



**Houston-Galveston Area Council Gulf Coast  
Workforce Board Adult Education and Literacy  
Standard Operating Procedure  
(HGAC GCWB AEL SOP)**

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## Contact Information

Houston-GalvestonArea Council  
 Gulf Coast Workforce Board  
 3555 Timmons Ln., Suite 120  
 Houston, Texas 77027-3555

Contact Person	AEL Function	Phone	Email
<b>Danielle Knotts</b>	Adult Education Manager, Consortium Director	713-993-2468	<a href="mailto:Danielle.Knotts@wrksolutions.net">Danielle.Knotts@wrksolutions.net</a>
<b>Jennifer Roberts</b>	Senior Program Coordinator, Grant Manager	713-993-4523	<a href="mailto:Jennifer.Roberts@wrksolutions.net">Jennifer.Roberts@wrksolutions.net</a>
<b>Erica Jefferson</b>	Adult Education Senior Planner, Instruction and Curriculum Lead	713-993-4511	<a href="mailto:Erica.Jefferson@wrksolutions.net">Erica.Jefferson@wrksolutions.net</a>
<b>AJ Dean</b>	Financial Manager	713-993-2404	<a href="mailto:Aj.dean@wrksolutions.net">Aj.dean@wrksolutions.net</a>
<b>Kristi Hayman</b>	Adult Education Lead Director	936-435-8323	<a href="mailto:khayman@esc6.net">khayman@esc6.net</a>
<b>Lupe Schneider</b>	Adult Education Lead Program Coordinator	936-435-8328	<a href="mailto:lschneider@esc6.net">lschneider@esc6.net</a>
<b>Carly Woods</b>	Professional Development Specialist and Quality Assurance Lead	936-435-8432	<a href="mailto:cmwoods@esc6.net">cmwoods@esc6.net</a>
<b>TBD</b>	Career Pathways Specialist		
<b>Taylor Creel</b>	TEAMS Specialist	936-435-8437	<a href="mailto:tcreel@esc6.net">tcreel@esc6.net</a>
<b>Angela Dalrymple</b>	Data Analyst and Instructional Lead	936-435-8436	<a href="mailto:adalrymple@esc6.net">adalrymple@esc6.net</a>
<b>Joan Jackson</b>	Assessment and Distance Learning Specialist	936-435-8431	<a href="mailto:jjackson@esc6.net">jjackson@esc6.net</a>

# Background

## The Gulf Coast Workforce Board

The Gulf Coast Workforce Board and its operating affiliate Workforce Solutions are the public workforce system in the 13-county Houston-Galveston region. Business-led and community focused, the Workforce Board sets the region's workforce agenda and the strategic direction for Workforce Solutions. The Houston-Galveston Area Council (H-GAC) is the Board's staff, serving as the system's corporate home office and providing management of and direction to sub-recipients that operate within the Workforce Solutions network.

- The Board's mission is to help employers meet their human resource needs and people build careers, so both can compete in the global economy.
- The Board's core values include innovation, productivity, accountability, and results.
- The Board has designed and planned its system – and is working to leverage its resources in the broader regional community – to achieve the following results:
  - Competitive employers,
  - An educated workforce,
  - More and better jobs,
  - Higher incomes, and
  - An increasing return on investment.

## Workforce Solutions – Gulf Coast

The Board's operating affiliate Workforce Solutions includes contractors, partners, and vendors working together to conduct the Board's mission and achieve the Board's results.

The Workforce Solutions system is comprised of service providers operating under a franchise model that governs how services are delivered. This integrated system comprises interconnected units including:

- Adult Education and Literacy,
- Career Offices,
- Financial Aid Support Center and Financial Aid Payment Offices,
- Early Childhood Education Providers, Early Childhood Quality Providers, and Early Childhood Expansion Providers,
- Vocational Rehabilitation Services,
- Employer Engagement,
- Community Partnerships, and
- Youth Service Providers.

Three associated and connected projects include:

- Community and Youth Project contractors
- Early Education Quality contractor
- Adult Education Consortium subrecipients

Workforce Solutions units and associated projects all work collaboratively together, integrating their activities and aligning staff to deliver high quality service for the region's employers and people.

Houston-Galveston Area Council Gulf Coast Adult Education and Literacy Consortium

Residents of our 13-county Gulf Coast Region receive Adult Education services; HGAC GCWB AEL consortium serves 9 counties through our consortium.

Organization	Role	Responsibilities
<b>Houston-Galveston Area Council/Gulf Coast Workforce Board</b>	Administrator	Administer grant funds, establish policies and procedures, monitor for service compliance
<b>Region 6 Education Service Center</b>	Lead Agency	Technical assistance and professional development support for consortium
<b>Adult Education Center</b>	Subrecipient	Adult Education and Literacy service
<b>BakerRipley</b>	Subrecipient	Adult Education and Literacy service
<b>Houston Community College</b>	Subrecipient	Adult Education and Literacy service
<b>Lone Star College</b>	Subrecipient	Adult Education and Literacy service
<b>Region 6 Education Service Center</b>	Subrecipient	Adult Education and Literacy service
<b>San Jacinto College</b>	Subrecipient	Adult Education and Literacy service

## Organizational Structure

### 1. Houston-Galveston Area Council

- a. **Consortium Director** – primary contact between the Texas Workforce Commission and the entire consortium; collaborates closely with the director of the lead organization to achieve goals and objectives; and monitors all fiscal responsibilities to ensure the consortium is utilizing adult education funds appropriately.
- b. **Instruction and Curriculum Lead** – works with each organization to support programs to meet their goals. Instruction and Curriculum lead serves to assist with partners, building relationships with employers and community partners and providing reflective, inquiry-oriented feedback to help program advancement and growth.
- c. **Senior Program Coordinator** – oversees the AEL contracts throughout their lifecycle including creation, negotiation, amendments and signing. Ensures the contract is accurate and fair at each phase of its life cycle. Oversees the budgets, performance and deliverables.
- d. H-GAC and GCWF staff members were designated by the Consortium Director to help with oversight regarding data, contract management, and communication standards set forth by H-GAC.

### 2. Lead Organization

- a. **Director** – responsible for oversight of consortium goals and objectives; implementation of monitoring criteria with regards to service delivery and content; management of staff who are responsible for compiling required documentation from each Adult Education and Literacy sub-recipient; and presentation of all required materials and information to identified H-GAC staff.
- b. **Professional Development Coordinator** – maintains communication regarding professional development with each Adult Education and Literacy sub-recipient, designated staff and facilitates the requests of local sub-recipients with consultants for Tier 1 trainings; works with sub-recipient’s professional development contact and the specialists at the Texas Center for the Advancement of Literacy & Learning to obtain needed Tier 2 trainings; compiles all requested professional development documentation and provides technical assistance to include, but is not limited to:
  - i. Collecting professional development detailed plans provided by all sub-recipients,
  - ii. Maintaining a listing of all professional development that each sub- recipient intends to offer,
  - iii. Assisting sub-recipients in maximizing professional development funds for the utilization of appropriate TIER 1 trainings,
  - iv. Managing contract obligations relating to professional development service provided to Adult Education sub-recipients; and
  - v. Collecting copies of sign-in sheets, evaluations, agendas, and/or presentations.
- d. **Program Specialists** – work directly with all sub-recipients to answer questions related to their area of expertise. They serve as an extension of the lead organization to help identify areas needing improvement. Program Specialists work closely with the Lead Organization Director, Professional Development Coordinator, and Quality Assurance Lead to assist in meeting deadlines and service delivery requirements. Monitoring will be

conducted annually and consistent with the monitoring process outlined by H-GAC by the Quality Assurance team.

- e. **Texas Educating Adults Management System (TEAMS) Specialist** – works with data management personnel at H-GAC to identify gaps in data; works closely with the Lead Organization Director to ensure data validity and prepare quarterly signoffs of classes for the entire consortium. Service as the contact for data questions/concerns that need to be clarified by H-GAC data management personnel.
- f. **Staff Management for Sub-recipients** - each sub-recipient will maintain specific positions necessary and appropriate to ensure quality service delivery. Providers must submit a request to the contract manager to be preapproved to combine or divide positions and/or functions to ensure optimum operational efficiency. These essential positions and their functions include, but are not limited to:
  - i. The director is responsible for the management of the day-to-day operations of the local sub-recipient’s Adult Education service. They will serve as the primary point of contact for Program Specialists at the lead organization and H-GAC. They will collaborate with their staff to provide good service, gather information, and meet performance objectives and timelines for deliverables.
  - ii. Supervisors will facilitate the direction and implementation of Adult Education services. Such positions include, but are not limited to:
    - 1. TEAMS Supervisor – oversees the data and signoffs on the data; serves as the point-of-contact for TEAMS for the organization.
    - 2. Professional Development – point-of-contact that provides information on the organization's staff's professional development status.
    - 3. Instructional Coordinator – point-of-contact that can provide information on instructional activities, including class schedules.
  - iii. Instructional staff must be well-versed in-service delivery and instructional practices and meet the minimum qualifications as indicated in individual subrecipient organization requirements.
  - iv. Data Entry Staff members are responsible for the timely entry of participant data into TEAMS to meet data sign-off.



## Essential Program Activities and Services

The Adult Education and Literacy Consortium is committed to delivering high-quality Adult Education services to all customers. To ensure consistency and excellence across the consortium, the following service delivery categories offer guidance on recruitment, intake, assessment, orientation, and data management.

### Recruitment, Advertisement, and Communication

- Sub-recipients must identify and reach eligible populations, especially those most in need of literacy services, including individuals with low income or minimal literacy skills.
- To enhance recruitment efforts, sub-recipients should collaborate with various organizations, such as Workforce Solutions offices, schools, businesses, faith and community-based organizations, community colleges, and health service agencies. The appropriate Adult Education sub-recipient will then contact referred customers to arrange intake and placement.
- At a minimum, sub-recipients are required to recruit and serve the contracted number of students as designated by county and service type. They must meet targeted enrollment percentages within each quarter of the program year: Quarter 1 – 25%, Quarter 2 – 65%, Quarter 3 – 75%, and Quarter 4 – 100%. Providers are encouraged to explore all avenues and document efforts to meet contracted enrollment numbers.
- Sub-recipients must establish written procedures for waitlist management. These procedures should include details on alternative educational or workforce services for customers awaiting class placement, the process for submitting waitlisted students and contact information to Region 6 ESC, and follow-up/contact procedures when space becomes available. Contact information should include phone numbers, emails, zip codes, and other communication methods. These procedures must be outlined in the sub-recipient's Standard Operating Procedures (SOPs). An updated waitlist must be submitted to Region 6 bi-monthly, on the 1st and 15th.
- All sub-recipients must ensure recruitment procedures align with the most current [Texas AEL Guide](#).

Adult Education staff must adhere to the creative and editorial guidelines and graphic and design specifications outlined in the [Workforce Solutions Marketing Standards & Guidelines](#). The following standards of communication also apply:

1. Marketing Collateral and Media
  - a. All co-branded physical and electronic marketing materials for student recruitment, service advertising, or media announcements must be reviewed and approved by H-GAC before distribution. Please submit materials to the contract manager for approval. If content remains unchanged aside from scheduled dates, reapproval is not required.
  - b. Co-branded materials use consortium funding to achieve the Adult Education service goals of the Consortium and integrate Workforce Solutions resources to achieve

desired outcomes. Examples include flyers for classes held at Workforce Solutions career offices, special events for Adult Education participants supported by both the sub-recipient and Workforce Solutions, or similar collaborations. Materials not funded by the Consortium and/or used for non-integrated services do not need to be submitted for review and approval.

- c. All co-branded physical and electronic marketing materials must include the following taglines:

“Adult Education and Literacy services are provided with support from the Gulf Coast Workforce Board to help individuals find a job, keep a job, or get a better job. [Insert Sub-recipient Name] supports, and the Board is committed to, providing a learning and working environment that promotes personal integrity, civility, and mutual respect free of discrimination and harassment on the basis of race, color, religion, sex, gender identity and gender expression, national origin, age, disability, sexual orientation, or veteran status. [Organization name] is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. (Please request reasonable accommodation a minimum of two business days in advance). Relay Texas Numbers: 1.800.735.2989 (TDD) 1.800.735.2988 (voice) or 711.”

- d. Notices of news releases, TV appearances, and radio spots that might include mention of Workforce Solutions, the Consortium, or related Adult Education service should be sent to the Communications Office for review at least 24 hours prior to the anticipated media event.
- e. As stated in AEL Letter 08-15, titled “Allowable Advertising and Public Relations Expenditures”<sup>13</sup> and WS Issuance 18-10, titled “New Outreach Templates and Office Materials”<sup>14</sup>, AEL sub-recipients must be aware that the only allowable advertising costs are those that are solely for:
- i. The recruitment of personnel required for the performance by the institution of obligations arising under a sponsored agreement,
  - ii. The procurement of goods and services for the performance of a sponsored agreement,
  - iii. The disposal of scrap or surplus materials acquired in the performance of a sponsored agreement except when nonfederal and/or state entities are reimbursed for disposal costs at a predetermined amount; or
  - iv. Other specific purposes are necessary to meet the requirements of the sponsored agreement.

Additionally, AEL sub-recipients must be aware that the only allowable public relations cost is:

- Specifically required by the sponsored agreement,
- Used to communicate with the public and press pertaining to specific activities or accomplishments that result from performance of sponsored agreements (these costs are considered necessary as part of the outreach efforts for the sponsored agreement); or used to conduct general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of federal and/or state contract/grants awards, financial matters, etc. Therefore, AEL Sub-recipients must be aware that:

- If the above advertising and public relations costs are incurred specifically for participant outreach for the grant program, the costs are allowable; and
- Outreach and promotional materials that solely promote an organization are unallowable costs if the materials do not provide information that promotes program activities or goals. There must be no ambiguity about which service is being promoted.

## 2. Recruitment and Advertising Procedures

On-going recruitment is a requirement of all AEL Gulf Coast consortium sub-recipients. H-GAC monitors and reviews outreach materials to ensure the following items:

- Taglines (Equal Opportunity and Workforce Solutions AEL Tags)
- Contracted County Served
- IET approval status

H-GAC and Lead Agency will review recruitment materials for each sub-recipient at least twice a program year. In addition, H-GAC and the Lead Agency will track progress toward production targets (contracted targets) quarterly via the Monthly Performance Report (MPR).

H-GAC will review the monthly technical assistance report to examine the lead agency recruitment services provided to sub-recipients are meeting the Gulf Coast Workforce Board standards. Any changes in taglines, contracted services, or IET approval status will be communicated to the provider annually. The technical assistance report is created and provided by the lead agency to inform H-GAC AEL team of technical assistance provided to sub-recipients.

## Comprehensive Assessment, Testing, and Placement

Assessment procedures must include, at a minimum, a sequence of service comprised of:

1. A process for collecting qualitative information to determine student needs and service eligibility, including, but not limited to:
  - a. Documented student eligibility,
  - b. Information required on the Unified Enrollment Form which must be properly completed, signed, and dated,
  - c. Release of Information form; each student file must have a release of information form so that relevant information can be shared as necessary with other entities, including entry into the TEAMS database. The signed release must address Family Educational Rights and Privacy Act (FERPA) requirements and include the specific types of records may be released, the names of entities authorized to release and receive information, and the purpose of information released,
  - d. Education and training interests,
  - e. Education and work history both in the U.S. and in the student's home country, if applicable. Current employment information should be documented and recorded in WorkInTexas and in TWC AEL TEAMS under employment outcomes. Employment outcome measures will not count in employment outcome measures until two quarters after exit.

- f. Digital Literacy and Equity Questionnaire can be completed during comprehensive assessment or during the first 12 hours of class.
  - g. The work history would include any experience, careers/jobs that a student holds or may have performed in the United States or from their country of origin; and
  - h. Support needs, including needs of students with disabilities, and information on the abilities of the students in their first language. The student's needs will be based on the results of conversation and assessments (TABE, BEST Plus, BEST Literacy, etc.) to assist in providing the appropriate level of services to the student.
2. A process for referring to those found ineligible due to age requirements, eligibility guidelines, and refusal to sign off on the release of sharing data are the only requirements for not serving an individual with AEL services.
  3. A process for sharing information about individuals who may better benefit from other services, such as supportive services, including a referral to the workforce career office.
  4. A strategy for determining appropriate testing instruments and proper placements for all students, including higher-skilled students with limited English proficiency, including those who are professionals with degrees and/or credentials in their native country.

Exceptions to these assessments can be found in the [AEL Testing Guide \(texas.gov\)](#) must conform to the assessment publisher's administrative guidelines.

5. Scheduled pre and post-tests that are administered in environments conducive to testing and coincide with service enrollment dates to avoid lengthy gaps between assessments and service; and
6. Adult Education class placement or referral to the most appropriate service(s) to address immediate student needs and goals including referral to collaborating organization services, if necessary. This includes, but is not limited to, referrals to testing organizations for the Texas Certificate of High School Equivalency (TxCHSE), Workforce Solutions offices, Vocational Rehabilitation Services, high school drop-out recovery programs, local community college services, literacy tutoring, native language reading instruction, native language Certificate of High School Equivalency preparation, other literacy services, as well as organizations and agencies in the community that provide social services in the areas of counseling, disability supports, or homelessness and emergency assistance.
7. Individuals assessed at NRS levels 0 or 1 must participate in a blended learning model that incorporates distance learning services through USA Learns <https://www.usalearns.org/> or Burlington English. Students should complete 20 hours of distance learning service in USA Learns or Burlington English for each class session enrollment.

Guidance related to special circumstances because of temporary disruption of services can be found in Appendix A.

### Customer Profile Data Collection (Intake and Screening)

- Sub-recipients must ensure that each customer completes and signs a release of information form to share information with any other entities, which includes entry into the TEAMS database.
- The signed release must address Family Educational Rights and Privacy Act (FERPA)

requirements and include what specific types of records may be released, by whom, to whom they may be released, and for which purposes.

- The intake and screening process must:
  - Be secured and based on the needs of the eligible population,
  - Document student eligibility,
  - Provide referrals to those who are found not eligible or who may better benefit from other services, and identify areas that require further assessment and review including, but not limited to:
    - Suspected disabilities
    - High-Level limited English proficiency
  - Eligibility for college remedial or developmental education service,
  - Ensure that every student has properly completed and signed an [ael-teams-enrollment-intake-form-twc.docx](#) (live.com)
  - Enrollment form instructions: [AEL Enrollment Form Instructions \(texas.gov\)](#)
- Sub-recipients must implement a process for obtaining a copy of an approved form of identification during the assessment process; this process must be documented in the sub-recipient's Standard Operating Procedures (SOPs) for comprehensive assessment and must be in line with AEL Letter 04-21, titled "AEL Enrollment and Data Validation Requirements" AEL Enrollment and Data Validation Requirements- Texas Workforce Commission. Sub-recipients must include a copy of one of the following forms of identification in an individual's file to document the individual's identity:
  - Birth Certificate,
  - Official record showing date of birth,
  - Baptismal record,
  - DD-214, Certificate of Release of Discharge from Active Duty,
  - Driver's License,
  - Federal, State, or local government identification card,
  - Hospital record of birth,
  - Passport,
  - Public assistance/social service record,
  - School records,
  - School identification card,
  - Work permit,
  - Native American tribal document,
  - Other official documents issued by a federal, state, or local government agency, such as discharge documents from the Texas Department of Criminal Justice, with date of birth included, or a voter registration card or certificate; or
  - Other official documents issued by a foreign government agency, such as a consular identification card.

If an AEL grantee is unable to obtain an approved form of identity from an individual, the AEL grantee must document the extenuating circumstances in the individual's file. To document identity, AEL sub-recipients 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.

