**WorkforceGPS**

**Transcript of Webinar**

**WIOA Partner Briefing: Reentry Employment Opportunities and Adult Education and Family Literacy**

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LAURA CASERTANO: Again, I want to welcome everyone to today's webinar. I'm going to turn things over to your moderator today, Charlotte Harris. She's a workforce analyst for the U.S. Department of Labor Employment and Training Administration, Office of Workforce Investment. Charlotte, take it away.

CHARLOTTE HARRIS: Thanks, Laura. Greetings, and welcome to this last WIOA partner briefing, featuring the Adult Education and Family Literacy Act Program and the Reentry Employment Opportunities program.

This is the last session in this series of WIOA partner briefings. Including today's briefing, we've covered 15 of the WIOA partners and have learned a lot about each other's programs. For those who were not able to attend previous sessions, they are currently stored on ION on the one-stop focus page in the WIOA, I mean the webinars and briefings section. So you can find all the previous WIOA briefings on the one-stop page on ION.

Now, I want to introduce our presenters for today. Our first presenters – our first presentation will be from our adult education partners, and Chris Coro, the deputy director of the Division of Adult Education and Literacy, and Lekesha Campbell, a management and program analyst from the Department of Education, the Division of Adult Education Literacy.

Those are our Department of Ed presenters, and then we also have a presenter from Department of Ed, I mean Department of Labor – next slide – who is Alex Green, a workforce analyst with the Department of Labor. He works on the Reentry Employment and Opportunities program here at ETA. Now I'm going to turn it over to Lekesha.

LEKESHA CAMPBELL: Thank you, Charlotte. And good afternoon, everyone. I want to thank you for joining us for today's WIOA partner program briefing. Before we jump into the presentation on the AEFLA program, I just wanted to get you all warmed up with some poll questions to see where folks are with their knowledge of the AEFLA program.

The first question is rate your knowledge of the WIOA Adult Education and Family Literacy Act Program. I'm an expert. I know a fair amount, I'm not an expert. I know a little bit but would love to learn more. Or I've never heard of it. Great. So – I'll wait a few seconds while people are still voting.

So it looks like a lot of you are at I know a fair amount, but am not an expert, which is good. I think we're all kind of learning over the past few years with WIOA implementation. And so, being at that place is pretty good, and maybe we can even move you up to the expert level after this presentation.

CHRIS CORO: Yeah. I was never the expert at this. Maybe they should be doing this.

MS. CAMPBELL: We'll move on to the next poll question. Which of the following statements is false? The AEFLA program serves both in-school and out-of-school youth over the age of 16. The largest group of students served through the AEFLA program is English language learners. The AEFLA program is required to ensure alignment of local programs with the local plan. Or the AEFLA program may fund training services in coordination with adult education and literacy services.

Think I'll be able to do this while people are voting. Great. So it looks like most of you got that question right. The first statement is false. The AEFLA program – for out-of-school youth over the age of 16. In-school youth or youth that are not – that are in compulsory school age are not eligible to be served under the AEFLA program.

The second statement is true. The largest population of students served are English language learners, with about 40 percent of our students enrolled in English language instruction.

Third statement, the AEFLA program is required to ensure alignment of local programs with the local plan, and this is a new requirement under WIOA. And you'll hear a little bit more about how programs are required to do this later on in the presentation. And finally, the AEFLA programs may fund training services in coordination with adult education, and that would be under the Integrated Education and Training Program, which is also a new activity under WIOA. Thank you for taking the polls.

So a quick overview of the AEFLA program. It was enacted in Title II of the WIOA, and this is the primary Federal program that provides foundation or basic skills below the post-secondary level and English literacy instruction for out-of-school youth and adults, which you will hear more about shortly.

And with that, I'll turn it over to Chris to talk more about the program purpose and activities.

MR. CORO: So as you can see from this slide, the program by statute has a very broad and multi-purpose element to it. There is the whole workforce supporting the workforce development needs of participants. But there's also what I would sort of paraphrase as the family literacy slant and promoting the development of parents' educational skills, so they can support their children and their families better. There's also the – just helping adults to attain that high school equivalency or a high school diploma if they don't have one.

