



**Alabama Community College System
Adult Education Division
Guidelines and General Instructions for
Tuscaloosa and Bibb Counties Only**

**For the Request for Funding Proposal (RFP)
Fiscal Year 2022 – Fiscal Year 2024
(July 1, 2021 – September 30, 2024)**

ADULT EDUCATION AND LITERACY SERVICES

Adult Education, Literacy, English Language Acquisition, Workforce Preparation,
Workplace Adult Education and Literacy, Family Literacy,
Integrated English Literacy and Civics Education,
Integrated Education and Training, Corrections, Institutionalized

RFP Application Due: **Monday, May 3, 2021**

Bidder's Webinar: refer to the recording

<https://www.dropbox.com/s/nyk9912cg6lvg7j/Adult-Ed-RFP-Bidders-Webinar.mp4?dl=0>

The purpose of the bidder's webinar is to clarify questions related to the RFP guidelines, general instructions. Participating in the webinar is not mandatory to submit an RFP application; however, interested parties are strongly encouraged to attend.

Notification of awards will be made no later than May 28, 2021.

Alabama Community College System Adult Education Division
135 S Union St · Montgomery, AL 36104
334-293-4567 · www.accs.edu

The Alabama Community College System, Adult Education Division, does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

Introduction

The Alabama Community College System (ACCS), Adult Education Division (AE) is requesting proposals for funding from eligible providers to develop, implement, and improve adult education and literacy activities within the State by establishing or operating programs to provide a comprehensive service model for adult education and literacy services, including programs that provide such activities concurrently. This funding is made available through the Workforce Innovation Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) (Public Law 113-128). The Request for Proposal (RFP), instructions and general information, apply to the following grant opportunities:

- Adult Education & Family Literacy Act (AEFLA), WIOA, Section 231, including corrections and institutionalized populations.
- Integrated English Literacy and Civics Education (IELCE), WIOA, Section 243 (In alignment with 34 CFR § 463.71, **an applicant is not required to apply for ABE funds to be eligible to apply for IELCE funds.**)

Eligible Applicants

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. A local educational agency,
- b. A community-based organization or faith-based organization,
- c. A volunteer literacy organization,
- d. An institution of higher education,
- e. A public or private nonprofit agency,
- f. A library,
- g. A corrections or institutionalized agency,
- h. A public housing authority,
- i. A 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. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
- k. A partnership between an employer and an entity described (a) through (j) of this section.
- l. Other

Per 34 CFR § 463.24, 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 *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.

(See also pages 33 of the *Guidelines and General Instructions* for more information regarding Demonstrated Effectiveness.)

Based on State priorities, funding for core WIOA programs is prioritized for the following:

- Organizations who have demonstrated effectiveness in improving the literacy of eligible individuals especially with respect to eligible individuals, who have low levels of literacy,
- Organizations whose services are aligned with local workforce strategies, priorities, and partners, and
- Organizations whose services are responsive to the needs of persons with barriers to employment.

Additionally, a Pre-Award Fiscal Risk Assessment (State Requirement) will be completed by AE for each eligible proposal prior to finalization of award. (See Appendix A: Pre-Award Fiscal Risk Assessment Tool.)

The applicant understands the information provided herein is intended solely to assist the applicant in submittal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. Resources have been made available on the ACCS website www.accs.edu

It is highly recommended that you review the following information prior to preparing the proposal:

- Guidelines and General Instructions
- Adult Education Procedure Manual
- Alabama State Plan
- Local Workforce Development Board (WIOA) Plan
- Alabama Labor Market Information
- Other state and federal documents and resources

After reviewing the information, eligible organizations/applicants may submit questions to the ACCS, AE. **Questions should be submitted in writing via email** to paula.thompson@accs.edu. No phone calls will be accepted. Questions and responses will be posted on the ACCS website www.accs.edu in the Bidder's Webinar FAQs.

Timeline	
Release of RFP to prospective entities	April 16, 2021
Deadline: Grant Proposals due to ACCS, Adult Education Division	May 3, 2021 4:00pm CST
Review of Proposals by Local Workforce Development Boards and Review Committee (<i>ACCS AE has a process in place for the WDB Board Review. ACCS AE will forward all proposals to the WDBs for review, based on the internal process found on the RFP website.</i>)	May 5, 2021 – May 20, 2021
Deadline: LWDBs and Review Committee Results – comments to AE	May 20, 2021
AE conducts final review and makes final determination for awarding funding	May 20-26, 2021
Official Competition Result Notification to all Applicants	May 28, 2021
WIOA Adult Education Grant Period Begins	October 1, 2021

Proposal Submission Requirements

Applicants must submit three (4) complete copies of the RFP package.

- One (1) electronic copy emailed in PDF format to paula.thompson@accs.edu
- Three (3) paper copies bearing original signatures in **BLUE** Ink

Mail Paper Copies to: Alabama Community College System
Adult Education Division
Attn: David Walters
135 S Union St
Montgomery, AL 36104

**Hand delivered proposals will be accepted Monday through Friday
9:00 a.m. until 4:00 p.m.**

Deadline for Submissions is May 3, 2021, no later than 4:00 p.m. CST

Proposal Format

Proposals must be submitted in the format and content specified in these instructions. Proposal materials, budget and resource information are available for download on the ACCS website at www.accs.edu

- 12-point font, single-spaced, 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- No handwritten proposals will be accepted.
- Incomplete proposal packages will not be considered.

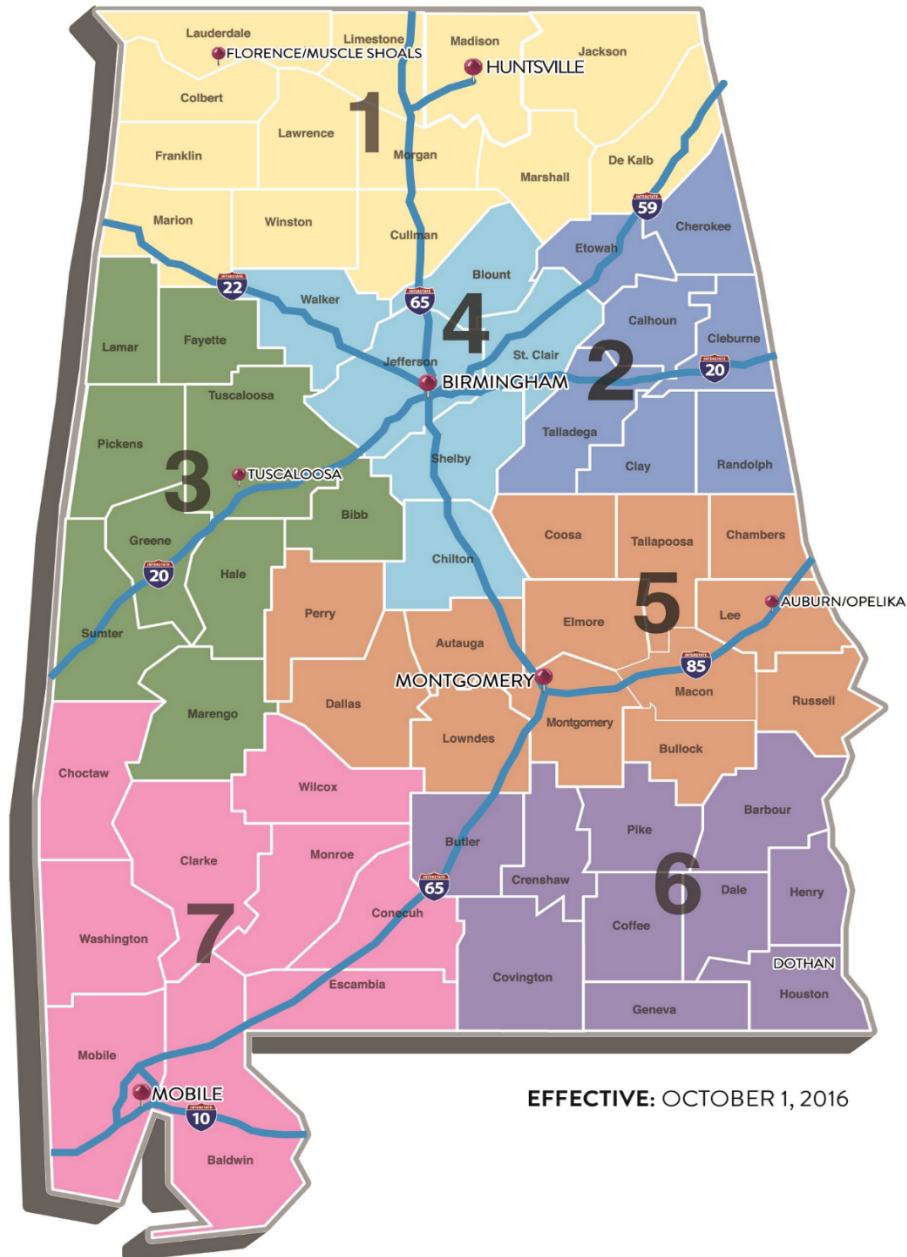
Grant Period (State Requirement)