Sub-recipients must verify a participant is eligible to work in the U.S. or have a goal to work in the U.S. to be enrolled in an IET. The collection of SSNs for IET participants is used for data matches related to post-exit employment, post-exit earning levels, and achievement of an industry recognized credential, as well as the most efficient way to verify enrollment opportunities in education, workforce, and social service programs collection [Letter 02-19](#). The best practice for receiving SSNs from participants is by asking questions during intake and explaining that the information will be used to determine possible qualification for additional resources.

All sub-recipients must ensure intake and screening procedures are in line with the most current Texas AEL Guide including updated guidance issued via AEL Letters. Guidance related to special circumstances because of temporary disruption of services can be found in Appendix A.

Each sub-recipient will include customer provided data collection procedures in their SOPs and share the SOPs with the Lead Agency and H-GAC. See Sub-recipient SOPs.

### H-GAC Oversight and Quality Assurance Monitoring

Oversight and Quality Assurance Monitoring helps determine whether sub-recipients are operating in compliance with applicable laws, regulations, grant requirements, contract agreements, and administrative directives.

H-GAC will perform routine monitoring, to include financial monitoring, of each sub-recipient at least once per contract year. The monitoring results will be used to evaluate sub-recipient performance against contractual goals and determine current and future funding. Compliance reviews include the following items:

- Participant eligibility and intake process,
  - Participant samples for monitoring must include underage students, unless the sub-recipient does not have any such students enrolled. Students between the ages of 16-18 must have proper documentation in accordance with the Texas AEL Guide.
  - NOTE: As of October 1, 2024, as part of the review of the Lead Agency and the annual grantee monitoring, all eligibility documents for 16–18-year-olds will be reviewed to confirm eligibility documentation and additional required documents are obtained and maintained in the customer file.
- Comprehensive participant assessment,
- Staff,
  - Staff Qualifications
  - Professional Development
  - Staffing
- Class observations,
  - TEAMS monitoring and documentation,
  - TEAMS monitoring will include data associated with the following areas:
    - Staff Qualifications and Training
    - Registration/Orientation
    - Eligibility Documentation

- Assessments
  - Distance Learning
  - Data Validation Checks
- Data and IT Security,
- Facilities,
- Property,
- Equal Opportunity review including updated posters,
- Communication, collaboration, and coordination,
- Customer service, customer satisfaction, and complaints,
  - H-GAC will also seek feedback from student participants and community stakeholders regarding the quality of service
- Monitoring and oversight of sub-contracts, and
- Performance.

Review the [Monitoring and Oversight Policy](#) for detailed information and guidance related to:

- Monitoring Procedures
- Monitoring Reports
- Corrective Action
- Accessibility Monitoring
- Sanctions

The following items may also be subject to review:

- Current class schedule including location, type of class, and days/hours scheduled,
- Attendance records including sign-in sheets,
- Assessment processes and documentation,
- Distance Learning process, content, and documentation; and
- Professional Development process and documentation.

The H-GAC monitoring team will collect and review participant files and provide feedback to the provider within ten (10) business days. The final report will be provided to each sub-recipient within forty-five (45) days of monitoring completion. All monitoring documents will be submitted to H-GAC Extranet folder once a year.

#### [Lead Agency Monitoring](#)

The Consortium Lead Agency will also perform routine monitoring, at least once yearly. This monitoring is done over participants, class, staff, professional development documentation, and information security documentation. Any adjustments to this sample size will be at the discretion and approval of H-GAC. Additionally, the Lead Agency will review the local program Standard Operating Procedures to ensure that all local processes are following AEL regulations and guidelines and are aligned to the H-GAC Standard Operating Procedures.

The Lead Agency will provide a summary report and monitoring tool with findings to the sub-recipient ten business days after the monitoring ends. The sub-recipient must submit the summary report and monitoring tool with responses and steps to be taken to correct discrepancies to the Lead Agency and H-GAC, ten (10) business days after receiving them from the Lead Agency. H-GAC will review the

monthly technical assistance report to examine the lead agency monitoring services provided to sub-recipients. The lead agency monitoring tool will be submitted to H-GAC Extranet folder once a year.

### Self-Monitoring

Sub-recipients should have a written policy for internal quality assurance including periodic monitoring including financial monitoring. Sub-recipients must conduct monitoring of all vendors in compliance with their contractual and service agreements. Sub-recipients must maintain documentation of self-monitoring and share documentation with the Lead Agency Quality Assurance Lead and H-GAC Contract Manager. Sub-recipients are required to utilize the Self-Monitoring Tool, provided by the Lead Agency each program year, to conduct internal programmatic monitoring. Requirements for Self-Monitoring Reports include:

- Reports must be completed and submitted on program letterhead,
- Reports must indicate the scope for which the self-monitoring was conducted,
- Reports must identify the staff member(s) responsible for conducting the self-monitoring,
- Reports must disclose any findings found for the self-monitoring conducted; and
- If findings are found, the report must include actions taken to address the findings.

Each sub-recipient will provide the lead agency and H-GAC with three self-monitoring documents including the monitoring tool and participant files. H-GAC will review the self-monitoring documents and share the results with the H-GAC monitoring team.

### Testing in One Content Area Flexibility

Effective July 1, 2019, sub-recipients can test individuals in one content area to determine eligibility, enroll an individual in a class if the individual is found eligible, and then stagger delivery of the remaining content area tests after the start of services.

Sub-recipients retain the option to administer all tests to an individual at one time, or more than one test in a series, before placing the participant in a class.

The sub-recipient must complete testing in the remaining content areas within five class days of direct instruction, but no later than the first twelve (12) contact hours, unless the individual has requested an exemption from testing in all content areas.

According to TWC, if a program chooses to only test a student in one area due to remote testing complications, it needs to be documented as an exception in the student's folder and the participant's notes in TEAMS.

H-GAC developed a Pre- and Post-Assessment Justification Form, which must be used by all programs and for all students effective September 1, 2020. The Form is in the appendices.

### Exemptions from Testing in all Content Areas

According to TWC, subrecipients must retain documentation of the reason for not administering all content areas of the pre-test with the following exceptions:

1. Participant is a referral from a college with documented TSIA Score(s),
2. Participant is enrolling in a class that only provides instruction in one content area, for example, a Math TSIA Boot Camp,



3. Participant has passed a section(s) of the Texas Certificate of High School Equivalency (TxCHSE),
4. Participant is enrolling in an IET program and may be administered the content area most relevant to measuring the participant’s success in the IET; and
5. Another documented reason for only administering one content area, such as specific participant goal or objective.

Alternative Placement Testing: Texas Success Initiative Assessment 2.0 (TSIA2)

Sub-recipients may use the TSIA2 as an approved Alternative Placement to determine eligibility and focus on measurable skill gains that are more relevant to the individual’s goals and objectives. Students scoring in a TSIA2 Level 1-3 in any content area meet ‘basic skills deficient’ eligibility.

- Sub-recipients must receive approval from the contract manager before instituting TSIA2 as an Alternative Placement.
- The only allowable measurable skill gain for participants with a TSIA2 assessment is an MSG Type 4: Progress Milestone.

From the TSIA2 English Language Arts Test Specifications:

*Diagnostic.* The multiple-choice Diagnostic Test yields a diagnostic profile that includes the following information:

- (1) A classification into one of five diagnostic levels closely aligned to the NRS EFL. For guidance regarding the NRS EFL and the relation of the NRS EFL to the TSIA2 diagnostic levels, the following can be used:
  - a. Level 2: Beginning basic (subsumes Level 1: Beginning literacy, for reporting purposes)
  - b. Level 3: Low intermediate
  - c. Level 4: High intermediate
  - d. Level 5: Low adult secondary
  - e. Level 6: High adult secondary
- (2) A proficiency descriptor (basic, proficient, or advanced) that identifies the test taker’s relative academic strengths and weaknesses in two content strands:
  - a. Text Analysis and Synthesis (reading focused)
  - b. Content Revision and Editing for Conventions (writing focused)

Each proficiency descriptor is accompanied by statements describing typical student performance in the content strand for the given descriptor.

From the TSIA2 Math Test Specifications:

*Diagnostic.* The multiple-choice Diagnostic Test yields the following information:

- (1) A classification into one of five diagnostic levels closely aligned to the NRS EFL. For guidance regarding the NRS EFL and the relation of the NRS EFL to the TSIA2 diagnostic levels, the following can be used:

- a. Level 2: Beginning basic (subsumes Level 1: Beginning literacy, for reporting purposes)
- b. Level 3: Low intermediate
- c. Level 4: Middle intermediate
- d. Level 5: High intermediate
- e. Level 6: Adult secondary

(2) A proficiency descriptor (basic, proficient, or advanced) that identifies the test taker's relative academic strengths and weaknesses in four content strands:

- a. Quantitative Reasoning
- b. Algebraic Reasoning
- c. Geometric and Spatial Reasoning
- d. Probabilistic and Statistical Reasoning

Each proficiency descriptor is accompanied by statements describing typical student performance in the content strand for the given descriptor.

- An individual is deemed eligible if they score a level 1-4 in any content area meets 'basic skill deficiency'. If an individual scores a level 5 or 6 they are deemed eligible if the individual states they have a goal of enrolling in post-secondary education to gain employment in a High Skill High Growth career, and/or if the individual states needing additional support, academic support or any additional support with supportive services.
  - If a student tests outside of the scope level 1-3, the student will need to test in TABE for eligibility.

## Orientation

Like Comprehensive Assessment, Orientation is part of the entry phase of service delivery. Sub-recipients must implement an orientation that:

- Is available for students every two weeks,
  - Provides information about Adult Education and collaborating organization services including sub-recipient affiliation within the Gulf Coast Consortium and sub-recipients in the Gulf-Coast Consortium must include connection information to the Gulf Coast Workforce Board, attendance policy, class participation, student support service, emergency evacuation procedures, grievance procedures, rights and responsibilities of students, and code of conduct.
- Includes distribution and review of a participant syllabus and program handbook,
- Ensures that all students including limited English proficiency students and those with disabilities understand and have access to service information,
- Includes initial development of an Individual Training, Education and Career Plan with short and long-term goal setting and may be completed after orientation. Sub-recipients may use the [Unified ITEC Form](#) or any other ITEC plan that has been approved by H-GAC;
- Includes instruction in student success skills; and
- Ranges in length from a minimum of three (3) hours to a maximum of twelve (12) hours and cannot be documented as direct contact hours.

Guidance related to special circumstances because of temporary disruption of services can be found in Appendix A.

## Orientation Procedures

H-GAC recommends providing orientation on a bi-monthly basis for direct service providers. H-GAC and the Lead Agency will monitor the orientation process at least twice a year. H-GAC monitors and reviews orientation to ensure the following items:

- Orientation hours are recorded separately than direct hours,
- Attendance policy and class participation expectations, and
- Information about program and collaborating organization services.

The Lead Agency will review orientation material and provide feedback to the provider. Any suggested modifications will be made and used in future orientations.

H-GAC will review the monthly technical assistance report to examine the lead agency orientation services provided to sub-recipients. Orientation checklist will be submitted to H-GAC Extranet folder twice a year.

## PII and Data Management

Sub-recipient procedures for data entry must specify at least one individual and a backup whose job is to enter participant and class information into TEAMS.

All AEL participant data is entered and tracked into TEAMS (Texas Educating Adults Management System), the data management system for federally funded AEL programs in Texas. TEAMS provides users a wide range of information sources to analyze student-level data in areas such as demographic, assessment, program, class, site, sub-recipient information, and outcomes in performance and credential achievement.

## TEAMS Access

TEAMS Access & Usage within the Gulf Coast Consortium: Program Directors are responsible for assigning access levels to their staff. Access should be limited to what is necessary and reasonable for an individual to perform his or her job. Program Directors may assign “read only” access to teachers and non-data entry staff in TEAMS. All teachers must either have access to TEAMS or regular access to TEAMS data.

To gain access to TEAMS, both new, inactive users, and existing/returning staff members must follow the requirements listed below.

## Existing Users

For the staff who currently have TEAMS access and are up to date, they will need to submit the required documentation (DocuSign P41c and TWC Cybersecurity training) annually to maintain TEAMS access. If an account is locked for more than 90 days (about 3 months), access will be revoked, and the staff will need to submit all requirements (P41c/FERPA/Cybersecurity) to regain access to TEAMS.

### Requirements

- Complete AEL Information Resources Usage Agreement – DocuSign P41c
- Complete TWC Cybersecurity Awareness Training – save score receipt
- Complete TWC FERPA Training – save score receipt
- Submit P41c, Cybersecurity score receipt, and FERPA score receipt documents to Region 6,

documents sent straight to TWC will result in delays in processing.

- ***The deadline for this is July 31 of each program year.***

### Inactive Users

To regain access to TEAMS, staff on this list will need to submit all requirements of P41c/FERPA/Cybersecurity.

#### Requirements

- Complete AEL Information Resources Usage Agreement – DocuSign P41C
- Complete TWC Cybersecurity Awareness Training – save score receipt
- Complete TWC FERPA Training – save score receipt
- Submit P41c, Cybersecurity score receipt, and FERPA score receipt documents to Region 6, documents sent straight to TWC will result in delays in processing.

### New Users

Please see Appendix: Instructions for Accessing TEAMS document for more extensive instructions for obtaining access to TEAMS.

#### Requirements

- Complete AEL Information Resources Usage Agreement – DocuSign P41c (Staff and TEAMSTA automatically receive a copy once complete – no need to send P41c to TEAMSTA)
- Complete TWC Cybersecurity Awareness Training – save score receipt
- Complete TWC FERPA Training – save score receipt
- New User – Set up a User ID
- Submit P41c, Cybersecurity score receipt, and FERPA score receipt documents to Region 6, documents sent straight to TWC will result in delays in processing.

**Each staff documentation should be submitted in a separate file, do not combine multiple staff information in one file.**

**DO NOT SUBMIT DIRECTLY TO [teamstechnicalassistance@twc.state.tx.us](mailto:teamstechnicalassistance@twc.state.tx.us).** Only the TEAMS Specialist and Consortium Director are authorized to submit TEAMS access requests to TWC.

AEL Information Resources Usage Agreement Form P-41c must be completed annually and submitted to the Lead Agency to maintain TEAMS access.

- All staff should complete the TWC trainings required by TWC and H-GAC, including the Texas Workforce Commission’s Information Security and Fraud trainings at hire and annually.
- All sub-recipients must email H-GAC and the Lead Agency within 24 hours of an employee separation or suspension so that access to TEAMS can be removed. Exceptions to the 24-hour rule are allowed for special circumstances (i.e., weekends, holidays, end of workday, emergencies, etc.)
- To adhere to TWC’s data security requirements, sub-recipients must regularly review staff member access to TEAMS. H-GAC and the Lead Agency will ask for updated access lists quarterly or as requested by TWC.
- Sub-recipients should be aware that, per ***AEL Letter 02-18, Change 1, titled “Procedures and***

**Required Documentation for Access to the Texas Educating Adults Management System (TEAMS)**<sup>2</sup>, individuals who do not access TEAMS for 90 days (about 3 months) may have their access revoked and must complete the prerequisite requirements to regain access to the system. Additionally, sub-recipients must review and approve staff members who have access to TEAMS and are assigned access to their ID in TEAMS, and the sub-recipients must provide feedback to the **Lead Agency TEAMS Specialist** about individuals whose access should be removed or modified.

- Sub-recipients should develop and implement local training processes to ensure accurate documentation and data management, including timely data entry into TEAMS.
- Sub-recipients must ensure Instructors have access to TEAMS data and implement data analysis processes for instructional and post-testing purposes.
- All issues with TEAMS should be reported to the Lead Agency TEAMS Specialist and Data Analyst within 24 hours of discovery.

[AEL Letter 02-18, Chg. 1](#), titled **“Procedures and Required Documentation for Access to the Texas Educating Adults Management System (TEAMS)”** provides updated information and guidance on the new form P-41c, Information Resources Usage Agreement, and on additional requirements for the yearly renewal and notification procedures for removal of access.

ROLE	ACCESS ABILITY
<b>READER</b>	<p>View all sub-recipient, staff development, classes, student profiles, and student hours’ information excluding staff full SSN for the group to which they are assigned. These groups include the following:</p> <ol style="list-style-type: none"> <li>1. Reader – view data for the entire Grant Recipient</li> <li>2. Site Reader – view data for a specific site</li> <li>3. Staff Reader– view data for a specific class</li> <li>4. Run reports for information on students included within their assigned group.</li> </ol> <p>NOTE: The name of the site or class that a Reader can access must be included in the Director’s approval email to TWC for TEAMS access.</p>
<b>STAFF</b>  (DATA ENTRY Positions)	<p>The Staff Role CAN:</p> <ol style="list-style-type: none"> <li>1. Create and edit student contact and profile information</li> <li>2. Enter and edit student assessment and career training services</li> <li>3. Register students for and drop students from classes</li> <li>4. Enter student hours</li> <li>5. View all sub-recipient, staff development, classes, student profiles, and student hours, information excluding staff full SSN</li> <li>6. Run all reports</li> <li>7. Perform all other tasks listed under <b>READER</b>.</li> </ol>

<b>SUPERVISOR</b>	The Supervisor Role CAN: <ol style="list-style-type: none"><li>1. Perform supervisor validation of student hours</li><li>2. Create and edit sites and classes, including assigning staff or dropping staff from classes</li><li>3. Enter/edit staff information and staff development hours</li><li>4. View all sub-recipient, staff development, classes, student profiles, and student hours' information, including SSN for students and staff Perform all other tasks listed under STAFF.</li></ol>
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Each sub-recipient must maintain enrollment, assessment, attendance, applicable documentation determining underage eligibility, and achievement/outcome materials for each student as outlined in the [Texas AEL Guide](#) and the [Testing Guide](#). All documentation must be available for monitoring.

Each sub-recipient must enter data on a regular and timely basis, at least bi-weekly, with no more than two weeks between an activity and the activity being reported in TEAMS, in preparation for monthly validations and quarterly data sign-off. All data-entry must be supervisor validated at least one week prior to monthly validation and data sign-off for the Consortium. The timeline and information for all data validation and sign-off will be communicated directly by the Lead Agency TEAMS Specialist and Data Analyst. Each individual sub-recipient will be held accountable for late and/or missing TEAMS data based on the standard above. To ensure effective and efficient data validation processes, each sub-recipient will be responsible for providing a process map and short narrative detailing the following:

- The method for checking data quality,
- The process for resolution of missing or inaccurate data,
- The critical roles for responsible parties throughout the investigation and resolution process,
- A timeline for resolution including identifiable benchmarks that can be reviewed for quality improvement (for example: all identified data issues will be resolved within 10 working days); and
- A list of staff names who will be performing TEAMS data entry and data validations.

Process maps and narratives must be submitted to the Lead Agency annually and upon request to be reviewed and edited as needed. The Lead Agency will use this document to evaluate the effectiveness of each sub-recipient.

PII is information that can distinguish an individual's identity, either alone or when combined with other personal or identifying information. Sub-recipients must take all precautions to secure and protect customer's personal information in both print and electronic forms. This includes but is not limited to storing documents in locked file rooms or cabinets, locking computers when away and password protecting emails which contain sensitive customer information to ensure data security.