And then there is also the whole helping immigrants to integrate into American society better. And sometimes those purposes overlap in some participants that we serve, and sometimes we – there are participants who only have one of those particular purposes in mind. But I think the thing, if you're not married with the program, to keep in mind is that it is very broad purpose-based. There's a lot of different missions in that one tiny little act.

In terms of the services or the activities that we actually provide, under the Workforce Investment Act we only had three authorized or allowable activities, if you will, to be provided at the local level. Under the Workforce Innovation and Opportunity Act, that list has expanded to eight.

Now some of them – some of the new ones, so to speak, were implicit in the previous act, but were not explicit. And so there was a fair amount of confusion, and so the feel that what was allowable and what wasn't allowable. And we feel that under the Workforce Innovation and Opportunity Act, we as a field have been more explicitly empowered and given tools to support workforce development systems and individuals attempting to participate in those systems.

We start the ability to do adult education and literacy activities inside a workplace, so we could partner with employers and actually deliver services, whether it's English language acquisition, or whether it's adult basic education or a math remediation or something like that below the post-secondary level.

We have this me "new" activity called workforce preparation activities, which is actually a very broad range of skills that are not just what one might get to be the sought skills like resume writing and practicing interviews, which can fit in that category. But also much bigger and probably, I would argue, more important skills like critical thinking and problem solving and identifying, articulating problems and figuring out where to go to get information that can help you solve the problem, teamwork, those kinds of things.

We also have the Integrated English Literacy and Civics Education Program, which now by statute includes not only English language and civics education, but there are required coordination elements to the workforce development system with that special set-aside of funds.

And then finally, we have the ability explicitly now in statute, and the ability to use AEFLA Title II funding to pay for training when the training is part of this thing called integrated education and training, which means essentially there has to be some adult education content of some kind. It could be English language acquisition; it could be high school equivalency; it could be anything really that has to be workforce preparation activities. And there has to be occupational training. Those three things have to be woven together within the scope of this IET program, and then it's possible to use Title II funds to pay for the occupational training component.

In terms of the target population, the eligible individuals based on the act must be over 16. As Lekesha mentioned, they cannot be enrolled or required to be enrolled in school, so if a state has a mandatory K-12 participation age of 17, then in that state the adult ed providers wouldn't be able to serve 16-year-olds because they are, in fact, required to be in school. But if they are 16 and they are not required to be in school and they're not enrolled in school and there's some kind of a basic skills deficiency or an English language deficiency, then one is essentially eligible for the program.

In terms of the money, the amount for this year – we actually got a bump in the FY18 budget. We got about $30.8 million, or actually close to $35 million more than our previous level of funding of the past several years. And now we're up to about $600 million – almost $617 million for the formula fund, which is the funds that we flow out to the states. And then $13.7 million level funded again for the national leadership activities, and I'll come back to those for a second.

The program is primarily a formula grant program. There are actually two formulas in the statutes – one for the basic grant, which is the larger pot of money if you will, and then one for the Integrated English Literacy and Civics Education set-aside, which is about $74 million from that $616 million. In both cases, states are required to compete the funds. States are able to keep 12.5 percent of what they generate off our formula for what is called state leadership activities.

And then they can keep another 5 percent of the funds for state admin. The remaining 82.5 – at least 82.5. States can keep less than their set-aside, but at least 82.5 percent must be flowed to local eligible providers, and those funds have to be competed based on requirements that are established in the law and then clarified in our regulations.

A couple words about the national leadership activities, that $13.7 million pot. That is – I would call it discretionary in the technical sense that OCTAE administers. It isn't flowed out to the states, however that pot of money comes with four requirements. Two of them have to do with helping states and locals meet the performance accountability requirements under the Workforce Innovation and Opportunity Act, and two of them have to do with research and evaluation.

So when you start investing in expensive items like technical assistance around performance accountability and research and evaluation, you put a pretty heavy dent in that $13.7 million. But with what is left over, we strive very hard to invest in things that help the state meet their requirements, that 12.5 percent that we talked about that they can use for state leadership activities.

