WIOA: How It Should and Will Impact Your Classroom Instruction

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Agenda:

- What is the WIOA?
- Instructional Implications Under WIOA
What is the WIOA?

- Definition/Purpose
- Core Elements
- Outcome Measures
- How is WIOA good for your students?
**Definition/Purpose:**

- **Workforce Innovation Opportunity Act (2014) (WIOA)**
  - Encourages state and local partnerships to provide integrated services to individual with barriers to employment access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.
Core Elements:

Through WIOA partnership state agency including adult education will provide integrated services that will ensure smooth student transition into career opportunities

- Integrated Services
  - Adult Literacy Services
  - Workforce Preparation
  - Occupation Training

- Transitions
  - Post Secondary Education
  - Job Training
  - Employment
Outcome Measures:

- Upon exit students will be College and Career Ready
- High School Equivalency Credentials
- Students obtain industry recognize credentials and job training
- Student will transition to Post-Secondary Education, Training and Employment
How is WIOA good for your students?

- Student will have access to multiple on-ramps to further their education and careers
- Student will receive wrap around, coordinated support services from state agencies
- Students will have a skill set to obtain post-secondary education
- Student will possess essential skills to be work ready
- Students will obtain employment in an in-demand career pathway in emerging industries
Adult Education & Literacy in WIOA

“...programs, activities, and services that include:

(a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training.” WIOA Sec 203(2)
Workforce Preparation Activities in WIOA

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, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (WIOA Section 203 (17)
Instructional Implications for Adult Education and Literacy Under WIOA:

- Technology Use Skills
- Employability Skills
- Contextualized curriculum for basic skills/language acquisition/industry-specific
- Integrated instruction
- Implications for ALL levels
  - Everyone has a part, not just team teachers or Bridge instructors
  - EVERYONE should teach concurrently and contextually with workforce preparation activities
Technology Use Skills:

- Who is currently teaching technology use skills to their students in their classroom?
- What are you doing in your classroom to teach technology use skills to your students?
- How can this technology topic be contextualized with workforce preparation activities?
Resources for Teaching Technology Use

- Advisory Council Technology Checklists for students (Basic, Intermediate and Advanced Levels)

- iLEARN modules:
  - Teaching and Using Technology in the ABE/ASE/ESL Classroom
  - Technology Ideas for Special Learning Needs
  - Technology 101
  - Smart Phone Apps for Education
  - Learning Techniques to Improve Technology Use in the Classroom
Employability Skills:

- Who is currently teaching employability skills to students in their classroom?
- What are you doing in your classroom to teach employability skills to your students?
- How could you take a current topic you’re teaching and broaden to include employability skills?
Employability Skills:

- iLEARN Modules
  - OCTAE Employability Skills Framework Overview
  - Integrating Career Awareness
  - Career Ready Practices
  - Critical Thinking and Problem Solving
  - Communication
  - Workplace Systems and Culture
  - How to Keep Your Job

- IL Essential Employability Skills Framework and Self-Assessment

- Employability Skills Resource Toolkit
Contextualized curriculum for basic skills/language acquisition/industry-specific:

- Who is currently teaching contextually in their classroom?
- What curriculum or lessons are you using?
- How could you take a current topic you’re teaching and broaden to contextualize to careers?
Contextualized curriculum for basic skills/language acquisition/industry-specific:

- iLEARN Modules:
  - Incorporating Contextualized Math into the Classroom
  - Advanced Integrated and Contextualized Instruction
- Career Pathways Basic Skills Curriculum
  - [https://www.iccb.org/adult_ed/?page_id=853](https://www.iccb.org/adult_ed/?page_id=853)
- Statewide Bridge Curricula Links (Healthcare, Manufacturing and TDL)
  - [http://www.iccb.org/adulted.curriculum.tdl.html](http://www.iccb.org/adulted.curriculum.tdl.html)
- Contextualized Support Courses for ICAPS Models 1 and 2
Integrated instruction:

- Do we have anyone on that is teaching in an ICAPS program?
- What do you know about integrated instruction at your program?
Two Forms of Contextualization

- Contextualized Instruction
- Integrated Instruction

- Both create direct connection between basic skills and subject area

- Differences
  - Primary focus of instruction
  - Who does the teaching
  - Nature of contextualization
  - Type of challenge

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Contextualized Basic Skills Instruction

- Focus of instruction - basic reading, writing, or math
- Who does the teaching - ABE/ASE or college developmental education instructor
- Nature of contextualization - authentic content is the context for basic reading, writing or math instruction
  - Conventional set of basic skills; what is different is the context and application
- Challenge - variety of student educational/career goals in one classroom; instructor may feel cautious about using content material because it is unfamiliar

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Integrated Basic Skills Instruction

- Primary focus of instruction - content area e.g. allied health, auto mechanics, welding, sociology, biology, history
- Who does the teaching - content-area instructor
- Nature of contextualization - Explicit instruction in strategies for reading, writing, and math as part of content-area instruction
- Challenge - instructors may not feel they have competence to teach basic skills; may not see basic skills instruction as their responsibility.

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Integrated Basic Skills Instruction

- ICAPS Website
  - Team Teachers Menu of Resources
    - http://www.icapsillinois.com/team-teaching/
- Transitions Academy
  - November 8 & 9 - Thelma Keller Convention Center, Effingham, IL
- Transitions Blog
  - http://illinoistransitions.blogspot.com/
- Transitions Newsletters
  - www.siue.edu/SIPDC
Implications for ALL levels—Everyone has a part, not just team teachers or Bridge instructors:

What are you going to do next?
What resource are you going to check out?
Questions/Comments
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