



**Alabama Community College System  
Adult Education Division**

**Request for Funding Proposal (RFP) Application  
For IELCE (Section 243 Funding)**

**Fiscal Years 2022 - Fiscal Year 2024 (July 1, 2021– September 30, 2024)**

RFP Application Due: **Monday, April 5, 2021, 4:00 p.m.**

Bidder's Webinar: **Friday, March 5, 2021, 9:30 – 11:30 a.m.**

Join Zoom Meeting: <https://accsso.zoom.us/j/99292702089>

The purpose of the bidder's webinar is to clarify questions related to the Request for Funding Proposal guidelines and general instructions for completing the RFP Application. Participation in the webinar is not mandatory to submit the RFP application; however, interested parties are strongly encouraged to participate.

*Notification of awards will be made no later than May 21, 2021*

**Alabama Community College System Adult Education Division**

135 S. Union Street Montgomery, AL 36104

334-293-4567

**Competitive Grant Application, FY 2022**

<b>Organization</b>	
<b>Address</b>	
<b>Address</b>	
<b>City, State, Zip</b>	
<b>Organizational DUNS #</b>	
<b>Employer Tax ID #</b>	
<b>Website</b>	

**Type of Applicant (mark all that apply):**

<input type="checkbox"/>	a. Local Educational Agency	<input type="checkbox"/>	g. Corrections or institutionalized agency
<input type="checkbox"/>	b. Community-Based Organization or Faith-Based Organization	<input type="checkbox"/>	h. Public housing authority,
<input type="checkbox"/>	c. Volunteer Literacy Organization	<input type="checkbox"/>	i. Nonprofit institution not described in (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals,
<input type="checkbox"/>	d. Institution of Higher Education	<input type="checkbox"/>	j. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and*
<input type="checkbox"/>	e. Public or Private Nonprofit Agency	<input type="checkbox"/>	k. Partnership between an employer and an entity described (a) through (i) of this section.
<input type="checkbox"/>	f. Library	<input type="checkbox"/>	l. Other

If necessary, provide additional information below to clarify you Applicant Type Selection(s):

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**Eligible Applicant:**

An organization must be considered an eligible provider to receive federal adult basic education funding. An “eligible provider” is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to (as provided in WIOA Title II Section 203(5): 34 CFR 463.23):

- a. Local educational agency,
- b. Community-based organization or faith-based organization,
- c. Volunteer literacy organization,
- d. Institution of higher education,
- e. Public or private nonprofit agency,
- f. Library,
- g. Corrections or institutionalized agency,
- h. Public housing authority,
- i. Nonprofit institution not described in (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals,

- j. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
- k. Partnership between an employer and an entity described (a) through (i) of this section.
- l. Other

Per 34 CFR § 463.24, eligible applicants must demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners in the domains of reading, writing, mathematics, and English Language acquisition; AND, provide information regarding outcomes for eligible participants related to employment, attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training. As part of the application process, each applicant must complete the Demonstrated Effectiveness Chart (found in the application Document F and Guidelines and General Instructions as Appendix H).

The ACCS AE will determine an applicant has demonstrated effectiveness to be an eligible applicant through review of the applicant’s response to the Demonstrated Effectiveness Chart; and if the applicant has provided a narrative which includes valid and reliable data on its record of improving the skills of eligible individuals, as well its record related to eligible individual's transitional outcomes in the areas of employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

<b>Applicant Authorized Representative Information</b>	
<b>Name</b>	
<b>Title</b>	
<b>Telephone</b>	
<b>E-mail</b>	
<b>Signature</b>	
<b>Program Director</b>	
<b>Name</b>	
<b>Mailing Address</b>	
<b>Telephone</b>	
<b>E-mail</b>	
<b>Signature</b>	
<b>Fiscal Agent/Manager Information</b>	
<b>Name</b>	
<b>Telephone</b>	
<b>E-mail</b>	
<b>Signature</b>	