All sub-recipients must comply with the security of PII and other sensitive information in accordance with **WD Letter 02-18, titled "Handling and Protection of Personally Identifiable Information and Other Sensitive Information"**<sup>3</sup>. Sub-recipients must ensure the security of PII and other sensitive information by:

- Limit access to sensitive printed materials,
- Use proper storage for materials that include personal identity data,
- When possible, shred documents that include personal identity data after use,
- Secure laptop computers when not in use,
- Do not leave documents that include personal identity data in plain view,
- Do not share passwords, personal identification numbers, security tokens (e.g. smartcards), or any data or equipment used for authentication and identification purposes,
- Log off computers when leaving them unattended, no matter for how short a time,
- Do not send any personal identity data in the subject or body of an e-mail; instead, save the data to a secure document using the password protection option and send the document as an attachment in a separate email; and
- Use password protection when saving personal identity data in a document that will be transported on a laptop computer or portable storage device.

[WD Letter 02-18](#), titled “**Handling and Protection of Personally Identifiable Information and Other Sensitive Information**” provides information and guidance on handling personally identifiable information (PII) and other sensitive information, specifically requirements for the handling and protection of PII and recommended best practices.

For additional information, please refer to the current [Texas AEL Guide](#) and the [Workforce Solutions Information Security Standards and Guidelines](#).

Each sub-recipient must have a system for identifying missing and inaccurate data to help ensure data accuracy and integrity. The system should be described using a process map and short narrative detailing:

- The method for checking data quality,
- The process for resolution of missing or inaccurate data,
- The critical roles for responsible parties throughout the investigation and resolution including identifiable benchmarks that can be reviewed for quality improvement (for example, all identified data issues should be resolved within ten (10) working days).

Process maps and narratives should be reviewed, edited as needed, and submitted to the Lead Agency annually, and upon request.

Each sub-recipient should review regular reports in TEAMS to monitor student data and outcomes and analyze overall sub-recipient performance. Each sub-recipient must have a system for capturing students’ performance data, this includes: HSE attainment, post-secondary education enrollment, industry recognized training credentials and certification earned, employment second (2<sup>nd</sup>) quarter after exit, and fourth (4<sup>th</sup>) quarter after exit. Sub-recipients will be measured based on the percentage of performance data captured.

#### Naming Conventions in TEAMS

Subrecipient Name	Subrecipient Acronym
Adult Education Center	AEC
BakerRipley	BR
Houston Community College System	HCC
Lone Star College System	LSC
Region 6	R6
San Jacinto College	SJC

Providers must notify Region 6 of any new sites created in TEAMS in order to be validated. Classes occurring at these sites cannot be supervisor or director validated until the site is first validated. **Class Naming Convention:** The program acronym is not required for the class name and may contain other information. However, all class names should clearly reflect the **activity** being performed and therefore the corresponding **funding codes**. For example, IET ESL-D-F2F-Pipe.

**F2F – Face-to-Face:** defined as a (Face-to-Face) class.

**DL – Distance Learning:** defined as only proxy hours, not a supplement to RL or HL.

**RL – Remote Learning:** synchronous instruction conducted online.



**HL – Hybrid Learning:** defined as a combination of F2F (Face-to-Face) and online.

Example: HSE-F2F

The Employer name or Training name must be included in the class name and description. The required employer name or training name to be included in the class name and class description will help to easily identify what type of training is being provided, and/or what employer the class is for.

IETs must be linked to Training Services for PY 24-25 and there must be a training class (training hours), and basic education class (direct hours) attached to the Training Service.

**T – Training Hours:** for the training component of an IET

**D – Direct Instruction:** for the contextualized component of an IET. Example: IET ELC – Pipefitting – T

Example: IET ELC – Pipefitting – D

<b>Popular Eligibility Services</b>	<b>Prefix</b>	<b>Funding Code</b>
HSE	HSE	Basic(AEFLA)
HS Diploma	HSD	Basic(AEFLA)
English as Second Language	ESL	IELCE(AEFLA)
Corrections	COR	Basic(Corrections)
Bridge Popular Education Services	BDG	Basic(AEFLA)
Math Assistant Call Center	MACC	MACC(StateLeadership)
<b>Intensive Services Eligibility</b>	<b>Prefix</b>	<b>Funding Code</b>
Post Release Second Chance	PRSC	Post Release Second Chance (AEFLA)
Workplace Literacy	WL	WorkBased(AEFLA)
Internationally Trained Professional	ITP	ESLforProfessional(AEFLA)
<b>Integrated Education and Training Services Eligibility</b>	<b>Prefix</b>	<b>Funding Code</b>
Integrated Education and Training Services Direct	IET - D	IET(AEFLA)
Integrated Education and Training Services Training	IET - T	IET(AEFLA)
Integrated Education and Training Services Direct ESL	IET-ESL - D	IET(AEFLA)
Integrated Education and Training Services Training ESL	IET- ESL -T	IET(AEFLA)
Integrated Education and Training Services Direct Corrections	IET – COR - D	IET(Corrections)
Integrated Education and Training Services Training Corrections	IET – COR - T	IET(Corrections)

**Staff Development Activity Names:** All local training should begin with the designated program acronym. For example, ABC – TABE 11/12 Training.

To avoid duplicating PD activities in TEAMS, sub-recipients must be aware of when it is TRAIN PD or Region 6’s responsibility to enter staff development activities and when it is the sub-recipient’s responsibility.

1. TRAIN PD will build all State Conference, National Conference, Tier 2 Trainings, and PD Portal Activities into TEAMS. Sub-recipients are to associate staff members with those sessions in TEAMS. **NOTE: PLEASE DO NOT BUILD THESE ACTIVITIES IN TEAMS**
2. Region 6 will build activities that are sponsored/provided by Lead Agency staff. Lead Agency PD Coordinator will communicate with AEL sub-recipients when these sessions are built in TEAMS (these sessions will follow the abbreviation ESC6 - Name of Training). Sub-recipients are to associate staff members with those sessions in TEAMS.
3. AEL sub-recipients will build all other sub-recipient specific sessions in TEAMS (follow the correct sub-recipient abbreviations as indicated in the Data Entry section under Naming Conventions in TEAMS). Sub-recipients will also associate any staff members in attendance under the session.
4. Region 6 will upload staff security training certificates in the SharePoint.

**IETs and Training Services:** After the training has been approved by H-GAC, the sub-recipient will add a new training service in TEAMS. The direct contact hours from the contextualized component will be entered in one class and the training hours will be entered into a separate class.

Training services should reflect the actual dates in which they occur, including separate cohorts throughout the program year.

As stated in ***AEL Letter 03-17, titled “Implementing and Reporting Workforce Training under the Integrated Education and Training Approach to Service Delivery”***, AEL sub-recipients must enter all Workforce Training hours associated with IET in TEAMS, including Workforce Training that is supported by leveraged funds from other appropriate resources. Workforce Training hours do not count as direct contact hours for use in circumstances such as pre- and post-testing for Measurable Skill Gains.

Sub-recipients must document daily student attendance in Workforce Training to ensure that students obtain the intensity of services needed to support advancement and completion of common learning objectives. Sub-recipients must also add the following training details in TEAMS, in accordance with WIOA requirements:

- Name of the training sub-recipient,
- Dates that the participant entered/exited training,
- Type of training/program of study,
- Classification of Instructional Programs (CIP) code; and
- Date that the participant completed or withdrew from the training.

Additionally, sub-recipients must submit plans that describe how Workforce Training uses the IET approach to service delivery.

**Duplicate TEAMS Student Records:** Per ***AEL Letter 02-19, titled “Collection of Certain Participant Information for Performance Reporting”***<sup>6</sup>, AEL sub-recipient staff must ask **ALL** students at Orientation if they have previously attended adult education classes with any sub-recipient, and if they have a Social Security Number (SSN) available. Although an SSN is not required for admittance into an AEL program, it serves several purposes for students and sub-recipients, especially for those students seeking High School Equivalency (HSE). To track HSE completion for the Measurable Skill Gains required WIOA performance target, the SSN is required. If the sub-

recipient is going to record a driver's license or identification number presented by the participant, it MUST be a permanent, Texas issued DL or ID.

**Orientation Hours:** Orientation hours do not count towards direct contact hours but are still required. The orientation hours are entered for each individual student as a Career and Training Service. In the comments section, all verifying data should be added:

- Times Signed In/Out
- Location Orientation occurred
- Data Entry initials and date entered

**Attendance:** Class sign-in sheets must document class number, class name, date, class location, teacher name, teacher signature, participant names, participant signatures, and time in and out. When documenting class time, students must reflect on the actual clock time not scheduled class time. A student's total time is rounded to the nearest quarter hour, for seven minutes or less, round down, for eight minutes or more, round up.

**Age-Related Eligibility:** In accordance with *AEL Letter 05-17, titled "Self-Attestation for Age-Related Eligibility"*, sub-recipients must maintain documentation 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 17 and 18-year-old individuals, the [Self-Attestation form](#) is acceptable if there is no other documentation available.

AEL sub-recipients must be aware that the receipt of state and federal funds mandates the reporting of participants who have received an NRS approved pre-test and one (1) or more direct contact hours in TEAMS. All participants must be pre-tested prior to enrolling in direct contact hours, and students with a pre-test must be enrolled in TEAMS.

Participants who have attended twelve (12) or more contact hours within a Period of Participation (PoP) are considered enrolled by NRS and reported to the U.S. Department of Education and the Texas Legislative Budget Board.

AEL sub-recipients must collect and enter data into TEAMS at least bi-weekly, with no more than two (2) weeks between an activity being reported in TEAMS (i.e., Teacher/Instructor, Data Entry Clerk, Career Pathways Navigator). Data type examples entered biweekly are participation hours, assessments (pre and post-tests), workforce training attendance hours, and counselor notes.

Guidance related to special circumstances because of temporary disruption of services can be found in Appendix A.

The data validation process is to provide a standardized method in reviewing and approving the information that is entered into TEAMS on a regular basis. Data validation provides clean, accurate, and helpful data for analysis and reporting. Inaccurate data can negatively impact performance, impede strategic planning for ongoing or future projects, and mislead classroom instruction.

Please note that, except for quarterly data signoffs, each monthly validation is for the previous month's data only. Monthly data validations only lock the contact hours and funding codes for that given period.

H-GAC 2024-25	
Supervisor Validation Deadlines	Director Validation Deadlines
Friday, September 6th	Friday, September 13th
<b>Tuesday, October 8th</b>	<b>Tuesday, October 15th - Quarter 1 DSO</b>
Friday, November 8th	Friday, November 15th
Friday, December 6th	Friday, December 13th
<b>Wednesday, January 8th</b>	<b>Wednesday, January 15th - Quarter 2 DSO</b>
Friday, February 7th	Friday, February 14th
Friday, March 7th	Friday, March 14th
<b>Tuesday, April 8th</b>	<b>Tuesday, April 15th - Quarter 3 DSO</b>
Thursday, May 8th	Thursday, May 15th
Friday, June 6th	Friday, June 13th
<b>Tuesday, July 8th</b>	<b>Tuesday, July 15th - Quarter 4 &amp; Final DSO</b>

Invalidation of classes will be requested as a consortium on a quarterly basis in preparation for quarterly data signoffs. To request an invalidation of a class, the sub-recipient will need to submit the invalidation form to explain what needs to be corrected. The invalidation form will be provided by and submitted to the Lead Agency TEAMS Specialist and Data Analyst.

Once the final data validation step has been completed, information in TEAMS cannot be changed without special requests through H-GAC to TWC. This is not expected to be a frequent practice due to following the Data Validation schedule in place.

H-GAC Invalidation Deadlines	
<b>*Dates are Subject to Change*</b>	
<b>Quarter 1 DSO</b>	Friday, September 27th
<b>Quarter 2 DSO</b>	Friday, January 3rd
<b>Quarter 3 DSO</b>	Friday, March 28th
<b>Quarter 4 &amp; Final DSO</b>	Monday, June 30th

[Data Management Procedures](#)

The Lead Agency will spot-check the Texas Educating Adults Management Systems (TEAMS) and provide feedback to the provider including but not limited to the following:

- Intake and screening
- Assessment, testing, and placement
- Customer profile data collection
- Class Naming Conventions
- Sub-recipient Naming Conventions
- Data Quality
- Attendance
- Data Validation
- Data Entry Process Flow, Management and Reporting

The items will be collected and reviewed during the annual Lead Agency Monitoring Process. Once the monitoring is finalized, the final documents will be submitted to H-GAC for review. ***\*Please see section 3.3 for the timeline.***

H-GAC board will review the monthly technical assistance report to examine the Lead Agency monitoring process provided to sub-recipients. Please see section 3.3 for the timeline.

### Referral/Co-enrollment across Core Programs

The Lead Agency uses the Adult Education and Literacy (AEL) interest survey to make referrals to direct sub-recipients. H-GAC promotes sub-recipients to have stackable credentials available for students interested in continuing their course of study with additional industry-recognized credentials. The additional training courses can be paid for through WIOA Title 1 adult.

### Local Service

Sub-recipients are expected to:

- Meet contractual obligations to include expenditure, service delivery, and administrative outcomes.
- Strive to meet their contracted performance measures. Participants must meet the minimum eligibility requirements set by state and federal guidelines.
- Schedule year-round service delivery that includes flexible schedules that allow students to begin Orientation or Workforce Preparation Activities at no less than two-week intervals and instructional services no less than four times a year.
- Keep participant documentation in a secure location and ensure all data entered in TEAMS is consistent with this documentation.
- Have a system for capturing participant performance data, this includes HSE attainment, post-secondary education enrollment, industry recognized training credentials and certification earned, employment second (2<sup>nd</sup>) quarter after exit, and fourth (4<sup>th</sup>) quarter after exit. The best practice for this is to capture participants' SSNs. This allows the 2<sup>nd</sup> and 4<sup>th</sup> quarter data to be updated and verified in various state databases.

### Popular Services: AEFLA Section 231 Grant

Sub-recipients in the Gulf Coast Workforce Board AEL Consortium (GCWB AEL) will deliver instruction for 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, sub-recipients will adhere to 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. AEL Instruction includes, but is not limited to, content in

Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), special learning needs, family literacy, and health literacy in accordance with the Texas Adult Education and Literacy Content Standards Volume Four (4) <https://tcall.tamu.edu/instruction.html> and the [Texas AEL Guide](#).

The Gulf Coast Workforce Board AEL Consortium (GCWB AEL) may provide the following Popular Services that align with Texas' vision, mission, and strategy for AEL. Popular Services under the AEFLA Section 231 Grant have been redefined and may consist of the following:

- Adult Basic Education
- Adult Secondary Education
- High School Equivalency preparation (TxCHSE)
- English as a Second Language
- Corrections Education
- On Ramp (pre-requisite for an IET), Bridge,-or Transition to Postsecondary education or employment.

Sub-recipients within the GCWB AEL are also required to include and incorporate the following content standards into all their **AEFLA Popular Services** classes:

- Family Literacy
- Financial Literacy
- Digital Literacy
- Durable skills development

### Popular Services Classes

- Popular Foundation Services (NRS 0 & 1): this class will serve those participants who score NRS 0 to 1. Each individual will be required to participate in blended learning model that incorporates direct and distance learning instruction. Individuals are required to complete 20 hours of distance learning in USA Learns or Burlington English for each course session.
- Popular Bridge Services (NRS 2): basic literacy skills or English proficiency preparation activities and instruction for individuals that test at an education functioning level (EFL) of a 2. Sub-recipients are required to deliver instruction in 6-to-8-week classes. Priority for Popular Bridge Adult Education Services must be given to eligible recipients that do not meet the eligibility criteria for popular adult education services but have goals to improve their ability to read, write, and speak in English and perform mathematics or other activities.
- Popular Services (NRS 3 or higher): basic literacy skills or English proficiency preparation activities and instruction for individuals that test at an education functioning level (EFL) of a 3 or higher. Priority for Popular Adult Education Services must be given to eligible individuals that have goals to improve their ability to read, write, and speak in English and perform mathematics or other activities.
- Popular On Ramp Career Pathways (NRS level 2 in all content areas): Popular On Ramp Career Pathways Service individuals that are Low Beginning ESL are required to receive services that includes the support of Burlington English career exploration and soft skills course that will help students learn about career pathways, career clusters, and how to make informed career and education choices.
- **Adult Basic Education (ABE)** – activities and instruction for adults who function in the elementary levels through eighth grade. Instruction provided in reading, math, communication skills, social and physical sciences, health, digital literacy, and career and college readiness. Adult Basic Education includes NRS functioning levels 3-4 for participants as outlined in individual assessments and performance.
- **Adult Secondary Education (ASE)** – activities and instruction provided in reading, math, and writing for participants functioning in the NRS levels 5 & 6 as outlined in individual assessment and performance. This instruction is comparable to instruction obtained in secondary high school and college development education.

- **High School Equivalency: Texas Certificate of High School Equivalency (TxCHSE)** - Preparation and Instruction includes, but is not limited to, instruction, pre-testing, referral, and guidance through the high school equivalency testing process or referral to High School Drop-Out Recovery Programs. Participants earn the TxCHSE by taking and successfully passing one of the state-approved high school equivalency assessment
- **English as a Second Language (ESL)** – activities and instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation concurrently. Classes are designed to support English Language Learners in achieving competence in reading, writing, speaking, and comprehension of English that leads to the attainment of a secondary school diploma or its recognized equivalent, followed by transition to postsecondary education and training or employment. Instruction emphasizes contextualized instruction of the English Language and the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed workers and community members. ESL classes will be coded as Integrated English Literacy and Civics Education: IELCE (AEFLA).
  - According to **AEL Letter 02-17, titled “Assessing English Language Learners in the Adult Education and Literacy Program,”**<sup>99</sup> bilingual Instruction may be used to instruct ESL participants whenever it is appropriate for these participants.
  - Sub-recipients supporting students towards Spanish Language High School Equivalency must determine the most appropriate assessment test to administer based on the individual’s English language proficiency and goals. Students enrolled in Spanish Language High School Equivalency class must also be simultaneously enrolled in an ESL and follow the class criteria for ESL classes. If sub-recipients use comprehensive assessments to determine adequate proficiency in English sub-recipients must document in the student’s file how English proficiency was determined. Examples of the facts in which a determination of proficiency is based include:
    - The student tested out of range on a state-approved ESL test,
    - The student completed an alternate ESL assessment, including locally developed assessments, which verified sufficient English proficiency for the student to meet his or her goals; and
    - 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.
    - The student is entering an AEL program from a Community College with information from the Texas Success Initiative Assessment (TSIA) that identifies the student as an ELL who is deficient in one or more content areas on the TSIA.
- **Corrections Education – activities and instruction for institutionalized individuals eligible to receive Popular Services and/or Integrated Education and Training Services.** Sub-recipients may provide and deliver instruction for individuals residing in facilities operated by a state mental health agency or individuals in civil confinement institutions. 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.

## Additional GCWB Contextualized Program Requirements for All AEL Programs

Sub-recipients will incorporate the following content standards into Popular Services, IETs, and Intensive programs to ensure participants receive a well-rounded education that positively affects the economy, community, employers, and families. Sub-recipients will incorporate and contextualize the following Literacy Activities into all AEFLA classes:

- **Financial Literacy** – Instruction on how to make informed decisions and take effective actions regarding money management. Lessons include math and life skills in 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.
- **Digital Literacy** – Workforce Preparation Activities and Instruction that enables individuals to find, evaluate, organize, create, and communicate information.
- **Family Literacy** – Instruction for adults that includes literacy activities that support their ability to become the primary teachers for their children and full partners in their children’s education. Activities include:
  - Parent or family AEL activities that prepare for postsecondary education or training, career advancement, and economic self-sufficiency,
  - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
  - Interactive literacy activities between parents or family members and their children, and
  - Age-appropriate education that prepares children for success in school and life.
- **Durable Skills Development** – Instruction that contextualizes workforce preparation lessons, activities, skills to enable individuals to improve their basic skills as workers such as workplace terminology, workplace communication, workplace technology, and soft-skills.

