
Request for Applications
32024-00017
Adult Education and Literacy
Companion Guide



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1. Introduction

How to Read this Guide

The Texas Adult Education and Literacy Guide (AEL Guide) is a one of several resources that AEL Grantees (Grantees), service providers, Workforce Partners, and other stakeholders can use to understand the structure, policies, procedures, and best practices in adult education.

Capitalized terms in this document represent terms that are defined in this guide in §6, Definitions. Additionally, terms that are not capitalized are defined there as well. Other resources are essential to a full understanding of adult education in Texas. The following are referenced throughout the document:

- Texas Adult Education and Literacy Testing Guide (Testing Guide), <https://www.twc.texas.gov/sites/default/files/wf/docs/ael-testing-guide-twc.pdf>
- AEL Letters and Workforce Development Letters (WD Letters) <https://www.twc.texas.gov/policy-letters>
- The Statewide Professional Development (PD) Center <https://tcall.tamu.edu/index.htm>
- TWC Financial Manual for Grants and Contracts <https://www.twc.texas.gov/policy-letters/financial-manual-grants-and-contracts-0>TWC AEL Rules
 - Chapter 800: General Administration: <https://twcpublicweb.prod.acquia-sites.com/sites/default/files/ogc/docs/rules-chapter-800-general-administration-twc.pdf>
 - Chapter 802: Integrity of the Texas Workforce Commission, Subchapter D Agency Monitoring Activities: <https://twcpublicweb.prod.acquia-sites.com/sites/default/files/ogc/docs/rules-chapter-802-integrity-twc.pdf>
 - Chapter 805: Adult Education and Literacy: <https://www.twc.texas.gov/sites/default/files/ogc/docs/rules-chapter-805-adult-education-and-literacy-twc.pdf>
- WIOA Regulations
 - Workforce Innovation and Opportunity Act: Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions - Final Rule (Effective Date: October 18, 2016). <https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf>
- Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act) - Final Rule (Effective Date: September 19, 2016, with the exception of subparts H, I, and J of part 463, which become effective October 18, 2016): <https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16046.pdf>

Welcome

The Texas Workforce System is designed to maximize innovation and partnerships to foster profitable business outcomes to realize a competitive advantage in the global economy for all Texans.

AEL augments this vision by delivering the basic foundational skills, workforce preparation, Workforce Training, and other career advancement services that are necessary to prepare Texans to support their families, careers, and communities. Adult education and literacy support growth in the state by improving programs for individuals with Barriers to Employment, by identifying transferable skills valued by employers and by delivering education and training to individuals who want to complete postsecondary education and training and find employment in in-demand industry sectors and occupations.

Essential to the success of the initiative is its strategic integration with Workforce Partners in the Texas Workforce System established under the Workforce Innovation and Opportunity Act (WIOA). Workforce Partners such as Local Workforce Development Boards (Boards), Workforce Solutions Offices, and Vocational Rehabilitation Services staff support Grantees to promote student success. Similarly, employers, community and faith-based organizations, libraries, and college developmental education programs supply the system with students and expand the reach and services that AEL provides.

TWC AEL services and activities include but are not limited to the following:

- Preparation for high school equivalency
- English as a Second Language (ESL) activities
- Digital Literacy
- Workplace AEL Activities
- Workforce Preparation Activities
- Integrated Education and Training (IET)
- Integrated English Literacy and Civics Education (IELCE)
- Family Literacy activities
- Corrections Education

Critical to student success are innovation in educational services and leveraging the strengths of education, training, support, and career development resources. AEL shares with Workforce Partners the goal of increasing the array of services for better assisting students with the educational goals that support career development, higher education transition, and the tools that strengthen families and communities.

2. Adult Education and Literacy in Texas

AEL Strategic Plan

In January 2021, TWC’s three-member Commission (Commission) approved the second iteration of the AEL strategic plan which includes a vision, mission, and strategy for the program. The current AEL strategic plan is available at <https://www.twc.texas.gov/sites/default/files/wf/docs/adult-education-and-literacy-strategic-plan-2021-2026-twc.pdf>

Vision, Mission, and Strategy

Vision

To deliver education, workforce, and postsecondary education and training outcomes for students through innovative service delivery and partnerships that result in statewide alignments, efficiencies, and accountability.

Mission

To promote and support a responsive and accountable system that creates value and supports local solutions to addressing the educational and workforce development needs of AEL students, businesses, and community stakeholders.

Strategy

To support increases in employment, postsecondary education and training transition, skills, and secondary school credential attainment through demonstrated approaches that integrate workforce system services and leverage local and state partnerships.

Texas Workforce Commission and Texas Workforce System

Local Workforce Development Areas

Texas has 28 Local Workforce Development Areas (Workforce Areas) by which it coordinates adult education and literacy, Workforce Solutions Offices, and Vocational Rehabilitation Services. The workforce areas are geographic designations that were developed in 1993 to deliver integrated workforce development services.

Adult education and literacy statewide grants are aligned to the Workforce Board Plans. This alignment supports integrated service delivery and performance accountability.

By law, Workforce Areas must be composed of more than one contiguous unit of general local government, including at least one county, and the area must be of sufficient size to have the administrative resources necessary to effectively plan, manage, and deliver workforce development services. Other factors used in developing the workforce areas are each area’s economic-development needs, analyses of local labor markets, the commuting patterns of its residents, and its community needs, including those of employers seeking skilled workers and individuals seeking jobs and skills training.

The Texas Workforce System

Texas Workforce Commission (TWC) is the state agency charged with overseeing and providing workforce development services to employers and job seekers of Texas and is the administrative agency that oversees the AEL program, the 28 Boards and their contractors, offices, and service providers.

The Texas Workforce System provides workforce development tools that help workers find and keep good jobs and help employers hire the skilled workers they need to develop their businesses. Through Workforce Solutions Offices across the state and in collaboration with Workforce Partners, including providers, community colleges, local independent school districts (ISDs), economic development groups, and other state agencies, the Texas Workforce System provides services that support employers, workers, and job seekers. Collaboration across these agencies and local entities is critical to the success of the Texas Workforce System.

Through the integrated Texas Workforce System, TWC administers several federal programs, including all the Core Programs under the Workforce Innovation and Opportunity Act (WIOA), as follows:

- Title I Adult program
- Title I Dislocated Worker program
- Title I Youth program
- Title II Adult Education and Family Literacy Act program
- Employment Service program, authorized under the Wagner-Peyser Act, as amended by Title III of the Workforce Innovation and Opportunity Act (WIOA)
- Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV

Other federal and state programs include the following:

- The Senior Community Service Employment Program
- Choices, the employment program for recipients of Temporary Assistance for Needy Families (TANF)
- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)
- Childcare and Development Block Grant Funds/Childcare Development Funds programs
- Trade Adjustment Assistance (TAA) program
- Apprenticeship program
- Skills Development Fund training (customized training for businesses)
- Self-Sufficiency Fund training

Through this integrated system, TWC strengthens the state's workforce development system. The system enables more Texans to work, and it spurs skills and credential attainment, employment, retention, and the earnings of participants, including those with Barriers to Employment. This results in a higher-quality workforce, reduced public assistance, and increased productivity and economic advantage statewide.

The 28 Workforce Areas are governed by Boards that are identified and designated by the governor. Boards manage many, but not all, TWC programs.

AEL Integration with Boards and Workforce Solutions Contractors

The 28 local Workforce Development Boards operate over 180 local Workforce Solutions Offices in Texas. Each Board is responsible for developing, implementing, and modifying a four-year plan for convening and integrating all relevant programs identified as workforce systems required partner programs. The plan analyzes the local workforce development area and lays out the Board's strategy to meet job seekers' and employers' economic and employment needs.

Adult Education and Literacy is a required workforce system program partner and one of the six core programs of the Texas Workforce System. Through collaboration and partnership with local Boards and Workforce Solutions Offices, Adult Education and Literacy and local AEL Grantees help ensure the shared customer base of businesses and job seekers have access to information and services that lead to positive educational and employment outcomes.

Local Boards are expected to support AEL Grantees with strategic planning and a customer-centered program approach to service delivery through the following:

- Analysis of employment statistics and local labor market information, regional economic development, and industry or occupational demand studies.
- Identification of targeted high-growth or existing and emerging in-demand or targeted occupations or occupational clusters.
- Prioritization or targeting of existing and emerging in-demand industry sectors and occupations to which Boards direct training resources.
- Support of direct services for eligible individuals through referrals or coenrollment by aligning the education, training, employment, and support services provided through Workforce Solutions Offices with AEL service providers for individuals who are basic skills deficient and have barriers to employment.

Memorandum of Understanding

Workforce System integration and alignment through Boards and Workforce Solutions Offices requires the creation of a Memorandum of Understanding (MOU) as detailed in the Texas Workforce System Operations Guide July 2023 available at:

<https://www.twc.texas.gov/sites/default/files/wf/docs/wioa-operations-guide-twc.pdf>.

The MOU should include at a minimum, the following provisions:

Service Delivery Coordination

Describe the services to be provided and the way services will be coordinated and delivered through the local workforce system including each workforce partner's responsibilities and the local workforce system design, including:

- identifying and describing the local workforce system customers
- identifying the services provided, including career services applicable to workforce partners.

Cost and/or Funding

Describe the process by which the local workforce system will fund the provision of services and general operating costs to ensure a stable and equitable funding stream for ongoing workforce system operations, including sufficient funding of infrastructure costs. (See section on Infrastructure Funding Agreement below.)

Workforce Partner Referrals

Describe the methods used for referring individuals between Workforce Solutions Offices and AEL for appropriate services and activities, including:

- the commitment to ensure quality customer service and a customer-centered focus; and
- how the local workforce system provides direct access to AEL through real-time technology.

Serving Individuals with Barriers to Employment

Describe the methods used to ensure the needs of workers, youth, individuals with disabilities, and individuals with barriers to employment are addressed when providing necessary and appropriate access to the services that are made available through the Texas workforce system, including access to technology and materials.

Infrastructure Funding Agreement

Another required component of AEL and Board integration pertains to funding of shared infrastructure costs of the local one-stop delivery system as agreed upon in a local Infrastructure Funding Agreement (IFA).

Infrastructure costs are the shared non-personnel costs of operating the local one-stop delivery system. Under WIOA §121, and its implementing regulations and related federal guidance, the required partners must help fund these shared infrastructure costs. Grantees will work directly with Boards to establish the amount and how the Grantee will fund the program's share. The program's share of allowable infrastructure costs can be charged to the Grant Award. In some cases, non-cash contributions and third-party in-kind contributions provide additional funding methods.

For more information about the MOU and infrastructure cost requirements refer to WIOA §121, implementing regulations at 34 C.F.R. Part 463, Subpart J, federal guidance in OCTAE Program Memorandum 17-3, OCTAE Program Memorandum 17-4, and the Workforce GPS Sample MOU and Infrastructure Costs Toolkit, and state guidance in Part D of TWC's Workforce Innovation and Opportunity Act Guide to Texas Workforce System Operations (July 2023) <https://www.twc.texas.gov/sites/default/files/wf/docs/wioa-operations-guide-twc.pdf>

3. TWC AEL Requirements (S) – Both Applications

Introduction

There are two distinct programs under TWC AEL, one that is funded with AEFLA Section 231 funds and one funded under AEFLA Section 243 funds. The TWC AEL Requirements in this section apply to *both* TWC AEL applications and subsequent grant awards.

Standard Operating Procedures

There are seven (7) **Standard Operating Procedures (SOP)** required for all grants. Grantees may develop additional SOPs to help with local oversight and control, but at a minimum, each grantee regardless of application type must develop an SOP for:

- Strategic Outreach and Recruitment
- Comprehensive Assessment and Orientation
- Customer Profile and Required Data Collection
- Referral and Co-enrollment with WIOA Core Partners
- Support Service Needs Determination
- Exit and Follow-up Service Tracking
- High School Equivalency Subsidy Use and Tracking

Grantees must also disseminate, train, and monitor program and partner staff on SOPs compliance.

Annual Review

AEL Grantees must review their SOPs each year for needed updates or anytime there is a specific challenge related to program implementation (for example, timeliness of data entry). Grantees must train and provide follow up training to program staff regularly to ensure that SOPs are understood, followed, and working as intended. Updated SOPs are required to be submitted to TWC.

Strategic Outreach and Recruitment

Requirements

As part of the connection phase of service delivery, providers must ensure that they are using a recruitment strategy to reach eligible customers, including those identified as most in need of literacy services, those desiring services to advance their careers, and those who may not be making progress in but are paying for, college developmental education. This requires creating a standard written procedure to ensure the following:

- Use of consistent, asset-focused, and empowering messaging in all recruitment communications,
- Use of branding as stipulated in provider grants,
- Provision of multilingual communications in recruitment efforts based on a survey of major language groups in the communities served,

- Enlisting the aid of multiple organizations, such as Workforce Solutions Offices, schools, businesses, faith and community-based organizations, community colleges, health services, and other relevant entities in recruitment efforts,
- Recruiting and serving at a minimum, the contracted number of students in each contracted category and ensuring that recruitment efforts are customized according to the target student population.

Proactive Strategic Outreach

While student outreach and recruitment are critical activities to support performance outcomes for meeting the economic needs of students and their communities, these activities are some of the most underdeveloped or overlooked areas of service to new customers. Best practice shows that strategic recruitment identifies the best customers for the services offered in adult education and literacy and aligns with improved program performance. A model of developing services and waiting for customers to arrive has proven to be unsuccessful in growing a program to meet the needs of the community and fails to provide options for students in need of services and who can take advantage of programs such as Career Pathways.

Increasingly, adult education and literacy programs in Texas are asked to focus on meeting outcomes related to college and career preparation and transition. This is because the options that traditional service delivery offered did not attract the populations that can benefit from adult education and literacy services to enter training, find employment, or facilitate a career boost.

All recruitment efforts should be based on an alignment of local area need for adult education and literacy, program objectives, performance measures, and customer goals and objectives.

Comprehensive Assessment and Orientation

Comprehensive Assessment is a critical part of successful program management. The term “Comprehensive Assessment” implies that the process consists of more than the required eligibility testing. Comprehensive Assessment not only determines the eligibility of the student but also identifies his or her goals, educational and employment background, and potential barriers with which the customer may need support to ensure retention and completion; it also includes disability accommodation needs, if applicable.

Requirements

All providers must ensure that they have a written standard operating procedure for Comprehensive Assessment and Orientation that, at minimum, includes the following components:

- Enrollment Form/Signed Release of Information
- Identity Documentation
- Digital Literacy and Equity Questionnaire

- Individual Training Education and Career (ITEC) Plan
- Testing and Placement
- Support Service Needs Determination

Testing and Placement

AEL providers must follow the requirements for testing and placement stated in the Texas AEL Testing Guide. Providers should defer to the Testing Guide for official policy and guidance. A summary of these requirements is as follows:

- Texas requires that participants be assessed using an NRS approved test instrument as outlined in the state’s Testing Guide before they can be enrolled in a class.
- The testing process must be transparent and explained in advance to participants. Before testing, test takers must be told why they will be tested and what the test results will be used for.
- As soon as possible after testing, participants must be informed of the test results with a thorough explanation of the results and the associated performance levels.
- Providers must ensure that a participant’s test results are used to inform other Comprehensive Assessment activities, such as goal setting.