A change in the statute, in the Workforce Innovation and Opportunity Act, is that states used to have a permissible list of activities they could spend that set-aside of funds on. They now have a required set of activities, and it's quite an exhaustive list that in many states I think puts a strain on the 12.5 percent that those particular states would generate. So we strive here in OCTAE to take whatever balance we have left over from our national leadership activities, and to make sure that we create projects that states can access, and therefore meet their requirements under state leadership. I think that's about it in terms of money.

So we are a very diverse program from the perspective of who our grantees are. There's an acronym here in the Department of Education – SEA, which most people in the department think means State Eligible – I'm sorry. Yes. Yeah. State Education Agency. However in OCTAE, it doesn't mean State Education Agency. It means State Eligible Agency because in fact, the governor can determine which state agency he or she wants to administer the program. And so the upshot of that is that we have a very distributed system when you look at the states.

Most of the states are in some kind of a K-12 system. But as you can see on the map, we also have states that are in workforce development systems. We have states that are in community college and technical system – technical school systems. And then some kind of hybrid if you will. So it makes it interesting from a federal grant administration perspective because literally no two states are alike in terms of who the grantee is that we're working most directly with.

At the local provider level, it's even more complex. Under the Workforce Investment Act, there was a prescribed list of potential applicants for the local funds, and it was a limited list. Under the Workforce Innovation and Opportunity Act, Congress basically opened up the barn doors wide and gave an illustrative list in the statute of organizations that might be eligible, and then added the phrase, "or any other organization of demonstrated effectiveness."

So basically, anyone who can demonstrate having a track record of being successful in providing AEFLA-type services, they don't have to have previously been funded by AEFLA but simply AEFLA-type services, theoretically can compete and could win a local grant from a state.

In terms of the instructional services, Lekesha touched on this back in the poll and said English language learners are our largest group. If you add the purple and the green – the purple is the Integrated English Literacy and Civics Education Program, which for the first time last October we actually had eyes on in terms of performance accountability data and enrollment data. Under the Workforce Investment Act, we the English Literacy and Civics Education Program, which proceeded that Integrated English Literacy and Civics Education Program, was just handled through annual appropriations.

So there were no dextral requirements attached to it; there were no performance reporting requirements attached to it. So we had very little visibility over what states were actually doing with that money. Now with those funds, we have the same performance reporting requirements as with the basic grant.

And so we can see that eight percent of the English language learners – actually, of the students were English language learners enrolled in that set-aside program, and then another 41 percent of the basic grant. So if you add those two together, it's actually about 49 percent of the students that we served last year who were English language learners in one of the English language services.

And then you can see that the adult secondary education, which would be the high school equivalency programming, is 11 percent. And then about 40 percent is adult basic education, which I think sometimes some people are kind of surprised by that because there's a tendency to sort of, I'll say stereotype. I don't mean it in necessarily a bad way, but I think there's a common misperception out there that we are a high school equivalency preparation program, when in fact that is one of the smaller pieces of the "business" that we do.

New requirements – we touched on a few of these things already. Some of the key changes – one of the things is that the purpose expanded to explicitly talk about immigrants and integrating immigrants, and also the services for English language learners. English language acquisition now must agree to transition to attain their high school equivalency and transition to post-secondary education and training or employment. So we kind of nicknamed that clause from the law as the "that leads to" clause.

But what that translates into is what you used to know as ESL programs can't just be life skills programs any more. There has to be some sort of either an academic bridge program at the higher end of the program, or the program has to be using the state's content standards, or the program has to be providing educational and occupational guidance counseling, or it somehow has to document that it is actually a part of a career pathway within the local or regional economy. But the notion that an English language acquisition program can just be life skills is no longer consistent with statute.

I mentioned before the new sort of activities, the new items that we have in our bag of tricks, the integrated education and training, the workforce preparation activities and then the new English literacy and civics education program, which has the required IET component for qualifying individuals or qualifying participants.

I will say that in addition to a lot of activity on the ground, or at least that's our sense, around creating new and meaningful and relevant IET programs, there's also a lot of activity around being more intentional about contextualizing the academic basic instruction with workforce preparation activities.

And even from our perspective of providing technical assistance, we are creating more and more investments in technical assistance activities to help programs understand that you can teach math and problem solving and reading at the same time, and teamwork. And that's a good thing to do, whether people are looking for a job at the moment or not.