## Career Pathways Services: AEFLA Section 231 Grant

Career Pathways provides an integrated service model for education and training across workforce systems and social services. Career Pathways models include the following enrollment targets:

- Intensive Services
- Integrated Education and Training Services (IET)

### Intensive Services

Intensive Services are part of the career advancement models. Sub-recipients with enrollment targets for Intensive Services shall offer at least one of the following three Intensive Services:

- **Workplace Adult Education and Literacy** activities are offered by AEL sub-recipients with an employer-to-employee organization at a workplace or off-site location and are designed to improve the workforce's productivity. This is often referred to as Workplace AEL or Work Based AEL. Sub-recipients should understand and respond to the demands that drive business needs, employer’s safety, productivity, and advancement when developing workplace AEL programs.
- **Services for Internationally Trained English Language Learner Professionals** are also called Internationally Trained ELL Professionals (ITPs) and serve participants with degrees and credentials from their home countries that seek to re-enter their career path or an alternate one in America. These specialized Intensive Services may include, but are not limited to:
  - Skills preparation for credentialing exams,
  - Specialized career advising; and
  - ESL services that are contextualized for targeted occupations and are rigorous enough to allow rapid progress with the use of proper ESL assessment to determine whether a participant’s



academic or professional English makes it possible for the participant to pursue academic coursework, credentialing exams, or professional opportunities.

- **Post Release Services for Justice-Involved Individuals** are provided to a formerly incarcerated individual within three (3) years of release from a correctional facility and are designed to promote successful adjustment to the community and prevent recidivism. Sub-recipients will use a post-release service model that targets individuals who are post-release and seeking to complete educational and career goals through participation in adult literacy activities and provides enhanced AEL Activities and Career Services.

## Integrated Education and Training (IET)

Integrated Education and Training consists of a series of connected education and training strategies and supportive services to help individuals find a job, keep a job, or get a better job. IETs enable individuals to secure industry relevant certification, obtain or retain employment within an occupational area, and/or advance to higher levels of future education and employment in that area. The IET model aligns AEL instruction and Workforce Training for individuals who are Basic Skills Deficient.

IET offerings must adhere to the Core Components for Integrated Education and Training:

- AEL Activities contextualized for Workforce Trainings,
- Workforce Preparations Activities also known as durable skills development,
- Workforce Training for specific in-demand or targeted occupation or occupational cluster, as determined by the Board; and
- Services must ensure that IET components:
  - Are of sufficient intensity and quality and based on the most rigorous research available to support the achievement of education and career development,
  - Are provided simultaneously, at points, within the overall scope of the program,
  - 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 a particular in-demand or targeted occupation or occupational cluster required for attaining a Recognized Postsecondary Credential; and
  - Are organized to function cooperatively.
- It is allowable for the AEL Instructor and Training Instructor to be the same teacher; sub-recipient must receive approval from H-GAC AEL team prior to implementation.

Sub-recipients must verify a participant is eligible to work in the U.S. or have a goal to work in the U.S. to be enrolled in an IET. The collection of SSNs for IET participants is used for data matches related to post-exit employment, post-exit earning levels, and achievement of an industry recognized credential as well as the most efficient way to verify enrollment opportunities in education, workforce, and social service programs. Refer to [AEL Letter 02-19](#).

Sub-recipients must have an agreement with the training provider (this includes internal training providers and contracted external training providers) to identify, document, and report individual student progress midpoint through the training course. The training provided must work with the sub-recipient to outline the types of services and progress milestones students are expected to meet while enrolled in the program including timeline milestones are to be assessed and earned.

Services fall into the following three categories:

- Workplace Literacy activities,
- Workplace Literacy with employer-provided training that does not lead to a recognized postsecondary credential,
- IET with an employer that leads to a recognized postsecondary credential, including Apprenticeship. [AEL Performance Guide](#) page 26.

Sub-recipients must have the student training progress midpoint agreement information documented for Integrated Education and Training Students in each course syllabus.

Pathway curricula must address a related and justifiable milestone in preparation toward a targeted occupation for the Gulf Coast area. Proposed curricula with integrated industry-recognized credentials should include context to support the industry need within the region, citing specific employment partners committed to hiring credentialed graduates.

Each Career Pathway service shall be described in written procedures which address:

- Recruitment, screening, assessment, orientation, advising, instruction, supportive services, and follow-up activities for various populations;
- Level of schooling required and if high school or high school equivalency test completion is required; and
- Screening criteria must propose academic and non-academic eligibility criteria required to qualify for service.

Prior to implementation, sub-recipients must submit a new IET Implementation Plan for all proposed IET offerings. Requests will be sent to and reviewed by the Career Pathways Specialist at Region 6 before submission to the Consortium Director for consideration. Sub-recipients should allow 10 days to expect a response for the solicited offering. See appendices for copy of Survey.

IETs that are conditionally approved are due to the circumstances with delivery services and will need to be shared mid-year of the 2024-2025 program year. Emailing the Career Pathways Specialist at Region 6, the current list of IET offerings on a quarterly basis (October, January, April, July) is a sufficient means of communication. Each new program year, in July or prior to if situation allows, sub-recipients are responsible for re-submitting previously approved IET surveys and receiving approval again before running an IET. For the 2024–2025-year, board staff will need to run all approved IETs through labor analytics by SOC number to determine eligibility of providing those IETs in the requested regions for the 2024-2025 program year.

As of November 5, 2024 all AEL integrated education and training services must be provided through an institution of higher education. Integrated education and training services connected with an employer can be provided through an accredited vendor; it must be approved by HGAC AEL prior to training being approved for offering. Failure to receive approve will result in disallowed costs. Integrated education and training services connected with an employer that has been approved to be offered through a vendor that is not an institution of higher education must be held at the employer’s site and must follow the eligibility criteria.

## Participant Eligibility Criteria: Popular and Career Pathways Services

Sub-recipients shall adhere to the Adult Education Services eligibility criteria for all specified enrollment targets.

### Popular Services:

Priority for Popular Services Adult Education services must be given to:

- Eligible recipients that have goals to improve their ability to 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, and
- Obtain employment.

Eligibility Criteria: Popular Services eligibility criteria include eligible recipients that test as a 3 or higher for EFL (High Beginning ESL or Low Intermediate Basic Education) in the justified content area(s), and include any of the following:

- Individuals that are employable,
- Individuals that can provide proof of social security number,
- Individuals that can provide proof of social security number with work authorization,
- Non-citizen individuals with a green card,
- Individuals with TANF documentation with more than 1 month of approved service,
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number,
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States,
- Individuals that can provide proof of Taxpayer Identification Number (TIN),
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization.

### Popular Foundation Bridge Services (NRS 0 & 1)

As of October 1, 2024, the GCWB adopted a new Local Strategic Plan. With this plan, AEL will retroactively serve individuals assessed at an NRS Level 0 to 1.

Individuals assessed at NRS levels 0 or 1 are required to receive services through a blended learning model that incorporates 20 hours of distance learning in USA Learns or Burlington English with direct instruction.

NRS	Description	BEST 2.0	BEST Literacy	Course Eligibility
1	Beginning ESL Literacy	88-361	0 - 20	Popular Foundations Service  Intensive Services if eligible criteria are met (Workplace AEL Activities, Post-release Services, International Trained English Language Learner Professional Services)
2	Low Beginning ESL	362-427	21 - 52	Popular Bridge Service

				Popular On Ramp Career Pathways Services (Must test at NRS 2 in all content areas)
3	High Beginning ESL	428-452	53 - 63	Popular Service  IET Service
4	Low Intermediate ESL	453-484	64 - 67	
5	High Intermediate ESL	485-524	68 - 75	
6	Advanced	525-564	76-78	

NRS	Description	Grade Level	TABE 11-12	TABE 11-12	TABE 11-12	Course Eligibility
			Reading	Writing	Math	
1	Beginning ABE Literacy	0-1.9	300-441	300-457	300-448	Popular Foundations Service  Intensive Services if eligible criteria are met (Workplace AEL Activities, Post-release Services, International Trained English Language Learner Professional Services)
2	Beginning Basic Education	2-3.9	442-500	458-510	449-495	Popular Bridge Service  Popular On Ramp Career Pathways Services (Must test at NRS 2 in all content areas)
3	Low Intermediate Basic Education	4-5.9	501-535	511-546	496-536	Popular Service  IET Service
4	High Intermediate Basic Education	6-8.9	536-575	547-583	537-595	
5	Low Adult Secondary Education	9-10.9	576-583	584-630	596-656	
6	High Adult Secondary Education	11-12.9	617-800	631-800	657-800	

### Popular Bridge Services

Priority for Popular Bridge Adult Education Services must be given to eligible recipients that do not meet the eligibility criteria for popular adult education services but have goals to improve their ability to 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, and
- Obtain employment.

Eligibility Criteria: Popular Bridge Services eligibility criteria include eligible individuals that test as a 2 for Educational Functional Level (EFL) (Low Beginning ESL or Beginning Basic Education) in the justified content testing area(s), but lower than a 3 for EFL (High Beginning ESL or Low Intermediate Basic Education) and include any of the following:

- Individuals that are employable,
- Individuals that can provide proof of social security number,
- Individuals that can provide proof of social security number with work authorization,
- Non-citizen individuals with a green card,
- Individuals with TANF documentation with more than 1 month of approved service,
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States,
- Individuals that can provide proof of Taxpayer Identification Number (TIN),
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization.

## **Popular On Ramp Career Pathways**

Priority for Popular On Ramp Career Pathways Services must be given to eligible recipients that do not meet the eligibility criteria for Integrated Education and Training Services but have goals to improve their ability to 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, and
- Obtain employment.

Individuals assessed at NRS level 2 in all content areas will be enrolled in Popular On Ramp Career Pathways Services. Popular On Ramp Career Pathways Service individuals that are Low Beginning ESL are required to receive services that includes the support of Burlington English career exploration and soft skills course that will help students learn about career pathways, career clusters, and how to make informed career and education choices.

### ***Criteria to qualify for Popular On Ramp Career Pathways Services:***

Individuals that test as a 2 for EFL (Low Beginning ESL or Beginning Basic Education) in all content testing area(s), and include any of the following:

- Individuals that are employable
- Individuals that can provide proof of social security number
- Individuals that can provide proof of social security number with work authorization
- Non-citizen individuals with a green card
- Individuals with TANF documentation with more than 1 month of approved service
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number

- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States
- Individuals that can provide proof of Taxpayer Identification Number (TIN)
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization

### Integrated Education and Training (IET)

A Career Pathways service model with an overall scope of services designed for a specific occupation or occupational cluster for educational and career advancement, which includes the three IET Components:

- a) AEL Activities,
- b) Workforce Preparation Activities, and
- c) Workforce Training delivered through Integrated Services.

IET programs must ensure that participants gain the skills needed to succeed in the Workforce Training program by attaining:

- A Recognized Postsecondary Credential,
- Entering, or advancing in employment, or
- Advancing in postsecondary education and training.

Priority for Integrated Education and Training (IET) Services must be given to eligible recipients that are:

- Employable,
- Individuals that have demonstrated an authentic interest in the lattice field of occupational study,
- Individuals that have shown dedication in their previous adult education class hours, and
- Individuals who have basic skills deficient.

\*\* Sub-recipients may provide IET Services to individuals who have attained their high school diploma or equivalent AND have not previously taken an adult education class if they meet the other eligibility requirements; however, individuals who have shown dedication in their previous adult education class hours will receive priority enrollment. \*\*

Eligibility Criteria: Integrated Education and Training eligibility criteria includes eligible recipients for ABE students and ESL students.

- ABE students' eligibility:
  - Individuals that test as a 3 or higher for EFL (Low Intermediate Basic Education) in the content area(s) that is most relevant to the individual's predetermined objectives, class curriculum, or other criteria including content most relevant to occupation training course curriculum.
  - Collection of Social Security Numbers for IET participants is used for data matches related to post-exit employment, post-exit earning levels, and achievement of an industry recognized credential as well as the most efficient way to verify enrollment opportunities in education, workforce, and social service programs.

- ESL students' eligibility:
  - English Language Learners that test as a 3 or higher for EFL (High Beginning ESL) in the content area that is most relevant to the individual's predetermined objectives, class curriculum, or other criteria including content most relevant to occupation training course curriculum. Practical experience in the vocational cluster or higher education levels in their native country should be considered in admission to the program.
  - Sub-recipients must verify a participant is eligible to work in the United States or have a goal to work in the United States to be enrolled in an IET.

## Intensive Services

A Career Pathways advancement service model, which includes the following:

- a) Workplace AEL Activities,
- b) Post-release Services for Justice-Involved Individuals; and
- c) Internationally Trained Professionals who are English Language Learners.

Eligibility criteria are dependent on the type of Intensive Services provided by sub-recipients.

### A. **Workplace AEL Employer** eligibility criteria:

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher. Individuals are required to submit proof citizenship that includes all the following:
  - Taxpayer Identification Number (TIN),
  - Employer Identification Number (EIN), and
  - Proof of Wages at the start of the course.

### B. Post-release Services for Justice-Involved Individuals eligibility criteria:

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher, and
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States.

### C. **Internationally Trained English Language Learner Professionals Services** eligibility criteria:

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher, and
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States.

## Required Syllabus for AEL Instruction

Sub-recipients in the Gulf Coast AEL Consortium must provide all participants with a syllabus for each course in a program of study. As stated in ***AEL Letter 07-17, Change 1, titled "Required Syllabus Design for Adult Education and Literacy Instruction – Update,"***<sup>10</sup> all syllabi must have the following elements:

- General Information, including any fees or costs related to the course,
- Information about the instructor, including the instructor's name and contact information,
- Course location,
- Course calendar, including class hours, start and end dates, and holidays,
- Planned MSG; and
- Credential to obtain.

Additionally, this letter adds a requirement that all English as a Second Language (ESL) services and curricula include a civics component that was adopted on July 1, 2021.

- Course objectives and how they align to the content standards,
- Attendance policy, including methods for making up missed classes or completing missed work,
- Expectations for course participation, homework, and outside instructional support such as distance learning,
- Methodology for evaluation and/or grading,
- A list of the necessary learning tools and resources (such as textbooks, digital resources and applications, laptops, and calculators) and information on which of these resources are provided by the program and which must be acquired by the student; and
- A list of additional forms of support for students, such as contacts for career navigators and counselors; contacts for TWC resources, such as Vocational Rehabilitation and Workforce Solutions Offices; and contacts for services offered by collaborating organizations.

Sub-recipients must include information in the syllabus for each course in an ESL program showing how the course addresses the AEFLA requirements to:

- Align with the content standards, including a civics component that aligns with AEL content standards' civics standards,
- Fit into a sequence of courses leading to attainment of a certificate of HSE and/or enrollment in postsecondary education, training, or employment; or
- Be part of a career pathway.

## Syllabus Submission Procedures

Sub-recipients must include information in the syllabus for each course program showing how course objectives address WIOA performance criteria. Each sub-recipient will include syllabi development procedures in their SOPs and share the SOPs with the Lead Agency and H-GAC. See sub-recipient SOPs.

Syllabi for every class must be submitted to the Instructional Lead at Region 6. The Lead Agency will collect and review the sub-recipient's syllabi for services provided and provide feedback to the provider within forty-five (45) business days. The Lead Agency will submit syllabi documents to H-GAC extranet folder once a year.

## Planned MSGs

AEL sub-recipients should plan for participant MSGs based on the participant's level at intake, initial objectives, goals, and



the program of study selected during enrollment. There should be a process/procedure for tracking MSGs throughout the year for participants. This plan will give a clear path forward and ensures that there is a participant-specific plan for what the participant will learn and how the participant will demonstrate the MSG. AEL sub-recipients must document the participant’s goals and including certification pursuit in the comment section of the Individual Training Education Career (ITEC) plan in the participant’s file. The Planned MSG should be documented as a part of the class (ABE, HSE, IET, and IET EL Civics) syllabus and class roster. Note: Staff and instructors will understand Planned MSG while the term Planned MSG is foreign to AEL participants. See [Texas AEL Performance Guide](#).

[Planning Grid IET](#)

[Directions on setting up a Training Service in TEAMS](#)

Recruitment of students takes place in regular ABE or ESL classrooms and by reviewing ITEC and goal setting activities. The students selected for IET programs go through an intensive orientation and screening to determine their eligibility, interest, and potential barriers to the program's completion. For IET programs involving ABE students, preference is given to students who have an NRS Level 3 in the content area most relevant to the training course, demonstrate a genuine interest in the field of vocational study and have shown persistence in their previous adult education classes; however, an individual may be accepted into the IET without being enrolled into an adult education class if they already have their high school equivalency or diploma. English Language Learners need at least an NRS Level 3 in Oral or Literacy depending on the most relevant content area to qualify for any of the IET tracks. In addition, practical experience in the vocational cluster or higher levels of education in their native country are factors considered in admission to the program. All the basic components for an IET are included in all these tracks.

Transitions to Postsecondary Education or Training (Transitions) means preparatory course models designed with the objective of increasing the transition success of participants at National Reporting System Levels 3–6 who are enrolling in initial postsecondary education and training courses according to AEL Letter 02-16, change 1. Best practice is to screen participants who meet this criterion for greater educational outcomes.

[Measurable Skill Gains Overview Chart PY 24 - 25 Updates \(tamu.edu\)](#)

MSG Type	Name	Which Participants May Earn This?	Details
Type 1a	Achievement on an NRS-approved pretest or posttest	Any AEL participant	Documented achievement of at least one EFL on an approved NRS test by a participant who is receiving instruction below the postsecondary education level
Type 1b	Carnegie Units	Not Applicable	1b not recognized in Texas.