Customization for Program Type

To allow providers flexibility in structuring services and designing Comprehensive Assessment processes, the minimum time required for an orientation is three hours. Grantees have flexibility to design longer student Orientations should the type of service model require an expanded timeline.

Like Comprehensive Assessment, Orientation is part of the entry phase of service delivery. AEL providers must provide a student Orientation, and it must be described in a standard operating procedures document. Participant attendance at Orientation must be documented in TEAMS. The duration of Orientation should correlate to a participant’s goals and desired outcomes as well as be customized for the different types of adult education and literacy services provided. For instance, a Workplace AEL class at an employment site might require a short Orientation, because the goals and objectives are designed jointly by the employer and the provider before the class starts and the outcome is predetermined. An Orientation for a participant entering an IET may be longer and lead to an on-ramp prior to the IET.

In general, all Orientations should be customized for the activity for which the Orientation is designed. Elements that most Orientations contain include:

- Information about the specific program student is entering (for ex: IET, IELCE, or TxCHSE)
- Review of attendance policy and class participation expectations
- Referral to available support and partner services

- Information about learning styles, learning strategies, and success skills
- Emergency evacuation procedures
- Grievance procedures
- Rights and responsibilities of participants
- Program code of conduct

Programs should ensure that all participants, including English Language Learners and individuals with disabilities, understand and have access to program information.

Enrollment Form and Signed Release of Information

Adult Education and Literacy (AEL) providers must collect certain demographic and personal information from individuals seeking AEL services to comply with federal and state requirements. AEL provider staff collecting this information are trained to obtain, maintain and protect personally identifiable information. Students may request a copy of local privacy policies at any time.

Standardized Enrollment Form

The state has created an enrollment form that contains all the required personal and demographic elements for data collection. The WIOA Participant Individual Record Layout (PIRL) consists of 24 common WIOA elements that all WIOA partners must collect. The enrollment form and instructions can be found at <https://www.twc.texas.gov/programs/adult-education-literacy/teachers-providers>

- [Enrollment Form](#)
- [Enrollment Form Instructions](#)

Each student file must have a release of information form that the student has signed, so that relevant information can be shared as necessary with other entities, including entry into TEAMS statewide database. The signed release must address the Family Educational Rights and Privacy Act (FERPA) (20 USC §1232g; 34 CFR Part 99) information release protections and must include:

- information about the specific types of records that may be released,
- names of entities authorized to release the information,
- names of entities authorized to receive information, and
- the purpose of information released to each recipient.

The signed release of information form may be designed locally, but it must provide a way to ensure that the student understands the consent that he or she is giving when enrolling in AEL services.

Collection of Eligibility Documentation

AEL providers must ensure that eligibility screening is performed before a student is enrolled in a class. One way to ensure that all necessary documents have been received is to create a checklist for use during the intake process to ensure that each student is eligible for the Orientation process. Checklist items should include, at a minimum, the following:

- enrollment form—State designated form(s)
- release of information—One release form that incorporates all the language required to share student data and acknowledge the participant’s consent
- providers must ensure that all forms are in a legible font, contain sufficient space for requested information, and are created in a way that protects the student’s Personally Identifiable Information (PII).

Student eligibility requirements for AEL include the following:

- proof of basic-skills deficiency or English language in the form of an approved NRS test
- lack of high school diploma or it’s recognized equivalent
- proof that a participant between the ages of 16–18 who has not attained a high school diploma or its equivalent meets an exemption defined in Texas Education Code (TEC) §25.086 for more information.

Table 1: Age Related Eligibility Documentation

Age	Required Documentation
16	Court order
17	Attestation that student is not currently enrolled and Any of the following: <ul style="list-style-type: none"> • Parent permission (on enrollment form) • Court order • Proof and/or attestation that 17-year-old lives separate from parent/guardian • Proof and/or attestation of homelessness
18	Attestation that student is not currently enrolled and Any of the following: <ul style="list-style-type: none"> • Parent permission (on enrollment form) • Court order • Proof and/or attestation that 18-year-old lives separate from parent/guardian • Proof and/or attestation of homelessness

Identity Documentation

Ensuring verification of the identity of program participants supports program safety and security procedures. Additionally, an individual’s identification can be used to ensure consistency between the spelling of the individual’s name during program intake and subsequent entry into the Texas Educating Adults Management System (TEAMS). Correct spelling of an individual’s name—including spaces, hyphens, and capitalization—can reduce high school equivalency

(HSE) attainment mismatches between the Texas Education Agency (TEA) HSE database and TEAMS. For example, if “De la Cruz” is entered into TEAMS, but the name on the identification given to the HSE testing center is “Dela Cruz” or “Delacruz,” there will be a mismatch between TEAMS and the TEA HSE database.

AEL grantees must include a copy of one of the following forms of identification in an individual’s file to document the individual’s identity. An exhaustive list will be provided by TWC to all grantees.

To document identity, AEL grantees may:

- accept approved forms of identification from another state or country;
- accept approved forms of identification that are expired; and
- require additional forms of identification for enrollment into the local AEL program.

AEL grantees must implement a process for obtaining a copy of an approved form of identification during the comprehensive assessment process; this process must be documented in the grantee’s standard operating procedures for comprehensive assessment.

If an AEL grantee is unable to obtain an approved form of identity documentation from an individual, the AEL grantee must document the extenuating circumstances in the individual’s file.

Digital Literacy Access Questionnaire

AEL grantees must implement a digital literacy and equity questionnaire as part of their comprehensive assessment. A TWC developed questionnaire will be provided to grantees and will contain at a minimum, questions related to the following elements:

Digital Literacy

- creation of word documents and digital presentations
- ability to use digital technology:
 - setting up and using Wi-Fi networks
 - using a search engine
 - using digital communication (email correspondence)
- digital etiquette and online citizenship
- cybersecurity awareness—(applying online security and privacy settings on personal devices)
- using social media

Digital Access

- ability to connect to the internet from home
- types of devices used at home to connect to the internet
- how to connect (home subscription, community resource, mobile data)
- internet service provider speed and reliability

Individual Training, Education and Career (ITEC) Plans

Orientation must include a process for establishing short and long-term goals with students for student success and retention. These goals establish the basis for the required Individual Training, Education, and Career Plan (ITEC Plan).

While the development of the ITEC Plan may begin during Comprehensive Assessment, providers should ensure that this goal-setting process is completed during the Orientation prior to specialized services and that it informs placement decisions. The ITEC Plan is similar to the Employment Training Plan (ETP) that a participant may be required to complete if receiving services under WIOA Title I. A referred student from Title I who has already completed a comparable individualized plan with another core partner will not need to complete a new ITEC plan; however, AEL grantees must collect and retain a copy of the plan.

The ITEC Plan is not a static one-time only document but may be used throughout an individual's participation in services, reflecting updates and changes as may be relevant to changing circumstances and goals. The goal of the ITEC Plan is to identify and prioritize long-term and short-term academic and career goals.

Supportive Service Needs Determination

Many students could benefit from the knowledge of support services that are available either through the AEL provider or through partnership with other organizations, such as Workforce Solutions. At a minimum, AEL providers must determine need for support services with each individual and appropriate referrals must be made to ensure that students have access to the resources needed to successfully participate in the program. Grantees must partner with Boards or other entities to offer Supportive Services, such as childcare, transportation, mental health services, and career planning as part of a comprehensive service delivery system to students. The provision of information on availability of supportive services is considered a Career Service and must be documented in TEAMS.

Customer Profile and Required Data Collection

Requirements

Providers must ensure that they collect information required by the state and federal government as outlined in [AEL Letter 04-21](#) including applicable attachments and subsequent issuances.

Data collection and verification require the sharing of PII. Programs must develop data review procedures that ensure protection of all PII.

Staff must collect, record, and secure information on locally developed intake and other data collection forms and ensure that the information is noted in TEAMS in a timely manner and utilize best practices for protecting PII. Staff must establish Standard Operating Procedures on customer profile data collection, personally identifiable information and data management as required. All collected forms must be available for monitoring.

All TWC information holders, including TWC employees, Grantees, contractors, sub-contractors, and others, must maintain sensitive PII consistently according to the law applicable

to the context in which the PII was collected or held. This requires knowing the source of the information and the context in which that information is held.

Personally Identifiable Information (PII)

AEL providers must ensure compliance with the minimum requirements outlined in TWC privacy policy and [WD Letter 02-18](#) for protecting PII. Policies and procedures related to PII are to be followed by every TWC contractor, Grantee, employee, agent, and consultant who handles PII on behalf of TWC. TWC policy requires that these individuals abide by the following guidelines:

- Collect sensitive PII only as authorized
- Classify data
- Limit use of sensitive PII
- Minimize proliferation of sensitive PII
- Secure sensitive PII
- Report suspected and known violations or breaches of PII

Referral for Co-Enrollment with WIOA Core Partners and Programs

Requirements

It is important for providers to understand their student populations in ways that go beyond their educational levels. If a program has a large population of students who are not in the workforce or are casually attending class for social integration and only a small number of students who are there for college and career transitions, that information is useful when developing a strategy for recruitment. While customers who do not have career or college objectives continue to receive services, providers will achieve better performance results if they expand outreach beyond these populations. A program recruitment strategy that reaches a diverse customer base depends on the depth and diversity of the program's partnerships. Employers make powerful allies and provide opportunities to reach students who are working and need services to progress in their careers.

Additionally, most communities—urban, rural, large, or small—have multiple organizations serving similar populations, and students often use services from more than one agency. Rather than programs using passive recruitment methods, or none at all to recruit students directly, providers should form strategic partnerships that include cross-referral from workforce, Vocational Rehabilitation Services, social services agencies, and college developmental education departments to help bring students, including those with career and college goals, to the programs.

Support Services Policy

Requirements

AEL providers must develop a procedure for the distribution of transportation support services for AEL participants who meet criteria. AEL providers will work closely with other organizations within their service area to develop referrals systems for additional support services including but not limited to childcare and utility assistance, as well as other needs related payments.

The following transportation expenses are allowable costs payable with AEFLA funds for AEL participants:

- Bus or other public transit passes, tokens, tickets,
- Prepaid vouchers for ride-sharing services,
- Prepaid gas cards, and
- Service contracts between the AEL grantee and shuttle services or transit providers to provide transportation services for AEL participants.

As part of the local procedures, AEL grantees must ensure that there are no available federal, state, or local funds for transportation support services before using AEFLA funds for this purpose, as required by the “supplement not supplant” rule found at WIOA §241(a).

AEL grantees must keep documentation justifying support services in the participant’s file and in TEAMS’ support service page, accompanied by a participant note, including the date the AEL grantee approves the justification and signed acknowledgment form, type of transportation service being provided, and how long the transportation services will be available to the participant.

For the monitoring, internal controls, and accountability of transportation transactions and documentation to ensure compliance with federal, state, and local policies, AEL grantees should reference 2 CFR Part 200, the Office of Management and Budget’s “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,” TWC’s Financial Manual for Grants and Contracts, available at: [Financial Manual for Grants & Contracts | Texas Workforce Commission](#).

In addition to allowable transportation services, grantees must partner with other organizations to ensure that additional support services are available through referral for AEL students. The comprehensive support services policy should include what will be funded using AEL grant funds and what other sources are available and how the grantee will access them for the benefit of the student.

Exit and Follow-up Service Tracking

Requirements

AEL grantees are required to collect post-exit information on educational outcomes, employment earning, enrollment and progress in postsecondary education or training, and credential attainment for exit reporting.

Follow-up activities include, but are not limited to, the following, which may be provided in an in-person or virtual setting:

- Support for students in the completion of a Texas Certificate of High School Equivalency or entering postsecondary education or training,
- Support for the enrollment of participants in WorkInTexas.com,
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local workforce development area, such as career awareness, career counseling, and career exploration services,
- Regular contact with participants and/or their employers to verify employment or help with work-related problems,
- Counseling for participants about workplace culture and expectations,
- Financial literacy education,
- Peer support groups for job-search activities to support employment or postsecondary education or training success,
- Mentoring,
- Support service referrals,
- Leadership development opportunities,
- Assistance in securing better-paying jobs, career pathway development, and further education or training.

High School Subsidy Use and Tracking

Program Description and Background

Texas Education Code §48.302, Subsidy for High School Equivalency Examination for Certain Individuals, requires the Texas Education Agency (TEA) to enter into a memorandum of understanding with the Texas Workforce Commission (TWC) when transferring funds to provide a subsidy for the cost of a HSE exam for individuals who are 21 years of age or older. TWC has adopted rules addressing program implementation and eligibility requirements for this program at [TWC Chapter 805 Adult Education and Literacy rules, Subchapter E, High School Equivalency Subsidy Program](#).

Currently, the publisher of the GED exam, GED Testing Service, LLC, is the only HSE exam vendor approved by the State Board of Education to operate in Texas. Test-takers who pass this exam are issued a State of Texas Certificate of High School Equivalency (TxCHSE).

Requirements

AEL grant recipients are responsible for the management and local implementation of the HSE subsidy program by following the rules in §805, Subchapter E. AEL grantees must develop standard operation procedures for the implementation of the HSE subsidy program that addresses, at a minimum, the following:

- Eligibility determination of subsidy recipients that includes test-readiness
- The process for distributing vouchers to current, former, and non-AEL participants, including referral of non-AEL participants to AEL
- The process for tracking vouchers offered to state leadership-funded AEL program partners such as Accelerate Texas and Ability-to-Benefit and for distributing vouchers to AEL participants in those programs
- Tracking voucher usage using the TWC-issued HSE voucher tracker and TEAMS
- Verification and reconciliation of voucher usage
- Tracking performance through GED Manager™ and notifying TWC if an earned credential is not showing in data match.

When requested by TWC AEL staff, an accurate list of redeemed vouchers via the HSE voucher tracker must be submitted.

Educational Technology and Distance Learning

Distance Learning is a formal learning activity in which participants and instructors are separated by geography, time, or both for most of the instructional period. Distance Learning materials come in a variety of media, including, but not limited to, web-based programs, print, audio recordings, videos, broadcasts, computer software, and other online technology. Teachers support distance participants through various methods, including, but not limited to, communication by mail, telephone, e-mail, online technologies and software, and face-to-face instruction.

Requirement for Direct Contact Hours

Participants in Distance Learning must have at least 12 direct contact hours with the program before the participants can be counted for federal reporting purposes. Direct contact hours involve interaction between the participant and program staff in real time. This can be a combination of face-to-face contact and contact by telephone, video, teleconference, or online communication, in which the provider can verify the identity of the participant and the amount of time expended on the activity. Live online discussions, telephone conference calls, and live video broadcasts to remote locations are examples of direct contact hours that count under this definition.

Proxy Contact Hours

In addition to direct contact hours, programs may also report proxy hours to track time that participants spend on Distance Learning activities. Proxy hours differ from direct contact hours in that the identity of the participant and/or the exact amount of time spent on a learning activity cannot always be verified directly. Proxy hours are tied to an approved curriculum for Distance Learning and are noted in the Statewide Management Information System (TEAMS) separately from direct contact hours. All proxy hours must be documented using the method described by the approved Distance Learning curriculum.