The ACCS AE will award grants on a three-year term beginning on October 1, 2021.

Funding in the second and third year of the grant is contingent upon continued appropriations and grantees performance in meeting all requirements under the grant. The 2021-2022 funds awarded on October 1, 2021 must be expended by September 30, 2022. Funds for year two of the grant must be expended by September 30, 2023. Funds for year three of the grant must be expended by September 30, 2024. There will be no carryover of funds (State Requirement).

Alabama Local Workforce Development Boards

REGIONAL WORKFORCE COUNCILS



Alabama Local Workforce Board Plans:

[Area 1](#)

[Area 5](#)

[Area 2](#)

[Area 6](#)

[Area 3](#)

[Area 7](#)

[Area 4](#)

Estimated Available Funds

Adult Education and Family Literacy funding allocations will be based on data from the American Community Survey (See Appendix F) which shows the number of citizens needing literacy services in each county.

Each eligible provider receiving a grant must use the awarded funding to establish or operate programs to provide adult education and literacy activities, including programs that provide such activities concurrently. In accordance with WIOA Title II, Section 231, the Adult Education Division is seeking proposals from eligible providers to administer activities in each county. If multiple applicants apply for the same county, the amounts awarded will be proportionately distributed. This distribution will be based on need and the ability of the grantee to provide rigorous academic instruction and relevant workforce related services. The allocations awarded may change based on federal and state appropriations.

The awarded funds will serve each identified county or portion of a county in the service area with a proportionate amount of funds.

Direct and Equitable Access

All applicants will receive direct and equitable access required by WIOA Section 231 (C). The competitive grant process ensures that:

1. All eligible providers will have direct and equitable access to apply and compete for grants.
2. The same grant announcement and proposal processes are used for all eligible applicants in the State.
3. In awarding grants under this section, all applicants must consider the 13 considerations identified in WIOA Title II, Sec. 231(e).

Allowable Use of Funds

Each eligible provider receiving a grant must use the awarded funding to establish or operate programs to provide adult education and literacy activities, including programs that provide such activities concurrently. The term “adult education and literacy activities” is defined as academic standards-based programs, activities, and services outlined in WIOA Title II Section 203(2): 34 CFR 463.30:

1. Adult education and literacy activities,
2. English language acquisition activities,
3. Family literacy activities,
4. Workforce preparation activities,
5. Workplace adult education and literacy activities,
6. Integrated English literacy and civics education, or
7. Integrated education and training.

For individual definitions of adult education and literacy activities, see Appendix B: Definitions.

According to Title II Section 241(a), funds made available for adult education and literacy activities under Title II must supplement and not supplant other state or local public funds expended for adult education and literacy activities. Supplement and not supplant means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available.

Local Administrative Cost Limits

Administrative costs are those non-instructional costs that are considered reasonable, necessary, and allowable costs associated with overall project management. Not less than 95% shall be expended for carrying out adult education and literacy activities. The remaining amount, not to exceed 5%, shall be used for planning, administration, professional development, and interagency coordination (administrative costs).

In cases where the cost limits described are too restrictive to allow for adequate planning, administration, professional development, and interagency coordination, the eligible provider shall negotiate with the Adult Education Division to determine an adequate level of funds to be used for non-instructional purposes. (Workforce Innovation and Opportunity Act [WIOA] Title II Section 233, 241(b); 34 CFR 463.25-.26).

Local Administrative Costs (34 CFR,463.26)

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs (34 CFR,463.26):

- Planning;
- Administration, including carrying out performance accountability requirements;
- Professional development;
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate, and,
- Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop system.

Indirect Cost

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.

Indirect costs are expenses an organization incurs for common or joint objectives, that cannot be readily and specifically identified with a particular grant project or other institutional activity. Typical indirect costs include the costs of operating and maintaining facilities, equipment, and grounds; depreciation or use allowances; leadership costs, and administrative salaries and supplies. These costs are usually charged to the grant as a percentage of some or all the direct cost items in the applicant's budget, this percentage is called the restricted indirect cost rate.

Program Personnel Guidelines (State Requirement)

Administrative Models:

Every local Adult Education (AE) provider must have an individual who is responsible for the overall operations of the AE program. The ACCS AE allows the following administrative models:

1. **The Traditional Model** – this model includes a local program **Director** who works 100% of his/her time in the AE program. The Director must have daily engagement with the AE staff and the program and maintain an office in the same physical location as the main AE instructional center. The Director should be placed on the C-3 salary schedule, and the salary may be paid 100% from AE funds up to the ACCS AE approved salary cap (as published by ACCS AE Fiscal Division in the annual budget instructions), with any amount above the capped limit coming from other funding sources outside of AE funding. (Some local agencies may also pay the Director's salary from local agency funds and a percentage of AE funds.)
2. **The Hybrid Model** – this model includes a local program **Director** who works 100% of his/her time in AE, but his/her responsibilities are split between **administrative and instructional duties**. The Director must have daily engagement with the AE staff and the program and maintain an office in the same physical location as the main AE instructional center. The Director should be placed on the C-3 salary schedule, and the salary may be 100% from AE funds up to the ACCS AE approved salary cap (as published by ACCS AE Fiscal Division in the annual budget instructions), with any additional amount above the capped limit coming from other funding sources outside of AE funding. (Some local agencies may also pay the Director's salary from local agency funds and a percentage of AE funds.)
3. **The Facilitator Model** – this model includes a **Facilitator** who has general oversight of all AE program functions but may not spend 100% of his/her time in AE. The Facilitator is solely responsible for administering the Adult Education budget, recruitment and hiring of AE personnel (in alignment and coordination with the local program's HR Department), evaluation of AE personnel, and ensuring that the Adult Education program operates in compliance with ACCS AE policies and procedures and State and Federal guidelines. **The Facilitator's salary will not be paid 100% from AE funding, but a percentage of the**

salary may be paid from AE funds, using the C-3 salary schedule, based on the percentage of time the Facilitator works with the AE program. A portion of the Facilitator's salary (paid from AE funds) will be deemed as administrative costs in the program's budget. This model may also include a **Coordinator** who has both instructional and **limited** administrative duties, **with the administrative duties not to exceed 50% of the Coordinator's time**. The limited administrative duties could include classroom observations, coaching of AE instructional staff, professional development programming, and development of class schedules, but with the Facilitator maintaining the overall responsibility of the program and program performance. The **Coordinator** should be placed on the D-3 salary schedule, according to years of experience.