<b>Type 1c</b>	<b>Postsecondary enrollment</b> Enrolled in AEL first PSE	Any AEL participant enrolled in Popular Services prior to enrollment in postsecondary education	Participant has documented enrollment in Popular Services and then sequentially enrolls in postsecondary education or training during the same program year.
<b>Type 1d</b>	<b>Passage of State approved HSE Subtest</b>	Any AEL participants who lack a high school diploma, or it's recognized equivalent	Documented passage of a sub-test on a State-recognized HSE exam. Passage must be within the same program year.
<b>Type 2</b>	<b>HSE achievement</b>	Any AEL participant that lacks a US high school diploma or high school Equivalency	Documented attainment of a secondary school diploma or its recognized equivalent.
<b>MSG Type</b>	<b>Name</b>	<b>Which Participants May Earn This?</b>	<b>Details</b>

<b>Type 3</b>	<b>Transcript or report card</b> 12 credit hours = 3-4 classes to receive MSG	Participants enrolled in IET, including Apprenticeships	Postsecondary transcript or report card for a sufficient number of credit (or equivalent) hours that shows a participant is meeting the state unit's academic standards.
<b>Type 4</b>	<b>Progress Milestone</b>	Participants in Workplace literacy (WPL) or an IET including Apprenticeships	Satisfactory or better progress report toward established milestones as defined by or industry standards from an employer or a Training Provider within an IET program of study. <i>(Workplace Literacy To report MSG 4, an MOU with Employer is identifying the milestone(s) or industry standard is required)</i>
<b>Type 5</b>	<b>Skills Progression</b> Passing an occupational exam or progress toward attaining occupational skills identified by trade-related benchmarks for specific occupations	Participants enrolled in IET, including Apprenticeships	Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams. <i>(MOU with the employer highly recommended)</i>

Table: TABE EFL Descriptors and Scale Scores for ABE/ASE Tests (All Content Areas)

NRS Level	Description	Grade Level Equivalents	TABE 11/12 Reading	TABE 11/12 Writing	TABE 11/12 Math
1	Beginning ABE Literacy	0 - 1.9	300-441	300-457	300-448
2	Beginning Basic Education	2 - 3.9	442-500	458-510	449-495
3	Low Intermediate Basic Education	4 - 5.9	501-535	511-546	496-536
4	High Intermediate Basic Education	6 - 8.9	536-575	547-583	537-595
5	Low Adult Secondary Education	9 - 10.9	576-616	584-630	596-656
6	High Adult Secondary Education	11 - 12.9	617-800	631-800	657-800

Table: CASAS EFL Descriptors and Scale Scores for ABE/ASE Tests (All Content Areas)

NRS Level	Description	CASAS Reading GOALS	CASAS Math GOALS
1	Beginning ABE Literacy	203 and below	193 and below
2	Beginning Basic Education	204-216	194-203
3	Low Intermediate Basic Education	217-227	204-214
4	High Intermediate Basic Education	228-238	215-225
5	Low Adult Secondary Education	239-348	226-235
6	High Adult Secondary Education	249 and above	236 and above

Table: BEST 2.0, BEST Literacy, TABE CLAS-E, and CASAS EFL Descriptors and Scale Scores for ESL Tests

NRS Level	Functioning Level	BEST 2.0	BEST Literacy	TABE CLAS-E8	CASAS Life and Work (L&W)
					Reading 80 Series and L&W Listening 980 Series
1	ESL Beginning Literacy	88 - 361	0 - 20	Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Reading: 180 and below L&W Listening: 162-180
2	ESL Beginning Low	362 - 427	21 - 52	Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Reading: 181-190 L&W Listening: 181-189
3	ESL Beginning High	428 - 452	53 - 63	Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485	Reading: 191-200 L&W Listening: 190-199
4	ESL Intermediate Low	453 - 484	64 - 67	Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525	Reading: 201-210 L&W Listening: 200-219
5	ESL Intermediate High	485 - 524	68 - 75	Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558	Reading: 211-220 L&W Listening: 210-218
6	ESL Advanced	525 - 564	76 - 78	Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600	Reading: 221-235 L&W Listening: 219-227
	Exit criteria from NRS	Over 565	----		

## Educational Technology and Distance Learning

Programs shall integrate **Education Technology** to support instruction, Workforce Preparation Activities, and PD to enable users to find, evaluate, organize, create, and communicate information, and instruction in Digital Literacy.

Sub-recipients will offer Distance Learning. For learning outside the classroom through Proxy hours or for in class instruction for Direct hours. Distance Learning may be provided alongside face-to-face or remote classes in a hybrid model or in full Distance Learning classes. **Distance Learning** is a formal learning activity where students and instructors are separated by geography, time, or both for most of the instructional period.

- Distance learning documentation includes logs, journals, and sign-in sheets to document direct contact and must be stored appropriately. Distance Learning hours can be obtained through Direct or Proxy Hours. **Participants in distance learning must have at least twelve direct contact hours with the program before the participant can be counted for federal reporting purposes.**
  - For definitions and requirements of Direct Contact Hours and Proxy Hours please reference the [Texas AEL Guide](#) (pg. 46)
- To determine a participant's proxy hours, a program must use an approved distance learning curriculum based on H-GAC approved policy ([Approved List of Distance Curriculum for Texas Adult Education](#)) that employs one of the following models:
  - 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.
  - 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.
  - Learner Mastery Model – assigns a predetermined number of proxy hours based on learner mastery of each lesson or unity in the Distance Learning curriculum. **Proxy hours for this model are awarded based on a passing score on an assessment of content, assignment, lesson, or unit. The passing rate is at least 70 percent unless recommended during the curriculum approval process.**
- Each curriculum employed for distance learning delivery must be approved by H-GAC and TWC before use and before proxy hours can be reported. Request must be submitted to Lead provider for H-GAC to review before request can be made to TWC. The following outlines the process for the grantee to have curriculum approved by the state. Subrecipients will follow guidelines as set by grantee.
  - Subrecipient curricula for which proxy contact hours are to be calculated must first meet criteria established by TWC. Curriculum sub-recipients must certify that their products meet these criteria by submitting a [Distance Learning Curriculum Survey](#).
  - Once the survey is received and accepted by TWC, it is forwarded to the Distance Learning Curriculum Approval Committee for further approval. This may include contacting the vendor to set up a demonstration or other activity as determined by the Committee. Once the Committee has approved the distance learning curriculum, it is added to the List of Approved Distance Learning Curricula and available for entry of proxy hours into TEAMS. Curricula that employ the clock time model must stop counting time after a specified number of idle minutes. TWC will approve the number of minutes allowed before the program stops counting time. Approval for distance learning curricula that employ teacher certification and learner mastery models may require a pilot to determine recommendations for the number of proxy contact hours that can be awarded to distance learning participants.

- Sub-recipients utilizing a curriculum that is on the Approved List but is not listed in TEAMS must create classes in TEAMS using a curriculum with a similar model (Clock Time, Teacher Certification, Learner Mastery) and be prepared to change the class information to the correct curriculum once TWC has added it to the system. This will allow programs to move forward with data entry of direct and proxy hours for the class.
- Each sub-recipient must utilize Burlington English curriculum, blended learning model, for all students enrolled in English as a Second Language classes. Sub-recipients must have students complete twenty (20) proxy hours of Burlington English within each course session.
- Sub-recipients must develop and maintain a Distance Learning plan in accordance with the most current AEL guidance.
- Aztec Curriculum is the only approved ABE Distance Learning curriculum for use in ABE class offerings (onsite, hybrid, online) for all HGAC AEL sub-recipients.
- Each sub-recipient must utilize Aztec Software curriculum for all students enrolled in ABE classes. Sub-recipients must have students complete twenty (20) proxy hours of Aztec within each course session.

Popular Foundation Bridge individuals who are assessed at NRS levels 0 or 1, are required to receive services through USA Learns <https://www.usalearns.org/> or Burlington English. As of October 1, 2024, the GCWB adopted a new Local Strategic Plan. With this plan, AEL will retroactively serve individuals assessed at an NRS Level 0 to 1.

- Burlington English Curriculum is the only approved ESL Distance Learning curriculum for use in ESL class offerings (onsite, hybrid, online) for all H-GAC AEL sub-recipients.
  - Students must select the option of “at school with my instructor” for direct instruction credit during this study time.
  - Students may select either “at school lab without my instructor” or “away from school” for proxy credit.
- Adult education students receiving any AEL service should be assigned a Burlington English or Aztec seat within the first twelve (12) direct hour As applicable. Students enrolled in these services are not required to have at least twelve (12) direct contact hours before the seat is assigned. Distance Learning Hours earned prior to student earning at least twelve (12) direct hours should be entered into TEAMS as proxy hours.
- With distance learning projects, students can be enrolled in the DL curriculum before achieving twelve (12) direct hours. The proxy hours will not be counted toward progress testing hours until 12 direct hours have been achieved by the student.

Examples of Distance Learning Strategies to include:

- Distance Learning readiness activities to prepare the learner for independent, online learning,
- Careful screening of students, especially if Distance Learning resources are limited,
- Clear expectations and frequent communications from the instructor,
- Creation of an inviting online learning community,
- Prompt Instructor feedback, frequent student monitoring, early intervention, and continuous motivation,
- Weekly opportunities for real-time virtual interaction or instruction with the instructor and other students,
- The use of video and/or voice recordings from the instructor, especially in all Distance Learning situations,
- Access to on-demand online tutoring, advising, and technical support during evenings and weekends as feasible; and

- Opportunities for students to access and participate in instruction using mobile devices such as internet-enabled mobile phones and tablets.

The Distance Learning plan must be submitted to the Lead Agency Distance Learning Lead for review and approval. The Distance Learning Lead will consolidate the DL Plans submitted by the sub-recipients into a Consortium DL Plan and will submit the Consortium DL Plan to H-GAC. H-GAC as the Grantee will submit the Consortium DL Plan to be on file at TWC Adult Education and Literacy. Each sub-recipient's plan should be available for review at the request of TWC. The plan is written during participation in required Distance Learning training for programs new to DL. Program administration will revise the plan to accommodate changes in the delivery of distance education, including the addition of a new DL curriculum. All Sub-recipients are to have and maintain a DL Plan for their program. DL Plans must be submitted to the Lead Agency DL Lead along with any amendments made during the Program Year.

Training on DL is required for key administrative staff, teachers, data entry staff, and support staff.

- Module One (1) of the Distance Learning Academy is required for key administrative staff, teachers, data entry staff, and support staff members who are engaged in distance learning, including any instructor assigned to a class that reports proxy hours in TEAMS. Module One (1) is an introductory course that explains the state guidance for distance learning in Texas and how distance learning is tracked, documented, and entered in TEAMS. Module One (1) must be completed before engaging in distance education.
- Module Two (2) of the Distance Learning Academy is not required but is highly recommended before selecting an approved distance learning curriculum.
- Module 3 D-Learning in Texas covers best practices for developing and implementing a distance learning program that is specific to the needs of AEL customers. By the end of Module 3, participants will have completed either a detailed analysis of their current distance learning plan or draft of a new plan. Module Three (3) is required for all Distance Learning Leads, key administrative staff, teachers, data entry staff, and support staff members who are engaged in Distance Learning, including any instructor assigned to a class that reports proxy hours in TEAMS and others who develop, modify or are otherwise responsible for the DL Plan.
- Module Four (4) of the Distance Learning Academy, Distance Learning and TEAMS, is recommended for all staff who collect, enter, or use DL reports and remit proxy hours into TEAMS.

All Distance Learning Academy Module trainings can be accessed via the [PD Portal](#).

Please reference the [State Policy Document for Distance Education](#) for training requirements and guidance. For additional resources such as the Distance Learning Plan Template and the Distance Learning Curriculum Addendum visit the [Distance Learning and Technology Integration](#) web page located on the TCALL website for Texas approved curriculum and Texas DL Policy.

### Distance Learning Call Center

The **Distance Learning Call Center** (DL Call Center) "Math Assistance Call Center"<sup>12</sup> aids in mathematics to adults who meet eligibility requirements for AEL services. Instructors are to provide one-on-one instruction using a combination of phone, chat, and interactive whiteboard technology.

- In accordance with **AEL Letter 09-20, titled "Math Assistance Call Center"**<sup>12</sup>, direct contact hours obtained through the DL Call Center must be recorded as direct contact hours, not proxy hours, in TEAMS. For details on hour entry please see **AEL Letter 09-20, titled "Math Assistance Call Center"**<sup>12</sup>.

- Additionally, interaction between an AEL participant and DL Call Center staff in real time is direct contact hours. Direct hours include contact by telephone, video, teleconference, or online communication, in which the sub-recipient can verify the identity of the participant, and the amount of time spent on the activity. Live online discussions, telephone conference calls, and live video broadcasts to remote locations are examples of direct contact hours.

The Texas Adult Education Professional Development and Distance Education Call Center provides the following services:

- The call center is open 7 days a week to provide technical assistance to Texas adult education students and educators. Their representatives can answer questions about distance learning curriculum, learning management systems, remote learning applications, the GED.com website, etc.
- Call center staff can provide suggestions for online study materials for students, remote teaching tools for instructors, and other resource recommendations.
- The Distance Education Professional Development Center exists to serve the PD needs of TX AEL practitioners. They work with AEL programs to design training to increase capacity of instructors in the following areas:
  - Distance Learning
  - Tech Integration
  - Remote Instruction
  - Digital Literacy Instruction

Programs seeking services can contact the call center by going to the [Texas Adult Education Professional Development & Distance Education Call Center](#) website, by calling 1-833-498-2255, or by emailing [support@txdistanceedhelp.com](mailto:support@txdistanceedhelp.com).

Remote Learning occurs when the student and instructor are separated by distance and therefore cannot meet in a physical classroom setting. The instruction and communication between the teacher and student are synchronous. Learning content or teaching is typically transmitted via technology (email, chat, discussion boards, video conference, audio bridge) so that no physical presence in the classroom is required. Contact hours for remote learning are counted in TEAMS as direct hours if they are greater than 15 minutes. Remote Learning does not use approved DL Curriculum, otherwise it is distance learning, and the hours are counted as proxy hours. Unlike distance learning, remote learning must occur synchronously in real-time.

Synchronous instruction involves learning where a group of students are engaging with an instructor in learning activities at the same time whether in-person or virtually. The instructor and students communicate in real time using web conferencing tools, phone, instant messaging, live chat, webinars, video conferencing, etc. Remote or distance learning that does not occur at the same time is called anonymous instruction.

Programs must ensure that they update their local standard operating procedures to include acceptable documentation for direct contact hours obtained via Remote Learning in which the identity of the participant and the amount of time expended on the activity can be verified. This could include but is not limited to:

- Roll call document signed by instructors,
- Printouts of who logged into webinars and/or video conferencing; and
- Use of personal log on numbers provided to students (access codes) that can be tracked by



facilitators/moderators indicating that the student is participating in the instructional activities. Additionally, the documentation of participant names should also include class name/number, date, time in/out and instructor name.

Programs will not implement processes that jeopardize and/or contradict guidance ***in WD Letter 02- 18, titled “Handling and Protection of Personally Identifiable Information and Other Sensitive Information”***. AEL Sub-recipients must ensure the security of PII and other sensitive information by obtaining PII in conformity with applicable federal and state laws governing confidentiality of information and ensuring that PII and other sensitive information that is transmitted either by email or by mail stored on CDs, DVDs, USB flash drives, or other types of devices is encrypted.

### Corrections and Re-entry Education

Programs for corrections education and other institutionalized individuals include AEL Activities, IET, and transition to re-entry and post-release services with the goal of reducing recidivism. The addition of transition to re-entry and post-release services help ensure that incarcerated individuals become productive members of society.

### Family Literacy

Literacy activities that are of sufficient intensity and quality to make substantive improvements in a family, which includes:

- Parent or family AEL activities that prepare for postsecondary education or training, career advancement, and economic self-sufficiency,
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- Interactive literacy activities between parents or family members and their children; and
- Age-appropriate education that prepares children for success in school and life.

### Financial Literacy

Instruction on how to make informed decisions and take effective actions regarding money management. Sub-recipients may coordinate financial literacy service with other organizations.

### On-Ramp to Post-Secondary Education or Training/Transitions

Instruction offers career and college planning, academic preparation, and transition services to help participants enroll in postsecondary education or training.

An example of a Transition Class is a preparatory course designed to increase the transitional success of participants at NRS Levels 4-6 enrolling in initial postsecondary education and training courses.

### Educational Technology and Distance Learning Procedures

The Lead Agency will collect and review sub-recipient’s proxy reports monthly and provide feedback to sub-recipients to provide technical assistance. Lead Agency will communicate with H-GAC monthly via the technical assistance report submitted. The Lead Agency will submit a quarterly proxy report to the HGAC Extranet folder.

### Support Services/Career Pathways

Career Pathways is a comprehensive approach to career development. Career Pathways models include IET programs, including Integrated EL Civics. Intensive Services models include workplace AEL activities,

services for internationally trained English Language Learner professionals, and transition to re-entry and post-release services. Career Pathways support students in obtaining the skills and postsecondary and training credentials valued by our regional employers.

Sub-recipients will collaborate closely with Workforce Solutions to connect AEL students to services across the workforce system. Subrecipients are responsible for AEL students to create WorkInTexas accounts.

### IET Implementation Plan Process Procedures

H-GAC and the Lead Agency will review IET Survey submissions for each sub-recipient prior to IET Implementation. The Lead Agency will collect and review the IET Survey and provide feedback to the provider. The Lead Agency sends Integrated Education Training (IET) survey responses to H-GAC for review and to run labor analytics. H-GAC runs the labor market data through labor analytics by SOC number for the requested training. The course could receive a status of approved, denied, or conditional approval. The status will be awarded based on information captured in the occupational reports. H-GAC provides feedback to the Lead Agency. Once the documentation is finalized, the surveys will be submitted to the H-GAC Extranet.

H-GAC will review the monthly technical assistance report to examine the Lead Agency IET survey services provided to sub-recipients. H-GAC will review the following monthly reports for training services, the training status report, and the period of participation (POP) exiters management report.

H-GAC should receive a credential status report from the Lead Agency quarterly. Individual credential reports and credentials must be submitted to the H-GAC extranet quarterly.

AEL programs are required to share ALL MOUs or other contractual information between employers/companies/organizations/etc. With the Gulf Coast Workforce Board, this includes any organization that works with AEL students and organizations that offer potential interviews to participants who have successfully completed an AEL program and or have obtained a credential from an AEL program. LOAs will be uploaded to H-GAC Extranet. If you have any questions regarding LOAs, please share them with the H-GAC AEL team.

Items that should be included, but not limited to shall include:

- Collaborating partners shall include the basic details such as names, addresses, points of contact and contact information (email and phone number) of the parties involved.
- Agreement initiation and termination details shall mention the effective date of the LOA and the date of termination.
- Goals and responsibilities shall include a detailed description of the duties, milestones, and deadlines associated with them.
- The timeline for deliverables shall outline the terms of the partnership.
- Terms and provisions shall include specific requirements for AEL as mentioned in the statement of work.
- Signatures must be signed and dated by all parties involved to reflect an understanding between all parties.
- Measurable Skill Gains and credentials

### Credential for IET Participants

A credential is an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, or a license recognized by the State of Texas or the Federal government. Industry-recognized occupational certificates or certifications are nontraditional awards that demonstrate, through examination, an individual's proficiency and knowledge in a specific industry or trade, not necessarily on

completion of an education or training program.

H-GAC sub-recipients must be aware that, for AEL participants, the performance period for credential attainment is during participation in the program of study or within one year after exiting.

Credential Rate is one of the Exit Based outcome measures. A copy of the participants' credentials and certifications must be kept in the participants' files and documented in TEAMS on the Educational Outcome page.

#### [Credential Attainment Documentation for IET Participant Procedure](#)

H-GAC will review the monthly technical assistance report to examine the Lead Agency IET survey services provided to sub-recipients. H-GAC will review the report for training services, the training status report, and the period of participation (POP) exiters management report.

H-GAC should receive a credential status report from the lead agency quarterly.

AEL sub-recipients must be aware that the following certificates and certifications are not considered credentials, because they do not document the measurable technical or industry/occupational skills necessary to find employment or advance within an occupation:

- Certificates awarded by Boards
- Work-readiness certificates
- Certificates of completion that are awarded for attendance or for meeting criteria; for example, a certificate of completion awarded by a noncredit community college for a Microsoft Office preparation course is not a Postsecondary Credential unless the course curriculum meets the criteria of a CE Credential, as defined in [AEL Letter 01-18, Change 1](#).

## Contract Management

All contractors will use the [Houston-Galveston Area Council/ Gulf Coast Workforce Board Contract Management Policies and Procedures](#) in executing the requirements of their contracts, including but not limited to:

- Maintaining financial systems and reports,
- Procuring and managing property,
- Procuring, writing, and managing subcontracts,
- Securing insurance,
- Establishing and maintaining information systems and access,
- Monitoring required aspects of contract performance,
- Handling and processing customer complaints,
- Acquiring and using facilities; and
- Using and implementing required federal and state certifications.

Contractors must adhere to the reporting timeframes established throughout the contract management policies and procedures, including expenditure reporting timeframes.

Contractors must adhere to the reporting updates to their contract staffing budget narrative, this includes:

- Submitting an accurate list of all individual names and dates of service that are being charged to the H-GAC contract within the dates of services; and
- Dates of service must be included that indicate the last date of service if exiting grant prior to end of grant year contract.