Distance Learning Participants

For federal reporting purposes, a Distance Learner is a participant in Distance Learning education who has more proxy hours than direct hours at the end of the program year.

A Remote Learner is someone engaging in synchronous learning transmitted via technology (email, chat, discussion boards, video conference, audio) so that no physical presence in the classroom is required. Contact hours for remote learning are counted as direct hours if they are greater than fifteen (15) minutes. Remote learning does not use approved DL Curriculum, otherwise it is considered Distance Learning and the hours are counted as proxy hours. Unlike Distance Learning, remote learning must occur synchronously in real time.

Testing

The Testing Guide states that all participants engaged in Distance Learning courses will be post-tested after the same amount of instructional time as other participants. Both direct contact hours and proxy contact hours are counted to calculate the amount of instructional time required for progress testing.

Distance Learning Curriculum Models

To determine a participant's proxy hours, a program must use an approved Distance Learning curriculum that employs one of the following models:

Clock Time Model

The clock time model assigns proxy hours based on the time that a participant is connected to or engaged in an online or stand-alone software program that tracks time.

Clock time model curricula electronically track the time that the participant spends interacting with instructional material and stop counting idle time after a preset period of inactivity.

Teacher Certification Model

The teacher certification model assigns a predetermined number of proxy hours for each activity completed at an acceptable level of quality, as verified by the instructor.

Proxy hours for teacher certification model curricula are awarded based on the teacher's certification of a participant's completion of assignments. Teachers may award full proxy hour credit if the assignment is completed and in the teacher's judgment, demonstrates competence. Teachers may award half of the full proxy-hour credit if the assignment is only partially completed but still demonstrates competence. Assignments that do not demonstrate competence must be resubmitted by the participants in order to be counted for proxy-hour time.

Learner Mastery Model

The learner mastery model assigns a predetermined number of proxy hours based on learner mastery of each lesson or unit in the Distance Learning curriculum.

Proxy hours for learner mastery model curricula are awarded based on a passing score on an assessment of content for an assignment, lesson, or unit. The passing rate is set at a minimum of 70 percent unless otherwise recommended during the curriculum approval process.

Data Management and Documentation

This section outlines requirements for data collection and entry, document collection, retention, and best practices in data collection to ensure accuracy and compliance with TWC requirements.

General Requirements

AEL providers must follow the requirements for data management and documentation as outlined in the Testing Guide¹ as well as the requirements outlined below.

Statewide Management Information System

In Texas, grantees are required to track data in the Texas Educating Adults Management System (TEAMS). AEL Providers must ensure that the AEL program director validates data in TEAMS by the 15th of each month for activity in the previous month. Data entry into TEAMS should occur at least biweekly, with no more than a two-week delay between actual activity and activity reported in TEAMS. All data must be validated monthly (no later than the 15th of each month).

To support program performance, Program Directors may assign TEAMS read-only access to teachers and staff who do not perform data entry. All teachers are required to have either access to TEAMS or regular and direct access to TEAMS data.

Directors must also ensure that all staff have initial and ongoing training in using TEAMS. All TEAMS users must have training before using the system.

Standard Forms for Collecting Data

Staff must collect, record, and secure information on locally developed or state required intake and other data collection forms and ensure that the information is noted in TEAMS in a timely manner and utilize best practices for protecting PII. Staff must establish Standard Operating Procedures on customer profile data collection, personally identifiable information and data management as required in the AEL Testing Guide and [AEL Letter 04-21](#). All collected forms must be available for monitoring.

Error Checking and Quality Control

AEL programs must have procedures for checking data for completeness and accuracy following a prescribed schedule with clear deadlines. An appropriate number of staff members should be assigned to perform these data-checking functions. Programs may have a data coordinator to fulfill this duty. Staff assigned to review data must review all data forms as soon as possible for completeness and accuracy and obtain error reports from the database to review immediately

¹ The Texas AEL Testing Guide is at <https://www.twc.texas.gov/sites/default/files/wf/docs/ael-testing-guide-twc.pdf>

after data entry. To do their job, staff members assigned to review data must have access to all staff—teachers, intake staff, data entry staff, and administrative staff—and the authority to obtain their cooperation and to access test information and participant data.

Analysis of Data for Program Monitoring and Improvement

For program monitoring and program improvement purposes, AEL providers must review participant data and outcomes, including such variables as number of instructional hours received, length of enrollment, the instructors and classes enrolled, participant educational functioning level, and Data Sign-off. This type of analysis is available in TEAMS through a variety of reports.

Timely Data Entry

Program procedures for data entry must specify at least one individual whose job it is to enter participant and class information into TEAMS. All staff members should know this individual's role and he or she should have the authority to request clarification or resolution of errors. Data entry procedures must also include a prompt, organized way to identify and resolve errors.

All data should be collected and entered at least biweekly, with no more than two weeks between an activity and the activity being reported in TEAMS. Contact hours must be validated monthly. Data Sign-off reports are due quarterly and require Grantee directors to certify the validity of the data. The Data Sign-off reports are due 15 days after the end of each quarter (October 15th, January 15th, April 15th, and July 15th). A final Data Sign-off report that represents the PY data is due July 15th.

Staff Member Roles in Data Collection

Collecting, managing, and using participant assessment information and associated data involves every staff member in a program, and programs must provide staff development with respect to standard operational procedures for program data management and documentation to ensure that all staff members understand their roles and responsibilities. All staff members must understand the kinds of data collected, how that data is collected and used, and how the data must be secured and transported to comply with PII security requirements. For each data item, local procedures must include a precise, written definition that is compatible with state definitions.

Document Collection and Management

AEL providers must ensure that all items collected for purposes of eligibility determination are retained in a student file for the retention period stated in their contracts.

The following items can be retained as electronic copies of documents:

- pre-tests and post-tests
- sign-in sheets
- TANF eligibility documentation
- age documentation

- additional verification for individuals who are 16 to 18 years old as required
- Signed information release form
- Signed information collection verification and/or enrollment form¹

Generally, all hard-copy documentation² must match data entry in TEAMS. For example, a participant’s contact hours, as verified by sign-in sheets, should match exactly the contact hours in TEAMS. All assessments given to a participant should match all assessments noted in TEAMS, including test form, score, and date. Part of the data validation process must include verifying that all data has been entered and all data entered matches the data in the participant’s file.

Professional Development

This section outlines Texas’ requirements and resources for Professional Development (PD).

Texas’ multifaceted PD efforts address the following objectives:

- Ensuring that students get the most value from their experience by ensuring program staff understand and respond to student objectives and needs
 - Improving student performance related to students’ academic, personal, and professional goals and objectives
 - Improving program operations through structured and interactive capacity-building efforts
 - Improving data integrity and strategic use of data at the instructional level to increase academic performance
 - Increasing and simplifying student support services through workforce and community collaborations
 - Increasing the application and transfer of learning through Distance Learning and Educational Technology
- Grantees have a contractual responsibility to deliver local day-to-day PD training and to continue improving instructional strategies. Additionally, Grantees are responsible for providing training based on a local analysis of performance and staffing needs that support the TWC’s strategic priorities.

Training, Resource and Innovation Network for Texas (TRAIN Tex)

The Training, Resource and Innovation Network for Texas (TRAIN Tex) strategy represents TWC’s investment in Professional Development, relevant research, and capacity-building

² For the purposes of this explanation “hard-copy documentation” refers to paper copies or scanned or electronically generated versions of official documentation.

projects that sustain and advance a robust system of providers and workforce partners to accelerate the advancement of education and training priorities across the state.

TRAIN Tex promotes a fully integrated system that delivers increased employment, postsecondary education and training transition, skills gains, and secondary completion for participants. The result is greater value for the public investment.

TRAIN Tex transforms the limited PD options of the past into a high-quality “no wrong door” integrated network of providers, Workforce Training systems, and the state’s Workforce Solutions services.

Further information on PD roles and responsibilities of Grantees and the PD Centers can be found at [TWCAEL - PD Coordinator and PD Specialist Roles \(tamu.edu\)](https://twcael.tamu.edu/PDRoles.htm) .
(<https://tcall.tamu.edu/twcael/PDRoles.htm>)

Professional Development Centers

Statewide PD Center

TRAIN PD @ TCALL is the Texas Center for Adult Literacy and Learning (TCALL) project funded by TWC to serve as Texas AEL’s statewide PD and resource center. In that role, TRAIN PD is the hub for the TWC TRAIN Tex strategy. For more information, go to [TCALL - Texas's Adult Education and Literacy Professional Development and Resource Center \(tamu.edu\)](https://tcall.tamu.edu). **Note:** “TRAIN PD @ TCALL” is the project name only, not an e-mail address.

TRAIN PD @ TCALL is responsible for providing training-of-trainer events, informational resources, and other training support to local programs, students, and stakeholders. PD Center staff, including PD specialists, are responsible for deploying statewide PD activities, identifying and recruiting additional contract trainers, developing and delivering training throughout the state, ensuring online accessibility, and assisting AEL Grantees and other providers with PD planning and services provisions, as follows:

- Data-driven PD planning, services, and implementation
- The Texas AEL Contract Trainer Database (with ongoing recruitment/development of trainers)
- Management and development of TWC provided Learning Management System (Texas AEL PD Portal)
- Event planning for statewide, regional, or local conference or business events
- Research activities to evaluate PD effectiveness and for other purposes as approved by TWC
- Assisting AEL Grantees and other providers with PD development planning and services provision.

Career Pathway Professional Development Center (CPPDC)

The Career Pathway Professional Development Center (CPPDC) provides research-based professional development to AEL grantees and stakeholders on all AEL Career Pathway models. Integrated Education and Training

Integrated EL Civics (IELCE with Training)

Intensive Services:

- Workplace Literacy
- Internationally Trained Professionals (ITP) English Language Learners
- Post-release Services for Justice-Involved

Through quality professional development for AEL providers, instructional staff, partners and stakeholders, the CP PDC designs and delivers effective professional learning that supports participant outcomes and credential attainment. Through enhancing teaching effectiveness in the classroom and cross training stakeholder groups, the CPPDC contributes to building capacity of AEL providers, partners, and programs across systems to deliver Career Pathway models that advance the Texas Workforce.

Distance Education Professional Development Center (DE PDC)

The DE PDC has launched a Distance Learning & Technology Integration Institute that provides evidence-based professional development for distance learning (DL), digital literacy, and the integration of educational technology. The focus of the Institute is to help educators utilize and apply technology tools, techniques and processes for facilitating learning and assessment as well as support teaching practices to improve learning outcomes for participants.

Along with the Institute, the new Distance Education Professional Development Center at TCALL has opened a Distance Education Call Center for Texas AEL students and educators. The Call Center is open 7 days a week, from 7 am to 10 pm. Agents are available to answer questions from students and instructors about distance learning programs, Zoom, learning management systems, and other technical issues related to distance education. These resources across Texas help to expand and support digital equity and access across the state. More information is available at the [project website](#) [[Distance Education Call Center \(txdistanceedhelp.com\)](#)] or via phone at 1-833-498-2255.

In collaboration with the state office, the Statewide PD Center, the Career Pathway PDC and the Distance Education PD Center, form a three-tiered approach to PD across Texas to improve services to AEL Grantees through professional learning. The Centers contribute to integration across the Workforce System by cross training of AEL providers and stakeholder groups such as Workforce Boards, Institutions of Higher Education, and Career and Technical Education providers. Integration and customer success supports system alignment and enhanced employment and postsecondary outcomes for learners to meet the state’s strategic goals for all Texans.

Staff Qualifications and Training Requirements

Staff qualifications and training requirements are governed by TWC’s Adult Education and Literacy rule TAC §805.21: Staff Qualifications and Training
<https://tcall.tamu.edu/twcael/AELStaffQualifications.htm>

Test administrators and certain key staff that use Distance Learning have specific training requirements, as summarized in this section under “Training for Test Administrators and Distance Learning programs” and more fully outlined in the [Testing Guide](#).

Exceptions to All PD

PD requirements apply to all AEL staff hired after July 1, 2013, except for clerical and janitorial staff.

Waivers for Professional Development

On a case-by-case basis, grantees may reduce requirements for PD if there is an exceptional circumstance, such as a medical leave of absence or emergency familial responsibilities that prevent the employee from completing the required hours of PD for the program year. Such circumstances must be documented through a formal exemption request to TWC. Approved exemptions must be maintained on file with Grantees for monitoring purposes.

The following is an example of an exceptional circumstance:

Jane Doe was hired in November, but because of an unexpected medical leave of absence, she received only four hours of Professional Development (PD) before June 30. Upon returning to work in August of the following program year, her employer (Grantee) must submit a staff exemption for PD to waive her PD requirements that went unmet while on medical leave.

Documentation

Records of staff qualifications and PD hours obtained must be maintained by each Grantee and be made available for TWC monitors, as needed.

Documentation for qualifications and PD maintained in personnel file includes, but is not limited, to the following:

- A certificate of completion generated by the PD Portal
- A copy of the sign-in and sign-out sheet for a training event
- An agenda that includes the number of PD hours earned
- Materials that show the relevance of the training to the staff person’s job duties
- Approved exemption from Professional Development requirement, if applicable
- Approved exemption from staff qualification requirement, if applicable
- Proof of educational qualifications (high school diploma or its equivalent, associates degree, bachelor’s degree, and beyond).

Aides, Administrative, Data Entry, Test Proctors, and Supportive Staff

The requirements in this section apply to aides, administrative, data entry, proctoring staff, and staff providing support or employment services to students. Examples of positions may include Career Navigators, TEAMS data entry staff, and test proctors.

Educational Requirement and Documentation Required

Staff in these positions must have at least a high school diploma or high school equivalency certificate. Documentation of the high school diploma or high school equivalency must be kept in the personnel file for monitoring purposes.

PD Hours Requirement

Staff must have three hours of PD related to their primary job duties each program year. For example, TEAMS data entry staff must have TEAMS training. Each program year, test proctors or data entry staff must earn at least three hours of PD related to their primary job duties.

All staff members paid with adult education and literacy grant funds that provide support services or college and career transitional support, such as Career Navigators, must earn at least three hours of PD each program year.

Supervisors, Directors, and Management

The requirements in this section apply to directors, supervisors, and staff that oversee program assessment services and/or overall program accountability, and instructors, including substitutes, in the content areas of reading, writing, mathematics, and ESL.

Educational Requirement and Documentation Required

Staff in these positions must have at least a bachelor's degree. Documentation of the bachelor's degree must be kept in the personnel file for monitoring purposes.

PD Hours Requirement and Exceptions

Each program year, all AEL directors, supervisors, and other staff with program oversight or coordination responsibilities must receive fifteen clock hours of Professional Development. However, staff hired on or after January 1 of a program year are required to receive only half of the PD time required for that program year. For example, if a director is hired December 2022, that director must receive 15 hours of PD. If a director is hired on January 15, 2023, the director is required to receive half of the 15 hours.

AEL Instructional Staff, Volunteers, and Substitutes

The requirements in this section apply to all instructors, volunteers, and substitutes in the content areas of reading, writing, mathematics, and ESL, unless otherwise noted.

Educational Requirement and Documentation Required

Instructors, volunteers, and substitutes in the content areas of reading, writing, mathematics, and English language acquisition must have at least a bachelor's degree. Documentation of the bachelor's degree must be kept in the personnel file for monitoring purposes.

