

Our Principles for Hosting and Participating in Meetings



ENGAGE EVERYONE



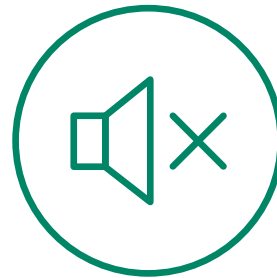
BE HEARD AND SEEN



ACKNOWLEDGE SPEAKER



MAXIMIZE MICROPHONES



MINIMIZE NOISE



MAXIMIZE VISUAL DISPLAYS



Integrating Adult Education and Workforce Development Through Data- Informed Innovation and Collaboration

NRS WINTER 2026 WORKSHOP
JANUARY 29, 2026, VIRTUAL

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for Adult Education

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Welcome and Introductions



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Nick Moore

Nick Moore, Acting Assistant Secretary, U.S. Department of Education, Office of Career, Technical, and Adult Education



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Nick Moore

- US Department of Education
- Acting Assistant Secretary
- Office of Career, Technical, and Adult Education

Workshop Objectives and Agenda



Workshop Objectives

Review	Collaborative models that support student progress into and along a career pathway
Highlight	The incorporation of adult learner and industry needs in program and pathway design
Consider	How data mutually benefit and support funding and program collaborations
Identify and Strategize	On common challenges and partnership opportunities



Agenda



Poll: Partnering Within the Workforce System

Which workforce partners do you collaborate with most?

- Select all that apply:
- ☐ State career and technical education programs
 - ☐ Local career and technical education programs
 - ☐ American Job Centers (AJCs)/one-stop centers
 - ☐ State workforce development boards
 - ☐ Local workforce development boards
 - ☐ Private industry partners
 - ☐ Community colleges
 - ☐ Universities/4-year colleges
 - ☐ Other: Please put in chat



Foundations: Alignment, Co-Enrollment, and Collaborative Pathway Models



Collaborative Model Example: Co-enrollment Under WIOA

In the context of the Workforce Innovation and Opportunity Act (WIOA), co-enrollment refers to a participant being enrolled in two or more of the core WIOA programs/titles so that they may access a broader range of services across the unified workforce system.

- Title I: Adult, Dislocated Worker, and Youth programs
- Title II: Adult Education and Family Literacy (AEFLA)
- Title III: Wagner-Peyser Employment Service
- Title IV: Vocational Rehabilitation Services

Source: 29 U.S.C. §3112; 29 U.S.C. §3102; 29 U.S.C. §3141.



What Is Co-enrollment?

Co-enrollment means an adult learner is enrolled simultaneously in workforce and education programs that coordinate to serve the learner.

Focus:

- Shared case management
- Aligned goals
- Braided or blended services

Source: Maisak (2017).

The goal is to provide pathways to credentials and employment by

- accelerating entry into high-demand careers,
- providing industry-recognized credentials,
- supporting career advancement and economic mobility, and
- aligning education with workforce development.



Co-enrollment Models in Adult Education

- **Integrated Education and Training (IET):** An instructional model in which adults receive simultaneous basic skills instruction, workforce preparation, and occupational training that are aligned with a specific career pathway.
- IET programs can help facilitate co-enrollment opportunities and may include the following:
 - Pre-apprenticeship and workplace literacy programs
 - Use of braided or blended funding
 - Partnerships with postsecondary education and training providers

Source: U.S. Department of Education (n.d.-a, n.d.-b).



Co-Enrollment Models in Adult Education, continued

- **Pre-apprenticeship:** Programs designed to prepare individuals for success through employer-aligned training, career counseling, and hands-on learning experiences. They equip participants with foundational skills and encourage progression into apprenticeship opportunities upon completion.
 - Curriculum based on industry standards and approved by Registered Apprenticeship Program sponsor
 - Hands-on training that does not displace qualified workers (may or may not be paid)
 - Wrap-around supportive services



States in Action: Pre-apprenticeship

North Carolina

- North Carolina's WIOA Unified State Plan directs Title II adult education providers to collaborate with Career Centers for integrated services that connect learners to career pathways.
- This includes developing IET pre-apprenticeship programs linked to Registered Apprenticeships.
- Title II providers establish annual memoranda of understanding (MOUs) with local workforce development boards to facilitate connections to apprenticeship opportunities.
- Local workforce boards must allocate at least 6% of nonadministrative Title I funds to pre-apprenticeship activities, encouraging collaboration with Title II providers to meet the requirement.

Source: NCWorks Commission (2024).



States in Action: Pre-apprenticeship, continued

Partnerships/Collaboration

- Adult education providers
- Career Centers/Workforce Boards
- Community colleges
- ApprenticeshipNC
- NC Commerce partners

Funding

- Title II providers share the infrastructure costs of Career Centers based on usage and negotiate access to training vouchers and career services with workforce partners.

Source: NCWorks Commission (2024).