**1. State the Organizations Mission:**

**2. Specify the County/Counties to be Served by Highlighting the Appropriate County(ies):**

**LWD – Local Workforce Development**

**PTE – Partnership for Training and Employment**

Area 1 North Alabama LWD	Area 2 East Alabama LWD	Area 3 West Alabama LWD	Area 4 Central Alabama PTE	Area 5 Central Alabama LWD	Area 6 Southeast Alabama LWD	Area 7 Southeast Alabama PTE
Colbert	Calhoun	Bibb	Blount	Autauga	Barbour	Baldwin
Cullman	Cherokee	Fayette	Chilton	Bullock	Butler	Choctaw
Dekalb	Clay	Greene	Jefferson	Chambers	Coffee	Clarke
Franklin	Cleburne	Hale	Shelby	Coosa	Covington	Conecuh
Jackson	Etowah	Lamar	St. Clair	Dallas	Crenshaw	Escambia
Lauderdale	Randolph	Marengo	Walker	Elmore	Dale	Mobile
Lawrence	Talladega	Pickens		Lee	Geneva	Monroe
Limestone		Sumter		Lowndes	Henry	Washington
Madison		Tuscaloosa		Macon	Houston	Wilcox
Marion				Montgomery	Pike	
Marshall				Perry		
Morgan				Russell		
Winston				Tallapoosa		

**3. Enter the Number of Persons in the Target Population for the American Community Service Census of Need (ACSCN):**

4. a. State the total amount your organization is requesting to develop a budget proposal. *(The amounts should reconcile with the totals from the budget forms, Document C and Document D).*

\$ Amount	Funding Source
	Adult Education Program (Federal Section 243) Budget Request

b. Please specify the amount of your 243 funds that you intend to allocate to serve the institutionalized population. Do not exceed 20% of your overall allocation.

5. **Capacity Chart** *(For the funding being requested, please provide a projected number of participants to be served for FY 2022).*

Projected Number of Eligible NRS Participants	Funding Source(s)
	Adult Basic Education/Adult Secondary Education (sec 243) Total eligible participants.

**6. Estimated Cost per Student \_\_\_\_\_ (State Requirement)**

*The estimated Cost per Student is calculated by dividing the Total Budget Request (Item 4) by the Projected Number of Students (Item 6). The estimated cost per student should not exceed \$884.00 which is the current program year state average.*

**7. Fiscal Information:**

**This should be attached to the application in a narrative format.**

Note: If your organization is not part of the Alabama Community College System, please attach an audited financial statement covering the most recent two-year period.

**a. Describe how funds will be spent consistent with the Title II requirements. Include the activities that will be provided and how funds will be allocated in order to implement the proposed activities:**

**b. Complete the budget form (Document C and Document D).**

**c. Provide a detailed narrative addressing each of the applicable line items on the fiscal worksheet.**

## **8. Applicant Pre-Award Fiscal Risk Assessment**

Complete the Fiscal Risk Assessment Document H

### Workforce Innovation and Opportunity Act (WIOA) Competitive Grant Application Questions

Note: Before responding to the following questions, carefully review all RFP guidelines, general instructions and other supporting information found at:

[www.accs.edu/vendors](http://www.accs.edu/vendors)

These items will be instrumental in crafting responses to the questions in this section.

Particular attention should be given to:

- The Local Workforce Development Plan(s) for your proposed service delivery area.
- The 13 Considerations which detail the focal points for application questions and scoring

The State will evaluate each application based on the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 243. (See the Guidelines and General Instructions). The following 13 Considerations and corresponding questions should be completed in the following order.

**Applicants are to answer all questions. Failure to provide answers to all questions will make the application ineligible.**

### **Consideration 1**

*The degree to which the eligible provider would be responsive to:*

- A. regional needs as identified in the local plan under WIOA, Section 108; and*
- B. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:
  - (i) have low levels of literacy skills; or*
  - (ii) are English language learners.**

**1.1** What are the local and/or regional workforce needs of the identified geographical/service delivery areas as identified by the Local Workforce Plan? How does adult education fit into the workforce strategies identified in the plan?

**1.2** What are the demographics (e.g. race/ethnicity, socio-economic status) of the program's identified geographical area/service delivery area?

**1.3** Detail the literacy needs of the program's target population. Cite Sources.

**1.4** How will the program provide services to meet the needs of the demographic population of the area? Specifically describe how the program will meet the needs of persons with low levels of literacy and English Language learners.