All information should be submitted at the beginning of the contract year and throughout the program year as staffing changes occur within a 2-week reporting timeframe to the HGAC AEL contract manager and H-GAC AEL manager.

Additional information specific to Adult Education cost category descriptions can be found on Attachment 3 of the [Contract Management Policies and Procedures](#).

Questions about contracts should be directed towards your contract manager.

### Contract Management Procedures

Contract Management Policy and Procedures can be found within [Contract Management - Workforce Solutions \(wrksolutions.com\)](#)

### Sub-recipients Correspondence

- Email and telephone correspondence received from H-GAC or the Lead Agency staff should receive acknowledgement within 24 hours of receipt. If the recipient is and will be out of the office for more than 24 hours and unable to respond, a contingent contact should be available and mentioned in a phone message and/or email out-of-office notice.
- Requests for information or responses sent via email, phone, or in-person received from H-GAC or Lead Agency staff should be completed prior to and no later than the stated deadline. If an extenuating circumstance will prevent compliance, the recipient should inform the sender of the

issue and potential delay prior to missing the deadline. Not all circumstances will yield exceptions to or extensions of the stated deadline.

## Meetings

- The Consortium will meet quarterly to discuss regional objectives, address collective concerns, and work toward a more efficient service delivery and innovation model. The Adult Education Consortium Director and Director of the Lead Agency will facilitate the meetings. Meeting dates will be arranged in advance, including hosting at different contractor sites. Attendance at these meetings is mandatory.
- The Consortium will meet monthly to provide opportunities for sub-recipients to collaborate on best practices, participate in guest presentations, discuss identified gaps in the program, and generate ideas for regional system integration efforts. Meeting dates will be arranged in advance and may be hosted at different contractor sites. Attendance at these meetings is mandatory.
- The Consortium is a non-voting body for policy and contracted items. However, the Consortium might vote on items of procedure or service delivery that would not affect existing contract terms or performance outcomes.
- Members of the Consortium, including all sub-recipient organizations and the Lead Agency, may have periodic contract meetings to review performance, expectations, and service delivery opportunities and challenges.

## Communication with Government Agencies

- H-GAC will manage all formal communication with state and federal government agencies and disseminate appropriate information to the Consortium.
- All communication from state agencies will be disseminated to the designated AEL Director. Disbursement of information/correspondence will be disseminated to the designated AEL sub-recipient point of contact; it is the sole responsibility of the sub-recipient to disseminate information/correspondence to their organization and staff.

## Representing the Gulf Coast Adult Education & Literacy Consortium

- All sub-recipients and the Lead Agency are members of the Gulf Coast Consortium that serves the region under the auspices of the Gulf Coast Workforce Board and Workforce Solutions Gulf Coast. Inasmuch, members are representing both their “home” organizations, the Gulf Coast Workforce Board, and Workforce Solutions. Internal and external communication should reflect this charge and will be evaluated and monitored versus the expected standard of ALL Workforce Solutions contractors found in the [Contract Management - Workforce Solutions \(wrksolutions.com\)](http://wrksolutions.com)
- MOU is required to be submitted to the Contract Manager for approval before services begin.
- Agreements between the sub-recipient and any entity providing an AEL service will require a Memorandum of Understanding. The agreement will need to be pre-approved by the Contract Manager and must include the following components:
  - Responsibilities of all parties named in the agreement,
  - Expected Performance measures or benchmarks and expected milestone obtainment timeline,
  - Collaborating partners shall include the basic details such as names, addresses, points of contacts and contact information (email and phone number) of the parties involved,
  - Agreement initiation and termination details shall mention the effective date of the MOU and the date of termination,
  - Goals and responsibilities shall include a detailed description of the duties, milestones, and deadlines associated with it,

- Timeline for deliverables shall outline the terms of the partnership,
- Terms and provisions shall include specific requirements for AEL as mentioned in the statement of work; and
- Signatures must be signed and dated by all parties involved to reflect an understanding between all parties.

#### Communication and Request from Government Agencies, Gulf Coast Workforce Board Members, Houston-Galveston Area Council Board Members

- All communication, meeting requests, and records requests—including any data related to programs funded by WIOA or other funding streams—must be submitted to the HGAC contract manager for review and approval before any meetings are conducted or data is shared.

## Professional Development

The Lead Organization will employ a Professional Development Coordinator whose duties are outlined in the organizational structure section.

Sub-recipients will create a detailed local professional development plan that reflects requirements as indicated by TWC. This plan will reflect professional development activities offered by the sub-recipient to include state and local program requirements. The assigned Consortium Professional Development Coordinator will facilitate communication regarding professional development and aid the sub-recipients in adjusting the plan no less than quarterly to reflect their actual offerings.

Sub-recipients along with the Professional Development Coordinator shall provide Tier 1 training to their staff using qualified staff or Subject Matter Experts (SME) identified through the state Professional Development Center (TRAIN PD) as contract trainers. Information and contact information for contract trainers will be made available through the Community of Practice for PD Coordinators. Sub-recipients may use trainers not included on the Contract Trainer Database that meet the requirements and have received the appropriate training to conduct specified PD with prior documented approval from the Professional Development Coordinator.

To build capacity, sub-recipients must have at least one TOT (trainer of Trainers) on staff for BEST Plus, BEST Literacy, and TABE 11/12. To be eligible, staff need at least one year's experience administering the selected assessment for which they are to be the TOT. Each sub-recipient is required to have at least one TOT (trainer of Trainers) on staff for BEST Plus, BEST Literacy, and TABE 11/12.

TIER 1 Training activities include:

- Training for the administration of pre and post-tests in compliance with the test publisher's administration guidelines;
- Basic training on TEAMS;
- Student intake, enrollment, and orientation;
- Goal setting;
- Career awareness;
- Other training topics where local staff have subject matter expertise; and
- Other training that the GCWB determines is needed.

Sub-recipients must coordinate with the Professional Development Coordinator to access Tier 2 training, which is provided by the Texas Center for the Advancement of Literacy & Learning TRAIN PD Center, at no cost to Sub-recipients.

TIER 2 Training activities include:

- Contextualized teacher and learning;
- Counseling to careers;
- Distance learning;
- Multi-level classroom management;
- TEAMS data management;
- Information about workforce service and collaboration;
- Federal initiatives;
- State initiatives; and
- Special needs learning.

Sub-recipients may provide AEL related professional development sessions utilizing the following priority list:

- PD Portal
- LINCS
- Essential Education
- Distance Education Professional Development Center
- State Conferences
- National Conferences

If a sub-recipient chooses to utilize a different organization to obtain professional development hours outside of the priority list, prior approval is needed by H-GAC Board staff.

Procedures are needed to guarantee all staff members obtain the minimum required professional development hours. Any staff member who fails to obtain minimum professional development hours must submit an exemption form to the Lead Agency Professional Development Coordinator.

Requests for exemptions for staff qualification requirements, in individual cases, must be submitted to the Lead Agency Professional Development Coordinator for approval with a justification outlining extenuating circumstances and should be submitted and approved prior to an individual being placed in the position in question. Documentation justifying these circumstances shall be available for monitoring and as requested by H-GAC staff.

Requests for exemptions for professional development requirements, in individual cases, may be submitted to the Lead Agency Professional Development Coordinator for approval with a justification outlining extenuating circumstances. PD Exemptions are case by case and are not guaranteed approval. PD Exemptions should not be submitted for the same AEL staff member(s) for multiple program years. If a PD Exemption is approved, the next program year required PD due date will be determined by TWC. Documentation justifying these circumstances shall be available for monitoring and as requested by H-GAC staff.

Sub-recipients will monitor staff requirements in accordance with the state qualifications and training requirements governed by TWC's rule [40 TAC §805.21](#). This includes providing six (6) hours of training to staff new to Adult Education or to direct student service delivery in Texas within 30 calendar days of providing instructional activities. Training for instructional staff may include but is not limited to the following:

- Training in the sub-recipient's objectives, purpose, expectations, instructional approach, instructional materials, and resources;
- Policies and procedures for student intake, documentation, orientation, and assessment; and
- Coordination and referral options for available community resources.

All staff hired after July 1 of the current program year, excluding clerical and janitorial staff, and including volunteers who have student contact time must meet the staff development requirements as outlined in [40 TAC §805.21](#) AEL Staff Qualifications and Professional Development Requirements. Sub-recipients are responsible for maintaining staff development records including:

- Verification of educational credentials for each staff member;
- Professional development requirements and activity for each staff member;
- Quarterly entry of professional development hours for each staff member into TEAMS; and
- Documentation of professional development activities, to include descriptions/agendas, dates,



trainers, times, sign-in and sign-out sheets, phone/webinar attendance records, and/or computer-generated certificates of completion.

Staff members employed in the first quarter of a program year and not completing mandatory professional development are not eligible to perform Adult Education Activities in the next program year without H-GAC approval.

Sub-recipient Directors must participate in mandatory administration and technical assistance meetings as coordinated by H-GAC.

Staff professional development assigned trainings must be directly related to the specific state and local training requirements including additional assigned duties that encompasses multiple roles to assist the continuation of service of the AEL program. Professional Development hours completed must be aligned to the TWC Staff Qualification and Development Requirements

Occasional modifications and enhancements adopted by state and federal guidance related to performance accountability that requires changes to staff PD requirements that are associated with eligibility and performance accountability, data collection processes, definitions of measures, and test administration procedures and program performance trainings are pushed out through PD trainings.

All other professional development requirements can be found in the [Texas Adult Education and Literacy Guide](#) in Section 9 Professional Development starting on page 57.

## Standard Operating Procedures

The Texas Workforce Commission requires each sub-recipient to maintain standard operating procedures (SOP) in the following areas: recruitment and advertising, intake, assessment, testing, placement, and customer profile data collection. [TWC AEL Guide](#)

According to the [Testing Guide pg. 18-19](#), there should also be a process for establishing Measurable Skill Gains which identify the program staff (staff positions) who make the planned designation; explain how participants, instructors, and other relevant staff members are informed about a participant's MSG status; explain the process for selecting an MSG type, timeline MSG is to be obtained based on a participant's performance, goals, objectives, or participation; and explain how plans for determining the best MSG type are modified when a participant's performance, goals, objectives, and/or participation change. Additionally, the SOP must explain how, when, and by whom the appropriate documentation is collected to support the MSG entered into TEAMS.

H-GAC requires sub-recipient SOPs include processes and procedures that cover the additional topics of Personally Identifiable Information, orientation, data management, referrals, and co-enrollment across core programs. Sub-recipients are responsible for developing and training all staff on internal SOPs and ensuring they align not only with state guidance but with the H-GAC standards and guidelines.

All SOPs are due to Region 6 for review by September 5<sup>th</sup> of each program year.

### SOP Procedures

The Lead Agency will collect and review the sub-recipient's SOPs and provide feedback. Once the SOP is adjusted with the recommended changes, the sub-recipient SOP will be submitted to H-GAC for compliance review.

H-GAC will review the monthly technical assistance report to examine the lead agency's status with the sub-recipients SOPs. SOPs will be submitted to H-GAC Extranet folder once a year and as requested.

## Outcomes, Measures, Performance, and Funding

Each sub-recipient will adhere to the H-GAC Adult Education and Literacy Consortium Outcomes, Measures, Performance, and Funding strategies set forth in the contractual agreement between H-GAC and the Sub-recipient.

Sub-recipients are expected to meet contractual obligations to include expenditure, service delivery, and administrative outcomes. Sub-recipients should work with all Individuals enrolled in AEL service to obtain an MSG each program year and a credential within each timeline of the program of study.

Follow-up Outcomes			
Employed/ Enrolled in postsecondary education.	Consortium	78%	Includes individuals employed through data match or enrolled in postsecondary through TEAMS data entry in the second (2 <sup>nd</sup> ) quarter after they exit.
Employed/Enrolled in postsecondary- Quarters 2-4 after exit	Consortium	84%	This is a retention measure. It only includes participants in the denominator if they were employed or enrolled in the second 2 <sup>nd</sup> ) quarter.
Credential Attainment	Consortium	76%	TWC provides performance data; includes HSE and postsecondary education and training credentials entered in TEAMS and data matched. This measure follows the same timeline as the employment measure.

### “Exit-Based” Outcome Measures

AEL	PY24-25 from
Employed/Enrolled Q2 Post-Exit	78%
Employed/Enrolled Q2-Q4 Post-Exit	84%
Credential Rate	76%

**Measurable Skills Gain Targets and Sub-Targets**

<b>Education Functioning Level</b>	<b>Sub target</b>
<b>ABE 1</b>	<b>42.00%</b>
<b>ABE 2</b>	<b>42.50%</b>
<b>ABE 3</b>	<b>43.50%</b>
<b>ABE 4</b>	<b>44.50%</b>
<b>ABE 5</b>	<b>44.50%</b>
<b>ABE 6</b>	<b>42.00%</b>
<b>ESL 1</b>	<b>47.00%</b>
<b>ESL 2</b>	<b>49.00%</b>
<b>ESL 3</b>	<b>48.00%</b>
<b>ESL 4</b>	<b>48.00%</b>
<b>ESL 5</b>	<b>43.00%</b>
<b>ESL 6</b>	<b>43.00%</b>

It is highly recommended that sub-recipients maintain the number of students/participants who have completed 60-100 direct contact hours and have not achieved an EFL gain, at a target of 10% or below of enrollment. If this target is not met, sub-recipients are encouraged to contact the Lead Agency for technical assistance to review data and professional support and development around areas of concern.

[Retention and Post-Service Tracking](#)

TWC introduced the posttest rate measure in 2019, which is defined as the percentage of participants who gained a level on a posttest. To help sub-recipients monitor their progress toward meeting this measure, the Lead Agency will calculate the percentage of participants in need of an MSG on a bi-monthly basis. If the percentage rate is higher than 20 percent, H-GAC will require an MSG Plan/Improvement Strategy to be submitted.

Coding AEL Students in TEAMS: Each sub-recipient must know that there is now only one funding source as of Program Year 2024-2025. H-GAC received the AEL 231 Grant with the funding code of **AEFLA**.

IET participants shall be funded with Basic (AEFLA) funds until achieving one hour of training recorded in TEAMS. Additionally, training services should include a contextualized component, a training component, and workforce prep. IET Components must be provided concurrently and contextually and must be provided simultaneously at points within the overall curriculum of the individual training course. Each class name should clearly indicate whether it is the training or direct component.

Sub-recipients must accurately report in TEAMS the services provided to an AEL participant to receive credit for each enrollment target category. The following table provides an overview of

the TEAMS activity codes that must be used for corresponding services provided to a student.

Service Activity	Activity Codes
<b>HSE, ABE, ASE, ESL</b>	Basic AEL (AEFLA), Basic AEL (Corrections) IELCE (AEFLA)
<b>Transitions</b>	Transitions (AEFLA), Transitions (Corrections)
<b>Intensive Services</b>	Work Based (AEFLA) Work Based (Local) ESL for Professionals aka Internationally Trained Professionals (AEFLA) Post Release Second Chance (AEFLA)
<b>Math Assistance Call Center</b>	MACC (State Leadership)
<b>Integrated Education and Training</b>	IET (AEFLA), IET (Corrections)

### Distance Learning Classes

Distance Learning classes listed in TEAMS – **AZTEC, Burlington English** – should be funded with Basic (AEFLA) Funds. Distance learning classes that are built for the entire program year with ongoing enrollment must follow a 40 or 60 rule. For students enrolled in ABE classes with ongoing enrollment must complete 20 hours of Aztec, Burlington English or USA Learns for each 40 hours for ABE or 60 hours for ESL class time. This rule applies to any classes that are built longer than 10 weeks or 80 hours in TEAMS.

### TWC’s AEL Policy and Guidance

- Adult Education and Literacy Guide: [https://www.twc.texas.gov/sites/default/files/wf/docs/texas-ael\\_guide-twc.pdf](https://www.twc.texas.gov/sites/default/files/wf/docs/texas-ael_guide-twc.pdf)
- State Policy Document for Distance Learning: [https://www.twc.texas.gov/sites/default/files/wf/docs/adult-education-literacy-distance-learning\\_policy-twc.docx](https://www.twc.texas.gov/sites/default/files/wf/docs/adult-education-literacy-distance-learning_policy-twc.docx)
- Texas’ Adult Education and Literacy Content Standards: <https://www.twc.texas.gov/sites/default/files/wf/docs/ael-content-standards-twc.pdf>
- Adult Education and Literacy Performance Guide: <https://www.twc.texas.gov/sites/default/files/wf/docs/ael-performance-guide-twc.pdf>
- 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 RFA Companion Guide: <https://www.twc.texas.gov/sites/default/files/wf/docs/ael-rfa-32024-00017-companion-guide-twc.pdf>

## Appendix A: Temporary Disruption of Services

The Temporary Disruption of Services in this section will outline TWC Guidance for serving students at a distance and remote instruction practices when traditional Face-to-Face instruction or brick and mortar facilities are not accessible. To ensure that all sub-recipients have consistent and the latest information, TWC has partnered with TCALL to produce a landing page where all the information is located and will be updated regularly.

## Appendix B: HSE Subsidy Voucher Program

Workforce Solutions provides High School Equivalency (HSE) vouchers for customers seeking to obtain a High School Equivalency certificate.

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

The HSE exam, or the complete battery of the exam, comprises individual tests. The GED exam contains four tests – mathematics, science, social studies, and language arts.

### Eligibility Requirements

All customers must meet eligibility criteria to receive an HSE voucher. AEL sub-recipients must verify all eligibility requirements before authorizing the distribution of vouchers. Distribution of an HSE voucher to an ineligible customer may result in disallowed costs.

To be eligible for an HSE Voucher, a customer must:

- Be a resident of Texas;
- Be 21 years of age or older;
- Lack a high school diploma or its equivalent;
- Have a government (national or foreign) issued photo ID, such as one of the following:
  - State driver's license;
  - Department of Public Safety identification card;
  - Military ID;
  - Passport;
  - U.S. Passport card; or
  - Matricula Consular.

***(School IDs are not accepted)***

NOTE: As of June 1, 2021, expired IDs are no longer accepted.

- Provide proof of residency in Texas, which could be a:
  - Texas Driver's License,
  - Utility Bill (showing Texas address), or
  - Bank statement showing a Texas address.
- Be determined to be HSE test ready.
  - AEL sub-recipients must use an assessment tool to ensure customers are HSE test-ready before distributing a voucher. The customer's instructor or assigned staff member will:
    - Determine that the customer is test-ready, based on an assessment tool score;
    - For retake tests, confirm that the customer is eligible to take the HSE test according to the HSE vendor's retest policies.
  - If a customer is test-ready, the instructor or staff member will recommend to Region 6 that the individual receive a HSE voucher.
  - Sub-recipients may use an assessment tool suitable for determining a customer's readiness to take an HSE test, such as the practice test in Aztec or other assessments

that are approved for purchase with AEL funds. Such assessments are not required to be approved by the National Reporting System, as outlined in the Texas AEL Testing Guide.

- Sub-recipients should consider any test-readiness scores required by the GED Testing Service, LLC, for online-proctored tests for the GED exam.
- A customer who is eligible to receive a voucher may be:
  - A current AEL participant;
  - A former AEL participant within 365 days of exit; or
  - A non-AEL participant.
- \*If a customer is test-ready, the instructor or staff member will recommend to Region 6 that the individual receive a HSE voucher.
- Sub-recipients must have a process to distribute the HSE voucher to eligible non-AEL participants, which should include collection of the minimum information needed to create a student record in TEAMS.
- Sub-recipients may refer non-AEL participants seeking HSE vouchers to the AEL program.

