

What You Need to Know about

Serving English Language Learners under AEFLA

Thursday, March 24, 2016

2 p.m. EDT



Office of Career, Technical, and Adult
Education

U.S. Department of Education

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What You Need to Know about

Serving English Language Learners under AEFLA

Presented by

the Monitoring and Administration Team, DAEL

Hosted by

Lekesha Campbell

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Lekesha Campbell:

Welcome to the third in our series of WIOA technical assistance webinars designed for State Directors of Adult Education.

What to Expect from this Webinar

1. Clarify key terms and definitions
2. Understand range of services available to English language learners (ELLs)
3. Understand requirements specific to sections 231 and 243
4. Discuss relevant State Plan requirements
5. Provide information on IELCE Technical Assistance Contract
6. Questions

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Lekesha Campbell:

The purpose of this webinar is to discuss services and activities States may provide to English language learners (or ELLs) under AEFLA. This particular webinar grew out of feedback we have been receiving from State Directors related to this topic.

Through this webinar, we will:

- Clarify key terms and definitions to help you understand the range of services available to ELLs;
- Discuss requirements specific to sections 231 and 243, and the differences between the two sections;
- Discuss the Unified and Combined State Plan requirements that are relevant to the integrated English literacy and civics education program (or IELCE) under Section 243;
- And lastly, we want to inform you of the IELCE technical assistance contract aimed to assist States in the development of IELCE services.
- We'll also open it up for questions, but please note that because we are still in the rulemaking process, there may be some questions we are unable to answer.

Our goal is to focus on statutory language related to these provisions to assist you in understanding these new requirements.

Integrated English Literacy and Civics Education under WIOA

- January 11, 2016, OCTAE released [Program Memorandum 15-7 on Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act](#) to clarify statutory provisions related to the expanded use of IELCE in WIOA.
- February 22, 2016, the Departments of Labor, Education, HUD, HHS, and Agriculture released the [Final WIOA Unified and Combined State Plan Requirements](#), which includes Title II specific requirements related to integrated English literacy and civics education (IELCE) activities.

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Lekesha Campbell:

In January, the Department released a program memo to clarify the WIOA provisions related to the IELCE program.

Additionally, in February, the final State Plan Information Collection Request was released, which included title II-specific requirements related to the IELCE program.

AEFLA Expanded Purpose

- **Under WIOA, the key purpose of AEFLA has been retained and expanded to include (Sec. 202):**
 - Assist adults to **become literate** and obtain the **knowledge and skills necessary for employment and economic self-sufficiency**;
 - Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming **full partners in the educational development of their children** and lead to sustainable improvements in the economic opportunities for their family;
 - Assist adults in attaining a secondary school diploma and in the **transition to postsecondary education and training**, including through **career pathways**; and
 - Assist **immigrants** and other individuals who are **English language learners** in:
 - improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and
 - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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Lekesha Campbell:

As a brief recap:

- AEFLA retains the purposes that have been in place over the long legislative history of adult education, with programs continuing to assist adults in obtaining the knowledge and skills necessary for employment and economic self-sufficiency, and assist adults in supporting the educational development of their children.
- The purpose has been expanded to include helping adults in the attainment of a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.
- The purpose also formalizes a role that adult education has played for decades related to assisting immigrants and English language learners learn to read, write and speak English, and adds mathematics to the scope of services. It expands the focus of English language learning by adding civics-related purposes.

English Language Learner

- **English Language Learner (Sec. 203(7)):**
 - 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.

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Lekesha Campbell:

The term *English language learner* (which was previously termed “individual of limited English proficiency” under the Workforce Investment Act), is defined as an eligible individual with limited ability in reading, writing, speaking, or comprehending the English language.

Additionally, an ELL is an individual whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

It is important to note that when the term ELL is used in the statute, it is referring to individuals who have been determined eligible for adult education and literacy services.

Funds to Support Activities for ELLs

Section 231(b) Activities

Statute requires each State eligible agency receiving AEFLA funds to use up to 82.5% of funds to award grants and contracts under the following sections:

- **Sec. 231** – Grants and contracts for eligible providers; and
- **Sec. 225** – Programs for corrections education and other institutionalized individuals

Section 231 requires an eligible provider to use the grant or contract to establish or operate programs that *provide adult education and literacy activities*.