There's also a lot of changes around our participation in the workforce development system and the one-stop system, but I'll let Lekesha get into more details about that.

MS. CAMPBELL: Thanks, Chris. As you know, WIOA requires the core partners and other required partners to carry out a number of roles and responsibilities related to the one-stop delivery system.

And for the Title II program, as Chris mentioned earlier, the AEFLA state eligible agency is the one that serves as the one-stop partner, but they may designate their responsibilities to one or more local providers within the area. And once they designate their responsibilities, the local providers then assume these roles and responsibilities.

So for the first year of WIOA implementation, we saw a little bit of everything happening with some state-eligible agencies retaining their partner roles and doing the negotiation pieces, and then also we saw where they just made it their responsibilities and then the local provider actually did all the negotiations with the MOU.

Additionally, all core partners are held to the same primary indicators of performing. But I did want to point out a few nuances in the indicators that are specific to the Title II program for the (MSG ?) indicator, which DOL and Title II programs were required to negotiate and report on for the first year of performance reporting. This is not a new indicator for the Title II program. It's something that we've been reporting on over the years of WIA.

And in this particular case, for the MSG indicator, you know there are five ways to make a gain, but for Title II in particular, this one is measured by achieving an educational functioning level gain or by the attainment of a secondary school diploma or equivalent. So the other three gain types are not applicable to the Title II program, but our state reports what MSG indicated based on those two ways to make a gain.

Also, for the employment indicators, all of our participants are included except for those that are in our Section 225 program for correction indication. And this program supports educational opportunities in correctional settings such as prisons, detention centers, and those sorts of places. So these participants are not able to maintain the employment indicator, so they're not included.

And lastly, the Title II federal office does not collect individual records of participants enrolled in AEFLA. And I believe DOL programs do this – do collect individual records. The data is collected through our aggregate table through the National Reporting System for Adult Education. So a lot of times you might hear that the Title II programs does not use the PIRL, but we do use all the destinations in the NRS data collection that conforms to the definition used in the PIRL.

MR. CORO: Let me just jump in here too before you advance. I see that Jackie has a question about the activities. OK. So you got it, Jackie. All right. That's good. Yeah. All of the same apply to all of the services in our program – all the same performance measures.

MS. CAMPBELL: I'm going to use the next few slides to quickly go through some data on the AEFLA program. As you can see here, program enrollment in 2016 was around 1.6 million, but this is the number of unduplicated enrollment. For reporting under the new WIOA requirements, the number of participants served is actually a little over 1.5 million for participants served in the AEFLA program.

When we look at the who participates in the AEFLA program, the 25 to 44-year-old age group seems to be the largest population served under AEFLA, which is about 50 percent. And then 19 to 24-year-olds are our second largest population served at 19 percent. And then 45 to 59-year-olds are third largest as 16 percent.

We also saw a decrease in the three youngest populations, the 16 to 18-year-olds, where there was a 9 percent decrease, and 20 – sorry. 19 to 24-year-olds had a 15 percent decrease. And interestingly enough, we saw an increase in the two oldest age populations with the 60 plus population increasing by 8 percent.

And as we mentioned earlier, the largest population of program participants are our English literacy programs, and so Spanish are actually 45 percent of our population in 2016. We also saw a large percent decrease for two groups – black and African American at 10 percent, and then whites also decreased at nine percent. And there was a percent increase for one group, which was Asians at five percent.

So before we jump into our questions, I did want to share our resource page, which is our WIOA AEFLA page. The links are all there, the Title II regulations, our national reporting system for adult education and technical assistance page, which is what our states use and it's mainly around the performance requirements. And then we also have the LINCS community, which is a professional – it's a page with professional development opportunities as well as communities of practices, practice for practitioners, state directors, state staff, and that sort of population.

And with that I'll turn it over to Charlotte.

MS. HARRIS: Thanks, Lekesha and Chris. Before we move on to the Reentry Employment Opportunities program, are there any questions for Chris and Lekesha in the room or on the line? I see a question here, Lekesha and Chris. Is the program used for individuals on probation? And also, what about persons who are homebound for various reasons, but want to gain skills that could lead to work at home opportunities like in an IT field?

