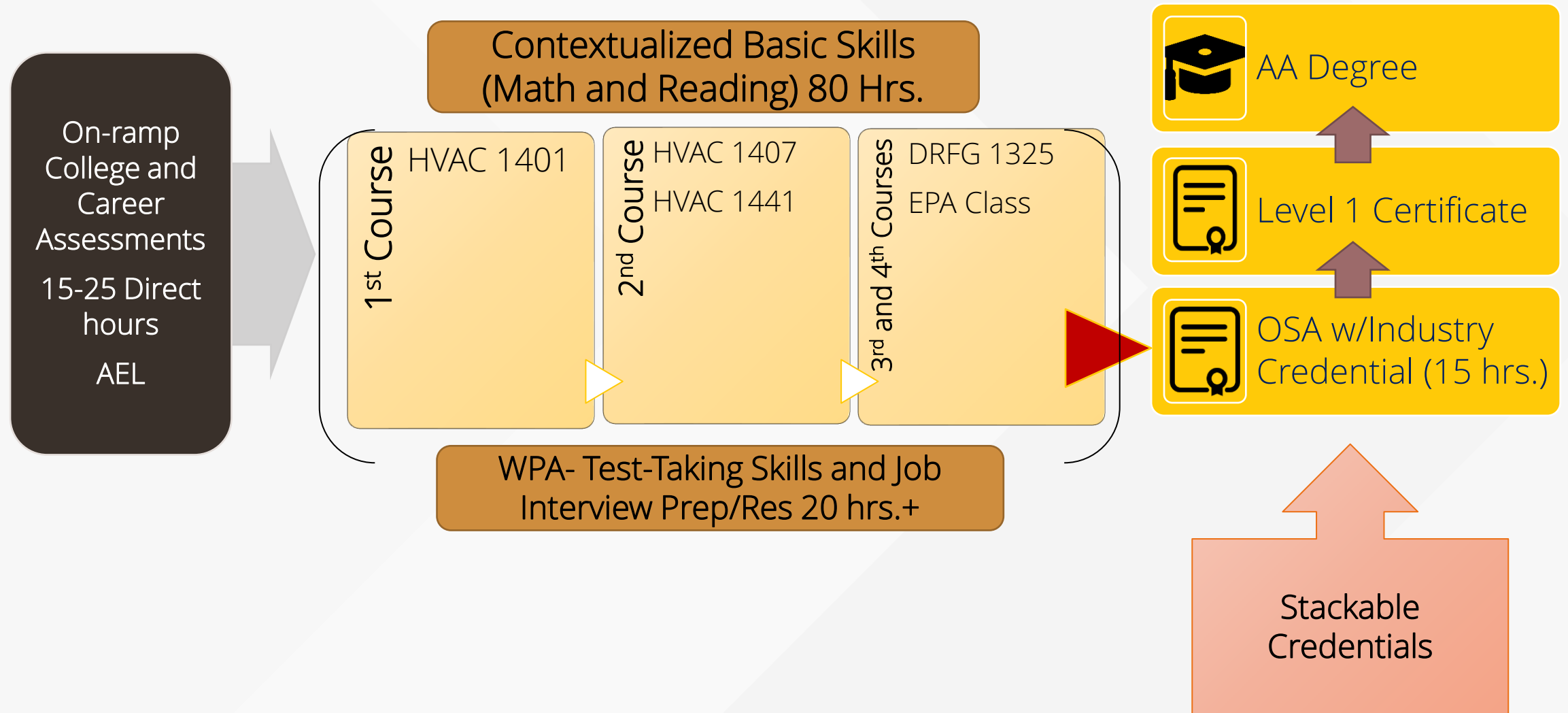
# Bridge w/ IET





# Career Pathway: HVAC Technician 1: AEL Integrated Education & Training

CTE Classes- (240 clock hours) 15 Credit Hours

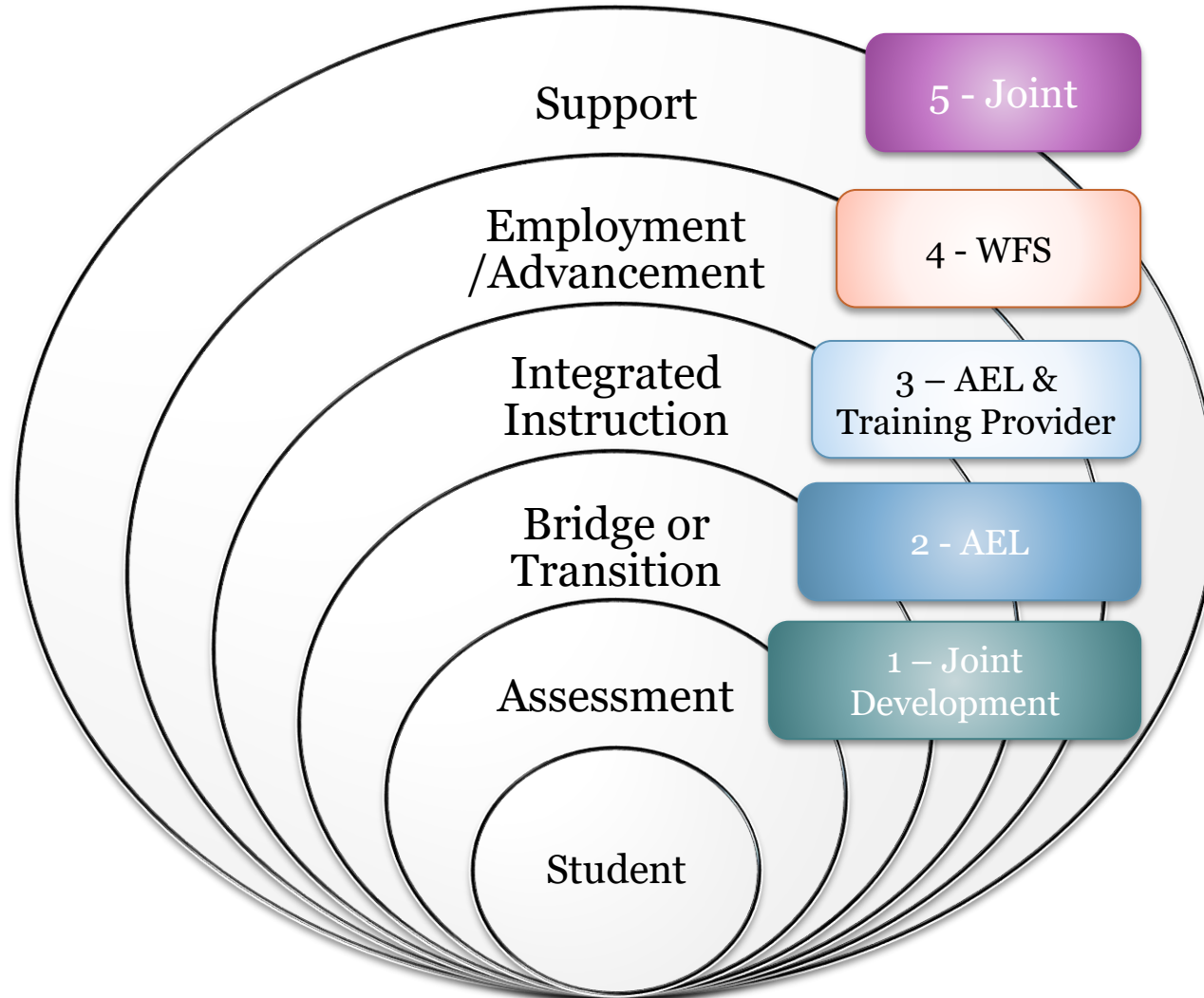


# Common Ground/ Outcomes

- More priority populations being served
  - Better outcomes for underserved priority populations
  - More resources for the customer to connect training completion with employment outcomes
- Case management
  - Support services (transportation, childcare, testing fees)
  - Tracking (shared performance)
- Supports Career Pathways for Targeted middle skill and high skilled jobs in the area



# Core Components- Shared Resources



# Building partnerships, Sharing Resources

- The partnership will be as effective as the commitment and energy you put into it
  - Especially up front...
- Begin NOT with “What can you do for me?”  
But, what do our customers have in common?
- Articulate and document common objectives and win-wins for each organizational mission



