



ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA) RESOURCE GUIDE



Table of Contents

Introduction.....	1
I. Performance Accountability.....	1
II. One-Stop Partners' Roles and Responsibilities.....	3
III. Competitions and Making Awards under Subpart C of 34 CFR Part 463.....	5
IV. AEFLA Activities: Integrated Education and Training (IET)	6
V. AEFLA Activities: Basic Grant Services for English Language Learners.....	7
VI. AEFLA Activities: Workforce Preparation.....	7
VII. Section 243 Integrated English Literacy and Civics Education (IELCE) Program.....	8

Introduction

THE ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), is the principal source of federal funding for states for adult education programs. The Office of Career, Technical, and Adult Education's (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA. The purpose of AEFLA's basic state grant program is to—

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
 - (A) are necessary to becoming full partners in the educational development of their children; and
 - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in—
 - (A) improving their—
 - (i) reading, writing, speaking, and comprehension skills in English; and
 - (ii) mathematics skills; and
 - (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The statute requires states to allocate no less than 82.5 percent of their allotments to local agencies, through a competitive grant or contract process. The following resource guide provides additional support to the following technical assistance modules, including:

- [Performance Accountability](#)
- [One-Stop Partner Roles and Responsibilities](#)
- [Competitions and Making Awards under Subpart C of 34 CFR Part 463](#)
- [AEFLA Activities: Integrated Education and Training \(IET\)](#)
- [AEFLA Activities: Basic Grant Services for English Language Learners](#)
- [AEFLA Activities: Workforce Preparation](#)
- [Section 243 Integrated English Literacy and Civics Education Program](#)

I. Performance Accountability

Statute

To locate this section within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the key words in the box that pops up within the document. The search will take you to that section in the document.

- [WIOA title I, Chapter 4, Performance Accountability \(Section 116\).](#)

Regulations—Subpart I—Performance Accountability under Title I of the WIOA

- [§ 463.150](#) What definitions apply to WIOA performance accountability provisions?
- [§ 463.155](#) What are the primary indicators of performance under WIOA?

- [§ 463.160](#) What information is required for State performance reports?
- [§ 463.165](#) May a State establish additional indicators of performance?
- [§ 463.170](#) How are State levels of performance for primary indicators established?
- [§ 463.175](#) What responsibility do States have to use quarterly wage record information for performance accountability?
- [§ 463.180](#) When is a State subject to a financial sanction under the Workforce Innovation and Opportunity Act?
- [§ 463.185](#) When are sanctions applied for a State's failure to submit an annual performance report?
- [§ 463.240](#) What are the requirements for data validation of State annual performance reports?

OCTAE Program Memorandum

This policy guidance, issued jointly by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration and the U.S. Department of Labor (DOL), Employment and Training Administration, provides sub-regulatory guidance on the requirements set forth in WIOA related to the implementation and operation of the performance accountability system under section 116 of WIOA and the implementing joint regulations.

- [WIOA Performance Accountability Guidance 17-2](#) (December 19, 2016; Revised August 23, 2017)

ED-DOL Joint Guidance

The U.S. Departments of Education and Labor have collaboratively issued joint guidance to assist state agencies, educational agencies and institutions, and service providers in meeting the performance reporting and evaluation requirements of WIOA. The guidance provides States with information about applicable requirements for, and procedures and options for, matching confidential unemployment compensation information from wage records with personal information from vocational rehabilitation records and personally identifiable information from education records, and for protecting the confidentiality of information contained in such records.

- [Data Matching to Facilitate WIOA Performance Reporting and Evaluation](#) (Performance Reporting and Evaluation information can be found in the Executive Summary on pages 3-5 and section "Options for Matching Student Data with UC Wage Records to Report Performance Outcomes" on pages 29-51.)