MR. CORO: So in terms of the first one, the program can be accessed by individuals on probation. It would depend on how the state structures it. The state has that flexibility. And I think in terms of what is the state of practice, it's probably very varied across all of the states. In terms of the second part of the question, I think what we see more is states have the flexibility – I did mention this before because it's just we've been doing it forever.

But states have the flexibility to use distance education and hybrid models of delivery so that people who are homebound could still access the AEFLA services, either do a straight distance learning model, or through a hybrid that's a combination of sporadic classroom participation and distance education. So there is the ability to access the program outside of the brick-and-mortar institutions, so to speak.

MS. HARRIS: OK. Thanks, Chris. And there's one more we'll take before we go to the next area. And we can – if we have time at the end we can take a few more if you think of something. But the next question is does all of the AEFLA educational services have to be provided in an IET model, or do the programs have flexibility to determine which AEFLA services will be IET?

MR. CORO: So in terms of IETs, the only hard requirement in the statutes is that the Integrated English Literacy and Civics Education Program – so that's that $74 million carveout that gets sent out to the states specifically for English learners – those services must be provided in combination with IET, which is not the same thing as saying those services must be IET. It just means anyone who's in the program has to ultimately be able to access an IET if they decide that's what they want for whatever it is they're working towards.

The rest of IET is pretty much up to the state, and sometimes the state leaves it up to the locals to make the determination. There were some states that are kind of creating some state policy around how much IET they want to see and where. And there are other states that are leaving it up to their locals through the competitive process and the locals working with their local workforce development board to make the determinations about what needs to be IET and what doesn't.

MS. HARRIS: OK. Thanks, Chris.

MR. CORO: Yep.

MS. HARRIS: OK. If there are some other questions for our Department of Education partners, continue to type those in the chat box. And at the end, if we have more time we can get to them. And if not, you'll be able to contact Chris or Lekesha afterwards.

Now, we're going to turn it over to Alex Green to talk about – to let us know more about the Reentry Employment Opportunities program. Alex?

ALEXANDER GREEN: Thank you, Charlotte. Good afternoon everyone. As Charlotte mentioned, I'm Alexander Green in the Reentry Employment Opportunities unit, which is under the Office of Workforce Investment, and it's also within the Division of Youth Services. However, we serve both the youth and adults.

Today, we'll briefly just touch on the story of REO, such as our REO program goals, components, descriptions, the Federal Bonding Program and WOTC, which is the Work Opportunity Tax Credit, and some of our web resources and best practices.

As far as our program goes, we want to improve workforce outcomes for justice-involved youth, young adults and adults. And our projects typically incorporate mentoring, job training, education, legal aid services and other transitional services. And our projects are located in areas with high rates of poverty and crime, serving those communities that are most in need.

As far as our adults, some of our program components – we must provide employment-focused services to formerly incarcerated individuals who are age 18 and older, such as occupational skills training in the demand industries leading to industry-recognized credentials as well as basic skills remediation, career counseling, case management, job placement and referrals to other transitional services.

In regards to our youth and young adult programs, they serve the ages of 14 to 24. As far as youth and young adults specifically, that's 18 to 24, where youth encompasses all 14 to 24 that have been involved in juvenile justice or adult criminal justice system.

Some of the components of our youth and young adult program initiatives are tutoring, mentoring, career exploration, summer internships and employment, occupational skills training in demand industries similar to our adult programs, restorative justice, career counseling, case management, job placement, legal services, and also similar to our adult programs, referrals to other transitional services.

So for our Federal Bonding Program, it was established and created in 1966 as an employer job hire incentive, when federal financing of Fidelity Bond insurance issued free of charge to employers, which enabled the delivery of bonding services as a unique job placement tool to assist the formerly incarcerated and other at-risk, hard to place job applicants. And these bonds are provided at no cost to the employer or to the job candidate, and they're provided through their state bonding coordinator.

And the bond reimburses the employer for any dishonest act of the employee for a six-month term and may also be renewed for a second six-month term upon request. And each of these bonds has a $5,000 limit with a $0 deductible so there are never any out of pocket expenses borne by the employer. And there are no applications for the employee or employer. And also on the federal bonding, there's a 99 percent success rate, meaning that 99 percent of the time there are no bonds even actualized.