Adult education and literacy activities (defined in section 203(2)) means 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**
- Workforce preparation activities
- Integrated education and training

Section 243 Program

Statute requires that 12% of the AEFLA total appropriations amount (remaining amount after reserving 2% for National Leadership activities) be reserved to carry out the IELCE program.

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Lekesha Campbell:

As noted in the program memo, there are two sources of funds available within AEFLA to support services to English language learners:

1. The statute requires up to 82.5 percent of the State's formula grant to be used to fund adult education and literacy activities under section 231, which is grants and contracts for eligible providers, and section 225, which is programs for corrections education and other institutionalized adults.

Section 231 provides for grants and contracts to eligible providers to offer a range of adult education and literacy activities, including English language acquisition and integrated English literacy and civics education.

2. The statute also reserves 12 percent of the total AEFLA appropriations to carry out the integrated English literacy and civics education program under section 243.

This is a separate pot of grant funds similar to the English literacy and civics education program under the Workforce Investment Act, except that instead of an annual appropriations set-aside through the consolidated appropriations, this 12 percent is carved out of the total AEFLA appropriation.

The inclusion of section 243 into AEFLA makes it an authorized program and eliminates the need for it to be funded annually through the appropriations process.

Programs/Activities to Support ELLs

English Language Acquisition	IELCE (Activity)	IELCE (Program)
May be provided by an eligible provider as a “required local activity” under Section 231(b)	May be provided by an eligible provider as a “required local activity” under Section 231(b)	Must be provided using funds designated under Section 243
<p><u>Requirements:</u></p> <ul style="list-style-type: none"> ➤ designed to help eligible individuals who are ELLs achieve competence in reading, writing, speaking, and comprehension of the English language; <u>and</u> ➤ that leads to: <ul style="list-style-type: none"> (1) attainment of a secondary school diploma or its recognized equivalent; <u>and</u> transition to postsecondary education and training; <u>or</u> (2) employment. 	<p><u>Requirements:</u></p> <ul style="list-style-type: none"> ➤ educational services that enable adults who are ELLs 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; ➤ services shall include instruction in literacy <u>and</u> English language acquisition <u>and</u> instruction on the rights and responsibilities of citizenship and civic participation, and <u>may</u> include workforce training. 	<p><u>Requirements:</u></p> <ul style="list-style-type: none"> ➤ Same education services noted in the IELCE activity. ➤ IELCE program must be provided in combination with integrated education and training activities. ➤ Programs funded under Sec. 243 must be designed to: <ul style="list-style-type: none"> (1) prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; <u>and</u> (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

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Lekesha Campbell:

This slide provides a side-by-side comparison of three types of services or programs that are appropriate for English language learners.

English language acquisition:

- May be provided by an eligible provider as a required local activity under section 231(b).
- The program of instruction must be designed to help eligible individuals who are ELLs achieve competence in reading, writing, speaking, and comprehension of the English language, and
- The program of instruction must lead to one of two things: (1) attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training, or (2) employment.

IELCE (activity):

- May be provided by an eligible provider as a required local activity under section 231(b).
- The education services provided to ELLs 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.
- Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- The services may include workforce training.

IELCE program:

- Must be provided using section 243 funds.
- Integrated English literacy and civics education must be provided in combination with integrated education and training activities; and
- Programs must be designed to: (1) prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and (2) integrate with the local workforce development system.

Section 231 Funds

- States determine – **based on State Plan needs analysis** – which adult education and literacy activities will be required under section 231.
- Services to **ELL participants** in your State may include:
 - English language acquisition only;
 - English language acquisition integrated with civics education; and
 - English language acquisition integrated with civics education that includes workforce training
- IELCE provided under section 231 – not using section 243 funds – are ***not*** required to be in combination with integrated education and training activities.