### HSE Voucher Acknowledgement Form

Sub-recipients must develop a form for each customer to sign to acknowledge what the customer must do to participate in the HSE Voucher Program. At a minimum, the form must state that the customer agrees to:

- Use the voucher only for his or herself,
- Notify the program if he or she is receiving vouchers from other programs,
- Enter the TEAMS ID onto his or her GED account, and
- Give the program permission to view testing information.



# High School Equivalency Subsidy Recipient Acknowledgement Form

I, \_\_\_\_\_, hereby acknowledge and agree to the following requirements to participate in the High School Equivalency Voucher Program. I understand:

1. I must use the voucher for myself only;
2. I must notify the AEL program if I am receiving vouchers from other programs;
3. I must enter my TEAMS ID \_\_\_\_\_ into my GED account; and
4. I must give the AEL program permission to view all testing information.

Subsidy Recipient Signature \_\_\_\_\_ Date \_\_\_\_\_

## HSE Voucher Process

Sub-recipients must be aware of the following processes for receiving and tracking HSE voucher codes.

- Sub-recipients will request voucher codes from Region 6 via the HSE Voucher Tracker. Region 6 will provide voucher codes on an individual or group request.
  - Voucher code(s) will be designated for a regular test or a retake test for the GED exam.
- Sub-recipients must determine a customer’s eligibility according to the following:
  - Texas residence
  - Over 21 years of age
  - Test Readiness – TABE Scores, GED Ready, etc.
- Sub-recipients must designate a staff member in the AEL program to authorize the release of a voucher to all customers participating in the HSE Voucher Program.
- Customers must sign the HSE Voucher Acknowledgment form prior to receiving a voucher code.
- The designated AEL staff member must enter all HSE customers, including non-AEL participants, in TEAMS to create a unique TEAMS ID. Current and former AEL participants will already have an assigned TEAMS ID, which must be used for HSE voucher tracking purposes in the HSE voucher tracker and when registering the student for the HSE test.
- Sub-recipients must completely fill out all elements of HSE Voucher Tracker prior to sending a request to Region 6.
- After reviewing the eligibility requirements on the tracker, Region 6 will send voucher codes back to the Sub-recipient via the HSE Voucher Tracker.
- Once a customer is approved to receive a voucher, the designated AEL staff member must:
  - Ensure the customer has a GED account (If not, designated AEL staff member must assist the customer with creating an account).
  - Assist the customer with registering for the GED test online to ensure:
    - The test is scheduled **within 30 days** based on the availability of test dates; and
    - The unique TEAMS ID is entered into the appropriate field when registering for the test.
- After a customer redeems a voucher and takes the HSE exam, the AEL Sub-recipient must:
  - Enter all redeemed voucher codes in TEAMS on the Supportive Services page by the 15<sup>th</sup> of each month, as outlined in the AEL Testing Guide.

- Track scheduled tests, scores, and status of test taken through GED Manager.
- At least biweekly, reconcile redeemed vouchers and compare the vouchers assigned for GED test with the redeemed vouchers, indicating that the scheduled test was taken.
- Ensure that data entered in the TEAMS Support Services page is accurate and verify whether customers have redeemed a voucher by taking the GED test or whether the released voucher was never used.
- Sub-recipients must be aware that once the customer takes the scheduled test, the voucher that was used to register for the test is considered redeemed and is counted toward the customer's use of the HSE subsidy. **If a customer is a no show for a scheduled test, then the voucher code is also considered redeemed** and will count toward the subsidy amount. However, if the scheduled test is canceled according to GED's cancellation policy and is not charged, then the voucher is not redeemed.
- Region 6 will reconcile vouchers redeemed via TEAMS and GED Manager for tracking purposes.

## Appendix C: Instructions for Accessing TEAMS

Instructions for Accessing Texas Educating Adults Management System (TEAMS): New & Existing Users

### Before Requesting Access

Accessing TEAMS requires an email address. If you do not have an email address, you will be prompted with options for registering for a free email account when you try to sign up. There are certain items you will need before officially requesting access. Below are the detailed steps to complete prior to approval, please read them thoroughly before starting the process.

- ✓ Family Educational Rights & Privacy Act (FERPA) Training
- ✓ TWC Information Security Training – Cybersecurity Awareness Training
- ✓ AEL DocuSign Information Resources Usage Agreement (P41c)
- ✓ TEAMS account application and request User ID/Login

### FERPA Training

- a. Complete the online Family Educational Rights & Privacy Act (FERPA) training. You will need printer access to print your completion certificate and score receipt.
- b. When you log in to the training, you will be asked to list your agency and your full name (ex. LWDA28 First Name Last Name).
- c. Once you have completed the course and earned the required score of 70% or above, you will be able to print a certificate of completion and email a score receipt.
- d. After you print a copy of your certificate and score receipt for your records, submit scores by selecting “Finish.” You must select “Finish” to complete FERPA training and to get your score. Follow the **Sending Documentation to R6** section to complete.

### TWC Information Security Training – Cybersecurity Awareness

As part of the TWC requirements before signing the P41c Information Resources Usage Agreement you must complete the online [TWC Information Security Training – CyberSecurity Awareness](#) annually (due each program year)

### DocuSign P41c Information Resources Usage Agreement

Complete the online DocuSign [AEL Information Resources Usage Agreement – P41c](#) annually (due each program year), all required fields must be completed to process the application. Incomplete forms will not be considered for processing. When forms are submitted, it will automatically route to the Supervisor indicated on the form. Download a copy of the document to submit to Region 6 and keep it in the personnel file.

### Set Up TEAMS Account

The last step in getting access to TEAMS is setting up a user account in the system. Once all the other steps are completed:

1. Go to the TEAMS login page at: <https://apps.twc.state.tx.us/TEAMS/security/logon.do>
2. Select “Sign Up for User ID”
  - a. Complete the required fields, including required security questions.
  - b. *If your security question answers do not match, the system will deliver an error **and will require that you re-enter your password.***
3. Accept the user security agreement.
4. Complete the required contact information.
5. Select your desired user role

- a. Supervisor – This role is for supervisory staff or consortia member Directors.
  - b. Data Entry Staff – This role is for any staff member doing data entry.
  - c. Reader – This role is for readers who will need access to view all Grant recipient information.
  - d. Site Reader – This role is for readers who will view data for a site or group of sites
  - e. Teacher/Staff Reader – This role is for instructors who will view data for their assigned classes only (*To be able to add this role, you must be added as a staff member in TEAMS*).
6. Select your desired school year – You will select the current year unless you are requesting access to view historical data.
  7. Select the Grant Recipient and Sites.
  8. Select Grant Recipient you are requesting access to.
  9. Select “*Load Sites*”
    - a. For all roles other than Staff Reader and Reader, you must select the specific sites for which you will have access. To select multiple sites, hold the control key and select the sites you need access to and then select “Next.” **If your organization adds sites after you are granted access, you will need to request that your user account be reconfigured to add these new sites.**
  10. Confirm the information on the screen and select “Submit”.
    - a. You will receive a **Membership Status confirmation** upon completion of the TEAMS account set up. If you do not receive a membership status your registration is pending more information, go back and **complete** registration.

### Sending Documentation to Region 6 for Approval

Once Region 6 staff confirm receipt of all the following steps and documentation, access requests will be submitted. You will receive confirmation of access approval via email.

- FERPA score receipt
- TWC Information Security Training – Cybersecurity Awareness score receipt
- AEL DocuSign Information Resource Usage Agreement (P41c)
- TEAMS User ID
- Director’s access approval

## Appendix D: Lead Agency Testing Cohort

The Lead Agency Testing Cohort offers testing services to the Gulf Coast Consortium Sub-recipients in assisting with conducting remote/virtual testing for participants.

### Virtual and Face-to Face BEST Plus & TABE Testing

- The testing cohort will consist of certified testing proctors.
- Subrecipients will request testing assistance in accordance with the following guidelines:
  - First review the Testing Cohort's calendar to ensure availability
- Sub-recipients must identify the staff members who will be working with the testing staff.
- Appointed staff members are responsible for communicating with the testing cohort staff and ensuring that these procedures are followed.
- Testing lists of candidates must be received via email 5 business days before the scheduled testing session.
- Testing lists must contain the students' name, email(s), TEAMS ID number, and phone number(s).
- Sub-recipients must verify that a test is needed using TEAMS as a resource.
- When the Testing Cohort schedules testing, students will be administered the appropriate assessment. If a student fails to appear for their testing time, the testing proctor will give adequate time for the examinee to attend. If the candidate does not show the program will be notified.
- Testing session will be offered face to face or remote.
  - For remote testing: Once tests are scheduled, the link to the virtual platform will be sent to each student via email or text. For BEST: Two computers will be used to test, one for the virtual video and the other for the BEST Plus 2.0 Test.
- In accordance with testing guidelines, students must provide a picture ID on testing days.
- Scores may be recorded to a log and are saved to the hard drive, in addition the number of tests administered is logged on to the Technical Assistance Report.
- Once all students have been tested, the score Reports will be sent to the AEL Sub-recipient.
- If an AEL sub-recipient chooses to have the Testing Cohort assist with their BEST Plus 2.0 testing, the cohort requests the registration number that the sub-recipient uses so that it can be entered into the BEST Plus 2.0 program.
- If an AEL Sub-recipient chooses to utilize the Testing Cohort, but the sub-recipient wishes to apply their testing procedures, the Testing Cohort may comply.

### Virtual TABE Test Only

- Test Tickets must be provided to the students. Once tickets are provided, the Testing Cohort Leads and assistants will proctor the tests,
- Testing Cohort Leads and/or testing assistants will proctor the TABE Test virtually using publisher guidelines,
- Testing guidelines will be provided via email to AEL sub-recipients requesting TABE Virtual Proctoring before testing; and
- For time effectiveness, a **maximum** of eight students should be scheduled per testing proctor.

## Appendix E: Remote AEL Testing Guidance

BEST Plus 2.0, TABE 11/12, TABE CLAS-E and CASAS eTests are approved for remote administration. Test administrators MUST complete the Best Plus 2.0 Remote Testing Administration, the TABE 11/12 Remote Testing Administration training, and/or CASAS Proctor Remote Testing Training and Webinars facilitated by Train PD, either virtually or online in the PD Portal. You must have a certificate of completion for monitoring purposes. No other test is approved by TWC currently.

### Best Practices for Remote Testing

- Sub-recipients must have written standard operating procedures for remote testing which addresses test security, integrity, and protection of personally identifying information.
- Testing proctors must be certified/trained to administer the specific assessment test.
- Sub-recipients must:
  - Provide a pre-screening to verify identity of student,
  - Orient students to remote online testing expectations,
  - Ensure students have the technology tools needed to test at home per publisher guidance,
  - Allow time for students to take practice tests on the publisher’s website prior to testing room session, if available; and
  - Plan for how to respond to video or technical glitches and communicate plans clearly to students.
- The proctor must allow students into the remote testing room one at a time to ensure the identity of the student and check the environment if testing more than one student at a time.
- Students should wear headsets and/or earbuds for test security and optimal success, if applicable for the test.

### Tests Approved Under the AEL Testing Guide

<b>Publisher/Test</b>	<b>Requirement 1</b> <i>The student who is testing can be properly identified</i>	<b>Requirement 2</b> <i>Any approved test (i.e., any test determined suitable for use in the NRS) that is used is properly secured</i>	<b>Requirement 3</b> <i>The virtual proctor can properly administer the test</i>	Mandatory Professional Development for Remote Testing for approved tests administrators

<b>CALBEST Plus 2.0</b>	Remote administration of BEST Plus 2.0 should be conducted using a video conferencing program which allows the test administrator to identify the student using local procedures.	To maintain test security, require both the test administrator and student to complete the test in an undisclosed location away from others. Ensure that links to video conferencing sessions are sent privately to students and not posted or shared with others. Do not video or audio record the test session.	Only trained BEST Plus 2.0 test administrators should administer the test remotely. Before administering the test to students, program staff should try out technology and procedures to ensure testing works as expected.	<b>BEST Plus 2.0 Remote Testing Administration</b> Presented by TRAIN PD@TCALL  <b>Course is available in the PD Portal.</b>
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Recommendations remote testing requirements based on from U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) Program Memo 20-3, Adult Education and Family Literacy Act and COVID-19 – Frequently Asked Questions published on March 27, 2020 and found at: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-20-3.pdf>

<b>CAL BEST Literacy</b>	Test not valid for remote administration	Test not valid for remote administration	Test not valid for remote administration	Test not valid for remote administration
<b>DRC TABE 11/12 and TABE CLAS-E Tests</b>	Remote test proctoring will occur via Zoom and/or WebEx. Test administrator must identify the student using local procedures.	Release for the TABE 11/12 testing will take place remotely using the Google Chrome browser by April 24 TABE 11/12 and TABE CLAS-E Remote Proctoring Guidance	Only trained TABE Test Administrators will proctor test sessions live via Zoom, WebEx, or other web conferencing platforms.	<b>TABE 11/12 and TABE CLAS-E Remote Testing Administration for Texas,</b> Presented by Mike Johnson with DRC  <b>Course is available in the PD Portal.</b>

<p><b>CASAS</b></p>	<p>Remote administration of CASAS eTests is permitted using a web conferencing platform approved by CASAS and which allows the</p>	<p>Remote administration of CASAS eTests (including appraisals) is permitted using a webconferencing program which allows the test administrator to watch the student during the testing process.</p> <p>CASAS Remote Testing Guidelines and Remote Testing Agreements can be found here: <a href="https://www.casas.org">https://www.casas.org</a></p>	<p>Only trained CASAS Test Administrators will proctor test sessions. Agencies and proctors must sign CASAS Remote Proctoring agreements.</p>	<p><b>CASAS Remote Testing Training for Texas is now available. (All three (3) components must be completed)</b></p> <p><b>1. Proctor Remote Testing Training course is now available in the PD Portal. 2. Pass the Testing Training course quiz with 100% accuracy. (Note that steps 1 and 2 must be completed before CASAS Remote Testing Webinars can be accessed)</b></p> <p><b>2. CASAS Remote Testing Webinars</b></p> <p><b>(Complete one or both depending on testing format used by program)</b></p> <p><b>1. (1:1) One to one remote testing format</b></p> <p><b>(1: multiple)</b>  <b>One to multiple test takers format Courses are now available in the PD Portal.</b></p> <p><b>2. Pass the Testing Training course quiz with 100% accuracy. (Note that steps 1 and 2 must be completed before</b></p>
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		<a href="#">/Product overviews/remote testing</a>		<p><b>CASAS Remote Testing Webinars can be accessed)</b></p> <p><b>3. CASAS Remote Testing Webinars (Complete one or both depending on testing format used by program)</b></p> <p><b>1. (1:1) One to one remote testing format (1: multiple) One to multiple test takers format</b></p> <p><b>Courses are now available in the PD Portal.</b></p>
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Test for High School Equivalency Approved by the Texas Education Agency

Publisher/Test	Status for Remote Testing	Approximate Timeframe	Website for more information
GED Testing Service GED™	GED Testing Service is contracting with OnVUE to deliver the Online Proctored GED exams. Students will have to meet certain screening criteria prior to test.	Available now	<a href="https://ged.com/educators_admins/test_admin/">https://ged.com/educators_admins/test_admin/</a>

Texas Education Agency TXCHSE Resources: [www.txchse.com](http://www.txchse.com) and <https://tea.texas.gov/student-assessment/certificate-of-high-school-equivalency>

## Appendix F: Allowability of Funding Transportation Support Services with Adult Education and Family Literacy Act (AEFLA) Funds

Workforce Solutions offers transportation assistance for the Gulf Coast AEL Consortium. The following clarifies that certain transportation services may be funded with AEFLA funds to support AEL participants' success in the program. Workforce Innovation and Opportunity Act (WIOA) §231(e) outlines the thirteen (13) considerations that state agencies must weigh when awarding an AEL statewide grant, one of which requires AEL sub-recipients to coordinate with other agencies to provide support services that enable AEL customers to complete the program. This consideration aligns with WIOA's objective of expanding access to such services for individuals with barriers to employment so that they can succeed in a modern local economy.

AEL Subrecipients must identify the support service needs of an individual enrolling in AEL services during the comprehensive assessment process, as required under §5.8 of the AEL grant awards.

Sub-recipients must be aware that the following transportation expenses are allowable costs payable with AEFLA funds for AEL participants:

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

Sub-recipients 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).

Sub-recipients must develop a transportation support service acknowledge form, to be signed and dated by the individual receiving the services, which contains:

- An acknowledgement of the purpose of transportation services,
- A state establishing the allowable use of transportation services for the AEL program,
- An assurance that the individual has not received transportation services from another AEL program for the same purpose; and
- An assurance that the individual will use transportation services as explained by the AEL sub-recipient.

The AEL sub-recipient must maintain this form in the participant's file.

Sub-recipients must create a transportation support services standard operating procedure that addresses the following elements:

- Which AEL program staff members are responsible for the disbursement, oversight, and management of transportation services to AEL participants,
- How the subrecipient will determine:
  - When transportation services will be offered to a participant;
- For how long services will be available to a participant
- With what frequency the sub-recipient will reassess the support service needs of an AEL participant and modify the referral to support services or provision of transportation support service, as appropriate,
- What maximum dollar amount of transportation expense funds a participant may receive within a given time (Example: "To support program participation, an AEL participant may receive a

maximum of \$25 each week in transportation expenses, which could include prepaid gas cards or bus passes”).

What controls are in place to minimize waste or loss of transportation cards, tokens, and so forth?

- What internal controls are in place for determining that any transportation costs are:
  - Necessary, reasonable, and allocable to the AEFLA grant; and
  - Based on a participant’s need for transportation assistance to support program participation and/or completion
- Documentation justifying support services in the participant’s file and in the Texas Educating Adults Management System (TEAMS), including the following:
  - The date the AEL sub-recipient approves the justification,
  - Documentation of the AEL participant’s signed acknowledgement form on allowable use of transportation services,
  - The type of transportation service being provided,
  - Why transportation services are needed for the participant to be successful in the AEL program; and
  - How long will the transportation services be available to the participant.
- Monitoring, internal controls, and accountability of transportation transactions and documentation to ensure compliance with federal, state, and local policies, including:
  - 2 CFR Part 200, the Office of Management and Budget’s “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”; and
  - TWC’s Financial Manual for Grants and Contracts, available at <https://www.twc.texas.gov/policy-letters/financial-manual-grants-and-contracts-0>
- Solicitation of distributed transportation services against the Cash Draw and Expenditure Reporting (CDER) system by the monthly data validation date

Sub-recipients must track transportation services in the CDER system in the transportation assistance supplemental cost category under program costs when it becomes available in the CDER system.

Sub-recipients must provide a narrative on the use of transportation support services in the quarterly narrative report.

Sub-recipients must document the transportation services provided to a participant in the participant’s file and in the Participant Note Details screen in TEAMS. AEL sub-recipients must document in the participant’s TEAMS file any changes to the transportation services being provided to a participant.

Sub-recipients must enter the transportation support service in TEAMS on the Support Services page on the participant’s record when this functionality becomes available.

Sub-recipients may partner with community agencies or nonprofit organizations through a vehicle resource cost-sharing agreement to provide transportation services based on fixed routes that connect AEL participants to:

- AEL classes,
- Workforce training sites,
- Workforce Solutions Offices; and
- Locations offering support services for AEL participants.

It is recommended the AEL participants collaborate with Workforce Solutions Office staff to develop best practices in overseeing transportation support services.

## Appendix G: AEL Letters

[AEL Letter 05-18](#), titled ***“Approved Forms of Identity”*** provides information and guidance on the collection of identification from participants, specifically the acceptable forms of identification and when to collect.