With the application of a new RFP, the local fiscal agent will be required to state which of the above models will be utilized for the agency's AE program, if funded. (State Requirement)

Personnel Job Descriptions (State Requirement):

The following guidelines should be used in developing job descriptions to recruit, employee, and retain personnel. The minimum requirements for each position are mandatory. Grantees must ensure all employees meet the minimum requirements for each position and follow personnel guidelines outlined in the ACCS Adult Education Policy Manual.

To ensure quality of programs and performance requirements, AE recommends the following minimum staff to support the adult education program.

Any exception to the following guidelines must be submitted in writing to the State Director of Adult Education.

ADULT EDUCATION PROGRAM DIRECTOR

The Program Director classification is limited to one staff member per grantee. A full-time Adult Education Director is a salaried employee performing his/her assigned duties in the adult education program for 40 hours a week on a 260-day contract.

Class Title: Program Director

Characteristics:

The Program Director provides program leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel. The Program Director's office should be in the same physical location as the main adult education center. Director should have daily engagement with the adult education staff and students. **The Program Director classification is limited to one staff member per grantee**, and only for a program that does **not** employ a program facilitator.

Examples of Duties:

Management

- Supervises instructors, academic and administrative assistants
- Lead the administrative and instructional functions of the program
- Oversees the day-to-day operation of program

- Initiates and facilitates change for continuous program improvement and capacity building
- Understands, interprets, and assures compliance with federal and state laws and regulations
- Establishes procedures to meet performance areas for performance accountability
- Initiates program planning, develops goals and plans for meeting objectives
- Provides leadership in development of curriculum, retention activities and other student services
- Promotes safe work environment
- Establishes procedures for collecting, documenting, and reporting data and ensures accountability
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means
- Oversees recordkeeping

Instruction

- Provides instruction in literacy, adult basic education, GED® preparation, English language acquisition, workplace, family literacy and/or citizenship.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.

Personnel

- Assures appropriate program staffing.
- Supervises, observes, and evaluates staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal

- Manages fiscal resources and reports financial information.
- Identifies additional resources and initiates plans to secure them.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing.

Community

- Advocates and promotes adult education programs within the community.
- Builds partnerships to enhance the availability, quality and delivery of services.
- Participates in local organizations

Leadership

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional leadership.
- Supports instructional strategies based on research in adult learning and development.
- Recruits students to meet enrollment goals.

Professional Development

- Participates in required professional development and all AE Director Meetings/Workshops
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- **Master's Degree** in administration, education, or a related field, and three years of administrative/management experience is **required**.
- This position requires demonstrated leadership ability and evidence of success in achieving measurable outcomes. Program directors who instruct will also meet the minimum requirements for an adult education instructor.

ADULT EDUCATION PROGRAM FACILITATOR

An Adult Education Facilitator has general oversight and overall responsibility for all AE program functions but may not spend 100% of his/her time in Adult Education.

Class Title: Program Facilitator

Characteristics:

Provides program leadership and direction; plans, develops, implements, and evaluates all aspects of program and personnel. Supervises instructors, instructional support staff, and non-instructional support staff. **The Program Facilitator classification is limited to one staff member per grantee**, and only for a program that does **not** employ a program director.

EXAMPLES OF DUTIES:

Management

- Oversees the day-to-day operation of the program.
- Initiates and facilitates change for continuous program improvement and capacity building.
- Understands, interprets, and assures compliance with federal and state laws and regulations.
- Establishes procedures to meet performance areas for performance accountability.
- Initiates program planning and develops goals and plans for meeting objectives.
- Provides leadership in development of curriculum, retention activities and other student services.
- Promotes a safe work environment.
- Establishes procedures for collecting, documenting, and reporting data and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Oversees recordkeeping.

Personnel

- Assures appropriate program staffing.
- Supervises, observes, and evaluates staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal

- Manages fiscal resources and reports financial information.
- Identifies additional resources and initiates plans to secure them.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing.

Community

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality, and delivery of services.
- Participates in local organizations

Leadership

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals, and objectives of adult education at local, state, and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional leadership.
- Supports instructional strategies based on research in adult learning and development.
- Recruits students to meet enrollment goals.

Professional Development

- Participates in required professional development and all AE Director Meetings/Workshops
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- **Master's Degree** in administration, education, career and technical education or a related field, and three years of administrative/management experience is **required**.
- This position requires demonstrated leadership ability and evidence of success in achieving measurable outcomes.

ADULT EDUCATION INSTRUCTOR

A full-time Adult Education instructor is a salaried employee performing assigned duties in the adult education program 40 hours per week on a 229-day contract. (A **part-time** Adult Education instructor is paid on an hourly basis performing assigned duties in the adult education program 29 hours or less per week. The assignment of hours for part-time instructors should be made in accordance with local program policy.)

Class Title: Instructor**Characteristics:**

Provides instruction to adult education students. Plans, implements, documents, and evaluates instructional practices, procedures, and materials. Provides direct, on-site daily supervision of academic assistants.

Examples of Duties:

Instruction

- Provides instruction in literacy, adult basic education, GED® test preparation, English language acquisition, family literacy, integrated English Literacy and civics education, integrated education and training, including career pathways, workplace education, and workforce preparation, including the National Career Readiness Certificate, and Ready to Work (RTW) skills integration.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing and/or math instructional strategies.
- Uses a variety of instructional strategies and tools appropriate to the needs of the student.
- Uses lesson plans aligned with CCR Standards that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Works with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family- and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Facilitates the transfer of learned skills from the classroom to the job.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Plans instructional support activities carried out by academic assistants.
- Evaluates the achievement of students with whom academic assistants are working.
- Additional duties may include assisting AE students with enrolling in postsecondary education institutions or training programs; helping students with job search skills in preparation for the workforce; connecting students with support services; and helping students establish career and educational goals.

Assesses and Monitors Learning

- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.
- Participates in the retention and follow-up of students.

Classroom Management

- Maintains knowledge of program regulations, policy and procedures.
- Maintains student records.
- Supervises and monitors academic assistants.

Community

- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Advocates adult education at the local and state level and explains the impact of under-education on employment and society.
- Assesses adult education needs and promotes programs in community.
- Promotes use of community resources and participates in activities of other community agencies.
- Recruits families and matches them with instructional staff.

Professional Development

- Participates in required professional development activities, receiving a minimum of 10 clock hours of PD per year, with 5 of the 10 hours being structured coursework.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- All new instructors hired after October 1, 2016, shall possess a minimum of a bachelor's degree in education or a content-related field. As a best practice, it is strongly suggested that they will have earned a 12.9+ score in every content area (Language, Reading and Math) on a TABE A, or within the past 10 years, they will have earned a 21-composite score on an ACT or 990 on the SAT. A current teaching certificate in the content area of instruction is preferred.
- Program directors who supervise non-degreed instructors shall work with ACCS/AE staff to develop individualized educational plans for non-degreed instructors. The plan should reflect courses that will be taken for attainment of a 4 -year degree in education or a content-related field, to be completed within a specified amount of time.

INSTRUCTIONAL SUPPORT STAFF

An instructional support staff person is employed by the local adult education provider to work in the classroom setting to assist the adult education instructor.