States in Action: Pre-apprenticeship, continued

Data Collection and Use

- In addition to using the ADVANSYS system to track performance and outcomes tied to NRS, NC also uses NCWorks Online for participant registration and workforce engagement tracking, enabling cross-partner data insights (e.g., co-enrollment with Title I).

Source: NCWorks Commission (2024).



States in Action: Indiana's IET

The Indiana Workforce Ready Grant (WRG) is a program that helps eligible participants access short-term training leading to industry-recognized credentials in in-demand careers. The program:

- Does not alone qualify as an IET program
- Can be used as the occupational skills training component in an IET program
- Supports short-term, credential-focused training programs aligned with Indiana's priority industry sectors
- Requires a high school diploma (or equivalent) and less than a college degree to participate.
- Funds training offered by approved providers whose programs are aligned with employer demand.

Source: [CHE: Workforce Ready Grant](#)



States in Action: IET, continued

Partnerships/Collaboration

- WorkOne
- Governor's Workforce Cabinet
- Adult Education providers
- Training providers
- Employers

Funding

- Adult Education providers can receive WRG funding through Workforce Boards and use these dollars to support the “T” component in IET.
- WRG serves as the primary funding source for cross-title WIOA collaboration focused on occupational training.

Sources: [Workforce Ready Grant Procedures for Postsecondary Institutions](#)



States in Action: IET, continued

Data Collection and Use

IET participant data is collected and reported through InTERS (Indiana's Adult Education Data System). In addition to the data needed for reporting to NRS, they collect data on workforce preparation services, occupational training and alignment with adult education services.

Source: DWD: Accountability (InTERS); 2017-15-PC1 AE Data Collection Reporting.pdf



Alignment: Adult Education and Workforce Partners



Poll Results: Partnering Within the Workforce System

Which workforce partners do you collaborate with most? **Show Poll Results Here**

Select all that apply:

- ☐ State career and technical education programs
- ☐ Local career and technical education programs
- ☐ American Job Centers (AJCs)/one-stop centers
- ☐ State workforce development boards
- ☐ Local workforce development boards
- ☐ Private industry partners
- ☐ Community colleges
- ☐ Universities/4-year colleges
- ☐ Other: Please put in chat



Adult Education and Workforce: Shared Mission

The adult education and workforce development system is composed of organizations and programs that do the following:

- Provide access to education and training
- Prepare participants for employment
- Support participant career advancement
- Build a skilled workforce for employers
- Respond to labor market needs

Source: Urban Institute (2022).



Whom Do We Collectively Serve?

- Adults in need of basic skills
- Out-of-school youth ages 16–24
- Workers seeking career changes and advancement
- Individuals with barriers to employment
- People with disabilities
- Employers seeking skilled workers



Source: https://img.rawpixel.com/s3fs-private/rawpixel_images/website_content/395-felix-0981-teddy_1.jpg?w=800&dpr=1&fit=default&crop=default&auto=format&fm=jpg&q=75&vib=3&con=3&usm=15&bg=F4F4F3&ixlib=js-2.2.1&s=916605ad55595f770f38973b9202e14e



What Services Do We Collectively Offer?



Educational services to build basic skills and prepare learners to obtain secondary and postsecondary credentials



Career counseling, job search workshops, labor market information, job listings, applicant screening, and referrals to job openings



Job search assistance and training (including occupational skills training and on-the-job training)



Supportive services such as transportation subsidies, housing assistance, childcare, and family support



Career pathway and sector strategy development and support



And more!



America's Talent Strategy



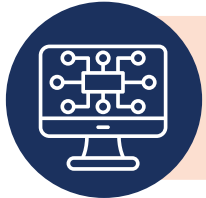
Pillar I: Industry-Driven Strategies

Building reliable talent pipelines through a workforce system led by industry and aligned with America's economic priorities



Pillar II: Worker Mobility

Bringing more Americans into the labor force and helping them advance, including through the innovative use of technology and labor market data



Pillar III: Integrated Systems

Replacing a fragmented web of duplicative programs with a streamlined, coordinated system that delivers unified workforce services



Pillar IV: Accountability

Ensuring federally funded workforce programs deliver measurable results by linking investments to outcomes and enforcing performance discipline



Pillar V: Flexibility and Innovation

Creating new models of workforce innovation built to match the speed and scale of AI-driven economic transformation

Source: U.S. Bureau of Labor Statistics (2025).



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Break



Small-Group Discussion: Connecting with America's Talent Strategy

In your breakout groups:

1. **Start with a rapid round-robin share** with the following:
 - a. Name, state, and role
2. **Assign a reporter to provide a 45 second report out of the discussion.**
3. **Discuss the following questions based on Pillar IV-Accountability **and** either Pillar I: Industry-Driven Strategies **or** Pillar V: Flexibility and Innovation:**
 - What programs, activities, or services do your adult education programs and workforce partners provide that are aligned with your selected pillars?
 - Do you partner with others in these pillars and, if so, how? If not, whom might you partner with in the future?