PD Hours Requirement and Exceptions

All adult education and literacy instructional staff, except substitutes, paid with AEL grant funds or who acquire student contact hours, including volunteers, must earn at least 15 PD hours each program year, with some exceptions as indicated in this section.

At least three of these 15 PD hours must be in principles of adult learning and at least another six hours must be in relevant areas of literacy instruction. If the adult education and literacy instructional staff or volunteer is new to the adult education and literacy program or to providing direct student services, all six hours of PD must be earned within 30 calendar days of providing instructional activities. The six hours include the required three hours of principles of adult learning and three hours of the relevant areas of literacy instruction. Waiving the requirements for staff members new to direct student services must be approved by TWC AEL staff before the individual provides any instructional services.

The remaining six hours of PD must be in content areas at the discretion of the program, but the content must be related and relevant to the purpose of the program that enables adults to:

- acquire the basic educational skills necessary for literate functioning;
- participate in job training and retraining programs;
- obtain and retain employment; and
- continue their education to at least secondary school completion and postsecondary education preparation.

Exceptions

If an individual has 18 or more college semester undergraduate or graduate credit hours in relevant areas of literacy instruction, that individual is not required to earn the six hours of PD in a content area. Such an individual is still required to earn PD hours in adult learning and in relevant areas of instruction.

- AEL instructors and volunteers, except for substitutes, hired on or after January 1 of a program year, are required to earn only half of the PD time required for that program year. PD hours must include three hours of training in principles of adult learning and three hours in the relevant areas of literacy instruction.

Workforce Training Instructors

Workforce Training instructors providing services under IET models must meet the requirements of the associated accrediting or credentialing entity and/or institution, if applicable.

Training for Test Administrators and Distance Learning Programs

Test Administrator Training

Texas requires that test administrators be properly trained before administering standardized tests. All programs must meet and comply with all training requirements established by the publisher of the test instrument, including education and other minimum requirements.

Training requirements for each test are stated in the Testing Guide. Local programs can train their staff as test administrators through the test publisher or by contracting with a certified or qualified test administration trainer.

More information on training requirements for test administrators can be found in the Testing Guide.

Distance Learning Training

The Distance Learning (DL) Academy is a three-part course that supports programs and staff implementing Distance Learning. Module 1 focuses on state policy and guidance concerning Distance Learning. Module 2 helps staff in the selection of DL curricula. Module 3 provides the tools to develop an agency plan for implementing and maintaining DL programs.

Modules 1 and 3 of the DL Academy are required for key administrative, teaching, and support staff engaged in Distance Learning, including any class teacher reporting proxy hours in TEAMS. Module 1 is an introductory course that explains the state guidance for Distance Learning in Texas and how Distance Learning is tracked, documented, and noted in TEAMS. Module 1 must be completed before engaging in Distance Learning education. Module 2 of the DL Academy is not required but is highly recommended before selecting an approved Distance Learning curriculum.

Module 3 covers best practices for developing and using a Distance Learning program specific to AEL customers' needs. By the end of Module 3, participants will have completed either a detailed analysis of their current agency Distance Learning Plan or a draft of a new agency plan.

More information on training requirements related to Distance Learning can be found in the Testing Guide.

Program Monitoring and Improvement

AEL Grantees must develop their own local-level monitoring plan based on the results of the risk assessment. This monitoring plan must incorporate the following:

- Schedule or timetable for monitoring TWC-funded activities
- Identification of the type of review planned, such as on-site review, comparative financial analysis, desk review, staff analysis, or other type of appropriate review.

AEL Grantees may perform monitoring reviews either formally or informally and must incorporate the risk assessment results in scheduling decisions.

Controls over Monitoring

To ensure comprehensive and effective monitoring, AEL Grantees must:

- require periodic reports from their AEL service providers that outline monitoring reviews, noncompliance issues, and the status of corrective actions;
- provide a briefing about monitoring activities and findings to the Board or appropriate Board subcommittee at regularly scheduled meetings, or to AEL consortium members, as applicable;

- require an annual evaluation of the monitoring function to determine its effectiveness by an individual or entity independent of the monitoring function; and develop a written monitoring procedure for monitoring program and fiscal operations.

Reporting and Resolution Requirements

AEL Grantees must ensure that monitoring reports identify instances of noncompliance with federal and state laws and regulations and with TWC policies and provide recommendations for corrective action and program improvements.

AEL Grantees must ensure that timelines are established for the completion of corrective actions based on the severity of the deficiency and must work with workforce or AEL service providers to ensure implementation of corrective actions.

4. AEFLA Section 231 Funded Program Activities and Services

There are two distinct programs under TWC AEL, one that is funded with AEFLA Section 231 funds and one funded under AEFLA Section 243 funds. This section of the Guide will focus on Section 231 program activities and services as outlined in the state’s competitive solicitation.

Popular Services

AEL grantees may utilize their AEFLA Section 231 funds to implement any activities outlined in 34 CFR 463.30. In Texas we break these allowable services into categories to more easily assign targets that emphasize Texas’ vision, mission, and strategy for AEL. Popular services may consist of the following:

- Adult Education
- Literacy (including digital and financial literacies)
- Family Literacy
- English Language Acquisition (ELA/ESL)
- Corrections Education
- High School Equivalency preparation
- On Ramp, Bridge, or Transition to Postsecondary education or employment.

Adult Education

AEL providers must develop and deliver program designs and operations for better secondary education and career and higher education outcomes for all students, including individuals who have minimal literacy skills or English proficiency. For all AEL Activities, Texas has a robust set of academic standards that cover all instructional content areas including English Language Arts, Mathematics, English as a Second Language, Parent/Family, Citizen/Community Member, and Alignment to Industry Literacy Requirements in four industry clusters that are important to the Texas economy. View the standards here: [TCALL - Institute for Instruction \(tamuedu\)](https://www.tamuedu.edu/tcall).

Providers have flexibility to use a variety of organizational models to provide structured pathways and instruction to adult education learners. This approach provides students with a path to help them

plan for their futures and supports a program’s ability to measure success and redesign as needed to meet the program, the students, and the community’s needs.

Literacy (Include Financial and Digital)

Literacy Services

Serving eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English Language Arts, and ESL are an important requirement for grantees (§463.24). Those in the community identified as most in need of adult education and literacy activities include individuals who: a) have low levels of native language literacy skills or b) are English Language Learners. Building robust services so that participants achieve substantial learning gains contributes to Texas’ ability to meet the state adjusted levels of performance. Instructional design and service pathways should reflect research-based practices, enable participants to achieve substantial learning gains, use instructional practices with sufficient intensity and quality and include the essential components of reading instruction. Programs have the flexibility to design service delivery across all eligible populations within a framework that addresses the needs of the community and ensures support for students to attain learning goals and demonstrate progress.

Financial Literacy

Financial Literacy is an allowable AEL Activity that builds math life skills in the context of managing personal finances, budgeting for family and personal activities, calculating costs of time and resources on life activities and career opportunities and includes goal setting. AEL Grantees must provide or coordinate with other entities for provision of Financial Literacy services within their programs. Financial literacy may be incorporated into many AEL Activities and enhances participants content area knowledge, builds foundational skills, and supports a variety of workforce readiness skills. (See TCALL Web site for curriculum resources, and as part of the Content Standards for Family and [Financial Literacy resources](#)).

Digital Literacy

Under WIOA, Title II, (AEFLA) digital literacy is defined and included as a component of Workforce Preparation Activities. Designated as an allowable activity within adult education brought a unique opportunity to support the promise of digital literacy for all adult learners. Prior to the pandemic, Texas made available curriculum for digital literacy and highlighted the digital skill building needed by learners by providing curriculum and professional development resources.

The Content Standards are being revised to add a new section for Digital Literacy Standards. This version, the Texas Content Standards 4.0, has a planned release of 2024. The draft version for review is at: <https://tcall.tamu.edu/docs/standards/DigitalLiteracy-Standards4-2023.pdf>.

As a strategic objective in Texas to provide access to and support for adult learning and Digital Skill Building, Texas released a Toolkit in 2016 for learners in support of digital literacy integration for all. Resources for both learners and teachers can be found at

[TCALL - Distance Learning & Technology Integration \(tamu.edu\)](https://tcall.tamu.edu/dart-DL-ESL-Curriculum.html) and a copy of the [Digital Literacy Toolkit](#) developed by the Texas State Library Archives Commission (TSLAC) and TWC is available for use in the classroom. [Adult Education Literacy - Libraries and Literacy Toolkit - Digital Training Toolkit | TSLAC \(texas.gov\)](#). A new Foundational Digital Literacy ESL Curriculum is available online at: <https://tcall.tamu.edu/dart-DL-ESL-Curriculum.html>.

Family Literacy

TWC acknowledges that students participate in AEL for a variety of reasons, not all of which pertain to credential attainment, transition to postsecondary education and training, or employment. TWC policy aims to incrementally increase the proportion of students who exit AEL work-ready, enrolled in postsecondary education, or coenrolled in Workforce Training. This does not preclude programs from serving eligible individuals whose primary motivation for participation is to become full partners in the educational development of their children and improve the economic opportunities for their families.

Providing services to support adults to be the primary teachers for their children and full partners in their children’s education is an important component of the AEL system. Revisiting goals with learners along their timeline of participation can assist parents with resetting objectives as their learning and circumstances change. Parents who enter into and complete career training and higher education greatly increase their potential earnings and serve as important role models for their children.

English Language Acquisition Program (ESL)

Among the Popular services for English Language Learners (ELLs) are educational services provided to ELLs who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. In Texas for appropriate participants who are ELLs, programs must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and may be provided concurrently with any Popular Service or Career Pathway service.

English as a Second Language

AEFLA requires that ESL courses must lead to high school completion, transition into postsecondary education or training, or employment. Although these outcomes might not be realized initially by students who have emerging English literacy skills, the instruction must be offered at all ESL levels to provide an interconnected sequence of coursework that supports the ultimate achievement of these outcomes. The Texas AEL Content Standards for English language arts and literacy, mathematics, and ESL were updated and aligned with academic and college readiness standards, as well as with federal English Language Proficiency (ELP) Standards, to provide a resource for developing curricula, instructional strategies, professional development, and enhanced program designs.

Bilingual

Under state law authorizing adult education and literacy, bilingual education may be used to instruct English Language Learners whenever it is appropriate for those students' optimum development. Programs may offer dual language options—one for ESL and another to prepare for high school equivalency tests offered in Spanish. Assessments for the Texas Certificate of High School Equivalency (TxCHSE) are available in English, Spanish, or a combination of the two languages across test subjects. TWC reports TxCHSE completions in both languages combined in state and federal reports. Providers that offer bilingual instruction to support high school equivalency completion in a language other than English must assess students accordingly and place students in concurrent and appropriate ESL instruction simultaneously with supplemental Spanish native language high school equivalency preparation courses.

Corrections Education

Authorized under Title II of WIOA section 231, up to 20% of funds statewide may be used to support educational programs for Corrections Education and Education of Other Institutionalized Individuals (including individuals residing in facilities operated by a state mental health agency or individuals in civil confinement institutions). For this purpose, a correctional institution is defined as a:

- prison;
- jail;
- reformatory;
- work farm;
- detention center; or
- halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Priority must be given to programs serving individuals who are likely to leave correctional facilities within five (5) years of participation in the program. WIOA expanded the allowable program components for Corrections Education to include Integrated Education and Training, career pathways and transition to reentry initiatives and other post-release services. Per WIOA, Corrections Education includes providing the following allowable academic programs for incarcerated or other institutionalized individuals:

- (1) Adult education and literacy activities
- (2) Special education, as determined by TWC
- (3) Secondary school credit
- (4) Integrated Education and Training (IET)
- (5) Career Pathways
- (6) Concurrent enrollment¹
- (7) Peer tutoring² and

(8) Transition to Re-entry Initiatives and Post-release-Services with the goal of reducing recidivism.

Funds for Corrections Education and the Education of Other Institutionalized Individuals may be used to support education programs for Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. For those with scheduled release dates, this activity provides initial planning for next steps and for continuity of services for individuals released directly into communities without parole or transition services. Use of funds may provide educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based programs on behalf of students.

Corrections Education funds may not be used for costs of participation in re-entry initiatives and other post-release services. To ensure Texas AEL supports Corrections Education and serves those incarcerated in need of AEL services, TWC monitors Correction Education services through participant reporting in TEAMS and budget expenditures as reported in CDER and allocated per Grantee awards.

See the section under Career Pathways and Intensive Service for information on Post-release Services for Justice-Involved.

High School Equivalency

Achieving a High School Equivalency certificate is a core program activity in AEL. AEL programs provide services to support participants in achieving the Texas Certificate of High School Equivalency (TxCHSE). The Texas Education Agency (TEA) is the state agency that manages TxCHSE. Participants in Texas may earn the TxCHSE by successfully passing the GED (General Education Development) test, administered by GED Testing Services. The State Board of Education currently contracts with GED Testing Service to provide the GED test. Upon successful completion of the four GED tests, the test taker will be issued a State of Texas Certificate of High School Equivalency.

As a Texas AEL strategic objective, TWC continues to coordinate AEL efforts to serve high school non-completers using related TEA policies and data, including further refinements to high school equivalency preparation and testing processes. As of 2021, a high school equivalency voucher program was implemented and continues to support the provision of testing vouchers across Texas. Local AEL providers serving specific counties across Texas are required to design services for all participants that move individuals who have not achieved a high school diploma or an equivalent level of education toward completion of a HSE. High school diplomas and equivalencies are launchpads to other postsecondary services and training opportunities across the Texas Workforce System.

On-Ramp, Bridge, and Transition Classes

AEL Popular Services includes specific academic or college readiness activities for students with a goal to enter postsecondary education with college ready skills or seeking to enroll in an IET

program with AEL as a launchpad to employment or further postsecondary education after exit. To prepare for the rigor and intensity of these postsecondary enrollment models, students may enter an AEL service such as an on-ramp, bridge, or transition class in preparation for enhanced services in AEL such as an IET or prior to an exit from AEL on a pathway to postsecondary education or training.

The terms On-Ramp, Bridge, and Transition classes are often used interchangeably and refer to a pre-activity in preparation for a next step. These transition services support participant success through a variety of models. For example, providing basic skills in the context of college knowledge and career exploration or enhancing foundational skills as a preparation activity for an exit from AEL and enrollment in college. On-ramp, Bridge programs, and Transition classes may prepare participants for more rigorous academic enrollments that require homework, frequent exams, or self-paced learning.

These service models may be a pre-requisite for an IET with increased intensity and rigor of AEL Activities. An on-ramp allows the student to gain basic skills, experience the intensity of the academic instruction, better understand the program or pathway, financial obligations they may encounter, and what academic outcomes are expected. All three models often focus on fostering participant independence, self-efficacy, problem solving, and financial literacy while students learn in real time how to mitigate work and personal obligations that might impede completion before there are consequences, such as dropping out, loss of financial aid or academic suspension.