Class Title: Academic Assistant

Characteristics:

The Academic Assistant must work under the daily supervision of a qualified instructor. The Academic Assistant may provide one-on-one instruction at the discretion of the instructor or program director. The Academic Assistant may not provide classroom or group instruction.

Examples of Duties:

Program

- Follows the directions of the instructor or program director and works as an effective member of the instructional team to ensure the success of all students.
- Carries out the preparation of instructional materials for use by the instructor.
- Monitors and observes student behaviors and shares observations with the instructor.
- Assists instructor in providing individual support for student and in checking for understanding of instructional materials.
- Organizes, uses, and maintains supplies, materials, and equipment.
- Assists in providing non-instructional support for students.
- Understands community resources and discusses possible referrals with the instructor.

Recordkeeping

- Assists instructor in implementing, recording, and monitoring student educational plan.
- Assists instructor in administering, scoring, and evaluating diagnostic tests.
- Assists instructor in preparing student folders and maintaining records of student progress.
- Assists instructor in collecting data for reports.

- Understands and uses the AAESAP data system.

MINIMUM REQUIREMENTS

- All academic assistants shall have a high school diploma or its equivalent (e.g., GED® credential).

NON-INSTRUCTIONAL STAFF

A support staff person is employed to perform non-instructional support tasks in the adult education program (i.e., performing secretarial, or bookkeeping duties).

Class Title: Administrative Assistant

Characteristics:

Must work onsite under the direct, daily supervision of the program director or instructor. Assists in the overall functioning of the program by performing clerical and other duties as required.

Examples of Duties:

- Works as an effective member of the team to ensure the success of all students.
- Collates files and/or prepares documents and reports.
- Collects and enters data for reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, computer, or audio-visual equipment.
- Opens, sorts, prepares, sends, and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits and payment vouchers.
- Follows established methods and procedures.
- Assists in preparing student folders and maintaining records of student progress.
- Assists in proctoring and scoring diagnostic tests.
- Enters data, understands, and uses the AAESAP data system.

MINIMUM REQUIREMENTS

- All administrative assistants must have a high school diploma or GED® credential.

OTHER POSITIONS

For all other positions not listed above, local programs must have prior approval from ACCS/AE before hiring. **All positions, other than non-instructional staff positions, must have job duties and responsibilities that are instructional and student-centered. If not, the position will be deemed 100% administrative and will be included in the program's allowable 5% administrative cost allowance.**

Reservation of Rights (State Requirement)

The AE reserves the right to reject any or all proposals for failure to submit the requirements listed in the proposal instructions. Receipt of proposals by the AE confers no rights upon the applicant nor obligates

the AE in any manner. The AE also reserves the right to:

- reject any and all proposals,
- negotiate portions of a proposal and
- negotiate a grant award based upon proposed student contact hours, and level completions, project outcomes and overall proposal responses.

All awards are subject to availability of funds from the federal and state government. A delay in the receipt of federal and/or state allocations may delay the issuance of a contract. **A recipient may not begin to obligate funds under a project until an award is confirmed in writing by the ACCS, AE.**

All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities. The ACCS, AE division will provide an opportunity for a hearing for applicants that are not approved for funding. The applicant must request a hearing in writing within 30 days of the disapproval action. No later than 10 days after the hearing, ACCS, AE will issue its written ruling, including findings of fact and reasons for the ruling. (34 CFR Subtitle A76.401 Disapproval of a Proposal – Opportunity for a Hearing).

Contact Information for the ACCS, Adult Education Division:

For General Questions:

334-293-4564

paula.thompson@accs.edu

Administrative Assistant,
Alabama Adult Education Division

Adult Education and Family Literacy grant Proposal 2021 – 2024
Tuscaloosa and Bibb Counties Only
Proposals Due: Monday, May 3, 2021, 4:00 p.m.

General Information

The Workforce Innovation and Opportunity Act (WIOA) was created to provide state and local areas the flexibility to collaborate across systems in an effort to better address the employment and skills needs of current employees, jobseekers, and employers. WIOA accomplishes this by prescribing:

1. A stronger alignment of the workforce, education, and economic development systems; and
2. Improving the structure and delivery in the system to assist America's workers in achieving a family-sustaining wage while providing America's employers with the skilled workers they need to compete on a global level.

Workforce Innovation and Opportunity Act

- Replaces the 1998 Workforce Investment Act (WIA).
- Represents a renewed commitment to workforce development.
- Focuses on prosperity of workers and businesses, and the economic growth of your community and your state.
- Requires AL to create a single strategic plan for training and skill development, employment services, adult education, and vocational rehabilitation.

Alabama's Strategic Plan

- Provide every Alabamian the opportunity to be work or career ready and to secure gainful and sustainable employment
- Create a cohesive high performance workforce system that exceeds federal and state performance measures.
- Develop a career pathway service model that integrates programs and improves efficiency in employment service delivery across partners, with particular focus on individuals with barriers to employment.
- Strategically align programs with current and emerging in-demand sectors.

Combined Plan Partners

The State of Alabama submitted a WIOA Combined Plan which includes the following required state programs:

- Adult Program,
- Dislocated Worker Program,
- Youth Program,
- Adult Education and Family Literacy Program,
- Wagner-Peyser Act Program,
- Vocational Rehabilitation Program

In addition, Alabama included the Temporary Assistance for Needy Families (TANF), Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), Jobs for Veterans

State Grants Program (JVSG), and Senior Community Service Employment Program (SCSEP) as well as other strategic partners as identified in the AL WIOA State Plan. The plan identified the roles and responsibilities of Title II, AEFLA grantees. The plan is available for review: <https://wioaplans.ed.gov/node/271>

Purpose

The purpose of the adult education and literacy grant program (WIOA Sec. 222(a)(1)) is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family.
- Assist adults in attaining a secondary school diploma education or its equivalent and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in
 - Improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and
 - Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship; and/or
- Provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for:
 - Adult education and literacy activities,
 - Special education,
 - Secondary school credit,
 - Integrated education and training,
 - Career pathways,
 - Concurrent enrollment,
 - Peer tutoring, and
 - Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
- Provide Integrated English Literacy and Civics Education program (WIOA Sec. 243(a)) is to:
 - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in- demand industries and occupations that lead to economic self-sufficiency; and
 - Integrate with the local workforce development system and its functions to carry out

the activities of the program.

Individuals Eligible for Services

In accordance with WIOA Title II (Sec. 203), an “eligible individual” means an individual-

- a. who has attained 16 years of age;
- b. who is not enrolled or required to be enrolled in secondary school under State law; and
- c. who-
 - i. is basic skills deficient;
 - ii. does not have a secondary school diploma or its recognized equivalent; and has not achieved an equivalent level of education; OR
 - iii. is an English language learner (ELL).

Program Services and Activities

Each eligible provider receiving a grant must use the awarded funding to establish or operate programs to provide adult education and literacy activities, including programs that provide such activities concurrently. The term “adult education and literacy activities” includes academic standards-based programs, activities, and services outlined in WIOA, Title II Section 203(2): 34 CFR 463.30:

1. Adult education and literacy activities,
2. English language acquisition activities,
3. Family literacy activities,
4. Workforce preparation activities,
5. Workplace adult education and literacy activities,
6. Integrated English literacy and civics education, or
7. Integrated education and training
 - a. Provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupational cluster, and
 - b. Serves the purpose for both educational and career advancement.

Adult Basic Education (ABE) refers to instruction at the 0 - 8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy and employability skills needed to function effectively in society. The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks.