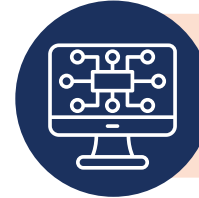
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Report Out – Rapid Round Robin



Group reporters, in 45 seconds:

- Share some examples of program, activities or services that were discuss in your breakout rooms.
- Tell us which Pillars they align with.



America's Talent Strategy: Opportunities for Adult Education



Federal Priorities Shaping 2026

OCTAE Priorities:

- Strengthen adult education–CTE alignment
- Expand work-based learning and employer partnerships

Emerging Opportunities:

- Emphasis on collaboration, co-enrollment, and shared accountability
- Push for data in planning, transparency, and cross-system reporting
- Ability to Benefit (ATB)
- Workforce Pell (pending final rule)

Source: Moore (2025) .



America's Talent Strategy: Opportunities for Adult Education

- Federal priorities should center on transforming the workforce system through industry-driven training, worker mobility, system integration, accountability, and innovation.
- Strong alignment is expected between WIOA Title II (adult education), Perkins CTE, and emerging federal initiatives like Workforce Pell.
- Performance targets should emphasize growth and employment outcomes.
- Federal leaders should emphasize combined state planning, deeper collaboration, and employer-driven program design.

Source: WorkforceGPS (2025).



Opportunities for Adult Education, continued

- Adult education is increasingly positioned as an on-ramp to CTE, workforce, and postsecondary credentials.
- Adult education/CTE collaboration is a growing priority (Perkins, Workforce Pell, ATB).
- Data capacity and reporting alignment are becoming prerequisites.
- States are being encouraged to explore innovative funding alignments.



National Reporting System Key Data Points

Program Reach

- In program year 2023–24, adult education served over **1.26 million** adults nationwide, with 25% younger than age 25.

Performance Outcomes

- **689,321** MSGs were achieved.
- **60,754** enrolled in IET programs.
- **15,415** earned a recognized postsecondary credential while enrolled or within 1 year of exit.
- **12,274** participated in adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization.

Source: NRS (n.d.-a, n.d.-b, n.d.-c, n.d.-d, n.d.-e).



Examples of Data Used in State Plans

Data Category	Examples	Required By
Economic and Labor Market Index	In-demand jobs, industry trends	OCTAE Program Memorandum 24-2 (TEGL 07-25); 34 CFR §361.105
Workforce Characteristics	Demographics, barriers	OCTAE Program Memorandum 24-2 (TEGL 07-25)
Performance Indicators	MSGs, credentials, employment	OCTAE Program Memorandum 24-2 (TEGL 07-25)
Program Participation	Enrollment, co-enrollment	OCTAE Program Memorandum 24-2 (TEGL 07-25)
Education and Skills	High school equivalencies, postsecondary transitions	34 CFR §361.105
Employer Engagement	Sector partnerships, work-based-learning	OCTAE Program Memorandum 24-2 (TEGL 07-25)
Access	Gaps, populations with additional support needs	OCTAE Program Memorandum 24-2 (TEGL 07-25)
Fiscal Data	Funding, resource alignment	OCTAE Program Memorandum 24-2 (TEGL 07-25)

Source: U.S. Department of Education (2025); U.S. Department of Education, Office of Career, Technical, and Adult Education (2023); U.S. Department of Labor, Employment and Training Administration (2026).



Employment Projections and Workforce Challenges

- Employment is expected to increase by **5.2 million jobs** from 2024 to 2034.
- Labor market data utilization helps states analyze workforce participation and employer needs to tailor career pathways and better target support services.
- Adult education programs must adapt quickly to employer demand due to recent reductions in hiring and job openings.
- Aligning workforce strategies with high-growth sectors and regional economies is critical for effective development.

Source: U.S. Bureau of Labor Statistics (2025).



Workforce Pell and ATB

Beginning July 1, 2026:

- Pell Grant eligibility expands to short-term workforce training programs (150–599 clock hours; 8–15 weeks).
- For any Pell-eligible learner, including those with a bachelor's degree (but not graduate degrees).
- Workforce Pell expands program options for Pell-eligible students, including those who qualify through Ability to Benefit.
- Enables funding for noncredit, workforce-oriented programs aligned with stackable career pathways.

Source: National Skills Coalition (2025).



Driving Workforce Impact Through Adult Education

Dual customer focus:

- Adult education prepares job seekers with foundational skills that employers require.
- Adult education partners with employers to design and build a skilled talent pipeline.

Demand-driven approach:

- Adult education uses labor market data and employer feedback to contextualize instruction for in-demand occupations.

Career pathways:

- Adult education provides the on-ramp to sector-based pathways through adult basic education, ESL, IET, pre-apprenticeship preparation, and workforce readiness.

Universal access:

- Adult education serves various learners, including those with barriers to employment.