ED-DOL Joint Performance Information and NRS Training Presentations

- [A Snapshot of first Year WIOA Performance Data](#) (2018 National Meeting of Adult Education State Directors PowerPoint presentation)
- [LEAP Again: Updates and Training on WIOA Accountability](#) (2017 National Meeting of Adult Education State Directors PowerPoint presentation) Includes clarification on key accountability topics, updated guidance on performance reporting requirements, and how to discuss the changes in the NRS table changes with local and state stakeholders.
- [Evaluating Program Effectiveness](#) (2018 NRS Regional Training) Presentation, planning guide, and handouts for states to use in developing a systematic approach to evaluating local program effectiveness using NRS data, including WIOA performance indicators.
- [National Reporting System for Adult Education 2017 Online Course Catalog](#) These free, online courses are designed for adult education local program administrators and staff and state adult education staff to learn about the NRS requirements and how to improve the quality of NRS data collection and usage.
- [WIOA Performance Accountability](#): Review of the Performance Accountability Guidance for WIOA (Webinar presented by the U.S. Departments of Education and Labor on January 11, 2017)

II. One-Stop Partners' Roles and Responsibilities

Statute

To locate these sections within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- [WIOA Title I, Chapter 2, Local Provisions \(Section 107 Local Workforce Development Boards\)](#)
- [WIOA Title I, Chapter 2, Local Provisions \(Section 108 Local Plans\)](#)

Regulations—Subpart J—Description of the One-Stop Delivery System under Title I of the Workforce Innovation and Opportunity Act

- [§ 463.300](#) What is the one-stop delivery system?
- [§ 463.305](#) What is a comprehensive one-stop center and what must be provided there?
- [§ 463.310](#) What is an affiliated site and what must be provided there?
- [§ 463.400](#) Who are the required one-stop partners?
- [§ 463.410](#) What other entities may serve as one-stop partners?
- [§ 463.415](#) What entity serves as the one-stop partner for a particular program in the local area?
- [§ 463.420](#) What are the roles and responsibilities of the required one-stop partners?
- [§ 463.425](#) What are the applicable career services that must be provided through the one-stop delivery system by required one-stop partners?
- [§ 463.430](#) What are career services?
- [§ 463.500](#) What is the Memorandum of Understanding for the one-stop delivery system and what must be included in the Memorandum of Understanding?
- [§ 463.505](#) Is there a single Memorandum of Understanding for the local area, or must there be different Memoranda of Understanding between the Local Workforce Development Board and each partner?
- [§ 463.510](#) How must the Memorandum of Understanding be negotiated?
- [§ 463.600](#) Who may operate one-stop centers?
- [§ 463.620](#) What is the one-stop operator's role?
- [§ 463.625](#) Can a one-stop operator also be a service provider?
- [§ 463.635](#) What is the compliance date of the provisions of this subpart?
- [§ 463.700](#) What are the one-stop infrastructure costs?
- [§ 463.705](#) What guidance must the Governor issue regarding one-stop infrastructure funding?
- [§ 463.710](#) How are infrastructure costs funded?
- [§ 463.715](#) How are one-stop infrastructure costs funded in the local funding mechanism?
- [§ 463.720](#) What funds are used to pay for infrastructure costs in the local one-stop infrastructure funding mechanism?
- [§ 463.725](#) What happens if consensus on infrastructure funding is not reached at the local level between the Local Workforce Development Board, chief elected officials, and one-stop partners?
- [§ 463.730](#) What is the State one-stop infrastructure funding mechanism?
- [§ 463.731](#) What are the steps to determine the amount to be paid under the State one-stop infrastructure funding mechanism?

- § [463.735](#) How are infrastructure cost budgets for the one-stop centers in a local area determined in the State one-stop infrastructure funding mechanism?
- § [463.736](#) How does the Governor establish a cost allocation methodology used to determine the one-stop partner programs' proportionate shares of infrastructure costs under the State one-stop infrastructure funding mechanism?
- § [463.737](#) How are one-stop partner programs' proportionate shares of infrastructure costs determined under the State one-stop infrastructure funding mechanism?
- § [463.738](#) How are statewide caps on the contributions for one-stop infrastructure funding determined in the State one-stop infrastructure funding mechanism?
- § [463.740](#) What funds are used to pay for infrastructure costs in the State one-stop infrastructure funding mechanism?
- § [463.745](#) What factors does the State Workforce Development Board use to develop the formula described in the Workforce Innovation and Opportunity Act, which is used by the Governor to determine the appropriate one-stop infrastructure budget for each local area operating under the State infrastructure funding mechanism, if no reasonably implementable locally negotiated budget exists?
- § [463.750](#) When and how can a one-stop partner appeal a one-stop infrastructure amount designated by the State under the State infrastructure funding mechanism?
- § [463.755](#) What are the required elements regarding infrastructure funding that must be included in the one-stop Memorandum of Understanding?
- § [463.760](#) How do one-stop partners jointly fund other shared costs under the Memorandum of Understanding?
- § [463.800](#) How are one-stop centers and one-stop delivery systems certified for effectiveness, physical and programmatic accessibility, and continuous improvement?
- § [463.900](#) What is the common identifier to be used by each one-stop delivery system?