Adult Secondary Education (ASE) refers to instruction at the 9.0 – 12.9 grade levels designed to assist learners in pursuit of a high school equivalency diploma. Adult secondary education/HSE test preparation provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential. Students

with a high school credential may receive adult education services if they score 12.9 or below on the Tests for Adult Basic Education (TABE). It is strongly recommended that the population without a high school diploma or its equivalent take precedence. In other words, serving the population with a high school diploma or its equivalent, as capacity permits, should not be in lieu of the population without a high school diploma or its equivalent.

English Language Acquisition (State Requirement) services will be provided in all seven local workforce regions of the state. This program of instruction is designed to help eligible individuals, who are English language learners, achieve competence in reading, writing, speaking, and comprehension of the English language. Instruction can lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training, or employment. *Every adult education program offering English language acquisition services will also include civics education*, which is a State requirement of the ACCS, AE.

Family Literacy includes services of sufficient intensity and quality to make sustainable changes in a family and integrate:

- Interactive literacy activities between parents and their children,
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency,
- An age-appropriate education to prepare children for success in school and life experiences,
- Programs may provide family literacy components and activities, such as parenting skills courses.

Special Rule for Family Literacy

AE will not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that the agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, the AE will attempt to coordinate with programs and services not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

Integrated Education and Training (IET) is a program designed to provide adult education and literacy, workforce preparation, **and** workforce training each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals that occurs concurrently, uses occupationally relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement.

Integrated English Literacy and Civics Education refers to instruction for English language learners, including professionals with degrees and credentials in their native countries. Instruction should enable such 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 may include workforce training.

Workplace Adult Education and Literacy Activities refers to adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off- site location designed to improve the productivity of the workforce through the improvement of literacy skills.

Workforce Preparation Activities (Necessary Skills) are programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. As part of the career pathway, students will participate in workforce preparation activities to include but not limited to: Problem-solving, Teamwork, Communication skills, Goal Setting/Time Management, Professional Image, Role of Employer and Employee, Financial Awareness and Life Skills.

Corrections and Institutionalized Education and Training

No more than 20% of the total award should be used for institutionalized education and training. These funds may be used for the following activities:

- Adult Education and literacy activities,
- Integrated Education and Training,
- Career pathways,
- Concurrent enrollment, and
- Transition to re-entry educational initiatives and other post-release educational services with the goal of reducing recidivism.

The term *criminal offender* is defined as any individual who is charged with or convicted of any criminal offense. Services must be provided to individuals who are likely to leave the correctional institution within 5 years of participation in the program.

In Alabama, grantees will focus on adult education and literacy activities and English language acquisition activities. In addition to adult education and literacy activities, programs will provide opportunities for integrated education and training and career pathways. The goal of career pathway exploration, in a limited number of facilities, is to increase the number of institutionalized individuals transitioning to postsecondary education. The term *correctional institution* is defined as any:

- 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.

Local institutionalized classes must have the support of the warden and other administrative officers, and have the following available:

- At least six hours of classroom instruction must be made available per week (as required by the ACCS, AE) allowing for sufficient instructional time for meeting the post-assessment policy.
- During instructional time, the jail must dedicate an adequate space conducive to learning. The space should have a low-noise level, adequate lighting, a comfortable temperature, and appropriate furnishings.
- Inmates (students) should have access to instructional material for additional study outside of the classroom setting.

State Reporting Requirement

1. In addition to meeting performance indicators, grantees will annually prepare and submit a report on the relative rate of recidivism for the criminal offenders served.

Integrated English Literacy and Civics Education Grant Requirement, Section 243

The Integrated English Literacy and Civics Education (IELCE) is competitive grant funding under Title II; however, all rules and regulations apply, including the same grant announcement and proposal process detailed in 34 CFR 463.

The purpose of Section 243 is to provide services and activities that:

1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

Integrated English Literacy and Civics Education includes instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. Section 231 funds can be used in conjunction with Section 243 funds to provide for IELCE instruction and workforce training, if funded for both grant applications. Section 231 funds can be used for this instruction if not seeking or granted Section 243 funding. (See definitions for Integrated Education and Training and Integrated English Language and Civics.)

A grantee may meet the requirement to use funds for integrated English literacy and civics education in combination **WITH** integrated education and training activities by:

1. Co-enrolling participants in integrated education and training as described in 34 CFR Subpart that is provided within the local or regional workforce development area from sources other than Title II Section 243; or
2. Using funds provided under Title II Section 243 to support integrated education and

training activities as described in 34 CFR Subpart D.

Educational Standards and Policies

The AE has adopted and implemented standards-based instruction, focusing on College and Career Readiness Standards (CCRS), to promote the quality of adult education and literacy outcomes to prepare learners for success in adult education, postsecondary education, employment, and the educational advancement of their children. Statewide adoption of the CCRS promotes the explicit goal to equip students with the skills and knowledge needed for success in postsecondary education, employment, and beyond. All grantees are required to adopt and align instruction to the CCRS. <https://lincs.ed.gov/professional-development/resource-collections/profile-521>

Assessment Policy

AE developed assessment policies and guidelines designed to comply with local, state, and federal accountability and reporting requirements. All local adult education programs funded by AE with federal and/or state dollars are required to adhere to these policies and guidelines to guarantee accurate and uniform assessment information. The assessment policies can be located on the ACCS website and will be invaluable when setting student goals, evaluating learner progress, providing instruction, appraising program performance, and training local staff.

Approved Assessment Instruments	Adult Education Program Area Usage
BEST Literacy BEST Plus 2.0 TABE CLAS-E CASAS	English as a Second Language (ESL) English Literacy/Civics (EL/Civics)
TABE 11 &12	Adult Basic Education (ABE) Adult Secondary Education (ASE)

Professional Development

The purpose of professional development (PD) is to raise the level of expertise of Alabama's adult educators through continuing learning opportunities. Program directors shall ensure program's compliance with the PD requirements set forth by the AE. Alabama's Adult Education program directors and instructors will be required, by the ACCS AE, to complete 12 hours of PD annually.

Performance Standards

In order to measure the effectiveness of State and local areas, WIOA performance accountability measures apply across the core programs. The AE performance measures are negotiated with OCTAE to establish minimum levels of performance for each fiscal year. **Each local program must meet or exceed projected performance levels.** (See Appendix C)

Measurable skill gains (MSG) are expressed as the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress towards a credential or employment.

Measurable Skills Gains also measure participant's individual Educational Functioning Level (EFL) gain, which is the primary purpose of the adult education program. The National Reporting System (NRS) approach to measuring educational gain is to define a set of educational functioning levels at which participants are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set time period or number of instructional hours set by the State, participants are again assessed to determine their skill levels. See assessment policy for pre and post-test requirements.

Follow-Up Core Performance Outcomes

The NRS follow-up measures are outcomes individuals may achieve at some time following participation in adult education. These measures are:

- **Employment, Quarter 2.** This employment measure is the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program in question; the measure for youth also includes the percentage who were in education or training activities during the second quarter after exit.
- **Employment, Quarter 4.** This employment measure is the percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program in question; the measure for youth also includes the percentage who were in education or training activities during the fourth quarter after exit.
- **Median Earnings, Quarter 2.** This measure identifies the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Credential Attainment Rate (except Wagner-Peyser).** The credential attainment rate is expressed as the percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program.
 - A participant who has obtained a secondary school diploma (HSE) or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after program exit.

Alabama Adult Education System of Accountability and Performance-AAESAP

The state accountability system, Alabama Adult Education System of Accountability and Performance (AAESAP) is Alabama's real-time online reporting tool for NRS. Local providers are responsible for allocating sufficient resources to collect NRS measures, enter data into AAESAP. Programs are required to meet all elements for data collection, data entry, data verification, and accountability.