In regards to Work Opportunity Tax Credit, this is a federal tax credit available to employers for hiring individuals from certain target groups as well, which include ex-offenders who have consistently faced significant barriers to employment.

The WOTC certified new hires working at least 120 hours, where employers can claim 25 percent of first year wages, up to $6,000 for a maximum credit of up to $1,500 per person. Or the WOTC certified new hires working at 400 hours or more, employer can claim 40 percent of the first year wages, up to $6,000 for a maximum tax credit of up to $2,400 per person. And you can find more information there at the link below.

And before I go into the web resources, I also wanted to mention the Clean Slate Clearinghouse, which is an online resource that was launched about six months ago in September. Well I guess it's longer than that now. About nine months into the project funded by and in partnership with us here at labor as well as the Department of Justice to help support juvenile/adult criminal record offenders around the country with the purpose to improve employment and other impacted outcomes for those with a criminal record. And their online resources provide access to state statutory information related to criminal record policies in all 50 states and U.S. territories.

And they approach this goal in three different ways. One by providing reentry service providers and people who have criminal records with accurate up-to-date information on record clearing and mitigation as well as contact information for legal service providers in all U.S. states and territories.

Secondly, by supporting legal service providers who are currently offering record clearance assistance, but also giving new legal service providers the tools and resources they need to develop record clearance programs.

And thirdly, by giving policy makers the information they need to compare their state's record clearance policies to those of other states, and to learn about some of the established best practices. And I will add this in here later, but the website for the Clean Slate Clearinghouse is cleanslateclearinghouse.org. And once again, that's cleanslateclearinghouse.org.

And here are some web resources on the current slide now. This is the portal for employers, and a portal for justice-involved individuals.

Now with that there, I'll turn it back over to Charlotte.

MS. HARRIS: OK. There are a couple of questions there. One has been answered. Someone answered for the web address for the record clearing, and you said that was cleanstateclearinghouse.org. Slate?

MR. GREEN: Yeah. The website is cleanslateclearinghouse.org.

MS. HARRIS: OK. And there's another question for you, Alex. Is there a limit to the number of bonds available to each employer in each state or nationally?

MR. GREEN: The answer to that is no. There is no limit. And also, let me while we're – to help with that as well, the website for the Federal Bonding Program in which the individual can go to that website and find out who their state bonding coordinator also is. So let me give the website for that, which is www.bonds4jobs – and it’s the number four. So it's bonds4jobs.com.

MS. HARRIS: bonds4jobs.com. OK. If there are costs – and I'm not sure if that question is is there a cost to the states for purchasing these bonds, or to the employer. So whoever had number five in the question, is there a cost? A cost to who?

MR. GREEN: Well, there definitely is no cost to the employer.

MS. HARRIS: OK. Another question – I am interested in REO support for reentrance justice-involved individuals who are victims of domestic violence and fear that their abusers will harm them if they go back to their communities. Does the REO program help these individuals relocate to a different part of the state?

MR. GREEN: Well under our authority, we don't have any relocation programs, nor do we pay for housing.

MS. HARRIS: OK. I have a question for the eligible individuals for bonds. It's any high-risk individual, not necessarily just those coming out of prison, correct?

MR. GREEN: Yes. That's correct. There's about eight target groups for both the federal bonding and the Work Opportunity Tax Credit. There's about eight target groups that fall into eligibility, such as veterans and disabled and those who have come back into the community from incarceration, so those who are at risk and have, yeah. So there's more than just ex-offenders.

MS. HARRIS: OK. Are employers charged a fee to renew the bonds?

MR. GREEN: Nope. Not at all.

MS. HARRIS: And what is the cost for getting a criminal record cleared?

MR. GREEN: That's kind of – that can kind of go by state depending on fees and all that stuff with clerks and all that. But the clearinghouse will give you information on that based on your state and based on what your offense may be.

MS. HARRIS: OK.

KEVIN THOMPSON: Hey, Alex. Good presentation. This is Kevin Thompson in ODBI. The slide that talks about federal bonding programs being eligible or open to welfare recipients, and we certainly know that WOTC welfare recipients are a enumerated group. Yesterday, there was a publication in a federal register, and the agency is looking for programs that help welfare recipients move into employment.