Career Pathways

This section describes AEL grantee requirements related to Career Pathways. Career Pathway models with annual negotiated targets include the following:

- Integrated Education and Training (IET)
- Intensive Services

WIOA positioned AEL to play an integral role within the broader, interconnected workforce development system and expanded service delivery options for participants with employment and postsecondary education and training goals. Career Pathways provide an integrated service model for education and training across workforce system partners and social services. Career Pathway models in AEL support students in obtaining basic skills and credentials of value to local and regional employers while increasing foundational skills and college readiness simultaneously with occupational skills.

Career Pathways Across the Education and Workforce System

WIOA underscores the use of flexible Career Pathway service-delivery options within its various Core Programs and Titles. The career pathways approach connects levels of education, training, counseling, support services, and credentials for specific occupations in a way that optimizes continuous progress towards the education, employment, and career goals of individuals of all ages, abilities, and needs. Each of the 28 Workforce Board Plans include the Board's local vision for career pathways as may be implemented across systems from K-12, to AEL and

postsecondary education. Plans are submitted to the Agency for approval every four years with revisions required every two years.

Under WIOA, Adult Education has a distinctive role in contributing to the robust workforce development system as a full partner. Whether building a program with an employer and incumbent workers, helping a student navigate postsecondary education, or designing rigorous reading, writing, math or ESL activities for future electricians in an IET, all AEL activities are geared toward assisting participants with foundational skills and their next step along a career and employment path. The following AEL career pathway models are approved with assigned negotiated targets. Supplemental funding, based on an annual review of expenditures across the state, is provided per participant based on the service model provided and trends in the cost of delivering services.

Integrated Education and Training

As defined in 34 CFR §463.35-463.38 Integrated Education and Training refers to a service approach that provides Adult Education and Literacy Activities concurrently and contextually with Workforce Preparation Activities and Workforce Training for a specific occupation or occupational cluster for the purpose of educational and career advancement. An integrated education and training program must include three components:

- Adult Education and Literacy Activities as described in §463.30.
- Workforce Preparation Activities as described in § 463.34
- Workforce Training for a specific occupation or occupational cluster as defined in WIOA §134(c)(3)(D). (See definition of Workforce Training in this document.)

The IET model aligns with the definition of Career Pathways in WIOA and represents a hallmark for innovative AEL instruction and Workforce Training for individuals who are Basic Skills Deficient. Accelerating participant completion and placement into in-demand and targeted occupations is a critical objective of IET models. Research clarifies the weaknesses of traditional sequential models, which require participants to progress through a sequence of remedial courses to achieve college readiness.

To accelerate progress and reduce attrition, IET models admit customers below standardized academic admission levels set by a Training program, or without high school equivalency, into college-level Workforce Training concurrently with contextualized AEL Activities, and Workforce Preparation Activities. This concurrent approach supports the acquisition of basic skills, improves college readiness and delivers on student success with credential completion to employment or continuity into postsecondary for those seeking stackable credentials.

To ensure an IET program of study under Title II meets the requirement that the IET be “for the purpose of educational and career advancement,” the provider must ensure the AEL Activities are aligned with the Texas AEL Content Standards and that the IET program is part of a Career Pathway.

In order to meet the requirement that the AEL Activities, Workforce Preparation Activities, and Workforce Training be Integrated per the IET, all three activities and services must be provided concurrently and contextually to ensure that:

(a) within the overall scope of an IET program of study, the Adult Education and Literacy Activities, Workforce Preparation Activities, and Workforce Training:

- are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible AEL participants;
- occur simultaneously;
- use occupationally relevant instructional materials; and

(b) the Integrated Education and Training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies; and the program activities are organized to function cooperatively.

WIOA authorizes using AEL funds to implement all three components of an IET. AEL grantees must¹:

- expend funds to support the IET service approach leading to employment in or advancement within a specific in-demand or targeted occupation or occupational cluster as determined by the Board, and aligned with local and regional, economic and labor market analysis;
- ensure that the IET program supports educational and career advancement by ensuring the curriculum is aligned with the Texas AEL Content Standards and is part of a Career Pathway, so that participants know the next step in employment or in attaining a stackable credential of value for employment;
- ensure that the IET program results in one or more Recognized Postsecondary Credentials and one or more Measurable Skills Gain (MSG) along the timeline of the IET (s).

AEL grantees may coenroll participants in IET services in which the Workforce Training component is funded from non-AEL funds or is braided with a partner or Workforce Board through leveraged or other funding.

AEL grantees must report Workforce Training expenditures by funding source as part of the monthly expenditure reports submitted through TWC's Cash Draw and Expenditure Reporting (CDER) system and must report IET activities, using appropriate activity codes, in Texas Educating Adults Management System (TEAMS).

AEL grantees must be aware that they must submit IET Plans to TWC through the Career Pathways Implementation Plan portal prior to enrolling participants.

Intensive Services

¹ AEL letter 02-16chg2 (Rescind July 2024) and AEL 03-17

In Texas, three models support Intensive Services along a career pathway and include:

- 1) Workplace AEL Activities
- 2) services to Internationally Trained Professionals who are English Language Learners (ELLs) and
- 3) Post-release Services for Justice-Involved Individuals.

All three models are referred to as Intensive Services and additional funding is available to design and deliver these career advancement models.

Workplace AEL Activities

Grantees may provide Workplace AEL Activities (as allowed under AEFLA § 231) organized to function cooperatively in coordination with no less than one (1) employer. Grantees must have a Letter of Agreement with each employer partner for the period of collaboration for Workplace AEL Activities. (S) (34 C.F.R. § 463.30(c)) There are two models of allowable Workplace AEL Activities:

1. Workplace AEL Activities
2. Workplace AEL Activities with employer provided training.

AEL may provide a variety of Popular AEL services requested by employers. These services may include contextualized language for the workplace, use of technology that supports digital integration, basic digital literacy skills, ESL, HSE, or other classes to improve the basic skills of incumbent workers. Services are provided based on the employer's goals and eligible incumbent worker population to be served.

In February 2021, ED announced approval of revisions for NRS reporting which expanded the MSG options for participants in Workplace Literacy programs. With the expanded MSG options, as outlined in the AEL Performance Guide, Texas AEL grantees may focus efforts on measuring progress for workplace literacy participants with the most suitable option.

In particular, Type 4 Progress milestone is included to allow AEL to establish milestones with an employer that can be measured, documented and reported as progress for an AEL Workplace Literacy participant. (See pages 17-29 in the AEL Performance Guide.)

In addition to Workplace AEL Activities, Grantees may provide AEL Activities aligned with a skills training provided by the employer partner. This is a non-IET model with training provided by the employer partner and AEL Activities in support of the training. Training costs under this model are paid for by the employer partner or other workforce stakeholder. (IETs with an employer partner are not considered an Intensive service and must adhere to all requirements of an IET.)

Internationally Trained English Language Learner (ELL) Professionals


Grantees may provide Intensive Services for Internationally Trained ELL Professionals (ITPs) with degrees or credentials from their home country that seek to re-enter their career path or an alternate one in America. A significant number of ELLs that enter AEL in Texas self-report they

have degrees and credentials from their country of origin. These highly skilled immigrants often work in low-skilled jobs or are unemployed, a phenomenon known as “brain waste” or “skill underutilization.” Under WIOA, this population is identified as a Priority Population across the Workforce System and AEL programs have an opportunity to deliver education and employment services in collaboration with system partners and collaborating organizations.

These specialized Intensive Services may include but are not limited to AEL Activities to support:

- ELA at all levels contextualized for occupations and sector-related language fluency
- intensive academic English in preparation for re-credentialing exams in the U.S.
- career and college readiness in preparation for entering an IET program of study or postsecondary education
- enhanced civics education content to increase understanding of U.S. educational systems, develop cultural competencies and knowledge of the American workplace.

In Texas, the ITP service model allows for credential evaluation and/or translation when the credential is relevant to the individual’s next step such as employment, enrollment in postsecondary education or an IET program of study. The use of this option should be directly tied to an identified participant’s performance outcome and managed through budgetary controls.

<p>Potential Assets of Internationally Trained (ITPs) ELL Professionals</p>	<ul style="list-style-type: none">• Credentials earned in other countries• Multi-lingual fluency and literacy• Professional Work experience• Social Capitol	
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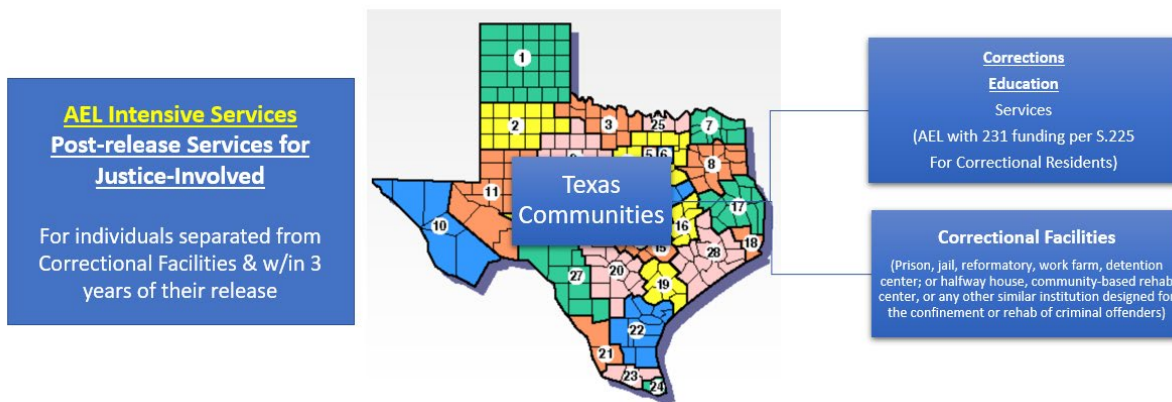
Individuals qualify to be served as an ITP by self-attesting to attainment of a degree or credential from their home country or presenting credential documentation during an intake process; and by opting into the service model. A secondary education or high school credential from another country does not meet the eligibility requirement. Individuals with degrees or credentials from a U.S. territory may qualify for AEL services as an English Language Learner but credentials attained in a U.S. territory do not qualify the individual as an International Trained ELL Professional under AEFLA.

These specialized programs and services provide an innovative opportunity to better serve English Language Learners who are skilled professionals and provide career re-entry, pathways to employment, and economic stability for new Americans, immigrants, and refugees.

Post Release Services for Justice Involved

In Texas AEL, Post-Release Services for Justice-Involved individuals are considered Intensive Services when intentionally provided to reduce recidivism and support community integration through education and workforce system services. The individuals receiving services must be separated from all correctional facilities and institutions and within a three (3) year window following release. Within this service framework, AEL may use additional funds to support a post-release service model that provides enhanced AEL Activities and Career Services.

This is not the same as Transition to Re-entry and Post-release Services (as allowed under AEFLA 231 and 225) to Incarcerated Individuals who will be released within five (5) years. The Intensive Service model of Post-Release Services for Justice-Involved targets individuals who are post-release and seeking to complete educational and career goals through participation in adult literacy activities.



AEL Intensive Services for justice-involved individuals offers another pipeline for individuals to enter or continue educational programs, benefit from advising, career navigation, workforce preparation activities or referrals for needed post-release services. This Intensive Service model may take the form of connectivity to Board employment services or AEL for educational services, partner programs for housing assistance, or an array of social services a justice-involved individual may need.

AEL in collaboration with Workforce System partner programs may ensure justice involved individuals have opportunities to continue AEL, find employment, or enter postsecondary education or training. Career pathway programs offering stackable credentials for living-wage jobs are among the most important factors in enabling justice-involved individuals to be successful after incarceration. Each step on the continuum requires correctional institutions, education providers, workforce development, and their program partners to collaborate, communicate, and work toward the shared vision of helping those who are released directly into communities across Texas, to become productive members of society.

5. AEFLA Section 243: The Integrated English Literacy and Civics Education (IELCE) Program, Activities and Services

Purpose and Eligible Population

The English Literacy and Civics Education (IELCE) Program is funded under Section 243 of WIOA for education services to individuals who otherwise meet the definition of “eligible individuals” and are English Language learners (ELLs) who are adults, including professionals with degrees and credentials in their native countries. The IELCE program delivers educational services that enable adults to achieve competency in the English Language and acquire the basic

and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

The IELCE Immigrant Integration Framework as developed by the Enhancing Access for Refugees and New Americans (EARN) project, illustrates the overall intent of 243 Funding. This framework illustrates how IELCE + IET efforts align with services and activities that further the linguistic, civic, and economic integration of immigrants.

Program Components

Under WIOA §463.73 the IELCE program must: (a) include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and (b) be designed to:

- (1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- (2) Integrate with the local workforce development system and its functions to carry out the activities of the program.



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Integration with Board Services

The Workforce Innovation and Opportunity Act (WIOA) requires that the Integrated English Literacy and Civics Education (IELCE) program funded under Section 243 be offered in combination with Integrated Education and Training (IET) activities. An IELCE Program may meet the requirement to provide IELCE in combination with IET by:

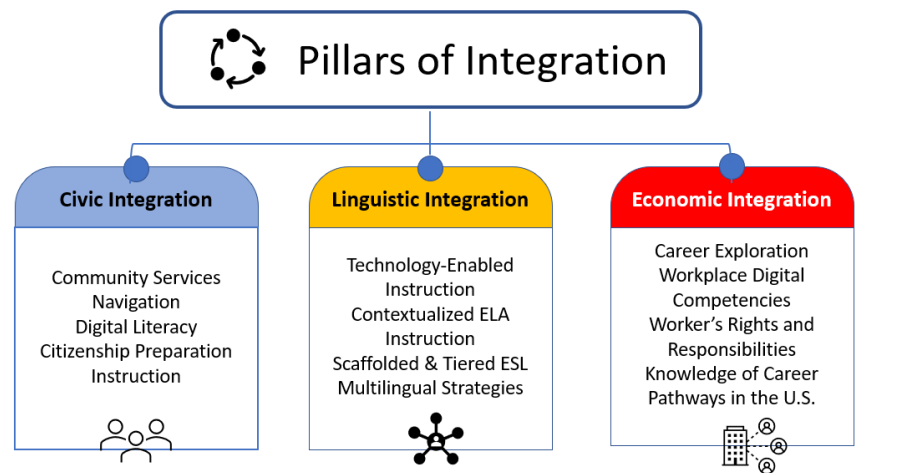
- a. co-enrolling participants in IET activities provided within the local or regional Workforce Development Area (WDA) offered through Title I or other public workforce system partners or
- b. using IELCE Program funds to support IET activities.

As laid out in federal regulations, while every IELCE program must offer access to Integrated Education and Training (IET), not every participant in the program must enroll in IET activities.

¹ From the EARN Project: Spotlight. Enhancing Access: Using Bridge Strategies to Connect IELCE Activities to IET Programs by Jessie Stadd, RTI International, and Judy Mortrude, World Education.

The IELCE Program supports the TWC AEL mission to 1) develop career pathways with local workforce boards and with system partners for all learners 2) promote co-enrollment and referral efforts with local Boards and 3) supports a One Workforce vision through integrated intake, shared case management and follow-up system support where applicable to enhance the customer experience. The Texas AEL Program has developed, produced and published Texas AEL Content Standards for English Language Acquisition (Standards 3.0) and Civics Education.