All grantees will be responsible for using AAESAP as the data management system at the local level. Training for administrators, instructors and support staff is required. The policy guidelines identify key assessment policies aligned with NRS levels for documenting achievement and support:

1. Selection and use of appropriate assessment instruments,
2. Appropriate test administration, scoring, and reporting of test scores,
3. Appropriate use of tests results to inform instruction and improve programs,
4. Setting Performance Standards, and
5. Reporting valid and reliable assessment results and related information for accountability and potential performance- based funding to local, state, and federal funding sources and policymakers.

Record Retention

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the first day of the next fiscal year. The retention period for equipment records starts on the date of disposition or replacement or transfer. To help clarify which programmatic information must be retained the following guideline is provided:

- Programs **must** retain documents such as, but not limited to:
 - AL Enrollment Form
 - Signed non-disclosure statement
 - Plan of Instruction (POI)
 - Diagnostic results, i.e. (TABE, Best Literacy, Best Plus...etc.)
 - Attendance records
 - Non-Traditional High School Diploma Option Student Records
 - Verification of DHR student eligibility (EPS and AP)
 - All documentation for 16 and 17-year-old eligible students
 - Sign-in sheets

Local Advisory Committee/Local Workforce Board (State Requirement)

All grantees will establish a local advisory committee or participate in a cross-agency collaborative council that addresses adult education concerns. Membership should be representative of the community and meetings should be held at least two times per year. Documentation of meeting minutes and sign in sheets should be retained for all meetings.

Financial Management

All awarded funds will be allocated on a cost reimbursement basis. All grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the Alabama Community College Board's (ACCS) web-based financial budgeting system. Requests for reimbursement should be electronically submitted monthly, along with all documentation.

All charges must be reported for the current period. Grant reimbursements are contingent upon satisfactory completion and submittal of all program deliverables.

Grantees shall ensure auditable and adequate records are maintained which support the expenditure of all funds received through the award from ACCS, AE. Programs will submit to periodic fiscal audits and adhere to assurances and will submit to periodic program review, monitoring, and/or technical assistance on- site visits.

Equipment (Purchase, Inventory and Disposal)

Programs will have written policies and procedures for purchasing and expenditures to support allowable activities. All equipment purchases must be consistent with the requests in the approved budget. Inventory is subject to periodic program review and monitoring. Programs will respond in a timely manner to any request for information from the AE.

All equipment purchased with adult education funds shall remain the property of the ACCS, AE and is subject to the rules and regulations of the ACCS, AE, through the life and disposition of said property. If equipment purchased with federal funds becomes unusable or no longer needed, the local entity must notify the AE office. If the equipment is unusable the equipment may be disposed of in accord with local policies/procedures. If the equipment is no longer needed, the AE office will assign the equipment to another Alabama AEFLA program. It will be the responsibility of the two local programs to complete the transfer.

An inventory list of all equipment purchased with adult education funds must be maintained. Equipment records must include:

- Description of the property
- Serial number or other identification number
- Funding source of property
- Who holds the title, if applicable
- Acquisition date
- Cost of the equipment
- Percentage of federal participation
- Location
- Use and condition of the property and
- Any ultimate disposition data including the date of disposal and sale price of the property.

Program Monitoring and Review

Federal Uniform Guidance [2 CFR 200.332] mandates the state grantee (Alabama Adult Education Division) conduct program monitoring of grantees (local providers). The purpose of monitoring is to ensure grantees are using federal awards for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and performance goals are achieved. Programs are expected to be responsive to AE's technical assistance efforts, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through on them in a timely manner.

Findings and Reporting

After the review team collects data from the review, the AE will prepare and submit a formal report to the program under review. The report is designed to assist program directors in improving program quality. If a program fails to meet performance goals or other programmatic requirements, The AE will take action as needed to improve the quality of the adult education and literacy activities.

- **Corrective Action Plan (CAP)** - A CAP will be implemented with programs that are out of compliance with state and/or federal policies. AE will provide technical assistance throughout the corrective process, and by the end of a designated timeframe, programs should be able to correct the identified issues and end their respective CAP.
- **Performance Improvement Plan (PIP)** - A PIP will be required for programs which are identified as low-performing when compared to the state performance on federal or state benchmarks. The PIP will include specific action steps, such as student retention, post-testing and assessment, data analysis, training and professional development which will be designed to improve program performance.
- **Suggestions for Continuous Improvement** - This type of feedback consists of ideas for continuous improvement offered by team members for the program director to consider. No action or response is required.

AE will provide ongoing technical assistance, professional development, and other support until the required steps of the plans are completed. The type of technical assistance, professional development, and other support will be based upon the specific area(s) of deficiency or need at an individual program.

Proposal Review Process

Eligibility Determination

All proposals will be screened to ensure that the minimum eligibility requirements have been met. Proposals that meet the following technical requirements will be considered eligible for further evaluation:

- The proposal was submitted by an eligible organization (meets criteria described on page 2)
- The proposal was received by the submission deadline
- The proposal was submitted in the required format
- The proposal included original signatures

Incomplete application packets will be disqualified.

Local Workforce Development Board Review

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 that 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 processes for local board review of local AEFLA 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)).

Local Boards must review all proposals submitted by eligible providers within its local workforce development area. Title II of WIOA identifies two competitive grant programs for providing adult education and literacy services.

- Adult Education & Literacy Activities (Sec. 231 (b)) and
- Integrated English Literacy and Civics Education (Sec. 243).

In accordance with section 231(e) (1) (A), the AE must consider the results of the local workforce board review of each proposal in awarding grants or contracts under Title II. For this reason, local workforce boards shall evaluate proposals for funding according to criteria approved by the AE. This evaluation will be one component in the overall review of Title II proposals.

The Adult Education Division is responsible for developing the criteria used by local workforce boards in their review of adult education and literacy proposals. The following criteria are proposed for consideration by the AE.

In their review, local boards should consider the extent to which the eligible applicant:

- *Aligns adult education and literacy activities with the education and training objectives and activities of the local workforce plan and the One Stop Delivery System, including concurrent enrollment in Title I and Title II programs under WIOA, as appropriate;*
- *Describes a plan for fulfilling education, training and administrative responsibilities as a one-*

stop partner and for participating on the local workforce investment board;

- *Demonstrates a plan and strategies for effectively working with workforce partners identified by the local plan to share resources; contributes to regional education and training efforts, including career pathways program.*

Proposal Evaluation

Proposal readers will note the thoroughness of the proposed plan by specific criteria. Each section of the proposal will be evaluated and scored on the basis of completeness, clarity, and merit.

- Each proposal will be scored using the scoring rubric (see *Scoring Rubric* included in the appendices.) The rubric indicates the point values and items described in this proposal. The proposals will be ranked based on the scores.
- AE will fund, at a minimum, one (1) grant per workforce area and funding recommendations will be based on the scores as evidenced by thoroughness of plan, evidence of previous program effectiveness and sound, research-based practice and evaluation.
- In the event that no eligible agency meets the minimum score and/or qualifications for a service delivery area or if no eligible agency applies, a new proposal for funding will be posted for other eligible agencies to submit a proposal.
- Each proposal will be evaluated solely on the criteria identified in this document.
- Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of finding in the current competition.

After all proposals have been evaluated, the results will be submitted to AE.

Initial Considerations

As required by the Act, the ACCS, AE will give preference, as defined by federal regulations to:

- The degree to which the applicant will coordinate and utilize other literacy and social services available in the community; and promote partnership between education and job training.
- The commitment of the applicant to serve individuals in the community who are most in need of literacy services.
- The past effectiveness of applicants in providing services and learning gains demonstrated by adults served.

