SLIDE 1: Welcome to the Adult Education and Family Literacy Act (or title II of WIOA) technical assistance webcast. This is one in a series of technical assistance webcasts presented by the staff of the core and combined partner programs to assist you with developing your state plans and beyond.

SLIDE 2: I’m Karla Ver Bryck Block, Team Leader, Monitoring and Administration Team Office of Career, Technical, and Adult Education U.S. Department of Education,

SLIDE 3: This webcast is about the Adult Education and Family Literacy Act (also know as AEFLA) which is title II of WIOA. AEFLA is one of the six core programs of WIOA.

SLIDE 4: The Information Collection Request, also known as an ICR, can be found at the link on this slide. The ICR contains all of the requirements that a state must address in its Unified or Combined state plan. There is a new WIOA State Plan Portal scheduled to go live this winter which is where states will enter their state plans. This portal replaces the previous one that was used for the 2016 plans and the 2018 modifications. The state plans in the previous portal will be migrated to the new portal.

SLIDE 5: Please review the Common Elements sections since AEFLA is a core program in WIOA and should therefore be included in the responses in the Common Elements sections. As a reminder, the Common Elements refer to the Strategic and Operational sections of the plan where the responses include information about the 6 core programs, as well as any of the optional Combined partner programs. Hence the term “common”. We encourage you to have conversations about the Common Elements development process with your fellow state staff who are responsible for the other WIOA programs.

Within the common element entitled Operational Planning Elements, please see the title II Distribution of Funds section. This is where narrative is entered that describes how you plan to run your competition for AEFLA dollars.

In the Distribution of Funds section you will describe:

-how the state agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how state agencies will establish that eligible providers are organizations of demonstrated effectiveness, and.

-how the state agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the state agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

SLIDE 6: There are also Program Specific Elements for title II. There are 6 categories for AEFLA grantees to address with narrative:

Aligning Content Standards

Local Activities

Corrections Education and other Education of Institutionalized Individuals

Integrated English Literacy and Civics Education Program

State Leadership and

Assessing Quality

As the state program staff develop plan content, some things to consider are what are the State’s plans for these activities for the next 4 years? How do they align with the State’s vision and goals? What did a State say in its 2018 modification? Does some of that work continue for program years 2020-2023?

Following the narrative section for AEFLA, you’ll see the AEFLA certifications and assurances. These are check boxes and like last time, you are required to enter the certifying representative’s name in the appropriate box.

SLIDE 7: AEFLA changes from the previous Information Collection Request to the current one are the following:

The removal of 2 assurances regarding the section 243 IELCE program

The expansion of one existing question about the section 243 IELCE program

The addition of two questions to the narrative for Statse to describe the section 243 IELCE program

And an update of the instructions for Appendix 1 which is where a State inputs performance indicator targets for 5 indicators for program years 2020 and 2021.

SLIDE 8: The text in red indicates the changes from the ICR used in 2016 to the current ICR. These additions replace 2 Assurances and provide States with the opportunity to describe how they are implementing the section 243 IELCE program.

SLIDE 9: In Appendix 1 States are required to enter 2 numbers for expected levels of performance for five indicators. So that is a total of 10 numbers that will be entered in Appendix 1 for AEFLA. The 2 numbers are the expected levels of performance for 2 years for each of the following indicators:

Employment 2nd quarter after exit

Employment 4th quarter after exit

Median earnings 2nd quarter after exit

Credential attainment rate

Measurable Skill Gain, also referred to as MSG.

The years you are entering targets for are program year 2020 and program year 2021.

Please note that the Effectiveness in Serving Employers indicator is still under development and being piloted. So targets will not be entered for that indicator in spring 2020.

Once your plan has been submitted, your Area Coordinator will contact you regarding negotiating targets. The negotiation process will be very similar to the 2016 and 2018 process.. After you have negotiated targets that have been approved by OCTAE, the portal will be re-opened for you to enter your negotiated targets into Appendix 1 for the five indicators for 2 program years, that is - program years 2020 and 2021. While the portal is open, you will also be able to make any revisions or edits that your Area Coordinator has been in touch with you about – if there are any. It might be that you are only entering in negotiated targets and no other revisions are needed.

More information on the negotiation process will be forthcoming.

SLIDE 10: On behalf of the Adult Education team and all of us here in OCTAE, thank you for viewing this webcast.  We wish you all the best in your continued efforts to develop an education and workforce system that prepares all youth and adults for a prosperous future.