Break



State Spotlight: Arkansas

Co-enrollment and Credential Indicator Performance



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State Spotlight: Arkansas

As we listen to Arkansas' presentation, reflect on your responses to the following:

- How do adult education and workforce partners engage with one another?
- What data are referenced, and how are they applied?
- What outcomes are evident and promising based on Arkansas' work?



Preparing Adult Learners for the Workforce through Co-enrollment and Credential Attainment



**Adult
Education**



Trenia Miles, Ed.D., Director

Andy Moysh, Program Coordinator

**LaJuana Delph, Workforce
Development Coordinator**

January 29, 2026



Success Story: Tiffany String

How Adult Education Helps Learners Move Ahead: Tiffany String



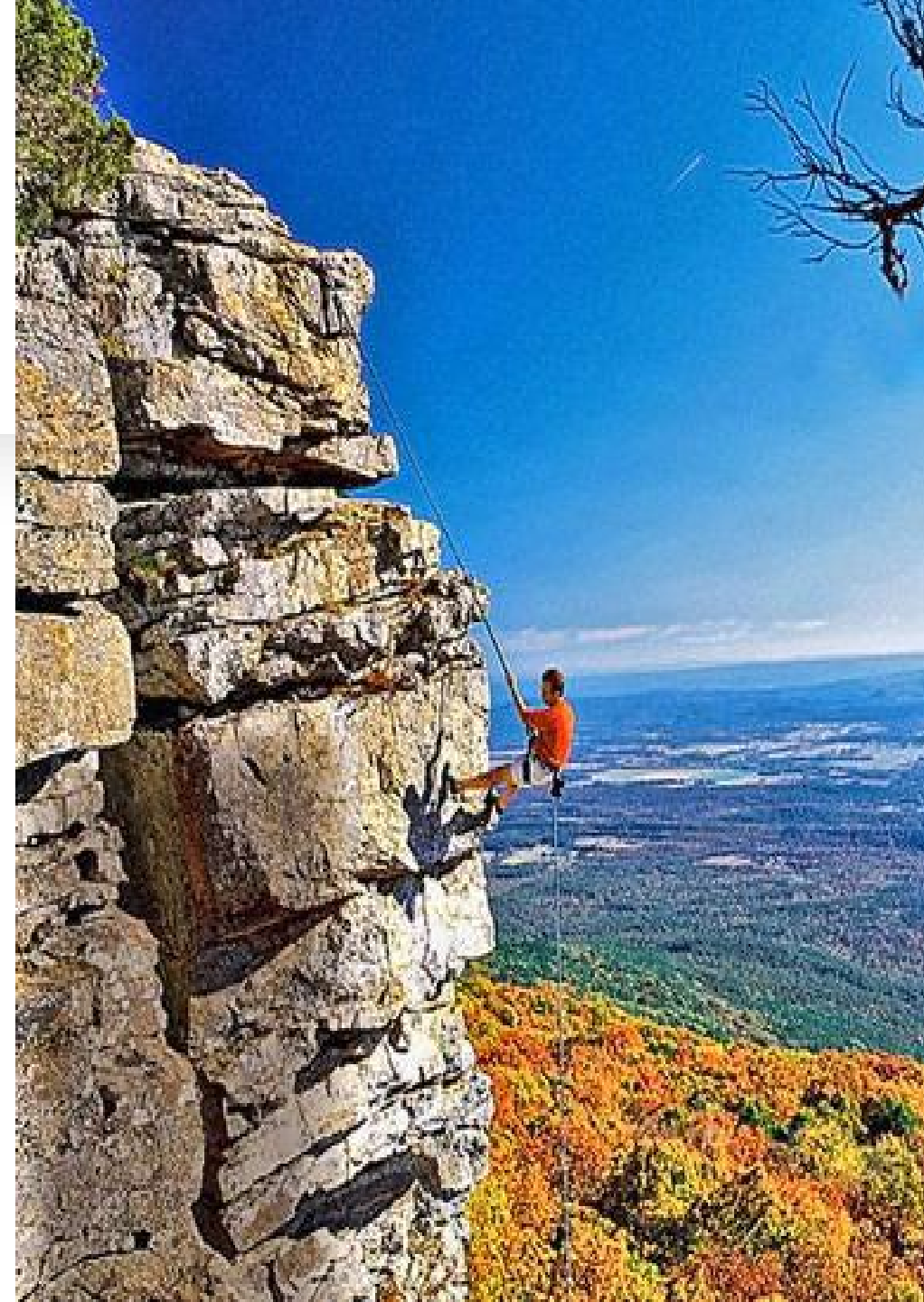
Arkansas

**THE
NATURAL
STATE**

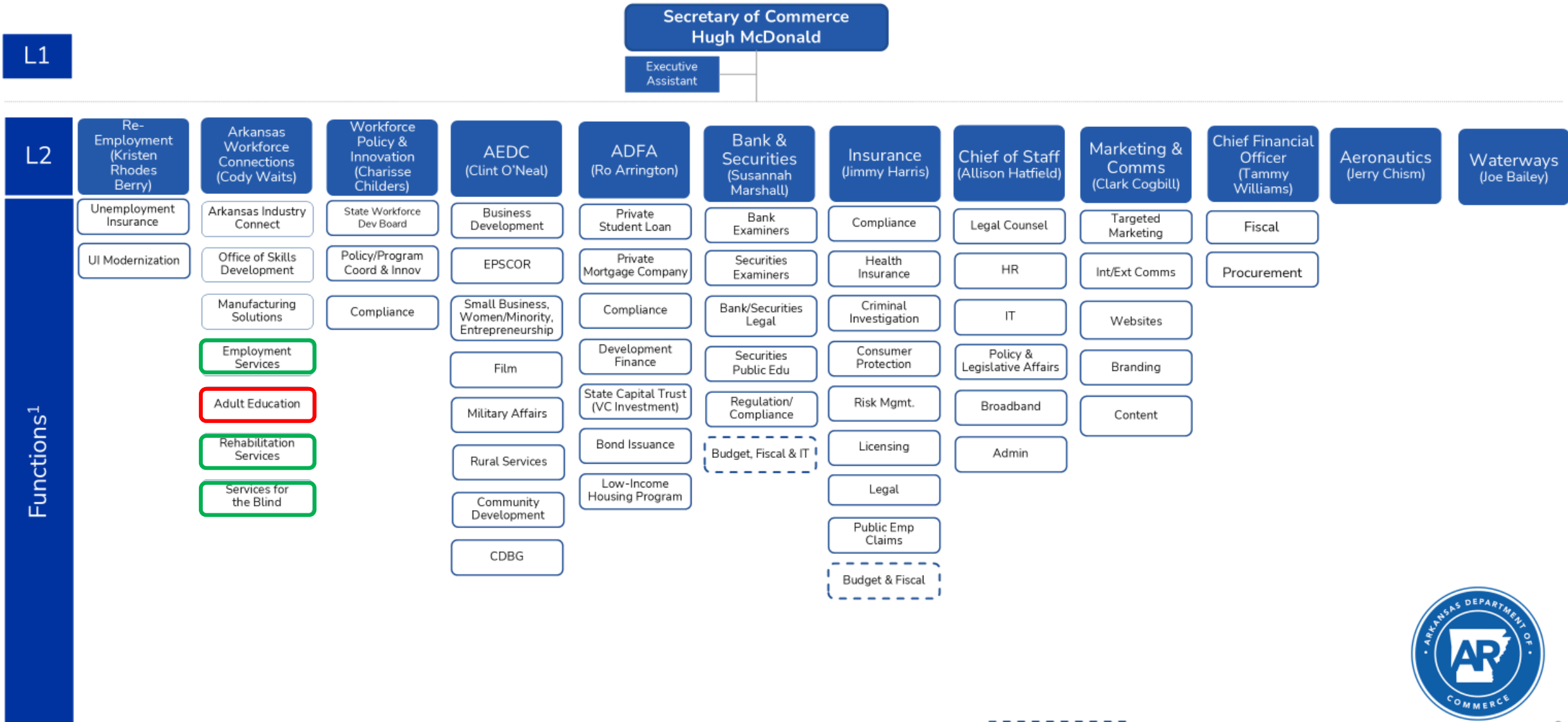
- **Population:** 3.2 million
- **#1** inbound migration in the country for two consecutive years
- **Key Industries:** Agriculture (rice, poultry), forestry, steel production, healthcare, logistics, manufacturing
- **Major Corporations:** Headquarters for Walmart, Tyson Foods, and JB Hunt.
- **Resources:** Significant timber, gas, and mineral production (#1 producer of bromine in the US).

Challenges

- **≈300,000** without a high school diploma
- High poverty rates (**ranking 4th** highest in the U.S).
- **377,312** Arkansans on SNAP
- **1,170,254** Arkansans on Medicaid and Children's Health Insurance Program
- **58.5%** Labor Force Participation Rate



Department of Commerce



Indicates administrative reporting

1. Page indicates functions under each Division; does not represent L3-L4 reporting structure.



Arkansas Adult Education

- State Staff: 25
- 34 Providers
 - 79% Community Colleges
 - 21% School Districts
- Participants: 11,447
- Funding:
 - State: \$ 22,770,569
 - Federal: \$6,312,681



2025-2026 Strategic Goals

Mission: Increase performance metrics over the previous year by 5%

- 1) Distance Learning
- 2) GED[®] passers
- 3) Industry-recognized credentials
- 4) Non-reportable credentials and WAGE[™] certificates



Looking at our Strategic Goals

- The number of GEDs increased
- Postsecondary Credentials increased
- Why did our credential attainment drop when we earned more credentials?
 - ✓ Time to review