**1.5** Describe how the program will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).

## **Consideration 2**

*The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities; (see document G for GEPA provisions)*

**2.1** Describe how the organization's policy will comply with the American Disabilities Act of 1990.

**2.2** How will the program ensure that individuals with disabilities have equitable access to programs, activities, and related services?

**2.3** How will the program identify and provide services to students with physical, emotional, mental, and learning disabilities?

## **Consideration 3**

*Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy;*

**3.1** Describe the organizations past effectiveness in meeting the needs of the target population(s) identified under Consideration 1.3. Include service to ABE/ASE as well as ELA students.

**3.2** Describe how the agency measures educational performance and student transition into postsecondary education, training, and/or the workforce.

**3.3** Review the Alabama Adult Education's Performance Accountability Measures Chart (see Document J in this application). Provide 3-5 strategies the program will implement to meet the State's negotiated levels of performance. What resources will the program use to ensure that students achieve measurable skill gains (MSGs)?

**3.4** For new and previous grantees, provide program data and or evidence of past effectiveness by completing the Past Effectiveness Table (included as Document E of this application).

When entering data in the Past Effectiveness Table, an applicant should adhere to the following requirements of the ACCS AE: 1) An applicant must provide data for the two continuous program years requested. 2) The data an applicant reports must be for individuals who are basic skills deficient and eligible to receive WIOA services as indicated in WIOA Section 203 (4). 3) An applicant should provide data for the areas in which the applicant intends to provide service(s).

Based on the ACCS AE requirements, in order for an applicant to demonstrate effectiveness with its past performance, an applicant must meet a performance threshold of 30% or greater in each of the performance categories of the Past Effectiveness Table (Document E of this application and Appendix I of the Guidelines and General Instructions).

If an applicant does not meet or exceed the threshold of effectiveness (as required by the ACCS AE) in each of the performance categories, the applicant may continue with the application process, but, with the understanding that if approved as a provider, the applicant will be placed in a probationary status. The probationary status will include technical assistance and other forms of intervention to maintain effective program management. Failure to demonstrate improvement within the probation period (July 1 - June 30) could negatively impact the applicant's ability to complete the three-year funding cycle of the RFP.

#### **Consideration 4**

*The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one-stop partners;*

**4.1** Describe how the program will provide services to align with the strategies and industry needs as identified in the applicable Local/State Workforce Development Board Plan(s).

**4.2** If the organization has any existing MOUs, MOAs, or contracts with other core providers/partners of WIOA services, please describe. Include organizations that provide resources for individuals with disabilities and individuals with barriers to employment. Submit the first page and signature page of each agreement. Full documentation should be maintained and submitted as requested.

**4.3** Describe how the program will align its services with, and contribute to, the local One-Stop Center to meet the goals identified in the Local Workforce Development Board Plan(s).

#### **Consideration 5**

*Whether the eligible provider's program—*

- A. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
- B. uses instructional practices that include the essential components of reading instruction;*

**5.1** Describe the program's enrollment management strategy(ies). In a separate attachment or attachments, please provide a copy of the program's proposed recruitment and retention plan. Each plan should include:

- a. Target Audience



- b. Key Action Steps/Activities (designed to meet the demographics of the target audience)
- c. Person(s) Responsible
- d. Budget/Resources
- e. Target Completion Dates
- f. Predicted Outcomes

**5.2** To demonstrate that a variety of class opportunities will be available, complete the class schedule provided in Document A of this application. Include all planned class sites.

**5.3** How does the program incorporate essential components of reading instruction; and how will the rigorous research-based instructional practices your program incorporates assist students with achieving substantial learning gains?

### **Consideration 6**

*Whether the activities delivered by the eligible provider, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available and are appropriate, including scientifically valid research and effective educational practice. **Please cite sources.***

**6.1** Describe how the program uses rigorous research and evidence-based instruction for the various content components of ABE, ASE, and ELA (i.e., reading, writing, speaking, mathematics, and English language acquisition). Include details of the program's use of College and Career Readiness Standards (CCRS).

**6.2** Describe how the program will meet the educational needs of students with special learning needs, including those with low levels of literacy, and learning disabilities.

**6.3** How does the program assess the effectiveness of curriculum and instructional practices?

### **Consideration 7**

*Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;*

**7.1** How will the program integrate the use of technology into class instruction—to include software, internet resources, and hardware such as whiteboards, smartphones, document cameras, and other resources?