As with AEFLA Section 231 funding, the IELCE program (Section 243) may provide Popular AEL services to the targeted population as outlined for the IELCE program and must meet Commission-approved targets as specified under 243 awards to grantees.



6. Definitions

Adult Basic Education (ABE)—Activities and instruction provided across a continuum, from pre-literacy and basic literacy through elementary levels, culminating with competencies equivalent to the end of eighth grade. Instruction includes reading, mathematics, communication skills, social studies, physical sciences, health, Digital Literacy, and career and college readiness competencies. Assessment and performance guidance define ABE into four levels, as follows:

- Level 1 (grade level 0–1.9)
- Level 2 (grade level 2–3.9)
- Level 3 (grade level 4–5.9)
- Level 4 (grade level 6–8.9)

¹ Adapted from the EARN IELCE Immigrant Integration Framework available at: <https://lincs.ed.gov/state-resources/federal-initiatives/refugeesandnewamericans>

Adult Education—Academic instruction and education services below the postsecondary level that increase an individual’s ability to do the following:

- Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent
- Transition to postsecondary education and training
- Obtain employment.

Adult Education and Literacy (AEL)—The Texas Workforce Commission program that administers grants to provide adults with sufficient basic education to enable them to:

- acquire the basic educational skills necessary for literate functioning;
- participate in job training and retraining programs;
- obtain and retain employment and
- continue their education to at least the level of completion of secondary school.

AEL Activities—One of the Core Components of the AEL program, including programs, activities, and services that include Adult Education, Literacy, Workplace Adult Education and Literacy Activities, Family Literacy activities, English language acquisition activities, Integrated English Literacy and Civics Education (IELCE), Workforce Preparation Activities, or Integrated Education and Training.

AEL Grant Recipient—See **AEL Grantee**.

AEL Grantee (Grantee)— An eligible grant recipient within a local Workforce Development Area (WDA) that is awarded AEL funds by TWC. In a Consortium, the AEL Grant Recipient must also serve as the Fiscal Agent and may act as an AEL lead organization of a Consortium, or AEL Service Provider as designated in an agreement with an AEL Consortium.

Adult Education and Family Literacy Act (AEFLA)—Title II of the Workforce Innovation and Opportunity Act of 2014 (WIOA).

Adult Secondary Education (ASE)—Activities and instruction comparable to the competencies developed in secondary high school and college developmental education. The Testing Guide and Performance Guide define ASE into two levels, as follows:

- Level 5 (grade level 9–10.9)
- Level 6 (grade level 11–12)

Agency—The Texas Workforce Commission is referred to as the Agency in TWC rules.

Assessment—An inclusive process of collecting information about individuals, groups, or systems that relies on a number of strategies, inputs, and instruments, one of which may be a test. Therefore, assessment is more comprehensive than a test.

Barriers to Employment—The term “individual with barriers to employment” means a member of one (1) or more of the following populations:

- Basic Skills Deficient
- Displaced homemakers

- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals (55 or over)
- Ex-offenders
- Homeless individuals (as defined in §41403(6) of the Violence Against Women Act of 1994 (42 USC 14043e–2(6))), or homeless children and youth (as defined in §725(2) of the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2))).
- Youth who are in or have aged out of the foster care system (any current or former foster youth may meet this barrier; however, the priority of services provision for current or former foster youth only applies to youth up to the age of 23)
- Individuals who are English Language Learners, (who need instruction to gain competency in reading, writing, speaking, and comprehension of the English language), individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers, as defined in WIOA §167(i)
- Individuals within two years (2) of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 USC 601 et seq.)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the governor involved determines to have barriers to employment.

Baseline—The placement of a participant into an Educational Functioning Level each new program year.

Basic Skills Deficient—A youth or adult that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Bilingual Education—Approaches in the AEL or Workforce Training classroom that use the native language of ELLs as a support for content instruction offered when it is appropriate for the students’ optimum linguistic development in the target language.

Budget Adjustment – A request to move funds between cost categories. Budget adjustments are allowable when the total cost category reduction is less than 20%.

Career and College Planning—The development of employment and postsecondary education and training awareness, readiness, and transition opportunities for students throughout service delivery, starting at intake.

Career Navigator— A position hired by an AEL provider to fulfill duties that may include workforce case management in conjunction with college and career advising, Board co-enrollments, referrals to support services to reduce barriers to customer success and connect with internal/external partners and stakeholders for employment and postsecondary education. This position is sometimes referred to as the Career Pathways Navigator.

Career Pathways—In WIOA, Career Pathway is defined as a combination of rigorous and high-quality education, training, and other services that:

- a) aligns with the skill needs of industries in the economy of the state or regional economy involved;
- b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act of August 16, 1937;
- c) includes counseling to support an individual in achieving the individual’s education and career goals;
- d) includes, as appropriate, education offered concurrently with and in the same context (concurrently and contextually) as an IET with Workforce Preparation Activities and training for a specific occupation or occupational cluster;
- e) organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practical;
- f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one (1) Recognized Postsecondary Credential; and
- g) helps an individual enter or advance within a specific occupation or occupational cluster.

In adult education and literacy programs, Career Pathways models include IET services, including Integrated EL Civics Education (IELCE) in combination with IET, and Intensive Services.

Career Services – Services provided by an AEL program to an individual seeking or enrolled in AEL services that include any of the following activities:

- outreach, intake, and orientation
- initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and support services needs
- referrals to and coordination of activities with other programs and services
- provision of performance information and program cost information on eligible providers of education, training, and workforce services by program type and type of provider
- provision of information on available of support services or assistance and appropriate referrals including child care, child support, medical or child health assistance available through the state’s Medicaid program and Children’s Health Insurance Program (CHIP), Supplemental Nutrition Assistance Program (SNAP) benefits, Earned Income Tax Credit (EITC), assistance under Temporary Assistance for Needy Families (TANF), and other support services and transportation).

Cash Draw and Expenditure Reporting (CDER)—TWC’s system that authorized Grantees and vendors use to process cash draws, adjustments, refunds, and expenditure reports on grants and contracts. The CDER system automatically validates all requests before submission to promote swift, accurate processing and payment.

Clock Time—The clock time model, which assigns proxy hours based on the time that a participant is connected to or engaged in an online or stand-alone software program that tracks time.

Combined WIOA State Plan—TWC’s 2020-2023 Strategic Plan for programs under WIOA (<https://www.twc.texas.gov/sites/default/files/wf/docs/texas-2020-2023-combined-state-plan-wioa.pdf>).

Co-enrollment (also Concurrent enrollment or Co-enrolled)—Enrollment of an eligible individual in two or more of the six Core Programs administered under WIOA. In adult education and literacy programs, the term has a wider meaning, such as Co-enrollment between AEL and Workforce Training, regardless of the funding source. It also is referred to as concurrent enrollment.

Collaborating Organization—An entity that provides services for the AEL Grantee’s staff or AEL students without financial compensation or contractual obligations. Collaborating organizations do not have to be consortium members, although they may be. Examples of collaborating organizations are organizations that:

- make or accept referrals for student services,
- make nonfinancial contributions (for example, facilities) to the grant program; and
- assist in the delivery of comprehensive services, including TWC’s Workforce Solutions Offices and the Local Workforce Development Boards (Boards), and other agencies as appropriate.

College Knowledge—The body of knowledge that includes, but is not limited to, the purposes, types, costs, and admissions requirements of colleges as well as the academic and behavioral expectations of college culture.

Commission—The Texas Workforce Commission’s three-member Commission, composed of members appointed by the governor as established under Texas Labor Code §301.002 that includes one representative of labor, one representative of employers, and one representative of the public.

Comprehensive Assessment— The entry phase of service delivery that consists of collecting information from participants that relies on a number of strategies, inputs, and instruments, one (1) of which must be a test. Therefore, Assessment is more comprehensive than a test. The process consists of required eligibility testing; collection of required reporting elements; signed release of information; identification of goals; educational and employment background; disability accommodation needs, if applicable; and potential barriers that may need support to ensure retention and completion.

Concurrent and Contextual (also concurrently and contextually)—IET service delivery in which IET Components:

- are provided simultaneously at points within the overall scope of the program,
- are of sufficient intensity and quality and based on the most rigorous research available to support the advancement of education and career development,

- use occupationally relevant instructional materials,
- have a single set of learning objectives that identify specific competencies across the IET Components, which may include established learning objectives and/or trade-related benchmarks or competencies for an existing or emerging in-demand or targeted occupation or occupational cluster required for attaining a Recognized Postsecondary Credential; and
- are organized to function cooperatively.

Contextualized Instruction- Diverse Instructional Strategies designed to seamlessly link the learning of foundational skills and academic or occupational content by focusing on concrete applications in a real-life context.

Contextual (also contextualized)— Teaching and learning strategies designed to link the learning of basic skills with academic or occupational content by focusing teaching and learning directly on concrete applications in a specific context such as in a career in which students are interested or a specific occupation. Many forms of contextualization exist, including Financial Literacy, Family Literacy, health literacy, and contextualization around occupational training. When the emphasis is on career preparation and higher-level workforce training and credential attainment, teaching and learning basic skills is tied to career or occupational clusters. The following elements are often present:

- occupationally relevant instruction, including the use of materials, tools, equipment and items (signs, manuals, procedures) from the workplace (called “realia”) that the learner will use after training.
- use of the learner’s content, workplace, or professional knowledge,
- assessment that includes context- and content-specific measurement and application of skills.

Consortium (Consortia) – A partnership of educational, workforce development, social service entities, and other public and private organizations that agree to partner, collaborate, plan, and apply for funding to provide AEL and related support services. Consortium members shall include an AEL Grant Recipient and Fiscal Agent; an AEL Lead Organization of a Consortium; and AEL Service Provider(s). Consortium members may serve in one (1) or more of the functions in accordance with state statutes and TWC rules.

Consortium Member—Any entity in a Consortium.

Contracted Measures: AEL contracts outline the annual target enrollment and performance measures, also known as Contracted Measures, which Grantees are contractually required to meet each PY as outlined in the RFA and approved by the Commission annually.

Contact Hour—The hours of instruction or instructional activity a participant receives within a program. Instructional activity includes any program-sponsored activity that is designed to promote participant learning in the program curriculum, including classroom instruction, tutoring, or participation in a learning lab. A contact hour is the cumulative sum of minutes during which an eligible adult participant receives instructional, counseling, and/or assessment services from staff that is supported by federal and state adult education funds as documented by local attendance and reporting records.

Core Components of an IET (IET Components)—The three (3) required Instructional and service activities of an IET program, including the following:

- AEL Activities contextualized for Workforce Training
- Workforce Preparation Activities
- Workforce Training for a specific existing and emerging In-Demand Occupation, and Targeted Occupation described in the Local Board Plan.

Core Program—A program that operates under one (1) of the following:

- WIOA Title I Adult program
- WIOA Title I Dislocated Worker program
- WIOA Title I Youth program
- WIOA Title II Adult Education and Family Literacy Act program
- Employment Service program, authorized under the Wagner-Peyser Act, as amended by Title III of WIOA
- Vocational Rehabilitation program, authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV

Correctional Institution—A correctional institution is any:

- prison
- jail
- reformatory
- work farm
- detention center or
- halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Corrections Education - A fundamental component of rehabilitative programming offered in justice confinement facilities, most American prisons, and many jails and detention centers. For purposes of AEL Grantees, Corrections Education occurs inside a correctional institution or facility and allowable services include AEL Activities, special education, as determined by TWC, secondary school credit, career pathways, IET, peer tutoring, and Transition to Re-entry and Post-Release Services. Programs must give priority to serving individuals who are likely to leave the institution within five (5) years. (29 U.S.C. § 3305, 34 C.F.R. § 463.62).

Corrections Education and Education of Other Institutionalized Individuals—Required under WIOA Title II, services that states must provide to criminal offenders (any individual who is charged with or convicted of any criminal offense) who reside in correctional institutions.

Credential (also Recognized Postsecondary Credential)—An outcome credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of the VR program as required by section 103(a)(5) of the Rehabilitation Act of 1973, as amended by Title IV of WIOA. A Recognized Postsecondary Credential is awarded in recognition of an

individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Neither certificates awarded by Boards, nor work readiness certificates, are included in this definition because neither type of certificate documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation. Likewise, such certificates must recognize technology or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.

A variety of different public and private entities issue Recognized Postsecondary Credentials. Below is a list of the types of organizations and institutions that award Recognized Postsecondary Credentials (Not all Credentials by these entities meet the definition of Recognized Postsecondary Credential.).

- A State educational agency or State agency responsible for administering vocational and technical education within a State;
- An institution of higher education described in §102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.
- An institution of higher education that is formally controlled or has been formally sanctioned or chartered by the governing body of an Indian tribe or tribes;
- A professional, industry, or employer organization (for example, National Institute for Automotive Service Excellence certification; National Institute for Metalworking Skills, Inc.; Machining Level I credential) or product manufacturer or developer (for example, recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, and a Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities;
- Employment and Training Administration's Office of Apprenticeship or a State Apprenticeship Agency;
- A public regulatory agency that awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (for example, a Federal Aviation Administration aviation mechanic license, or a State-licensed asbestos inspector);
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.

Data Sign-off (DSO)—A report that Grantees are required to submit quarterly to TWC that certifies the validity of data noted in TEAMS. Grantee directors must certify the validity of the data. DSO reports are due 15 days after the end of each quarter (October 15th, January 15th, April 15th, and July 15th). A final DSO report is due July 15th that represents the Program Year data.

Digital Literacy—The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Digital Skill Building – The provision of services that teaches the use of devices such as a computer, tablet, mobile phone, for basic personal and work tasks including how to find information on the internet, how to check reliability of information, how to be safe and responsible online, communicate socially and professionally using email, messaging and social media; and may include what to be aware of when shopping, banking, and accessing services online or applying for a job. (See New AEL Content Standards 4.0 with a new section on Digital Literacy Standards for AEL 2024. See link: <https://tcall.tamu.edu/docs/standards/DigitalLiteracy-Standards4-2023.pdf>)

Direct Contact Hour— A direct contact hour is a contact hour that consists of instruction or instructional activity in reading, writing, mathematics, and English as a second language (ESL), which includes classroom instruction, tutoring, or participation in a learning lab. Hours accumulated through Orientation or Workforce Training do not count as direct contact hours. Hours accumulated through Workforce Preparation Activities count as direct contact hours only when the activities are delivered in the context of reading, writing, mathematics, and ESL. Direct-contact hours are entered on the daily class contact hour page in the Texas Educating Adults Management System (TEAMS).

Discretionary Innovation Projects—Capacity-building projects that are directed toward developing and enhancing the adult education system to position the system for continuous improvement across program outcomes and for innovation related to system integration with core WIOA programs and postsecondary education and training.

Distance Education— Per NRS it is a formal learning activity where students and instructors are separated by geography, time, or both for most of the instructional period. The NRS requires TWC to define how Grantees classify participants using Distance Education as Distance Learning participants; TWC outlines this policy in the Texas AEL Testing Guide and all Grantees must have a Distance Learning Plan which following this policy. The NRS also defines a Distance Learner as one which has more proxy hours than direct contact hours.

Distance Learning— The broader range of methods to provide instruction to a student outside of In-Person class instruction. Distance Learning materials are delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, Web-based programs, and other online technology.