OCTAE Program Memoranda

- [OCTAE Program Memorandum 17-4: One-Stop Operations Guidance for the American Job Center Network](#) (January 18, 2017)
- [OCTAE Program Memorandum 17-3: Infrastructure Funding of the One-Stop Delivery System](#) (January 18, 2017)
- [OCTAE Program Memorandum 15-3: Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act](#) (August 13, 2015)

Presentation

- [Infrastructure Agreement: Comparing the Local and State Funding Mechanisms](#) (2017 National Meeting of Adult Education State Directors PowerPoint presentation)
- [One-Stop Partnerships: Developing the Memorandum of Understanding for Operation of the One-Stop Delivery System](#) (2017 National Meeting of Adult Education State Directors PowerPoint presentation)
- [Performance Matters: Improving Intake and Partner Collaboration](#) (2018 National Meeting of Adult Education State Directors PowerPoint presentation)
- [Unpacking Title I Regulations: State and Local Board Representation—Required Partners and Their Roles in the One-Stop](#) (2016 National Meeting of Adult Education State Directors PowerPoint presentation)

Resources and Tools

- [One-Stop Infrastructure Costs FAQs](#) The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Rehabilitation Services Administration (RSA) provide answers to 13 commonly asked questions about WIOA partners and the costs for one-stop infrastructure.
- [Sample MOU Infrastructure Costs Toolkit](#) A joint publication from the U.S. Departments of Education, Health and Human Services, and Labor with a sample memorandum of understanding (MOU) and accompanying cost allocation analyses that may be used as a guide or toll when addressing the requirements of section 121 of WIOA and the implementing regulations 20 CFR part 678 and 34 CFR parts 361 and 463.

III. Competitions and Making Awards under Subpart C of 34 CFR Part 463

Statute

To locate this section within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- [WIOA Title II, Adult Education and Literacy \(Subtitle B—State Provisions and Subtitle C Local Provisions\)](#)

Regulations—Subpart C—How Does a State Make an Award to Eligible Providers?

- [§ 463.20](#) What is the process that the eligible agency must follow in awarding grants or contracts to eligible providers?
- [§ 463.21](#) What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?
- [§ 463.22](#) What must be included in the eligible provider's application for a grant or contract?
- [§ 463.23](#) Who is eligible to apply for a grant or contract for adult education and literacy activities?
- [§ 463.24](#) How must an eligible provider establish that it has demonstrated effectiveness?
- [§ 463.25](#) What are the requirements related to local administrative cost limits?
- [§ 463.26](#) What activities are considered local administrative costs?

OCTAE Program Memoranda

- [OCTAE Program Memorandum 17-1: Clarifications Regarding Competition and Award of AEFLA Funds to Eligible Providers under the Workforce Innovation and Opportunity Act](#) (October 18, 2016)
- [OCTAE Program Memorandum 15-6: Competition and Award of Adult Education and Family Literacy Act Funds under the Workforce Innovation and Opportunity Act—Frequently Asked Questions](#) (December 8, 2015)

Presentations

- [Running Local Competitions](#) (2017 National Meeting for Adult Education State Directors PowerPoint Presentation)
- [Unpacking the Regulations: How Does a State Make an Award to Eligible Providers?](#) (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)

- [Unpacking the Regulations: Programs for Corrections Education and the Education of Other Institutionalized Individuals](#) (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)

Resources and Tools

- [Determining Applicant Eligibility When Conducting a State Competition for AEFLA Funds: Technical Assistance Guide](#) The U.S. Department of Education, Office of Career, Technical, and Adult Education published this technical assistance guide to clarify what it means for a State agency to evaluate an AEFLA funding application for an eligible provider’s demonstrated effectiveness (an eligibility requirement). This guide contains tools a State may use to: evaluate whether its application for AEFLA funds meets federal requirements to determine the eligibility of AEFLA applicants, support the development of the funding application and supporting materials, and guide the State’s process for reviewing the eligibility of applicants received and their application materials.