**7.2** How will the program assess and monitor students' digital literacy and progress with the use of technology?

**7.3** Describe how the program will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.

### **Consideration 8**

*Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and*

*advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;*

**8.1** How will the program foster Integrated Education and Training (IET) opportunities for students? Provide specific details of these opportunities. How will students access and participate in the IET program?

**8.2** Describe how the program will use IET or other models of contextualized instruction to help students develop the skills required to advance in an educational setting, transition to post-secondary education or become employed.

**8.3** Describe the transition resources and strategies the program will utilize to enable students to enter post- secondary education, training opportunities, or the workforce.

### **Consideration 9**

*Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;*

**9.1** Complete the proposed personnel report, Document B. Include all planned positions (**State Requirement**)

*Note: All eligible positions as described in the AE procedure manual and funded with state or federal Adult Education funds are subject to the approval of ACCS/AE. Conversely, individual hiring and staffing decisions at the local program are made at the discretion of each individual organization, providing that all grant-specified minimum qualifications for the individuals in those positions are met.*

**9.2** Which of the ACCS AE approved administrative models will the program utilize in the overall operations of the AE program (please refer to “Program Personnel Guidelines” on page 9 of the *Alabama Community College System Adult Education Division’s Guidelines and General Instructions for the Request for Funding Proposal for FY 2022 – 2024*)?

**9.3** Describe how the program will provide high quality professional development to ensure that instructors and staff are knowledgeable of current Research and best practices in adult education. How will the program’s professional development plan support instructors in incorporating current research and evidence-based instructional strategies that lead to optimal program outcomes?

### **Consideration 10**

*Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-*

*based organizations, non-profit organizations, and intermediaries, for the development of career pathways;*

**10.1** If the program has existing career pathways, please describe. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Plan?

**10.2** Describe how the program will partner with other entities to offer support services to students, to increase access to program services and ensure program completion. Include information on services such as childcare, transportation, mental health services, and career planning.

### **Consideration 11**

*Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*

**11.1** How will the program assess students' educational needs, and need for support services and accommodations? Include details regarding services such as child care, transportation, mental health services, and career planning.

**11.2** How will the program identify and resolve barriers to student completion?

**11.3** Describe how the program will offer flexible schedules to accommodate students, including individuals with disabilities and special needs.

### **Consideration 12**

*Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;*

**12.1** Describe the organization's data management practices for:

- Tracking student attendance and outcomes;
- Monitoring program performance;
- Maintaining quality in the data;
- Include a description of any information management system the organization uses.

**12.2** How are the program personnel engaged in the collection, monitoring, and management of data?

**12.3** How will the program utilize data to assess and improve program performance and evaluating MSG's?

### **Consideration 13**

*Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs;*

**13.1** What is the English Language Learner (ELL) population in the local area? Provide the data source. Describe the local area's demonstrated need for a program that offers English language acquisition service.

**13.2** Describe the program's experience with and/or ability to provide instruction and services to English language learners. Include information regarding:

- a. Curriculum/material used to provide instruction to this population;
- b. Financial literacy resources and career pathways available to this population.

**13.3** Describe how the program will use IET or other models of contextualized instruction to help students develop the skills required to advance in an educational setting, transition to post-secondary education or become employed English Language learners in conjunction with IELCE.

### **IEL/CE Funding (Section 243)**

Integrated English and Civics Education enables adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and including workforce training.

1. For purposes of an IET program provided with Title II funds, training is defined the same as in Title I section 134 of WIOA. How will your program meet the requirement to use funds for IELCE in combination with IET?
2. How will your IELCE program implement state content standards into lesson plans and instructional materials focusing on the required services of the IELCE (ELA, literacy, civics education and IET)?
3. Describe how the IELCE program provides educational and career counseling that supports postsecondary and career transitions.
4. Explain how the program will integrate its IELCE program with the local workforce systems.