Grantees providing asynchronous Distance Learning instruction must use an approved Distance Learning curriculum, as outlined in the Distance Learning Plan.

Distance Learning Curriculum—A TWC-approved distance learning curriculum used to track a Distance Learning participant’s proxy hours by clock time model, teacher certification model, or learner mastery model.

Distance Learning Participant—A participant who has more proxy hours than direct hours.

Distance Learning Plan—A plan written by programs offering Distance Learning which outlines the delivery of Distance Learning education.

English Language Acquisition (ELA) Program - A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment. In WIOA, this term replaces the formerly used term English as a second language, or adult ESL. In Texas the term ESL is used interchangeably with ELA program.

Educational Functioning Level—The ABE, ASE, and ESL literacy levels, as provided in the AEL Testing Guide, that describe a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.

Educational Technology—The technology tools, techniques, or processes that facilitate, expand, or enhance learning and assessment, or that support teaching practices to improve learning outcomes including, but not limited to Distance Learning or Distance Education and Digital Literacy.

English Language Proficiency (ELP) Standards – A standards-based approach in K-12 education that provides a framework for English language learners to acquire the content knowledge and English proficiency needed for school success. These standards correspond to states’ college and career ready standards and reflect a shift in focus from language possession to language use within the content areas.

English Language Acquisition—See English Language Acquisition (ELA) Program and English as a Second Language.

English Language Learner (ELL)—An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

English as a Second language (ESL) —ESL instruction helps eligible individuals who are English Language learners achieve competence in reading, writing, speaking, and comprehension of English. The program must lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment. To achieve this, the program may do the following:

- align the curricula, lesson plans, or instructional materials to the Texas AEL Content Standards

- offer educational and career-counseling services that assist an eligible individual to transition to postsecondary education or employment; or
- be part of Career Pathways program.

In WIOA, English as a Second Language is referred to as English Language Acquisition.

Exiter—A participant which exits AEL services after he or she has not received any qualifying service for more than 90 days. An exit is retroactively calculated to the last day of service after 90 days of inactivity.

Family Literacy—Literacy activities that are of sufficient intensity and quality to

- make sustainable improvements in the economic prospects of a family;
- better enable parents or family members to support their children’s learning needs; and
- integrate all the following activities:
 - parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency,
 - interactive literacy activities between parents or family members and their children,
 - education for parents or family members regarding how to be the primary teachers for their children and full partners in their children’s education,
 - age-appropriate education that prepares children for success in school and life experiences.

Follow-up Activities – A variety of services and workforce preparation activities that occur after a participant is no longer active in AEL direct services and for up to 365 days after exit. Follow-up activities support participants in completing education and training objectives, including collecting information on educational outcomes, employment, earnings, enrollment and progress in postsecondary education or training, and credential attainment. While follow-up services must occur after a participant exits AEL services— “exit” is defined as 90 days with no direct contact hours—activities may occur during participation or in the period between the last date of participation and the exit date.

Financial Literacy— Instruction on how to make informed decisions and take effective action with respect to money management, which may include, but is not limited to the following:

- a) supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals;
- b) supporting the ability to manage spending, credit, and debt, including credit card debt, effectively;
- c) increasing awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy (and how to correct inaccuracies in the reports and scores), and their effect on credit terms;

- d) supporting the ability to understand, evaluate, and compare financial products, services, and opportunities; and
- e) supporting activities that address the financial literacy needs of non-English speakers.

General Service Provider Grant (Provider Grant)—The statewide system of AEL Grantees in each workforce area that deliver a variety of AEL Activities under multiyear grants as defined in TWC rule (TAC) §805.

High-quality Information Management System—In Texas, the Texas Educating Adults Management System (TEAMS).

High School Drop-out Recovery Program—A program that identifies and recruits students who dropped out of Texas public schools and provides them with services designed to enable them to earn a high school diploma or complete an alternative path to college by demonstrating college readiness. Attributes of the model include a wide array of academic and social supports, including childcare and transportation, open entry to and open exit from program, a variety of instructional programming, including online courses, and multiple scheduling options, including weekend and evening classes.

Hold Harmless and Stop Gain—A procedure that ensures that a relative proportion of an allocation to a workforce area is not below 90 percent of the corresponding proportion for the past two years or that the current year proportion is not above 125 percent of the past two-year relative proportion.

HSE voucher tracker is the Microsoft Excel reporting tool that grant recipients use to track HSE vouchers released by TWC AEL to the grant recipient for subsidy recipients. This tool serves the following two purposes:

- TWC’s mechanism to send voucher codes to AEL grant recipients.
- provides grant recipients with a way to track voucher usage by student name, Texas Educating Adults Management System (TEAMS) participant ID, and HSE voucher information in order to reconcile voucher usage data against TEAMS and GED Manager™. The terms “online proctored,” “computer-based regular,” and “computer-based retake” are used to describe the different types of vouchers available for each GED test.

In-demand—refers to:

- an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses or to the growth of other industry sectors; or
- an occupation that currently has or is projected to have several positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector that will have a significant impact on the state, regional, or local economy, as appropriate.

Individual Training, Education, and Career Plan (ITEC Plan)—A plan for the student to meet educational and career goals, designed to promote a discussion and set forth a strategy. The plan delineates short- and long-term goals and their implementation steps.

Intake—The holistic process in which a provider, before enrolling a student in AEL services, determines the eligibility of the student, identifies the student’s goals and barriers, collects required information for federal reporting purposes, and refers the student to other services, as needed.

Integrated Education and Training (IET)—An overall scope of services designed for a specific occupation or occupational cluster for educational and career advancement. which includes the three IET Components: AEL Activities, Workforce Preparation Activities, and Workforce Training, delivered through Integrated Services. IET programs ensure that participants gain the skills needed to succeed in Workforce Training program by attaining a Recognized Postsecondary Credential, entering or advancing in employment, or advancing in postsecondary education and training.

Integrated English Literacy and Civics Education (IELCE) - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and workforce training.

Integrated English Literacy Civics IET (Integrated EL Civics (IET))—A program funded under WIOA §243 for adult English Language Learners, including professionals with degrees and credentials in their native countries. WIOA §243 Integrated EL Civics Education (IELCE) funds require that the program’s service approach include IELCE services in combination with IET for participants for whom IET services are appropriate. In addition to providing the three components of an IET, the Integrated EL Civics IET program must meet the following requirements:

- be designed to prepare adult English Language Learners for, and place them in, unsubsidized employment in existing and emerging in-demand industries and occupations that lead to economic self-sufficiency and
- integrate with Board and Workforce Solutions Office functions to carry out the activities of the program.

Integrated Services—Delivery of IET Components which are provided concurrently and contextually—that is, IET Components are provided simultaneously at points within the overall scope of the program; are of sufficient intensity and quality and are based on the most rigorous research available to support the advancement of education and career development; and use occupationally relevant instructional materials. Integrated Services also means an IET program has program activities organized to function cooperatively so that specific adult education content, Workforce Preparation Activities, and Workforce Training competencies are aligned to a single set of learning objectives that identify specific competencies across the

IET Components. The competencies may include established learning objectives and/or trade-related benchmarks or competencies for an emerging or existing in-demand or targeted occupation or occupational cluster required for attaining a recognized postsecondary credential.

Intensive Services—A Career Pathways service model, which includes one or more of the following:

- Workplace AEL Activities
- Services for Internationally Trained English Language Learner Professionals
- Post-release Services for Justice Involved

Internationally-trained English Language Learner Professional—An English Language Learner who is a professional with a degree or credential from his or her native country.

Limited English Proficient (LEP)—An individual who does not speak English as his or her primary language and who has a limited ability to read, speak, write, and/or understand English.

Literacy—An individual’s ability to read, write, and speak in English and to compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Local Board Plan—A plan required under WIOA, in which each Board develops a comprehensive four-year local plan that analyzes the Workforce Area and lays out each Board’s strategy to meet the economic and employment needs of the area’s job seekers and employers. Local Board Plans may be found on the TWC website.

(<http://www.twc.texas.gov/partners/workforce-development-boards-wioa-plans>)

Local Workforce Development Area—See **Workforce Area**.

Local Workforce Development Board (Board)—Created pursuant to Texas Government Code §2308.253 and certified by the governor pursuant to Texas Government Code §2308.261. There are 28 Boards in Texas.

Managed Enrollment—A system for enrollment in which student entry points are set at logical break points in the curriculum or at the beginning of short classes or modules (typically three to six weeks or up to 10 weeks long). Class terms in Managed Enrollment scheduling are usually shorter than in open enrollment or fixed enrollment, determined by examining program data to identify how long students attend a class before attrition begins. Group intake, Orientation, and pretesting sessions occur outside of class before each entry point. Instructors receive information about new students before they arrive in class on designated dates.

Measurable Skill Gains (MSG)—The WIOA term for one of the primary indicators of performance across core programs and is defined as the documented academic, technical, occupational or other forms of progress, toward a credential or employment. The percentage of program participants who, during a program year, are in an education or training program that leads to a Recognized Postsecondary Credential or employment and who are achieving

an MSG, defined as documented academic, technical, occupational, or other forms of progress, toward such a credential or employment. The following options are currently available to providers for reporting MSGs dependent on the type of AEL Activity. For AEL, Types 3, 4 and 5 apply only to those enrolled in an IET or Workplace Literacy Program:

- Type 1a: EFL Gain- Pre/post-test
- Type 1b: Exit AEL then entry into postsecondary education
- Type 2: Obtainment of a high school equivalency
- Type 3: Secondary or Postsecondary Transcript
- Type 4: Progress towards milestones
- Type 5: Passing Technical/Occupational Knowledge Based Exam

Providers should defer to the Texas AEL Testing Guide and Texas AEL Performance Guide and associated AEL letters for official policy and guidance related to MSG.

National Reporting System (NRS) Implementation Guidelines—The federal accountability requirements of AEFLA, which describe measures to allow assessment of the effect of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

Office of Career, Technical, and Adult Education (OCTAE)—The office of the U.S. Department of Education that administers and coordinates programs related to AEL, career and technical education, and community colleges. OCTAE was formerly referred to as the Office of Vocational and Adult Education (OVAE).

One-Stop Centers- Also known as Workforce Solutions Offices (or federally as American Job Centers), are designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act and reauthorized in 2014 under WIOA, the centers offer training and education referrals, career counseling, job listings, and similar employment related services. One-Stops are operated and procured by local Boards.

One Workforce – An approach endorsed and recommended by multiple federal programs among WIOA partner programs and stakeholders to foster greater collaboration, integrated service delivery, shared data and leveraged resources that leads to positive employment and training and education outcomes for customers.

On-Ramp to Postsecondary Education or Training (On-ramp Program)—A service, also referred to as a bridge or transition class, that prepares adults with basic skill needs or limited academic English to enter and succeed in postsecondary education and training. On-ramp programs may run several days, weeks, or longer as postsecondary college readiness programs, depending on the type of program that students are preparing to enter (for example, community college and other Workforce Training) and may address the following topics, content, and activities:

- preparation for college or Workforce Training, including the development of college readiness knowledge in the areas of note-taking, academic readiness, advising, time management, study habits, and Digital Literacy;

- career development that includes career exploration, career planning, understanding college systems, and employment expectations and work culture for training and employment in a specific occupation or sector;
- goal setting and meeting with Career Navigators or others to expand and customize an Individual Training, Education and Career Plan (ITEC);
- guest lectures from employers, former students, and faculty;
- referrals to individual Supportive Services (for example, transportation, childcare, housing assistance); and
- intensive academic readiness and remediation for student success to support transition to postsecondary education and training.

The On-Ramp Program for an IET often supports program success by ensuring that students understand and are committed to the duration and intensity of the training program, have developed arrangements to mitigate work and personal obligations that might impede program completion, and are well informed about resulting employment options and expectations to support employment success.

Open Enrollment—A system that allows participants to enter and exit a class at nearly any point throughout its term. Students are free to come to class when they can, miss when they must, drop out for a while, and return without any waiting period. Typically, teachers receive no notice of or information about new learners before the learners arrive in class.

Orientation—Part of the assessment process in which a provider provides information to participants about program and collaborating organization services, attendance policy, class participation policy, participant support services, emergency evacuation procedures, grievance procedures, rights and responsibilities of participants, and program code of conduct in a written participant handbook.. Orientation establishes a student’s short- and long-term goals and sets the basis for the Individual Training, Education, and Career (ITEC) plan.

Peer Tutoring—In Corrections Education an instructional model that utilizes one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction, and monitoring progress.

Performance Funding—Funding earned by an AEL Grantee upon achievement of Performance Funding benchmarks that coincide with other state or federal performance measures as determined by the Commission.

Personally Identifiable Information (PII)—Information that identifies an individual, as set forth in WD Letter 02-18, issued March 23, 2018 and entitled “Handling and Protection of Personally Identifiable Information and Other Sensitive Information.” Not all PII is sensitive and/or confidential by law. See the TWC public website that addresses a variety of website privacy, security, and confidentially information. [TWC Website Privacy & Security Information - Texas Workforce Commission](#)

Priority Populations — (or Priority of Services) A term used across WIOA titles that requires Title I give priority of services to recipients of public benefits, other low-income individuals, and individuals who are Basic Skills Deficient when providing career and training services. In Texas, special populations may receive a priority of services per the action of the governor.

Post-assessment—A progress or subsequent test administered after the learner has received at least the minimum hours of instruction recommended in an assessment publisher’s guidelines; also called a “post-test.”

Popular Services- AEL term in Texas for allowable service categories for the purposes of assigning targets to services that emphasize the Texas vision for AEL. Popular services may consist of:

- Adult Education
- Literacy, (including digital and financial literacies)
- Family Literacy
- English Language Acquisition (ELA/ESL)
- Corrections Education
- High School Equivalency preparation
- On-Ramp, Bridge, or Transition to Postsecondary education or employment.

Post-Release Services for Justice-Involved — AEL Intensive Services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution. These services are designed to promote successful adjustment to the community and prevent recidivism. Examples include education, employment services, substance abuse treatment, housing support, mental and physical health care, and family reunification services.

Post-test—See **Post-assessment**.

Pre-assessment—A test administered to place a participant into an educational functioning level, generally before instruction takes place; also “pre-test” or “initial assessment.”

Pre-test—See **Pre-assessment**.

Principles of Adult Learning—A wide variety of research-based Professional Development topics that include the instructional and advising characteristics specific to adults and that are concerned with the range of knowledge, skills, and abilities that adults bring to education and that define their needs to:

- understand and use information,
- express themselves,
- act independently,
- manage a changing world effectively, and
- meet goals and objectives related to career, family, and community participation.

Instructional principles include, but are not limited to:

- engaging adults and customizing instruction on subjects that have immediate relevance to their career and personal goals and objectives,
- building on a learner’s prior knowledge and experience, and
- supporting learners in taking responsibility for their learning.

Professional Development (PD)—A wide variety of facilitated learning activities for instructors and staff of AEL programs and organizations that participate in AEL programs and services. PD refers to the acquisition of skills and knowledge for career advancement and encompasses all types of facilitated and professional learning opportunities, including workshops, conferences, and informal learning opportunities situated in practice.