Review and Discover

- Review each program independently
- Compare those with high Credential Attainment rates vs those with low Credential Attainment rates
 - Discoveries
 - Class set-up rules in the Data Management System (DMS) (Instruction @ 9th Grade Level = ABE Level 5-6 indicator)
 - IETP/Credential indicators in the DMS enrollment (Postsecondary opportunity (industry recognized credential)
 - Follow-up/Post-exit Outcomes (Employed or entered Postsecondary opportunity)
 - ✓ Time to make plans for action



Discover, Plan, Train

- Credential Attainment Webinar
 - Clarification of what a credential is
 - Understand what Credential Attainment is (denominator vs met indicator)
 - How to set up IET classes that include industry-recognized credentials
 - How to enroll students in those classes & ensure the IETP/C indicator is marked
- Regional and customized Data Management Training (DMS) training: 101, Data Entry, Teachers, Directors, Applications (hands-on)
- Train providers at Fall and Spring Administrators' Meetings
- Technical Assistance Compliance (TAC) reports



Methods of Monitoring

- Review of data and desk audits
- Technical Assistance Compliance (TAC) Reports
- Technical Site Visits and Program Reviews
- State Quarterly Strategic Goals Report



IET Credential Attainment in Action

- Various ways providers offer IETs to learners: **In-house**, through partnerships with training providers and employers.





Success Story: CNA Program

Adult Education CNA Program

The Workforce Alliance for Growth in the Economy (WAGE™) program ensures that unemployed and underemployed Arkansans have the basic academic skills necessary to become employed and stay successful in the workplace.



WAGE™ Level I: Workforce Preparation Certificate

Career Development	Employability Skills	Digital Literacy	Financial Literacy
• Interest Profiling & Exploration • Enter Workforce • Enter Workplace Training • Enter Post-Secondary Education/Training	• How to Job Search • Communication Skills • Solving Problems at Work • Self-Management Skills • Professionalism	• Computer Basics • Understanding Technology • Information Management • Digital Context Creation	• Budgets • Financial Goals • Loans • Credit
			

Academic Skills: Reading, Math, and Language

WAGE™ Level II: Industry Specific Certification

Career Development	Career Occupation Training	Contextualized Instruction	Job Industry Certifications
• Align your skills with in-demand occupations • Explore industry pathways and advancement options • Plan your next step: job placement, training, or credentialing	• Evaluating Career Choice • Education and Training for Careers • Working in the Industry • Industry Trends Impacting Careers	• Workplace Skills: Reading for Information • Workplace Skills: Locating Information • Workplace Skills: Applied Mathematics	• Guided Career Advising • Mentoring for Success • Academic Skill Support • Hands-On Training with Employer Connection
			

Workplace Literacy: Reading, Math, and Language



ABE & Workforce Preparation

- **Support ABE and Workforce Preparation:**
 - ✓ Builds academic foundations while strengthening employability, digital literacy, financial literacy, and career exploration.
- **Contextualized instruction is used throughout:**
 - ✓ Academic and employability skills are taught using workplace tasks, real-world scenarios, and industry vocabulary.



WAGE™ Level I & Workforce Preparation

Workforce Training

- **Extends into Workforce Training:**
 - ✓ Focuses on occupation and career pathway preparation connected to training expectations.
- **Industry-recognized certifications are the key credential outcome:**
 - ✓ Certifications validate skills against industry standards and strengthen job readiness.



WAGE™ Level II & Workforce Training



American Welding Society



Customer Service



Building External Partnerships Through Industry-Recognized Credentials

- Partner with employers across various sectors to identify industry-recognized certifications that align with students' career goals.
- Connect with educational institutions (community colleges and technical schools) and programs offering these credentials.
- Use industry-recognized certifications as a benchmark for recruitment, retention, and advancement.
- Emphasize certifications to meet labor market demands and increase competitiveness in the job market.



ALBEMARLE®



Braided Funding Sources for Job-Industry Certifications

- Arkansas Community Colleges
- **Arkansas Rehabilitation Services**
- **Adult, Dislocated, Youth Program/E&T**
- **DHS--SNAP E&T/TANF**
- **Division of Services for the Blind**
- Higher Education-Career Pathways Initiative
- National Apprenticeship Training Foundation (NATF)
- **Office Skills of Development**
- WIOA Local Workforce Development Boards





Success Story: Evette Moore

Co-Enrollment Evette Moore



QUESTIONS

State Teams: Brainstorm

In your state teams, **select a reporter** and reflect on what you've heard and your state's current experiences as you discuss the following:

- How can we **build new or enhance existing collaborative partnerships** with various stakeholders to create or expand career pathways? This may include the following:
 - Community colleges
 - Workforce development agencies
 - Employers and industry
- What **data** would we need to do this?
- What are the **opportunities** and **challenges** in braiding different funding streams to support comprehensive services?