Document A



Proposed Class Schedule

Class	Location	Student Capacity	Days of the Week (M, T, W, TH, F, Sat/Sun)	Time	Managed or Open Enrollment	Start Date FY22	Scheduled Breaks & Holidays	Class Type	Instructor

**Document B**



**Proposed Personnel Report**

<b>Name</b>	<b>Title/Primary Duties</b>	<b>Hours Worked per Week in AE</b>	<b>Total Salary Paid by AE Grant</b>	<b>Total Benefits Paid by AE Grant</b>	<b>Total Salary and Benefits</b>	<b>Highest Education Level Completed</b>

Document C



Budget Form

Line Item	Adult Education (sec. 231 funds)	Corrections/Institutionalized (from sec. 231 funds)	Total Requested Budget
Salary			
Benefits			
Non-Instructional Travel			
Admin Professional Development			
Leadership Professional Development			
Instructional Materials & Supplies			
Supplies – Computing Devices			
Membership & Subscriptions			
Communications & Operations			
Equipment Maintenance & Repairs			
Advertising & Printing			
Non-Capitalized/Capitalized Items			
Career Training Certifications			
Rental of Nonpublic Facilities			
Outreach, Transportation, Childcare			
Sub-Contract Salary			
Sub-Contract Benefits			
<b>Total Funds Requested</b>			

- *Professional Development – Leadership is Professional Development defined as activities endorsed and/or required by the State Adult Education Office. This includes, but is not limited to, professional development training such as the instructional assessment training and the programmatic compliance monitoring training. These kinds of training are condoned by the State office and fall under the realm of leadership costs and are not included on the Form 1C-Non-Instructional Costs.*
- *Professional Development-Administrative is defined as Professional Development activities that is not required by the state office but are considered necessary by the local programs. These costs are to be reported on the Form 1C-Non-Instructional Costs and is considered under the 5% administrative cost category. Please budget accordingly.*

**Document D**



**Budgeted Administrative Cost**

<b>Admin Line Item</b>	<b>Adult Education (sec. 231 funds)</b>	<b>Corrections/Institutionalized (from sec. 231 funds)</b>	<b>Total Requested Budget</b>
Administrative Salary			
Administrative Benefits			
Non-Instructional Travel			
Professional Development-Admin			
Non-Instructional Materials & Supplies			
Non-Classroom Supplies - Computing Devices			
Communications & Operations			
Non-Classroom Equipment Maintenance & Repairs			
Advertising			
Non-Capitalized/Capitalized Items			
Restricted Indirect Cost			
<b>Total Admin Funds Requested</b>			

Administrative Costs are limited to 5% of the total award.

Alabama Community College System does **NOT** have an approved Restricted Indirect Cost rate for a supplement and not supplant Federal award. Subrecipients may request indirect costs if they have a Negotiated Restricted Indirect Cost rate approved by the U. S. Department of Education. The approved Restricted Indirect Cost rate document must be provided and validated by the ACCS State Director for Adult Education before indirect costs are allowed to be charged. If approved, the indirect costs that the program requests would be in lieu of the current direct administrative costs, not in addition to.



**Document E**

**Performance Chart**

**ACCS Adult Education Grant Application Past Effectiveness**

Applicant Name:							
Demonstrated Effectiveness	Performance Indicator	2018 (7/1/2017 to 6/30/2018)			2019 (7/1/2018 to 6/30/2019)		
Improving the skills of eligible individuals who have low levels of literacy in reading, writing, mathematics, English Language acquisition, and other subject areas relevant to the services contained in the application		# Students Served	# Students Demonstrating Progress	% of Students Demonstrating Progress	# Students Served	# Students Demonstrating Progress	% of Students Demonstrating Progress
	Reading (below 8th GLE)						
	Reading (9 -12 <sup>th</sup> GLE)						
	Language/Writing (below 8th GLE)						
	Language/Writing (9 -12 <sup>th</sup> GLE)						
	Math (below 8 <sup>th</sup> GLE)						
	Math (9-12 <sup>th</sup> GLE)						
	English Language Acquisition (below 8 <sup>th</sup> GLE)						
	English Language Acquisition (9-12 <sup>th</sup> GLE)						
	Outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training		# Unemployed at entry	# gained employment while enrolled or shortly after	% gained employment while enrolled or shortly after	# Unemployed at entry	# gained employment while enrolled or shortly after
Employment							
		# Students seeking HSE	# of Students earned HSE	% of Students earning HSE	# Students seeking HSE	# of Students earned HSE	% of Students earning HSE
Attainment of Secondary School Diploma or Equivalent							
		# Students Served	# Students enrolling in postsecondary education and training	% Students enrolling in postsecondary education and training	# Students Served	# Students enrolling in postsecondary education and training	% Students enrolling in postsecondary education and training
Transition to Secondary Education and Training							