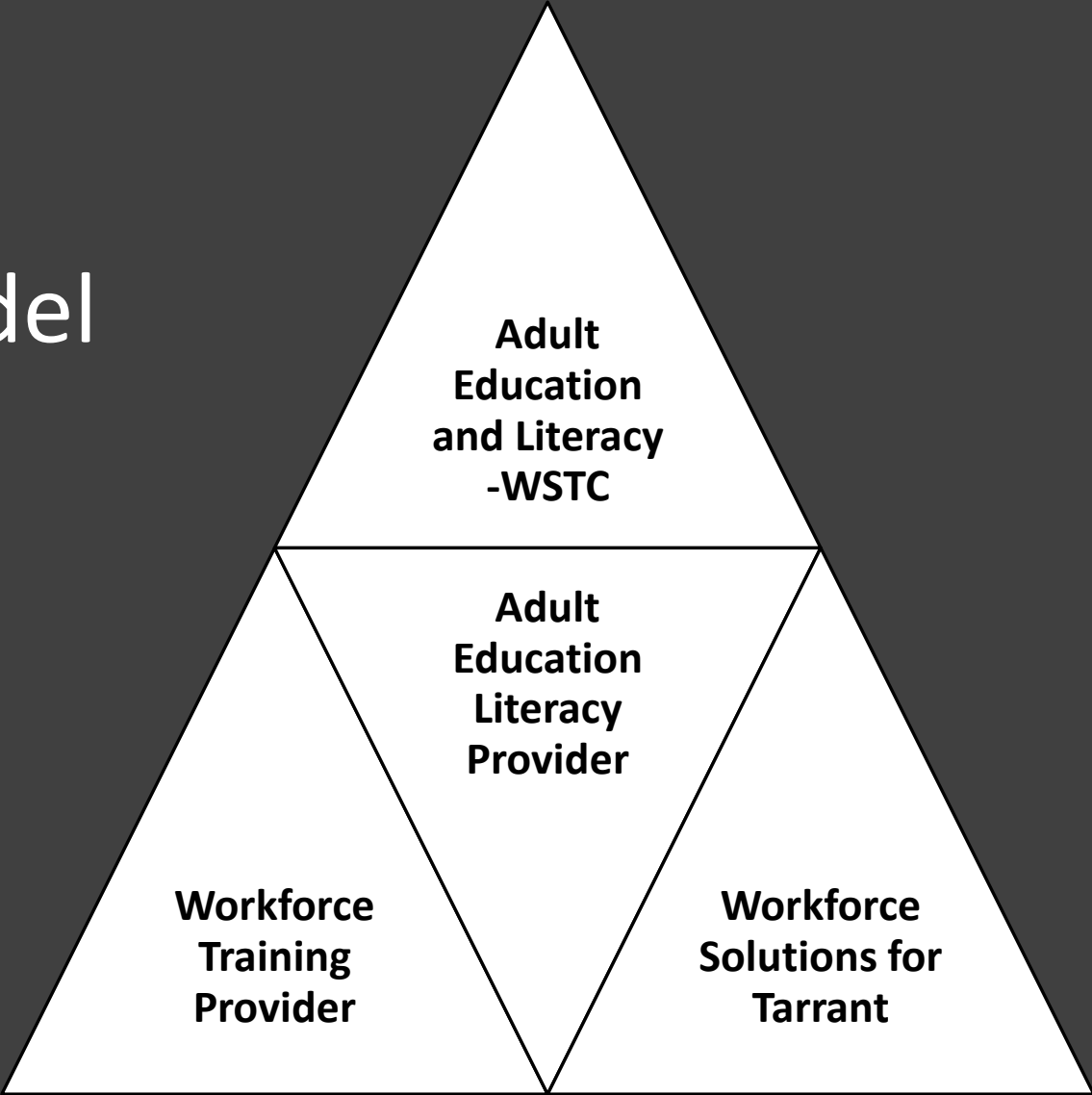
# Workforce Solutions Tarrant County

---

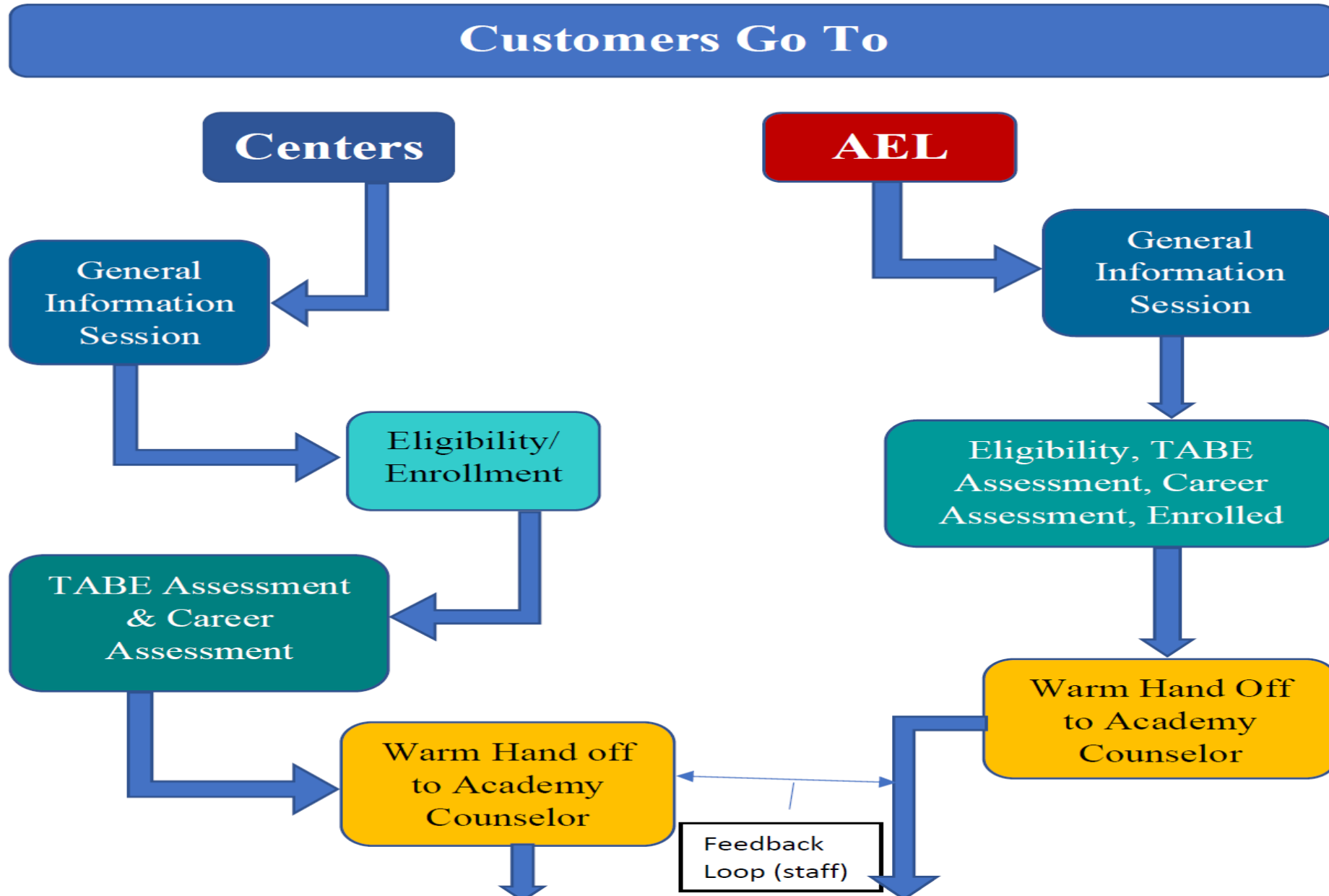
JAUNEEN MALDONADO, AEL DIRECTOR

[JAUNEEN.MALDONADO@WORKFORCESOLUTIONS.NET](mailto:JAUNEEN.MALDONADO@WORKFORCESOLUTIONS.NET)