And they advanced a number of criteria. They are charged by the congress to create a clearinghouse, so I think it may be in the Department of Labor's best interest to make sure that our brethren in the other agency is aware that we have these tools, because I know over the years – the Federal Bonding Program's been around since '66.

We celebrated the 50th anniversary two years ago. Ron Ruben, who was here with ETA for many, many years, ran the bonding, the bond program. And it's an underappreciated and perhaps undervalued and unknown program. So we have an opportunity, I think, in this call to sort of find what was issued yesterday, to make sure that our assets like WOTC and federal bonding are brought to the attention of other agencies.

MR. GREEN: OK. Thanks so much, Kevin. And what was that other agency again?

MR. THOMPSON: I'll send you all the information in a separate e-mail.

MR. GREEN: OK. Great. Thanks, Kevin.

MR. THOMPSON: Sure.

MS. HARRIS: OK. While Pam – there's another question come in about would WIOA be able to pay for these services, the record clearing? That would depend on the local area's policy on what they pay for, if they're going to do supportive services or whatever kind of services that are needed in helping someone get a job, so that would be a local area decision.

PAM FRUGOLI: Hi. And this is Pam Frugoli. I'm the federal project officer for the CareerOneStop, a web portal. And so I wanted to mention that the portal for justice-involved individuals – we know that when people are still inside correctional institutions, and sometimes are preparing for reentry, that they don't have access to the internet. So I just wanted to point out that there is a downloadable guide on that site.

When you go to that home page, it's up on the upper left, and you can print that out and bring that into the prisons if you're working with people who are getting ready to leave. And also, CareerOneStop is working on a version that you just load onto a computer. It doesn't have any internal, external links, which is one of the concerns in correctional institutions. Now, some of them do let them, like library room accessing unit, but ones that don't – we're developing a version of that site so that it won't have that concern. It won't have any external links. I just wanted to share that.

MR. GREEN: Thanks, ma'am.

EILEEN PETERSON: And this is Eileen Peterson. I'm in ETA also, (OPTER ?) specifically. I have a question for you, Alex. It's my understanding that there was perhaps an unwritten policy whereby people would not inform an employer about the Federal Bonding Program until they recruited the employer to the point where they were about to make a commitment, and they back off because they were concerned about the risk.

And the notion, to my understanding, was that if you were to present the idea prematurely, an employer could say, well gee, is there some reason I need this kind of insurance? Do I need to be worried about it? So I wondered if you could comment on that at all and sort of educate me and anybody else on that.

MR. GREEN: Yeah. No. That is definitely the truth, and that's something that we talk about with our grantees as far as timing of disclosure and being able to use certain resources, knowing when to and when not to. No. It's definitely a tricky kind of thing, depending on the perspective of the employer and whatnot. And it can be somewhat tricky, so thanks for pulling that up.

MS. PETERSON: OK. Thank you, Alex.

MS. HARRIS: There's a question. Are there plans to expand the Federal Bonding Program?

MR. GREEN: Yes. There are. You got to be on the look out for official guides and notification on that, but yes. There are.

MS. HARRIS: Who is the WOTC point of contact for ETA? Does anybody?

MR. GREEN: That I don't know.

MS. HARRIS: OK. We can find that out after. Yeah. I think so too. Carmen Ortiz?

MR. GREEN: Carmen Ortiz?

MS. CAMPBELL: Carmen Ortiz and Tiffany Gray, and they both work for Laura Ibanez.

MR. GREEN: OK. Great.

MS. HARRIS: OK. Any other questions for the REO program or for the Department of Education or the AEFLA program? These were some really good questions and conversation regarding these WIOA partner programs. In the room any questions? No? OK. Well, thank you all. Thank you, presenters. Thank you, Lekesha and Chris and Alex for participating and presenting your information.

Thank you for the people who tuned in and the people in the room. And there – as I said, this is the last one in the series. But there are a couple of other presentations I've already been asked to present using this format, so if I get more information I'll put it out there so everyone will know what those are. But thank you very much and have a good afternoon.

MS. CAMPBELL: And thank you, Charlotte.

MS. HARRIS: Thank you all.

MR. GREEN: Thank you all.

MS. HARRIS: Thank you.

(END)