Professional Development Center (PD Center)—The statewide AEL Professional Development Center contractor that serves as a central dissemination point for information, networking, technical assistance and Professional Development for AEL professionals working in Texas to create opportunities in education and the workforce for their students. The current contractor, located at Texas A&M University, is the TRAIN PD Consortium (Texas Research-based Adult Instruction Network Professional Development).

Professional Development Coordinators (PD Coordinator)—Staff employed by AEL providers to deliver or facilitate delivery of Tier 1 PD services and training as well as a comprehensive plan for local PD efforts in coordination with the PD Center and as directed by TWC.

Professional Development Plan for Continuous Improvement—A set of goals, objectives and activities designed by a team of local practitioners to bring ongoing improvement to AEL services through periodic review, measurement and action.

Program Year (PY)—The AEL program year, which runs from July 1–June 30.

Proxy Hours—Hours of instruction for which the identity of the participant and/or the exact amount of time spent on a learning activity may not be verified directly.

Provider—An organization that has demonstrated effectiveness in providing AEL Activities and is eligible to apply for a WIOA Title II grant or contract. Providers may include, but are not limited to, the following:

- A local educational agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public-housing authority
- A nonprofit institution that is not described in any of the items above and that can provide adult education and literacy activities to eligible individuals
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the bullets above
- A partnership between an employer and an entity described in any of the bullets above.

Recognized Postsecondary Credential—See Credential.

Remote Learner –Someone engaging in synchronous learning transmitted via technology (email, chat, discussion boards, video conference, audio) so that no physical presence in the classroom is required. Contact hours for remote learning are counted as direct hours if they are greater than fifteen (15) minutes. Remote learning does not use approved DL Curricula and the hours are counted as direct hours. Unlike Distance Learning, Remote Learning must occur synchronously in real time.

Remote Learning - An instructional approach to learning using technology in which the student and instructor are separated by distance; occurs synchronously (in real time) accumulates Direct contact hours and may use a variety of technologies such as chat, video conference, zoom, phone.

Section 225 Funding—Funds granted to AEL providers for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. The programs include academic programs for AEL services; special education, as determined by the eligible agency (TWC); secondary school credit; IET; Career Pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Section 231 Funding—Funds granted to AEL providers to establish or operate programs that provide AEL activities, including programs that provide such activities concurrently with other program activities.

Section 243 Funding—Funding that supports Integrated English Literacy and Civics Education (IELCE) and (Integrated EL Civics IET) under WIOA §243 for adult ELLs, including professionals with degrees and credentials in their native countries. WIOA §243 requires that the program service approach include IELCE services in combination with IET for participants for whom IET services are appropriate.

Additionally, programs funded with WIOA §243 funds must meet the following requirements:

- be designed to prepare adult English Language Learners for and place them in unsubsidized employment in existing and emerging in-demand industry sectors or targeted occupations that lead to economic self-sufficiency and
- integrate with Board and Workforce Solutions Office functions to carry out the activities of the program.

Services for Internationally-Trained English Language Learner Professionals (ITP)—Services for Internationally-trained ELL Professionals include, but are not limited to, linguistic preparation for professional credentialing exams, specialized career advising, ESL services contextualized for targeted occupations with enough intensity to allow for rapid progress, in support of credentialing exams, or professional opportunities

Standard Operating Procedures (SOP)—Procedures that AEL providers are required to have and maintain for grant execution in areas that include, but are not limited to, recruitment and advertising, intake, assessment, testing, placement, and customer profile data collection.

State Fiscal Year—The twelve (12) month reporting period across agencies in Texas used for accounting, budgeting, and reporting purposes, during which funding disbursement or other financial transactions occur. For the State of Texas, the State Fiscal Year begins September 1 of each year and ends the following August 31. For example, State Fiscal Year 2022 (SFY'22) began September 1, 2022, and ended August 31, 2023. (Note the AEL fiscal reporting year is July 1 to June 30th.)

State Leadership Activities—TWC-directed leadership activities in support of AEL that are authorized by WIOA §222(a) and described in WIOA §223(a) (29 USC §3303). TWC is authorized to use not more than 12.5 percent of its federal grant to carry out State Leadership Activities, which include PD, technical assistance, technology assistance, support of literacy resource centers, monitoring and evaluation of the quality of and improvement in AEL programs, incentives, curriculum development, and other activities of statewide importance.

State Performance Measures— State performance measures are those negotiated between TWC and the Legislative Budget Board (LBB) each biennium as a part of TWC's Legislative Appropriations Request (LAR).

Statewide Management Information System —The official database for Texas adult education and literacy program data is currently the Texas Educating Adults Management System (TEAMS).

Subrecipient—An entity or individual that contracts with an AEL provider to provide a service that supports the delivery of AEL services. The AEL provider must determine whether a Subrecipient is a vendor or a Subrecipient as defined by Office of Management and Budget Uniform Guidance at 2 CFR, Part 200. The provider develops contracts based on the determined relationship.

Subsidy is an amount not to exceed the cost of one GED exam, inclusive of all subject areas or the complete battery, as negotiated by TEA with GED Testing Service, LLC. The GED exam contains four tests, and individual tests correspond to the subject areas of mathematics, science, social studies, and language arts. The test fees per battery and per subject area for the GED exam are on the [TEA website](#).

Subsidy recipient is an individual who is determined to be eligible to receive an HSE subsidy. An individual is eligible if he or she:

- at least 21 years of age;
- Lacks a high school diploma or it's recognized equivalent;
- is a current AEL participant;
- or a former AEL participant within 365 days of exit; or
- a non-AEL participant who is otherwise eligible to receive the subsidy.

Supplemental Nutrition Assistance Program Education and Training Program (SNAP E&T) – A federally funded program that promotes long-term self-sufficiency and

independence by preparing SNAP recipients for employment through work-related education and training activities. The SNAP program helps low-income families buy nutritious food from local food stores. SNAP assistance is available to qualifying families, elderly people, and single adults. Applicants must reside in Texas and must apply in the county in which they reside.

Supportive Services—Services include providing the transportation, childcare, dependent care, housing, and needs-related payments necessary to enable an individual to participate in AEL Activities.

Technical Assistance Plan—The first step in implementing a corrective action. A technical assistance plan (TAP) for performance improvement may be jointly developed by TWC with Boards, AEL Grantees, or TWC Grantees. A TAP includes, but is not limited to:

- identification of one or more specific performance improvement issues;
- assessment of specific technical assistance or training needs;
- selection of one or more specific technical assistance or training activities to be implemented;
- identification of the appropriate entities to provide the technical assistance or training, including the Board, AEL Grantee, TWC, other Boards, or other entities;
- identification of a timeline for completion of the technical assistance or training; and
- specific dates for reassessment of technical assistance or training needs and completion of the specific technical assistance or training.

Temporary Assistance for Needy Families (TANF)—A federal program that, in addition to providing temporary financial assistance to needy families who meet certain eligibility requirements, provides financial support to many initiatives that meet one or more of the four purposes of TANF, as follows:

1. provide assistance to needy families so that children can be cared for in their own homes;
2. reduce the dependency of needy parents by promoting job preparation, work and marriage;
3. prevent and reduce the incidence of out-of-wedlock pregnancies;
4. encourage the formation and maintenance of two-parent families.

For more information, refer to AEL Letter 01-15, Change 1, issued May 14, 2015, and entitled “Adult Education and Literacy Temporary Assistance for Needy Families Eligibility—*Update*,” including any subsequent issuances, or the Texas State Plan for Temporary Assistance for Needy Families on the Health and Human Services website at <https://hhs.texas.gov/>.

Test—A measuring device or instrument and its associated procedures. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure academic content standards.

Texas Adult Education and Literacy Guide (Texas AEL Guide)- A TWC produced Program Guide used to support Adult Education and Literacy grantees implementation of

programs, services, and activities for AEL grant awards in Texas funded by the Workforce Innovation and Opportunity Grant, Title II, Adult Education and Family Literacy Act (AEFLA). This is for grants already awarded and is not applicable to this RFA.

Texas Adult Education and Literacy Performance Guide (Performance Guide) –

Provides information and guidance for employment, training, and educational outcomes on the 1) the importance of demonstrated effectiveness as it relates to an entity’s ability to apply for AEL grants; 2) AEL grantee performance measures (also known as contracted measures), composed of:

- federal performance requirements under the Workforce Innovation and Opportunity Act (WIOA); and
- Texas-specific performance requirements and measures and how grantees may measure progress toward required performance outcomes; recommendations for tracking the performance and outcomes of AEL participants; performance considerations related to performance-based funding and Workforce Awards; and how the Texas Workforce Commission (TWC) develops AEL contracted measures.

Texas Adult Education and Literacy Testing Guide (Testing Guide)—A guide based on the NRS Implementation Guidelines (February 2016 and subsequent issuances), as well as on TWC AEL and WD Letters. The Testing Guide standardizes the process of determining participant placement, progress toward outcomes, and collection and reporting of data. Grantees are responsible for following the Testing Guide.

Texas Adult Education and Literacy Content Standards (Texas AEL Content Standards)—The Texas-adopted academic content standards that specify the content that adult learners should know and be able to do in the areas of reading and language arts, mathematics, ESL, and Digital Literacy including how the academic content aligns to the occupational and industry skill standards widely used by business and industry in Texas.

Texas Educating Adults Management System (TEAMS)—The official database for Texas AEL data.

Texas Workforce System— The Texas workforce system is composed of a number of programs, services, and initiatives administered by eight state agencies, the Texas Association of Workforce Boards, local workforce development boards, community and technical colleges, local adult education providers, and independent school districts. Statewide, the system provides workforce development, employment and training, and educational services through a seamless customer-focused service-delivery network that enhances access to all program services and improves long-term outcomes for Texans. Workforce system partners administer separately funded programs as a set of integrated streamlined services to customers and serve a critical role in the development of a world-class workforce that enjoys a higher quality of life through economic, employment, and educational success.

Tier One Training (Tier 1 Training)—Core Professional Development training that an AEL provider must deliver to its employees as part of its TWC grant contract, to include, but not limited to, test administration, goal setting, integrating career awareness, basic TEAMS usage, and program-specific policies regarding student recruitment, orientation, and documentation.

Tier Two Training (Tier 2 Training)—Diverse adult-learning PD training, including the Principles of Adult-Learning courses offered through the Professional Development Centers to assist AEL providers in improving instructional and performance outcomes.

Title I Services—WIOA Title I-funded services for adults and dislocated workers and youth, including core services available for job seekers. Core services include skills assessments, self-service access to job listings, information about careers and local labor market conditions, and limited staff assistance with job search activities. Intensive services under Title I are available only to individuals who have not obtained employment through core services, or who are employed but require intensive services to retain or obtain employment allowing for self-sufficiency. Intensive services can include skills assessments, career counseling, development of individual employment plans, and short-term prevocational services. Training services are available to individuals who have been unable to find or keep employment through core and intensive services. These services can include such activities as occupational skills training, on-the-job training, job readiness training, and AEL Activities, if they are provided in conjunction with other job training activities.

Transitions—Preparatory course models designed to increase the transitional success of participants at NRS Levels 4–6 who are enrolling in initial postsecondary education or training courses.

Texas Certificate of High School Equivalency (TxCHSE)—The certificate of high school equivalency issued by the Texas Education Agency, which is the only agency authorized to issue high school equivalency certificates in Texas. See <http://tea.texas.gov/TxCHSE.html>.

Transition to Re-entry and Post-Release Services— Such services as educational counseling or case work that support incarcerated individuals transition to re-entry and other post-release services. Examples include: assisting incarcerated individuals to develop plans for post-release education program participation; assisting students in identifying and applying for participation in post-release programs; and performing direct outreach to community-based program providers on behalf of reentering students. Federal adult-education funds may be used only for activities that promote transition to such services and not for costs for participation in post-release programs or services. These services are reported in TEAMS as Career Services and are not considered Intensive Services.

Vocational Rehabilitation Services—Also called “Workforce Solutions Vocational Rehabilitation Services.” Vocational Rehabilitation Services helps individuals with disabilities prepare for, find, or retain employment and helps youth and students prepare for postsecondary opportunities. It also helps businesses and employers recruit, retain, and accommodate employees with disabilities. Services include vocational evaluations, counseling and guidance, training and education assistance, and assistive technology.

Voucher is an electronic voucher code provided to an eligible individual for taking a GED test. GED Testing Service, LLC, is the only approved vendor of the HSE exam in Texas for the purpose of TxCHSE attainment. The amounts for vouchers may vary due to the cost differences in test administration methods, such as online-proctored or computer-based.

Workforce Area— An area designated by the governor and functioning as a local workforce investment area by which integrated AEL and workforce services are organized. Workforce areas must consist of more than one contiguous unit of general local government, including at least one county, and must be of sufficient size to have the administrative resources necessary to plan, manage, and deliver workforce development services. Other factors used in developing the workforce areas in Texas are the economic development needs of each area, analyses of local labor markets, commuting patterns of residents, and community needs, including those of employers seeking skilled workers and individuals seeking jobs and skills training.

Workforce Partners in Texas differ from those listed in WIOA because Texas may operate certain aspects of WIOA under prior consistent state law. The required Workforce Partners in Texas are the:

- WIOA adult, dislocated worker, and youth programs (also WIOA Core Programs);
- Wagner-Peyser Employment Service (ES) program (also a WIOA Core Program);
- Adult Education and Literacy (AEL) programs (also a WIOA Core Program);
- Vocational Rehabilitation (VR) WIOA Title IV programs (also a WIOA Core Program);
- Unemployment Insurance program;
- Trade Adjustment Assistance (TAA) program;
- Choices, the Temporary Assistance for Needy Families (TANF) employment and training program;
- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T);
- Subsidized Childcare program;
- Apprenticeship programs (Chapter 133 of the Texas Education Code);
- National and Community Services Act program;
- Senior Community Service Employment Program; and
- Non-Certificate Postsecondary Career and Technology Training programs.

Workforce Preparation Activities—One of the three core IET Components, encompassing 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 the following:

- Using resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education, training, or employment; and

- Other employability skills that increase an individual’s preparation for the workforce.

Workforce Solutions Offices—Referred to in federal guidance as one-stops or American Job Centers and in Texas as WFS offices, offer an array of services that include job placement services, training programs, and childcare assistance for eligible customers as well as such employer services as job posting and placement and labor market research.

Workforce Training—One of the three core IET Components, including the following training services authorized under WIOA Title I:

- On-the-Job Training as described in WIOA §3(44)
- Skills upgrading (for example, training delivered in an IET by an employer)
- Entrepreneurial Training
- Customized training, as described in WIOA §3(14)
- Other occupational skills training (for example, training delivered in an IET by a community or technical college)
- Prerequisite training
- Registered Apprenticeship training
- Youth occupational skills training

Workplace Adult Education and Literacy Activities (Workplace AEL Activities)—AEL activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that are designed to improve the productivity of the workforce. Workplace AEL is one of the Intensive Services models for Career Pathways. This is sometimes referred to as Workplace AEL.

Year-Round Service Delivery—Refers to instances when AEL services are provided by an AEL provider using a Managed Enrollment model that includes flexible schedules, which allows customers to begin Orientation or Workforce Preparation Activities at no less than two-week intervals and instructional services no fewer than four times a year.