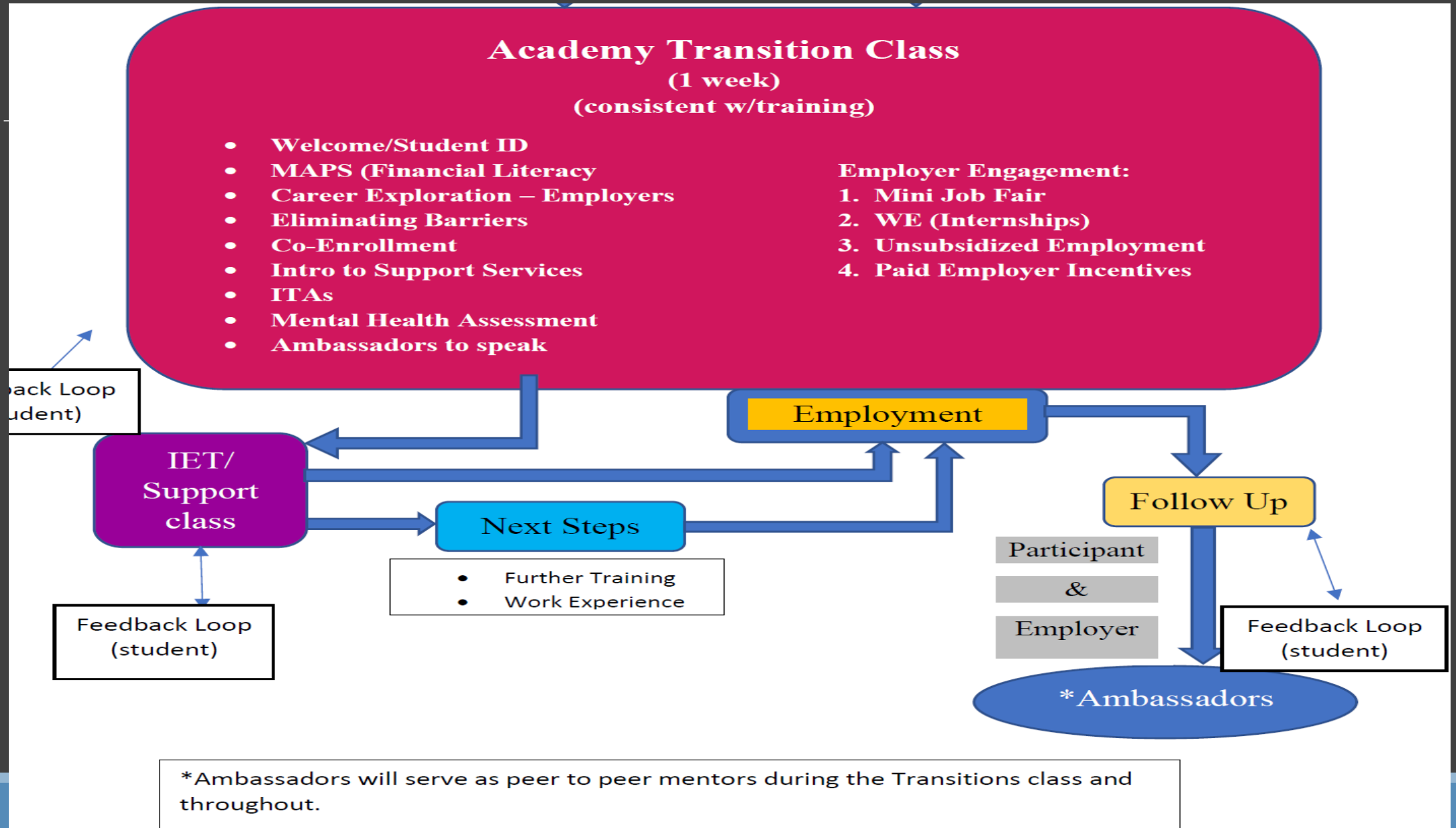
# Shared Service Model



# Customer Referrals



# Referrals





# Referral Process – A Warm Handoff

---

- Introduction to program services and relationship building
- Written Process that includes both Title I and Title II staff
- Tracking system to ensure participant connects
- Communication for cross – referral or return to services

# Merging Program processes and forms

- One Orientation Process
- Dual Required Eligibility Forms (Certified WIOA App vs AEL enrollment form)
- One DocuSign packet with all forms
- One common file folder
- Shared Service Plan (IEP) vs Goal Setting (ITEC)

# Why is it needed?

---

- Everyone working towards the same goals and performance
- Increase resources for both participants and programs
- The need for services increases each year
- Stretch funding
- Provide valuable services to more individuals

# Co-enrollment - Staffing

## **One AEL Career Navigator** (full-time for Academy Model)

- Outreach and Recruitment
- Primary contact for Training/Support Instructor
- Shared duties with Career Counselor

## **One WIOA Career Counselor**

- Provide Wrap Around Services
- Industry Expert
- Shared duties with AEL Navigator



# Minimizing Hurdles



- Co-location/Co-Case Management
- Sharing Basic Skills Assessments
- Needs Assessment / Barrier Removal

# Collaboration



- Career Exploration
- Business Services Connection
- Wrap Around Services

# Shared Required Performance Outcomes

---

- ❖ Initial target measures are higher for WIOA Title I than AEL
- ❖ Performance Measures are essentially the same
- ❖ Follow up Services and Case Management are required



Questions?

---