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Lekesha Campbell:

It is important to point out that, based on the State Plan needs analysis, States determine which adult education and literacy activities will be required in the grants or contracts it makes with eligible providers under section 231.

When considering services that will meet the needs of ELLs in your State, it is important to understand participant needs and the range of services available under the different types of services and programs under Section 231.

The addition of civics education is available to ELLs based on how you construct your grants or contracts with eligible providers. The IELCE services may **optionally** include workforce training.

If IELCE is provided under section 231 – not using section 243 funds – it is **not** required to be in combination with integrated education and training activities.

Section 243 Funds

- **Section 243 funds must be used for IELCE in combination with **integrated education and training activities**.**
- **Program must also be designed to:**
 - (1) prepare ELLs 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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Lekesha Campbell:

If a State awards funds to an eligible provider to carry out an IELCE program under Section 243, the program **must** be provided in combination with integrated education and training. Additionally, the program must be designed in a way that prepares ELLs for employment and integrates with the local workforce development system.

Integrated Education and Training

- **Integrated education and training** (Sec. 203(11)):
 - 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.

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Lekesha Campbell:

It is important to note that statute defines integrated education and training activities to mean a service approach that provides adult education and literacy activities **concurrently** and **contextually** with workforce preparation activities **and** workforce training.

IET should be provided for a specific occupation or occupational cluster for the purpose of educational and career advancement.

When the section 243 Integrated English Literacy and Civics Education program is delivered in combination of IET, the IET program must meet this definition by having **all three components** delivered concurrently and contextually.

Title II State Plan Elements Relevant to ELLs

As part of the **Unified and Combined State Plan Requirements**, States are required to describe HOW the State will:

- Use the 13 considerations specified in section 231(e) of WIOA to fund each eligible provider to establish or operate programs that provide any of the **adult education and literacy activities** identified in section 203(2) of WIOA, including programs that provide such activities concurrently. The Unified or Combined State plan must include at a minimum the scope, content, and organization of these local activities.
- Establish, operate, and deliver **Integrated English Literacy and Civics Education under section 243** for adult English language learners.
- Use section 243 funds to implement the IELCE program, in accordance with the requirements of title II.

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Lekesha Campbell:

The title II specific elements of the Unified and Combined State Plan requires States to describe how they will fund eligible providers to establish and operate programs that provide any adult education and literacy activities, as well as how the state plans to establish, operate, and deliver the IELCE program under section 243.

Title II State Plan Elements Relevant to ELLs (cont.)

- **Two assurances** related to Integrated English Literacy and Civics Education (IELCE) were added to the Required Elements in the final State Plan ICR:
 - The IELCE program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; and
 - The IELCE program will 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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Lekesha Campbell:

Additionally, the Final State Plan ICR and portal requires States to include two new assurances related to IELCE under section 243.

IELCE Technical Assistance Contract

- To be awarded in summer 2016
- Key activities and products:
 - In-person training for State Directors and staff in late 2016 – early 2017
 - Virtual training for State Directors and staff PLUS one local program administrator in 2017
 - Coaching by subject matter experts
 - TA tools and resources
 - Facilitated network

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Debra Suarez:

The requirements for the Section 243 IELCE program will present an opportunity to develop new models and a deeper understanding of how to provide workforce services within an integrated English literacy and civics education program.

To assist States and local providers, OCTAE is funding a new national activity project to be awarded this coming summer. It will provide training to State Directors and State staff, as well as local programs and include virtual training, coaching, networks, and other TA tools and resources.

More information is to come in late summer 2016, early fall 2016.

Questions about the procurement? Contact Pamela Bone (Contracting Officer) at Pamela.Bone@ed.gov or Charlie Harless (Contracting Specialist) at Charles.Harless@ed.gov.

Coming Soon: More Technical Assistance

Mark your calendars!

- Sub-recipient Monitoring - April 21

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Lekesha Campbell:

As a reminder, another technical assistance webinar is scheduled for April on subrecipient monitoring.

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Lekesha Campbell:

You can also contact your area coordinator for technical assistance.

Thank you for your attention.

This concludes our webinar on **What You Need to Know about Serving English Language Learners under AEFLA.**