Adult Literacy Activities

Alabama will award grants for adult education and literacy activities. The term “adult education and literacy activities” is defined as programs, activities, and services that include (231(b)/34 CFR 463.30):

- a. Adult education,
- b. Literacy,
- c. Workplace adult education and literacy activities,
- d. English language acquisition activities,
- e. Workforce preparation activities, and
- f. Integrated education and training.

The review of each grant proposal will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area, and to comply with the expectations and statutes described within the Workforce Innovation and Opportunity Act. The review of proposals will include rating responses to the following 13 considerations in Title II of WIOA:

1. The degree to which the eligible provider would be responsive to:
 - a. regional needs as identified in the local plan under 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;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
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 section 116, especially with respect to eligible individuals who have low levels of literacy;
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 Section 108, as well as the activities and services of the one-stop partners;
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;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
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;
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;

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;
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;
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;
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;
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.

Integrated Education and Training (IET) – Career Pathways and Bridge Programs

Grant funds should also be used for IET programs which are those that align adult education, job training, higher education and basic support systems to create pathways to postsecondary educational credentials and employment. IET and workforce activities must also align with OCTAE's [Employability Skills Framework](#), as well as industry standards. The programs will:

- Identify viable labor force occupational demands for family-sustaining wage jobs.
- Provide a seamless transition between adult education and career exploration and training and/or postsecondary education.
- Contextualize standards-based academic instruction.
- Develop pre- apprenticeships
- Issue stackable credentials; e.g., earning an NCRC, GED® credential and technical certificate.
- Avail students of intensive, wraparound support services; e.g., acquaint students with postsecondary education success coaches and/or navigators.
- Refer students to sources of financial aid for low-income adults; e.g., scholarships, foundations, etc.
- Administer ACCS/AE-approved pre- and post-assessments required to determine eligibility, inform instruction and assess progress.
- To participate in the above programs:

- Students must be eligible for adult education services.
- Students must be entered in Alabama Adult Education System for Accountability and Performance (AAESAP) and in NRS educational levels.

Additional Considerations

English Language Acquisition Program

Based on need, English language acquisition services will be available through each funded program. This program is designed to help eligible individuals who are English-language learners achieve competence in reading, writing, speaking and comprehension of the English language **AND** leads to attainment of a secondary school diploma or its recognized equivalent **AND** transition to postsecondary education and training **OR** employment.

With funds authorized under WIOA Section 231 for English Language Acquisition and Integrated English Literacy and Civics Education program services/activities shall include:

1. instruction in literacy and English-language acquisition,
2. instruction on the rights and responsibilities of citizenship and civic participation, and
3. may include workforce training.

English Language Proficiency Standards, <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Integrated English Literacy/Civics Education (IEL/CE)

For IELCE 243 funding, there is a separate application that should be completed, if applying for 243 funding.

Demonstrated Effectiveness

Per 34 CFR § 463.24, 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 *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.

AE Performance Accountability Assessment Model (State Requirement)

ACCS Adult Education (ACCS AE) has both State assigned and National Reporting System (NRS) performance goals, which are communicated annually to grantees (local program providers). Grantees are provided continuous program performance updates through quarterly desk-top monitoring, targeted technical assistance, as well as being provided updates on the Dashboard in AAESAP (Alabama Adult Education System for Accountability and Performance).

Beginning with the RFP cycle of PY 2021 – 2024, ACCS AE will implement the following Performance Accountability Assessment Model. An accountability assessment will be conducted at least annually by ACCS AE State Staff for all eligible grantees, and prior to annual grant award funding allocations.

The model includes 4 core performance areas:

1. MSG% (compared to the Federally negotiated 38.5% minimum)
2. Transition to Postsecondary/Skills Training (GED/HSE completions and career pathway class completions, based on % of goal met, will be measured. The average of the two measures will be the total % used for this performance area.)
3. Enrollment (% of goal met for participant enrollment)
4. Transition to employment (% of goal met for pre-apprenticeship enrollments)

There are 4 benchmark levels in the model:

1. 90% - 100% - Exemplary
2. 70% - 89% - Accomplished
3. 30% - 69% - Needs Improvement
4. 29% - below - Not acceptable

A program performing in the third benchmark or lower will be considered “probationary”. A program can be in probationary status in 1 to 4 of the performance areas. There will be varied levels of technical assistance and intervention, consisting of appropriate PD, meetings, training events, and additional monitoring, based on the level of probationary status as indicated through the benchmark levels. Failure of the program to demonstrate improvement, within the probation period (see below), could negatively impact the program’s ability to complete the three-year funding cycle of the RFP.

Probation Period

Probationary status will initially be established at the end of the first program year of the RFP, based on the program’s fourth quarter Desk- Top Monitoring Report (unless the program is approved as a provider on a probationary status based on the program’s *Past Effectiveness Table* completed during the RFP competition, and then the probation period begins with the first program year of the RFP). The probation period will be based on the program year of July 1st – June 30th. A program will remain on probationary status, in any or all the 4 performance areas, until the program is performing at the **third** benchmark level or higher in **each performance area**.

If a program is in probationary status in all 4 performance areas, the following will occur:

1. The State Director will notify the ACCS Chancellor of this issue
2. A meeting will be held with the State Director and leadership team of the local

provider agency to discuss the probationary status

3. Bi-monthly monitoring events by the ACCS AE Monitoring Team will occur (these will continue until the program has shown continuous improvement and moved to at least the third benchmark level in all performance areas)

Possible Impact of Probationary Status

While ACCS AE cannot restrict any entity or agency from participating in future competitions, a question will be included on future ACCS AE RFP applications regarding whether a submitting entity or agency has ever been placed on probationary status by ACCS AE due to program performance.



Appendix A

Alabama Community College System Adult Education Division Pre-Award Fiscal Risk Assessment Tool (State Requirement)

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.

Applicant/Organization Name:	
Applicant's EIN:	
Applicant's DUNS number:	
Risk Assessment Completed by:	
Date Risk Assessment Completed:	
Project Year:	
Total Score:	

#	Pre-Award Fiscal Risk Assessment Tool
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

Appendix B

Definitions

Academic performance - the percent of enrolled students eligible for **completing** an NRS educational functioning level(s) (EFL).

Achievement of NCRC (National Career Readiness Certificate) Certificates - is based on the number of students who successfully complete the ACT WorkKeys.

Adult Basic Education - Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workplace or in the family.

Adult Education (defined according to WIOA) - Academic instruction and education services below the postsecondary level that increase an individual's ability to: (A) 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; (B) transition to postsecondary education and training; and (C) obtain employment.

Adult Education and Literacy Activities (defined according to WIOA) - Programs, activities, and services that include adult literacy and education, English language acquisition, family literacy, integrated (full implementation of "integrated" is expected in fiscal year 2018-19) English literacy and civics education, workforce preparation, integrated education and training, and workplace education. (Workforce preparation and integrated education, including career pathways, will be a requirement of WIOA implementation.)

Alabama Adult Education System for Accountability and Performance (AAESAP) – Alabama's Adult Education's electronic system for data collection and reporting.

Annual Funding Allocations (and associated goals) - These are based on a county's population without a high school credential, ages 18 and over, according to the U.S. Census Bureau's 2010-14 American Community Survey (ACS).

Adult Literacy - Adult literacy is a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving or computation.