IV. AEFLA Activities: Integrated Education and Training

Statute

To locate this section within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- [WIOA Title II, Adult Education and Literacy \(Section 203 Definitions\)](#)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- [§ 463.30](#) What are adult education and literacy programs, activities, and services?
- [§ 463.35](#) What is integrated education and training?
- [§ 463.36](#) What are the required components of an integrated education and training program funded under title II?
- [§ 463.37](#) How does a program providing integrated education and training under title II meet the requirement that the three required components be “integrated”?
- [§ 463.38](#) How does a program providing integrated education and training under title II meet the requirement that the integrated education and training program be “for the purpose of educational and career advancement”?

Presentations

- [Tips and Tools for Integrated Education & Training](#) (2018 National Meeting of Adult Education State Directors PowerPoint presentation)
- [Unpacking the Regulations: Adult Education and Literacy Activities Part 1](#) (2016 National Meeting of Adult Education State Directors PowerPoint presentation)
- [Unpacking the Regulations: Adult Education and Literacy Activities Part 2](#) (2016 National Meeting of Adult Education State Directors PowerPoint presentation)

Resources and Tools

- [Integrated Education and Training \(IET\) Guide](#) The U.S. Department of Education, Office of Career, Technical, and Adult Education published this guide as a program self-assessment tool when developing or reviewing an IET program.
- [Career Pathways Checklist \(IELCE\)](#) From the U.S. Department of Education, OCTAE, the checklist is designed as a work aid to assess the extent to which a career pathways program meet the requirement in Section (3)(7) of WIOA.

V. AEFLA Activities: Basic Grant Services for English Language Learners

Statute

To locate these sections within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- WIOA [Title II—Adult Education and Literacy, Section 203 Definitions](#)
- WIOA [Title II—Adult Education and Literacy, Subtitle C—Local Provisions \(Section 231\)](#)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- [§ 463.31](#) What is the English language acquisition program?
- [§ 463.32](#) How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?
- [§ 463.33](#) What are the integrated English literacy and civics education services?

OCTAE Program Memorandum

- [OCTAE Program Memorandum 15-7: Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act—Frequently Asked Questions](#) (January 11, 2016)

Presentation

- [Unpacking the Regulations: Adult Education and Literacy Activities](#) Part 1 2016 National Meeting of Adult Education State Directors PowerPoint presentation)

VI. AEFLA Activities: Workforce Preparation

Statute

To locate this section within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- [WIOA title II, Adult Education and Literacy \(Section 203 Definitions\)](#)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- [§ 463.34](#) What are workforce preparation activities?

Resources and Tools:

- [Employability Skills Framework](#) A one-stop resource for information and tools to inform the instruction and assessment of employability skills.

VII. Section 243 Integrated English Literacy and Civics Education (IELCE) Program

Statute

To locate this section within the legislation, using your keyboard hold down the Control and F keys simultaneously and enter the keywords in the box that pops up in the document. The search will take you to that section in the document.

- [WIOA title II—Adult Education and Literacy, Subtitle D—General Provisions \(Section 243\)](#)

Regulations—Subpart G—What Is the Integrated English Literacy and Civics Education Program?

- [§ 463.70](#) What is the Integrated English Literacy and Civics Education program?
- [§ 463.71](#) How does the Secretary make an award under the Integrated English Literacy and Civics Education program?
- [§ 463.72](#) How does the eligible agency award funds to eligible providers for the Integrated English Literacy and Civics Education program?
- [§ 463.73](#) What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
- [§ 463.74](#) How does an eligible provider that receives funds through the Integrated English Literacy and Civics Education program meet the requirement to use funds for Integrated English Literacy and Civics Education in combination with integrated education and training activities?
- [§ 463.75](#) Who is eligible to receive education services through the Integrated English Literacy and Civics Education program?

OCTAE Program Memorandum

- [OCTAE Program Memorandum 17-5: Use of Funds Reserved for Activities under Section 243 of the Adult Education and Family Literacy Act \(AEFLA\), Title II of the Workforce Innovation and Opportunity Act](#) (March 23, 2017)

Presentation

- [Unpacking the Regulations: Subpart G—Integrated English Literacy and Civics Education Program](#) (2016 National Meeting of Adult Education State Directors PowerPoint Presentation)

Resources and Tools:

- [Integrating English Literacy and Civics Education \(IELCE\) Program Guide](#) The U.S. Department of Education, Office of Career, Technical, and Adult Education published this guide as a program self-assessment tool when developing or reviewing an IELCE program.