## Document F

### Demonstrated Effectiveness Chart

An applicant must provide demonstrated performance in content domains and outcomes related to State and Federal goals. The regulations also establish uniformity for how past effectiveness is determined so that all eligible providers are treated fairly in the grant competition. The regulations provide an opportunity for an applicant that does not have past performance data under WIOA section 116 to demonstrate it has been previously effective in serving basic skill deficient eligible individuals. The chart below is used by all grant applicants to demonstrate effectiveness.

The ACCS AE will determine an applicant has demonstrated effectiveness to be an eligible applicant through review of the applicant's response to the Demonstrated Effectiveness Chart; and if the applicant has provided a narrative which includes valid and reliable data on its record of improving the skills of eligible individuals, as well its record related to eligible individual's transitional outcomes in the areas of employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Does the program work with eligible individuals in the following areas (See pages 20-23):	Yes	No
Reading		
Language Arts/Writing		
Mathematics		
English Language Acquisition (Section 231 and/or Section 243)		
Employment		
Attainment of secondary school diploma or its recognized equivalent		
Transition to postsecondary education and training		
The applicant should provide a narrative which includes program data regarding outcomes associated with student's educational gains in the content areas and grade level equivalencies above, as well as transitional outcomes related to employment, attainment of secondary school diploma or recognized equivalent, and transition to postsecondary education and training.		

## Document G



### GEPA Provisions

(For Details Regarding GEPA, see Appendix F in the Guidelines and General Instructions)

*Section 427* of the Department of Education's General Education Provisions Act (GEPA) affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE THE FOLLOWING INFORMATION TO ADDRESS THIS NEW PROVISION, IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

*Section 427* is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applications for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

**I. Please provide a narrative which gives a clear and succinct description of how your program will ensure equitable access to, and participation in, your federally assisted programs for students, teachers, and other program beneficiaries with special needs. The GEPA provision allows applicants discretion in developing the required description. However, the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine the barriers that are applicable to your program and address the application of steps that will be taken to overcome these barriers.**

**II. While not required, applicants may also choose to address the issues associated with this provision in connection with related topics in the application.**



**Document H**

**Alabama Community College System Adult Education Division  
Pre-Award Fiscal Risk Assessment Tool**

**Purpose: If selected for grant award, this tool will be required prior to funding**

To assist state staff in effectively monitoring potential fiscal risk factors associated with grants funded by federal pass-through funds to grantees. The focus is to ensure that grant programs meet the following requirements:

1. adhere to the grantor’s guidelines and agreements,
2. remain within budget,
3. are able to carry out the scope of service, and
4. ensure that proper internal controls are in place.

<b>Applicant/Organization Name:</b>	
<b>Applicant’s EIN:</b>	
<b>Applicant’s DUNS number:</b>	
<b>Risk Assessment Completed by:</b>	
<b>Date Risk Assessment Completed:</b>	
<b>Project Year:</b>	
<b>Total Score:</b>	
<b>#</b>	<b>Pre-Award Fiscal Risk Assessment Tool</b>
1.	Is the Applicant on the Federal or State Department List? (If yes, no need to go further.)
	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?
	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Has the agency ever had a government contract, project, or agreement terminated?
	<input type="checkbox"/> Yes <input type="checkbox"/> No

