<div align="center">

Adult Education and Literacy
State Leadership Funds
Discussion Paper

</div>

Background

Adult Education and Literacy (AEL) state leadership reserve funds that are provided under the Adult Education and Family Literacy Act (AEFLA), as outlined in the Workforce Innovation and Opportunity Act (WIOA) §223, must be used to develop or enhance the AEL program as prescribed by AEFLA. The Texas Workforce Commission (TWC) has an estimated state leadership reserve balance of approximately $4,000,000.

State leadership activities authorized under WIOA §223 are designated as either required activities, which state agencies must implement using these funds, or permissible activities. Agencies must implement all four required state leadership activities, and TWC staff members have identified two required activities in Projects 1 and 2.

Issue

TWC's three-member Commission must dedicate projects to develop or enhance the AEL system using state leadership balances to fund two required state leadership activities.

Decision Point

Staff seeks direction on funding the following projects with AEL state leadership reserve funds.

Project	Title	Budget
1	**Workforce Integration Initiatives**	$2,000,000
2	**Performance Enhancement Mentor Initiative**	$500,000

Project 1: Workforce Integration Initiatives (Track Number: 77005)

Amount: $2,000,000

WIOA State Leadership Activity Designation: WIOA §223(a)(1)(A)

Objective: To increase AEL participant integration with and referral to Local Workforce Development Boards (Boards) and vocational rehabilitation (VR) employment services and enrollments in postsecondary education or training services, resulting in increases in AEL participant earnings, employment, and training services during participation and after exit through participant follow-up.

Detail: AEL grantees will collaborate with Boards, VR, and training providers to develop strategies to increase employment and training services and related outcomes.

Deliverables include, but are not limited to, individualized participant case management and referral models with Boards, VR, and community-based workforce intermediaries; increased AEL registrations in WorkInTexas.com; data collection and information-sharing agreements with postsecondary education or training organizations; and follow-up services and related data collection for participants post-exit. The Division of Operational Insight (DOI) and the AEL department will report the extent to which project efforts result in increased services and employment and training outcomes.

1 Funds would support giving staff time to provide individualized case-management, employment, and
2 post-exit follow-up services. AEL grantees may also elect to secure such services from Boards (for
3 participants not co-enrolled in Board services) or from community-based workforce intermediaries.

4 **Funding Method:** To account for the increased complexity of work based on the size of the grant
5 recipients, TWC will issue funds based on a proportionate distribution with a base of $10,000, as shown
6 in Attachment 1.

7 Contingent upon the results of DOI's review of the outcomes, AEL grantees would be expected to budget
8 for such services after this pilot through their standard core grant, requesting changes to local
9 administrative budgets where required and approved by TWC.

10 **Project 2: Performance Enhancement Mentor Initiative (Track Number: 77023)**

11 **Amount:** $500,000

12 **WIOA State Leadership Activity Designation: WIOA §223(a)(1)(B)**

13 **Objective:** To support continued performance improvement and operational effectiveness through
14 intensive program support and expert mentoring, including prolonged mentoring with high-performing
15 peer providers.

16 **Detail:** AEL performance under WIOA models often requires long-term intensive assistance and training
17 for providers and poses a sizable and continued need for support in a grant-funded system where new
18 grantees continually enter the system and immediately must learn and execute a complicated performance
19 accountability and quality assurance model, train staff and teachers, and learn and implement AEL's
20 information management system, TEAMS. Similar challenges exist when new directors and performance
21 accountability staff enter existing grants. Because of the required on-site support, this work is different
22 from traditional professional development training and AEL technical assistance. However, AEL staff
23 would be very involved in directing the activity locally.

24 This project is modeled on the Career Pathways Expansion initiative that supported AEL in placing
25 20,000 students in career pathways by 2020, two years earlier than the original goal. The mentor-to-
26 mentee support for AEL providers delivered through that model would be replicated and would support
27 new providers that are starting AEL services or those onboarding new directors or consortia partners.

28 Eligible grantees for this initiative would be:

29 • an AEL grantee, funded under TWC AEL grant solicitation 320-18-01, that has demonstrated
30 effectiveness in meeting select TWC enrollment, measurable skill gains, and credential attainment
31 measures for Program Year 2018–2019; or

32 • a consortium that includes an AEL grantee or grantees described above with consortium members
33 that may include local educational agencies, community-based or faith-based organizations, volunteer
34 literacy organizations, institutions of higher education, public or private nonprofit agencies, libraries,
35 and public housing authorities.

36 **Funding Method:** Request for Proposals