Basic Skills Deficient – refers to an individual who:

- a. has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test;
- b. is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Career Pathway - the term means a combination of rigorous and high-quality education, training, and other services that:

- a. aligns with the skill needs of industries in the economy of the state or regional economy involved;
- b. prepare an individual to be successful in any of a full range of secondary or postsecondary options, including apprenticeships;

- c. include counseling to support an individual in achieving the individual's education and career goals;
- d. includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupational cluster;
- e. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- f. enables an individual to attain a secondary diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- g. helps an individual enter or advance within a specific occupation or occupational cluster.

Concurrent Enrollment - Enrollment in adult education and credit-bearing academic postsecondary education.

Correctional Institution - Prison, jail, reformatory, work farm, detention center, halfway house/community-based rehabilitative center, or other similar institution for the confinement or rehabilitation of criminal offenders.

Criminal offender - Individual who is charged with or convicted of any criminal offense.

Digital Literacy - the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

English Language Acquisition (formerly ESL - defined according to WIOA) - Program of instruction (A) designed to help eligible students who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a high school diploma or its equivalent, transition to postsecondary education, or employment.

English Language Learner (defined according to WIOA) - An eligible student who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language.

Enrollment - defined as a student assessed and enrolled 12 hours or more in adult literacy, adult basic education, adult secondary education, and English language acquisition. Instruction may take place in correctional institutions, within family literacy services and other venues funded through the core services grant.

Entered Postsecondary or Training - Learner enrolling after exit in a postsecondary educational institution or occupational skills program, building on prior services or training received.

Essential Components of Reading Instruction - Section 1208 of the Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 115-64, Enacted September 29, 2017], and also Pub. L. 113-128, July 2014, Title II, Sec. 203(8).

Evaluation - the analysis of the effectiveness of an activity that prompts a judgment regarding the estimated value of the program being evaluated. It involves the process of finding the facts and is conducted during the first quarter following the end of the fiscal year.

Family Literacy - Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- a. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
- b. Interactive literacy activities between parents or family members and their children;
- c. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
- d. An age-appropriate education to prepare children for success in school and life experiences.

Gained Employment - is defined as learners who obtain a job by the end of the first quarter after their exit quarter.

GEPA – the General Education's Provisions Act that applies to applicants for new grant awards under Department programs. Requires applicants to address steps the applicant proposes to ensure equitable access to, and participation in, its federally assisted programs for students, teachers, and other program beneficiaries with special needs.

Home Schools - Nothing in Title II of the WIOA, AEFLA, shall be construed to affect home schools, whether a home school is treated as a home school or a private school under state law, or to compel a parent or family member engaged in home schooling to participate in adult education and literacy activities.

Indirect Cost - Indirect costs are expenses an organization incurs for common or joint objectives, that cannot be readily and specifically identified with a particular grant project or other institutional activity. Typical indirect costs include the costs of operating and maintaining facilities, equipment, and grounds; depreciation or use allowances; leadership costs, and administrative salaries and supplies. These costs are usually charged to the grant as a percentage of some or all the direct cost items in the applicant's budget, this percentage is called the restricted indirect cost rate.

Integrated Education and Training - Service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation (see "Workforce Preparation" below) and workforce training for a specific occupation or occupational cluster for the purposes of educational and career advancement. IET must include three components:

- a. adult education and literacy activities;
- b. workforce preparation activities; and
- c. workforce training for a specific occupation or occupational cluster.

Integrated English Literacy and Civics Education (IELCE) - Education services provided to English language learners (see "English Language Learners" above) who are adults, including professionals with degrees and credentials in their native countries, that enable them 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 U.S. Such services shall include

instruction in literacy and English language acquisition (formerly English as a second language) and the rights and responsibilities of citizenship and civic participation and may include workforce training.

Literacy - A student's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in a family, and in society.

Monitoring - is the annual, systematic tracking of adult education program implementation. It consists of examining the progress made in the project against the agreed upon goals set forth in the proposal for funds. The purpose of monitoring also provides the opportunity to make constructive suggestions or recommendations. It employs systematic collection of data and on-site observations by providing stakeholders the extent of progress and achievement of objectives, proper and lawful use of funds, and compliance with policies, guidelines, Adult Education and Family Literacy Act (P.L. 105-220), Alabama's Adult Education and Family Literacy Plan, and the federal Uniform Grant Guidance document. The ACCS is responsible for developing monitoring instruments. A copy of the evaluation instrument will be provided to local programs annually, and prior to a monitoring visit, so programs can complete self-evaluations. The various methods of evaluation and monitoring can be performed independently and/or a combination thereof, to include:

- **Desk-top Monitoring** - Through continuous, routine data collection and reports including the mid- and end-of-year reports from providers, desk-top monitoring informs management how the grantee is performing against expected results. The two primary methods of conducting desk-top monitoring are the Mid-year and End-of-Year Reports.
- **On-Site Monitoring** -Program Management; Recruitment, Orientation and Intake; Retention, Assessment, Curriculum and Instruction; Transition and Support Services; Professional Development; and Program Performance shall be assessed using an AE-approved monitoring instrument.

Non-Traditional High School Diploma Option Program (HSO or HSDO) - a partnership between ACCS/AAE and ALSDE (K-12) to provide opportunities for adults who last attended and Alabama public high school, and who completed enough graduation credits to graduate but did not pass all portions of the Alabama High School Graduation Exam (AHSGE); or for an adult who last attended an Alabama High School before dropping out and earned at least 10 graduation credits to earn an Alabama High School Diploma.

Obtained HSE (High School Equivalency) or Secondary School Diploma - Learner who obtained a recognized high school equivalency or a secondary school diploma after exit.

Office of Career, Technical, and Adult Education's National Reporting System (NRS) Performance Targets - Alabama Adult Education negotiates performance targets annually. Local programs are accountable for meeting these goals through the National Reporting System (NRS).

Other Institutionalized Individuals - those individuals not in corrections, but institutionalized in a residential, overnight facility.

Participant (as defined by WIOA) - an individual participating in an Adult Education program who

has achieved 12 contact hours after program entry, is reported on NRS and Statewide Performance Report tables, and is counted toward performance measures.

Period of Participation - A period of participation begins each time an individual enters adult education and gets at least 12 hours of service, even if there are multiple entries during the same program year. A participant may have multiple periods of participation in a year and performance is measured for each period. These periods must be separated by 90 days without program attendance.

Postsecondary Educational Institution (defined according to WIOA) - An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary education level.

Reportable Individual (as defined by WIOA): an individual who registers with an Adult Education Program or provides identifying information, takes action that demonstrates an intent to use program services but has less than 12 contact hours.

Retained Employment - is defined as learners who obtain a job and remain employed in the second and/or fourth quarter after program exit.

Workforce Preparation - Activities, programs, or services designed to help an individual acquire a combination of academic, critical thinking, digital literacy, and self- management skills, including competencies in utilizing resources and information, working with others, understanding systems, and obtaining skills necessary for successful transition into (and completion of) postsecondary education and training, or employment.

Workplace Education - Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Appendix C

Alabama Adult Education Performance Accountability Measures

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

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

Entering Educational Functioning Level	Performance Goals
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%
Overall MSG (Federal Goal)	38.5%

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

*Accountability Measures are determined by the American Community Survey.

Appendix D

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. b

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)).

Appendix E

(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):

Signature

Date

Title

Appendix F

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			

Appendix G

GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. 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 whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

Appendix H

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.		

Appendix I

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 th GLE)						
	Language/Writing (below 8th GLE)						
	Language/Writing (9 -12 th GLE)						
	Math (below 8 th GLE)						
	Math (9-12 th GLE)						
	English Language Acquisition (below 8 th GLE)						
	English Language Acquisition (9-12 th 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	% 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						

* GLE – Grade Level Equivalency