4.	Does the agency employ a finance director with at least three years of experience in accounting?
	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	How many years has the organization been in existence?
	<input type="checkbox"/> Less than 2 years <input type="checkbox"/> 2-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-14 years <input type="checkbox"/> 15 years or more
6.	Other than WIOA Title II, does the Agency have experience managing other federal, state, local or private funds?
	<input type="checkbox"/> No prior experience <input type="checkbox"/> Less than 2 years of experience <input type="checkbox"/> 2-5 years of experience <input type="checkbox"/> 6-10 years of experience <input type="checkbox"/> 11-14 years of experience <input type="checkbox"/> 15 years or more of experience
7.	Does the Agency have experience administering WIOA Title II funds or other grants that provide funds for services to a comparable target population?
	<input type="checkbox"/> No prior experience <input type="checkbox"/> Less than 2 years of experience <input type="checkbox"/> 2-5 years of experience <input type="checkbox"/> 6-10 years of experience <input type="checkbox"/> 11-14 years of experience <input type="checkbox"/> 15 years or more of experience
8.	Number of Years that the Program Administrator has been in the position as of the proposal date?
	<input type="checkbox"/> Less than 1 year of experience <input type="checkbox"/> 1-2 years of experience <input type="checkbox"/> 3-5 years of experience <input type="checkbox"/> 6-9 years of experience <input type="checkbox"/> 10 years or more of experience

9.	Percentage of Full-time Personnel in their positions for 3 or more years:
	<input type="checkbox"/> Less than 20% <input type="checkbox"/> 20% but less than 40% <input type="checkbox"/> 40% but less than 60% <input type="checkbox"/> 60% but less than 80% <input type="checkbox"/> 80% or more
10.	How many years has it been since the applicant had a formal on-site program review/audit?
	<input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> has not been reviewed/audited
11.	Amount of grant award requested for this project:
	<input type="checkbox"/> \$0 - \$149,999 <input type="checkbox"/> \$150,000 - \$399,999 <input type="checkbox"/> \$400,000 - \$599,999 <input type="checkbox"/> \$600,000 – \$799,999 <input type="checkbox"/> \$800,000 or more
12.	Single Audit Status:
	<input type="checkbox"/> No single audit performed <input type="checkbox"/> Single audit with both material weakness and significant deficiency findings <input type="checkbox"/> Single audit with material weakness finding(s) <input type="checkbox"/> Single audit with significant deficiency finding(s) <input type="checkbox"/> Single audit with not findings

## Document I

Counties to be Served	Need per County Based on ACS	Expected Number of Students to be Served Based on Annual State Goals	Counties to be Served	Need per County Based on ACS	Expected Number of Students to be Served Based on Annual State Goals
Autauga County	5021	300	Houston County	11653	697
Baldwin County	17095	1022	Jackson County	7089	424
Barbour County	5440	325	Jefferson County	53102	3175
Bibb County	3132	187	Lamar County	1972	118
Blount County	8651	517	Lauderdale County	8838	528
Bullock County	1986	119	Lawrence County	5378	322
Butler County	2513	150	Lee County	10886	651
Calhoun County	14057	841	Limestone County	11744	702
Chambers County	4817	288	Lowndes County	1727	103
Cherokee County	4008	240	Macon County	2472	148
Chilton County	5856	350	Madison County	25284	1512
Choctaw County	2029	121	Marengo County	2575	154
Clarke County	3491	209	Marion County	4838	289
Clay County	2475	148	Marshall County	13677	818
Cleburne County	2587	155	Mobile County	44711	2674
Coffee County	5619	336	Monroe County	2617	157
Colbert County	6609	395	Montgomery County	25310	1513
Conecuh County	1904	114	Morgan County	15307	915
Coosa County	1831	109	Perry County	1525	91
Covington County	4854	290	Pickens County	3209	192
Crenshaw County	2319	139	Pike County	3986	238
Cullman County	11786	705	Randolph County	3705	222
Dale County	5402	323	Russell County	7510	449
Dallas County	5755	344	Shelby County	13425	803
DeKalb County	13566	811	St. Clair County	10177	609
Elmore County	8641	517	Sumter County	1635	98
Escambia County	5515	330	Talladega County	12008	718
Etowah County	12573	752	Tallapoosa County	6392	382
Fayette County	2247	135	Tuscaloosa County	17056	1020
Franklin County	5339	319	Walker County	9453	565
Geneva County	4240	254	Washington County	2411	144
Greene County	1538	92	Wilcox County	1895	113
Hale County	1921	115	Winston County	4189	251
Henry County	2566	153			