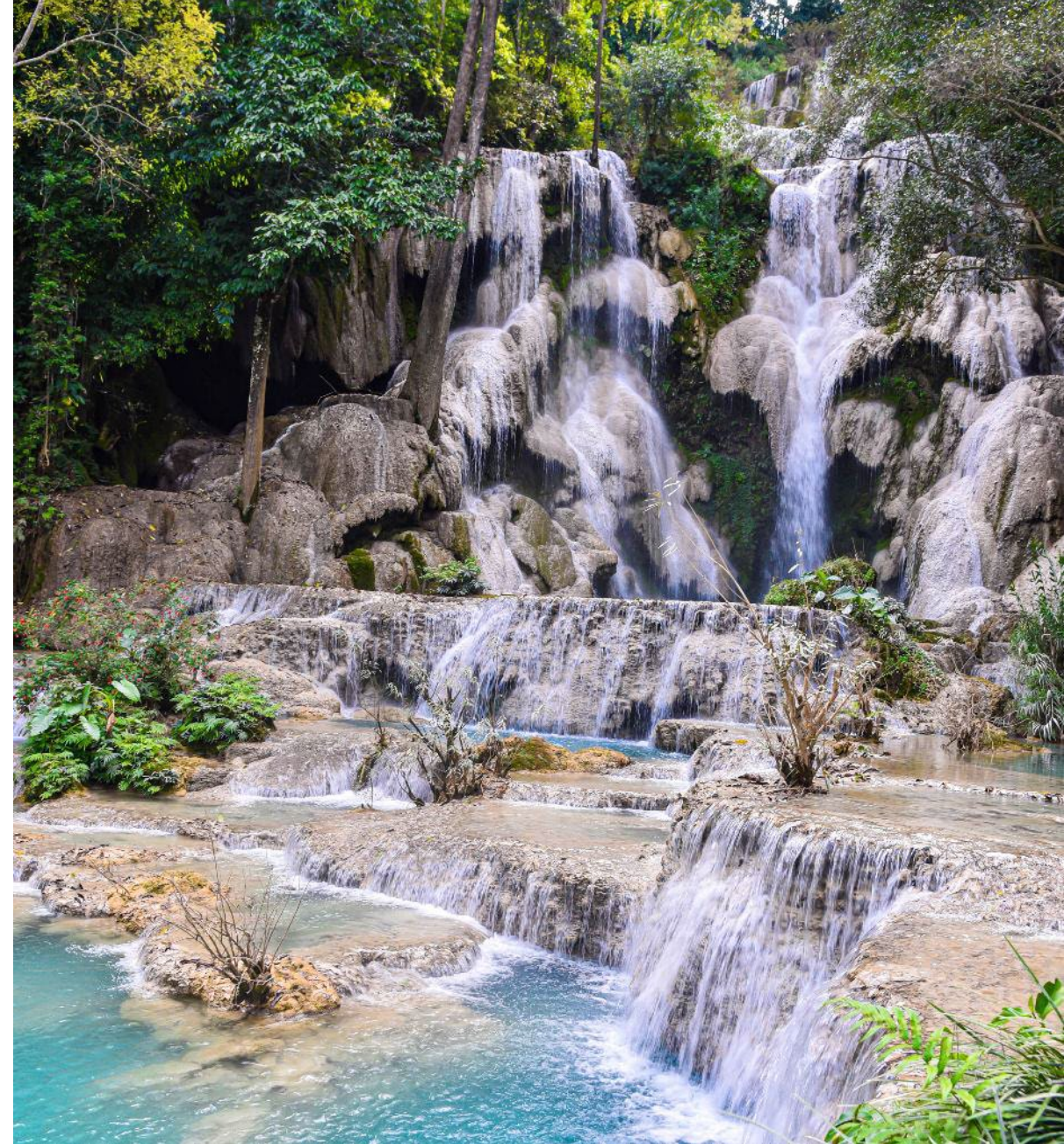
Report Out



Challenges Waterfall

In the chat box, **enter 1-2 challenges** your state team discussed in your brainstorm **but don't hit enter...**

