**Transcript**

**Adult Education and Family Literacy Act (Title II)**

**Karla**: 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.

I’m Karla Ver Bryck Block, Branch Chief, Monitoring and Administration Branch, Office of Career, Technical, and Adult Education, at the U.S. Department of Education.

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

The Information Collection Request, also known as an ICR, can be found at the link on this slide. The ICR contains all the requirements that a state must address in its Unified or Combined state plan. The PY 2022 modifications must be submitted in the WIOA State Plan Portal that can be found at wioaplans.ed.gov. This is the same portal you used to submit your PY 2020 state plans. The PY 2016 state plans and PY 2018 modifications have been migrated from the previous portal and are now available in this portal.

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.

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 2 years? How do they align with the State’s vision and goals? What did a State say in its 2020 state plan? Does some of that work continue for program years 2022 and 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.

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, and Measurable Skill Gains, also referred to as MSG.

The years you are entering targets for are program year 2022 and program year 2023.

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 2022.

Once your plan has been submitted, your Area Coordinator will contact you regarding negotiating targets. The negotiation process will be similar to the 2020 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 2022 and 2023. 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.

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.

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