**Document J**

**Alabama Adult Education Performance Accountability Measures**

<b>Accountability Measures</b>	<b>State Program Goals October 1, 2020 – June 30, 2022</b>
<b>Enrollment</b>	<b>32,000</b>
<b>NCRC (WorkKeys) Certificate</b>	<b>5,000</b>
<b>High School Equivalency</b>	<b>5,000</b>
<b>Measurable Skill Gains</b>	<b>38.5%</b>

**State Performance Goals: July 1, 2020 – June 30, 2022**

<b>Entering Educational Functioning Level</b>	<b>Performance Goals</b>
ABE Beginning Literacy (0 – 1.9)	43%
ABE Beginning Basic Education (2.0 – 3.9)	44%
ABE Intermediate Low (4.0 – 5.9)	43%
ABE Intermediate High (6.0 – 8.9)	45%
ASE Low (9.0 – 10.9)	53%
ESL Beginning Literacy	34%
ESL Beginning Low	37%
ESL Beginning High	41%
ESL Intermediate Low	37%
ESL Intermediate High	34%
ESL Advanced	19%
<b>Overall MSG (Federal Goal)</b>	<b>38.5%</b>

\*State Plan submitted in 2020 included the negotiated Federal Goals for 2021 and 2022.

\*Accountability Measures are determined by the American Community Survey.



## Document K

### Local Workforce Development Board

#### **Roles and Responsibilities in the review of Adult Education and Family Literacy Act proposals**

##### **Background:**

A function of local workforce boards, identified under section 107(d) (11) of the Workforce Innovation and Opportunity Act (WIOA), is to coordinate local workforce activities with education and training providers, including providers of adult education and literacy activities under Title II of WIOA. The coordination of education and training activities includes the review of proposals for providing adult education and literacy activities submitted to the Alabama Community College System, Adult Education Division (AE) for funding under Title II.

##### **Requirements for local board review of proposals:**

Local board review of Title II proposals is to ensure proposals for providing adult education and literacy activities are consistent with local workforce board plans (WIOA, 107(d)(11)(B)(i)(I)). While States have flexibility under this regulation to design their processes for local board review of proposals, those processes must reflect the following key AEFLA requirements:

- All eligible providers must have direct and equitable access to apply and compete for grants or contracts (section 231(c)(1) of WIOA and 34 CFR § 463.20(c)(1));
- The same proposal process must be used for all eligible providers in the State or outlying area (section 231(c)(2) of WIOA and 34 CFR § 463.20(c)(2));
- The Local Board **must review proposals submitted to the eligible agency by eligible providers to determine whether they are consistent with the approved local plan** (section 107(d)(11)(B)(i)(I) of WIOA and 34 CFR § 463.21(b)(1));
  - If a local workforce board determines that a proposal is not consistent with the local workforce plan, the **Local Board must make recommendations to the eligible agency to promote alignment with the approved local plan** (section 107(d)(11)(B)(i)(II) of WIOA and 34 CFR § 463.21(b)(2); and
  - The eligible agency must consider the results of the review by the Local Board in determining the extent to which the proposal addresses the required considerations in 34 CFR § 463.20 (34 CFR § 463.21(c)).

Local workforce boards are not responsible for approving or denying proposals submitted under Title II of WIOA. They are, however, expected to evaluate the extent to which a proposal submitted under Title II addresses the requirements of the local plan developed in accordance with WIOA (WIOA, 108(b) (13)).

**Document L**

**(This document is for ACCS AE internal use only. Document L is included in the application to provide transparency of the process for Local Workforce Board review).**

**Title II Adult Education and Family Literacy Act (AEFLA)  
Local Workforce Innovation and Opportunity (WIOA)  
Application – Board Alignment Review Form**

**Local Workforce Area Board:**

**(AEFLA) Request for Funding Applicant:**

Please check only one of the two choices below

I, the undersigned, hereby have the authority on behalf of the Local Workforce Innovation and Opportunity Workforce Board and have made the determination that:

The application for Title II Adult Education and Family Literacy Act Funding is **aligned** to the goals and objectives of the local Workforce Innovation and Opportunity Board and local area of the state.

The application for Title II Adult Education and Family Literacy Act funding is **not aligned** to the goals and objectives of the local Workforce Innovation and Opportunity Board and local area of the state.

Comments (if applicable):

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Signature \_\_\_\_\_ Date \_\_\_\_\_

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Title \_\_\_\_\_