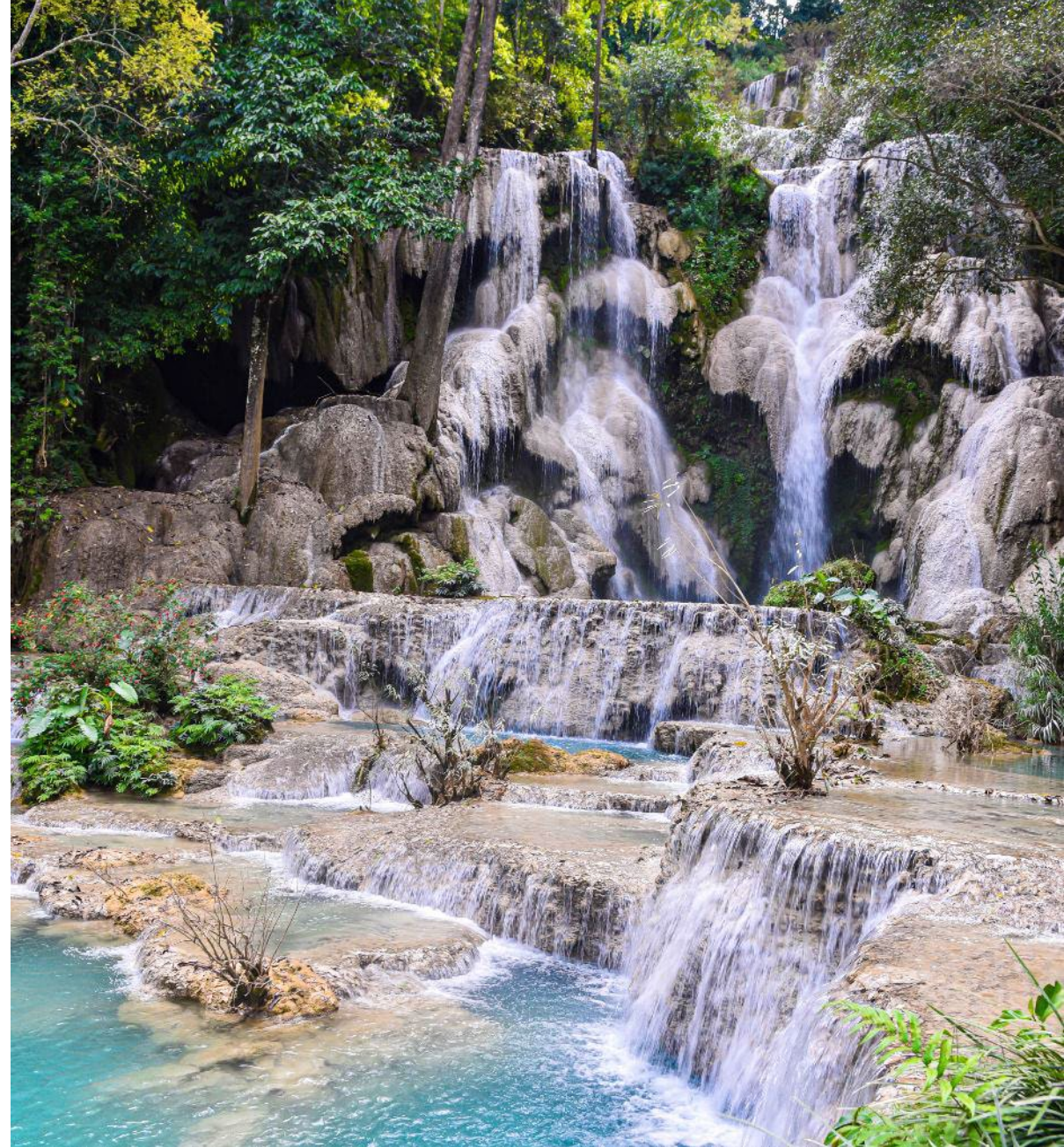
- At the end of the facilitator's 3...2...1 countdown, enter your **challenge** responses in the chat box.
- Scroll through the waterfall and **use your reaction (emoji) buttons (e.g. !)** to indicate **challenges** your state may also have or challenges that your state has experience addressing (e.g., 💪 ✓).



Opportunities Waterfall

In the chat box, **enter 1-2 opportunities** your state team discussed in your brainstorm **but don't hit enter..**

- At the end of the facilitator's 3...2...1 countdown, enter your **opportunity** responses in the chat box.
- **Use your reaction (emoji) buttons** to indicate opportunities that you find interesting, or similar to your state's activities or that you have an interest in learning more about.



Strategic Recommendations for Adult Education Leaders

- Combine NRS data with data used for state plans to prioritize the following:
 - Career pathways
 - Skilled trades
 - AI-impacted occupations
 - High-demand regional sectors
- Use employer-validated “skills DNA” to align AE+CTE+WF programming.
 - Contextualize instruction to exact skills needed in local sectors
 - Build IET programs around employer-defined competencies
- Continue aligning short-term credential programs with high-wage, high-skill, in-demand occupations.
- Ensure adult education contributes via bridge programs and aligned pathways.
- Leverage braided funding to support IET, pre-apprenticeship, and work-based learning.
 - Align resource allocation with workforce and CTE priorities.
 - Use funding and cost data to identify where service reach can be expanded.



Next Steps: Consider Action Steps for Alignment

As a state team and with your stakeholders consider:

- One action your state team could take in the next 3–6 months to identify, pursue, or enhance a collaborative model in your state
- Potential barriers and at least one potential solution to addressing each of those barriers



Wrap-Up



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NRS Workshop Evaluation

- Please complete your evaluation for today.
- We use this information to inform our trainings and future resources and the support we provide to states.



NRS Workshop Evaluation
link: [//s.zoom.us/j/84456789012](https://s.zoom.us/j/84456789012)



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National Reporting System. (n.d.-b). *Table 3: Participants by program type and age (program year 2023–2024)*. <https://nrs.ed.gov/rt/reports/aggregate/2023/all/table-3>

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