[AEL Letter 08-15](#), titled ***“Allowable Advertising and Public Relations Expenditures”*** provides information and guidance on allowable advertising and public relations expenditures.

[AEL Letter 03-17](#), titled ***“Implementing and Reporting Workforce Training under the Integrated Education and Training Approach to Service Delivery”*** provides information and guidance on implementing Workforce Training as part of the Integrated Education and Training (IET) approach to service delivery.

[AEL Letter 02-19](#), titled ***“Collection of Certain Participant Information for Performance Reporting”*** provides information and guidance on the importance of collecting Social Security numbers (SSNs), Texas driver’s license numbers, and Texas identification (ID) numbers to determine eligibility for Temporary Assistance for Needy Families (TANF) and to obtain confirmed data on an individual’s measurable skill gains and the exit based performance measures of employment, earnings, and credentials that are used for performance reporting.

[AEL Letter 05-17](#), titled ***“Self-Attestation for Age-Related Eligibility”*** provides information and guidance on how to accurately document age-related eligibility for AEL services.

[AEL Letter 02-17](#), titled ***“Assessing English Language Learners in the Adult Education and Literacy Program”*** provides information on assessing English Language Learners (ELLs).

[AEL Letter 07-17, Chg. 1](#), titled ***“Required Syllabus Design for Adult Education and Literacy Instruction – Update”*** provides information and guidance on developing syllabi for AEL instructional programs, including specific guidance on English as a Second Language (ESL) programs, high school equivalency (HSE) programs, and Integrated Education and Training (IET) programs.

[AEL Letter 09-20](#), titled ***“Math Assistance Call Center”*** provides information and guidance on how to properly enter participant direct contact hours for the Math Assistance Call Center (MACC) into the Texas Educating Adults Management System (TEAMS).

[AEL Letter 02-16, Chg. 1](#), titled ***“Implementing the Integrated Education and Training Service Approach – Update”*** provides updated information and guidance on implementing an Integrated Education and Training (IET) service approach.

[WS Issuance 18-10](#), titled ***“New Outreach Templates and Office Materials”*** provides guidance on maintaining consistency and continuity of Workforce Solutions’ identity in marketing, public relations, public information, social media, and outreach activities.

[AEL Letter 41-21](#), titled ***“AEL Enrollment and Data Validation Requirements”*** provides Adult Education and Literacy (AEL) grantees with information and guidance on the data elements and documentation they must gather on an individual prior to enrollment in AEL services and data validation procedures, which grantees must have in place to ensure data integrity.

## Appendix H: Career Pathways Implementation Plan – IET

### [PY 2024-2025 Career Pathways Implementation Plan - IET](#)

Tool provides H-GAC and Region 6 with an overview of your program's Integrated Education and Training (IET)

This survey consists of 7 sections, please read and respond accordingly. Reach out to the Lead Agency Career and Transition Specialist if you have any questions or need assistance. **(Access to your IET planning documentation may provide assistance in completing this process).**

Integrated Education and Training Link - HGAC <https://forms.office.com/r/J9YQ2u0rn4>

## Assessment Documentation Form

PURPOSE: To identify and document if a pre or post-test is warranted using TEAMS verification.

### TO BE COMPLETED FOR ALL AEL INDIVIDUALS AND MAINTAINED IN THE PARTICIPANT'S FILE FOR DOCUMENTATION

Participant Name _____		Participant ID in TEAMS _____	
<b>ASSESSMENT:</b>			
<b>TABE 11/12</b> (READING) Date: _____	<b>TABE 11/12</b> (MATH) Date: _____	<b>TABE 11/12</b> (LANGUAGE) Date: _____	
<b>BEST +</b> Date: _____		<b>BEST Literacy</b> Date: _____	
<b>CASAS</b> (READING) Date: _____	<b>CASAS</b> (MATH) Date: _____	<b>CASAS</b> (L&W Reading) Date: _____	<b>CASAS</b> (L&W Listening) Date: _____

**Reason for not Pre-testing:**

- Testing is **NOT REQUIRED** because participant has a valid NRS Assessment in TEAMS that is LESS than 365 days old. (Date of pre-test noted above)

**Reason for Pre-testing:**

- Individual is new to AEL (Pre-test to determine eligibility).
- Participant has a test score older than 365 calendar days.
- Other: \_\_\_\_\_

**Exemptions from Testing in All Content Areas:**

- Participant is a referral from a college with documented TSIA Score(s)
- Participant was not administered BEST Literacy because the participant is a remote learner.
- Participant is enrolling in a class that only provides instruction in one content area; for example, a Math TSIA Boot Camp.
- Participant has passed a section(s) of the Texas Certificate of High School Equivalency (TxCHSE).
- Participant is enrolling in an IET Program and may be administered the content area most relevant.
- Other valid documented reason for only administering one content area:  
\_\_\_\_\_

**Intensive Bridge Class and Student Exception:**

- Reentry NRS Level 1
- Internationally Trained Professionals (ESL for Professionals) NRS Level 1

Printed Staff Name: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Assessment Documentation Form

## Post-Testing

_____ <b>Participant Name</b>	_____ <b>Participant ID in TEAMS</b>
_____ <b>Date of Post-test</b>	_____ <b>Hours at Post-testing</b>
<b>Assessment:</b> <i>(circle)</i> <b>TABE</b> <b>CASAS</b> <b>BEST+</b> <b>BEST Literacy</b>	

**Post-testing** must occur at least one calendar day after the participant has accrued the appropriate number of instructional hours. Exceptions to testing below the minimum number of hours must include documentation and be maintained in the participant's file.

**Recommended number of hours:**

TABE and CASAS -ABE/ASE/ESL: 40 hours (30 hours for High ASE) BEST+ and BEST Literacy: 60 hours

**More than the recommended number of hours:**

TABE and CASAS: 60 hours      BEST+ and BEST Literacy: 100 hours

Explanations may include, but are not limited to the following (Check all that apply):

If TESTED Without Recommended Number of Hours, select an option below:

If TESTED With More Than Recommended Number of

Participant made progress more quickly than recommended number of hours  
 Participant is self- motivated and studied at home  
 Participant recently withdrew from public school  
 Participant intends to take a TxCHSE exam  
 Reduced instructional time for workers in a Workplace AEL Class  
 Other \_\_\_\_\_

Testing staff unavailable  
 Testing schedule conflict  
 Participant is co-enrolled in more than one class  
 Majority of hours are Distance Learning  
 Participant needs additional instructional time in order to make **a gain, as** identified by the instructor  
 Participant has already attained a Type Ia MSG in the program **year**, and the program intends to use **instructor-developed tests for further assessment**  
 Participant has attained a **Postsecondary** Enrollment or **HSE** Achievement MSG  
 Other \_\_\_\_\_

Hours, select an option below:

Printed Staff Name: \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix I: H-GAC AEL Employer Services – Employer Referral Process

- If an AEL sub-recipient receives contact from an employer with a request for service, the AEL sub-recipient should refer the employer to the H-GAC AEL staff prior to rendering service(s).
- The H-GAC AEL staff member will communicate with a potential employer (email, meeting, etc.)
  - The H-GAC AEL staff will forward the Information Sheet to the employer contact: WFS Who We Are Reference Sheets.
  - If the employer is interested in learning more, the H-GAC AEL staff will introduce the employer to the Employer Engagement manager and/or contract manager.
- The H-GAC AEL staff member will email the Employer Engagement manager and/or contract manager along with the employer to begin the referral process. In the email, it may include one of the additional information sheets below (optional):
  - Talent Development Services
  - OJT Reference Sheet
  - Work-based Learning (Employer)
- The H-GAC AEL staff member will update the H-GAC AEL Employer referral log on SharePoint.
- The H-GAC AEL staff and Employer Services will meet on a regular basis (ex. Monthly) to cover the following:
  - Status of referral,
  - Process improvements; and
  - Additional topics if needed.

# Underage Eligibility Process

**Table 1:** Required Documentation for AEL Participants Who Are Within Compulsory Attendance Age and Lack a High School Diploma or Its Equivalent (AEL Guide – P. 33).

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

Effective October 1, 2024, providers will be required to submit eligibility documentation for ALL underage participants into a Region 6 SharePoint folder by the 15th of every month for review by the Lead Agency. This review will help verify student eligibility requirements have been met and apply to the previous month’s enrollment/data. For example: the month of November’s review would encompass October data. Region 6 will provide feedback within 10 business days.

## **WIOA Title II**

WIOA Title II of the Workforce Innovation and Opportunity Act (WIOA) focuses on Adult Education and Literacy (AEL) programs. Its primary purpose is to help individuals improve their basic education skills, achieve English language proficiency, and obtain secondary education credentials. The goal of WIOA Title II

is to equip adults with the skills needed for employment and career advancement, ultimately supporting participants in achieving economic self-sufficiency and improved quality of life.

Key components include:

- Adult Basic Education (ABE) – Helps adults develop literacy skills at basic educational levels.
- Adult Secondary Education (ASE) – Prepares adults to obtain a high school diploma or equivalent.
- English Language Acquisition (ELA) – Assists non-native English speakers in improving English language skills.
- Integrated Education and Training (IET) – Combines adult education and literacy with workforce preparation and occupational training.
- Digital Literacy and Digital Literacy Assessment – Are included in all Adult Education and Literacy (AEL) class curriculum, and a Digital Literacy Assessment is assessed within the first 12 hours in the class course session.
- Family Literacy, Financial Literacy and Employability Skills – are included in all Adult Education and Literacy (AEL) class curriculum class course sessions.

## **Popular Services**

Priority for Popular Services Adult Education Services must be given to eligible recipients that have goals to improve their ability to 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, and
- Obtain employment.

### **Criteria to qualify for popular services:**

Individuals that test as a 3 or higher for EFL (High Beginning ESL or Low Intermediate Basic Education) in the justified content testing area(s), and include any of the following:

- Individuals that are employable
- Individuals that can provide proof of social security number
- Individuals that can provide proof of social security number with work authorization
- Non-citizen individuals with a green card
- Individuals with TANF documentation with more than 1 month of approved service

- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States
- Individuals that can provide proof of Taxpayer Identification Number (TIN)
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization

### **Popular Bridge Services**

Priority for Popular Bridge Adult Education Services must be given to eligible recipients that do not meet the eligibility criteria for popular adult education services but have goals to improve their ability to 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, and
- Obtain employment.

Individuals assessed at NRS level 2 will be enrolled in popular bridge services. Popular bridge individuals that are Low Beginning ESL are required to receive services that include the support through the Burlington English low beginners curriculum scope and sequence blended model.

#### **Criteria to qualify for popular bridge services:**

Individuals that test as a 2 for EFL (Low Beginning ESL or Beginning Basic Education) in the justified content testing area(s), but lower than a 3 for EFL (High Beginning ESL or Low Intermediate Basic Education) in the justified content testing area(s) and include any of the following:

- Individuals that are employable
- Individuals that can provide proof of social security number
- Individuals that can provide proof of social security number with work authorization
- Non-citizen individuals with a green card
- Individuals with TANF documentation with more than 1 month of approved service
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States
- Individuals that can provide proof of Taxpayer Identification Number (TIN)
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization



## **Popular Foundation Services**

Priority for Popular Foundation Adult Education Services must be given to eligible recipients that do not meet the eligibility criteria for popular adult education services nor popular bridge adult education services but have goals to improve their ability to 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, and
- Obtain employment.

As of October 1, 2024, the GCWB adopted a new Local Strategic Plan. With this plan, AEL will retroactively serve individuals assessed at an NRS Level 0 to 1. Individuals assessed at NRS levels 0 or 1 will be enrolled in popular foundation services. Popular foundation individuals are required to receive blend learning services through USA Learns (<https://www.usalearns.org/>) curriculum or Burlington English curriculum.

### **Criteria to qualify for popular foundations services:**

Individuals that test as a 0 or as 1 for EFL (Beginning ESL Literacy or Beginning ABE Literacy) in the justified content testing area(s), in the justified content testing area(s) and include any of the following:

- Individuals that are employable
- Individuals that can provide proof of social security number
- Individuals that can provide proof of social security number with work authorization
- Non-citizen individuals with a green card
- Individuals with TANF documentation with more than 1 month of approved service
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States
- Individuals that can provide proof of Taxpayer Identification Number (TIN)
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization

## **Popular On Ramp Career Pathways**

Priority for Popular On Ramp Career Pathways Services must be given to eligible recipients that do not meet the eligibility criteria for Integrated Education and Training Services but have goals to improve their ability to 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, and
- Obtain employment.

Individuals assessed at NRS level 2 in all content areas will be enrolled in Popular On Ramp Career Pathways Services. Popular On Ramp Career Pathways Service individuals that are Low Beginning ESL are required to receive services that includes the support of Burlington English career exploration and soft skills course that will help students learn about career pathways, career clusters, and how to make informed career and education choices.

### **Criteria to qualify for Popular On Ramp Career Pathways Services:**

Individuals that test as a 2 for EFL (Low Beginning ESL or Beginning Basic Education) in all content testing area(s), and include any of the following:

- Individuals that are employable
- Individuals that can provide proof of social security number
- Individuals that can provide proof of social security number with work authorization
- Non-citizen individuals with a green card
- Individuals with TANF documentation with more than 1 month of approved service
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining a Social Security Number
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States
- Individuals that can provide proof of Taxpayer Identification Number (TIN)
- Individuals that have documentation of Granted Asylum or Pending Asylum with employment authorization

## **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:

- a) AEL Activities,
- b) Workforce Preparation Activities, and
- c) Workforce Training, delivered through Integrated Services.

IET programs must ensure that participants gain the skills needed to succeed in the Workforce Training program by attaining:

- A Recognized Postsecondary Credential,
- Entering, or advancing in employment, or
- Advancing in postsecondary education and training

Priority for Integrated Education and Training (IET) Services must be given to Eligible recipients that are:

- Employable
- Individuals that have demonstrated an authentic interest in the lattice field of occupational study
- Individuals that have shown dedication in their previous education class hours, college classes, partner classes and other institutional program classes are applicable.
- Priority must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

### **Criteria to qualify for Integrated Education and Training services:**

IET programs for ABE students eligibility:

- Individuals that test as a NRS Level 3 (Low Intermediate Basic Education) in the content area that is most relevant to the individual's predetermined objectives, class curriculum, or other criteria including content most relevant to occupation training course curriculum.

IET programs for ESL students eligibility:

- English Language Learners NRS Level 3 (High Beginning ESL) in the content area that is most relevant to the individual's predetermined objectives, class curriculum, or other criteria including content most relevant to occupation training course curriculum. Practical experience in the vocational cluster or higher levels of education in their native



country are factors that should be considered in admission to the program. \*AEL provider must build a Standardized Durable Skills Scope and Sequence within the support class.

- Sub-recipients must verify a participant is eligible to work in the U.S. or have a goal to work in the U.S. to be enrolled in an IET.
- Collection of SSNs for IET participants is used for data matches related to post exit employment, post- exit earning levels, and achievement of an industry recognized credential as well as the most efficient way to verify enrollment opportunities in education, workforce, and social service programs.

## **Intensives**

Intensive Services. A Career Pathways service model, which includes the following:

- a) Workplace AEL Activities;
- b) Transition to Reentry and Post-release Services; and
- c) Internationally Trained English Language Learner Professionals.

### **Workplace eligibilty criteria:**

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher

Individuals are required to submit proof citizenship that includes all of the following:

- Taxpayer Identification Number (TIN)
- Employer Identification Number (EIN), and
- Proof of Wages at start of course
- Proof of Wages at end of course
- Transition to Reentry and Post-release Services

### **Transition to Reentry and Post-release Services eligibilty criteria:**

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States

### **Internationally Trained English Language Learner Professionals Services eligibilty criteria:**

- Individuals can test as a NRS 1 EFL (Beginning ESL Literacy or Beginning ABE Literacy) or higher
- Individuals with documented goals on their Individual Training Education and Career (ITEC) Plan of obtaining employment in the United States

<b>NRS</b>	<b>Description</b>	<b>BEST 2.0</b>	<b>BEST Literacy</b>	<b>Course Eligibility</b>
1	Beginning ESL Literacy	88-361	0 - 20	Popular Foundations Services  Intensive Services if eligible criteria are met (Workplace AEL Activities, Post-release Services, International Trained English Language Learner Professional Services)
2	Low Beginning ESL	362-427	21 - 52	Popular Bridge Services
3	High Beginning ESL	428-452	53 - 63	Popular Services IET Services
4	Low Intermediate ESL	453-484	64 - 67	
5	High Intermediate ESL	485-524	68 - 75	
6	Advanced	525-564	76-78	

<b>NRS</b>	<b>Description</b>	<b>Grade Level</b>	<b>TABE 11-12</b>	<b>TABE 11-12</b>	<b>TABE 11-12</b>	<b>Course Eligibility</b>
			<b>Reading</b>	<b>Writing</b>	<b>Math</b>	
1	Beginning ABE Literacy	0-1.9	300-441	300-457	300-448	Popular Foundations Services  Intensive Services if eligible criteria are met (Workplace AEL Activities, Post-release Services, International Trained English Language Learner Professional Services)
2	Beginning Basic Education	2-3.9	442-500	458-510	449-495	Popular Bridge Services
3	Low Intermediate Basic Education	4-5.9	501-535	511-546	496-536	Popular Services IET Services
4	High Intermediate Basic Education	6-8.9	536-575	547-583	537-595	
5	Low Adult Secondary Education	9-10.9	576-616	584-630	596-656	
6	High Adult Secondary Education	11-12.9	617-800	631-800	657-800	

## HGAC Class Naming Convention PY 24-25

<b>Class Naming Key</b>		
<b>Popular Eligibility Services</b>	<b>Prefix</b>	<b>Funding Code</b>
HSE	HSE	Basic (AEFLA)
HS Diploma	HSD	Basic (AEFLA)
English as Second Language	ESL	IELCE (AEFLA)
Corrections	COR	Basic (Corrections) ** those inside of an institution (jail, prison, halfway house, treatment facility)
Bridge Popular Education Services	BDG	Basic (AEFLA)
Math Assistant Call Center	MACC	MACC (State Leadership)
<b>Intensive Services Eligibility</b>	<b>Prefix</b>	<b>Funding Code</b>
*Post Release Second Chance	PRSC	Post Release Second Chance (AEFLA)
Workplace Literacy	WL	Work Based (AEFLA)
Internationally Trained Professional	ITP	ESL for Professional (AEFLA)
<b>Integrated Education and Training Services Eligibility</b>	<b>Prefix</b>	<b>Funding Code</b>
Integrated Education and Training Services Direct	IET - D	IET (AEFLA)
Integrated Education and Training Services Training	IET - T	IET (AEFLA)
Integrated Education and Training Services Direct ESL	IET-ESL - D	IET (AEFLA)
Integrated Education and Training Services Training ESL	IET- ESL -T	IET (AEFLA)
Integrated Education and Training Services Direct Corrections	IET – COR - D	IET (Corrections) ** those inside of an institution (jail, prison, halfway house, treatment facility)
Integrated Education and Training Services Training Corrections	IET – COR - T	IET (Corrections) ** those inside of an institution (jail, prison, halfway house, treatment facility)

\* Post Release Second Chance (AEFLA): These are individuals who are in the community (not in a facility) and have been released within the past 3 years; and you are providing post release type services to them in addition to other AEL services.

### Naming Structure Example:

#### ***Service - Mode - (If an IET, identify the training type)***

Any naming information that the provider would like to include can be added at the end.

Example #1 **IET ESL– D – F2F - CNA**

Example #2 **WL- RL**