



Alabama Community College System
Adult Education Division

Guidelines and General Instructions

For the Request for Funding Proposal (RFP)

Fiscal Year 2024 – Fiscal Year 2028
October 1, 2024 – September 30, 2028)

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



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Table of Contents

Introduction and RFP Overview.....	4
RFP Overview	4
Application Timeline	5
Statement of Non-Discrimination.....	5
Eligible Applicants	5
Funding Priority	6
Pre-Award Fiscal Risk Assessment (State Requirement).....	6
Resources	6
Questions.....	6
Responses, Formatting, and Submissions	7
Grant Periods and Funding Awards.....	8
Grant Periods (State Requirement).....	8
Estimated Available Funds	8
Direct and Equitable Access	8
Allowable Use of Funds.....	8
Supplement and Not Supplant.....	9
Local Administrative Cost Limits	9
Local Administrative Costs (34 CFR,463.26).....	9
Indirect Costs.....	9
Program Personnel Guidelines (State Requirement)	10
Administrative Models	10
Personnel Job Descriptions (State Requirement):	11
Reservation of Rights (State Requirement)	19
Adult Education and Family Literacy (AEFLA) Grant Program and the Alabama State Plan	20
General Information.....	20
Alabama’s Strategic Plan.....	20
Alabama’s Strategic Plan strives to:	20
Combined Plan Partners.....	20
Purpose.....	21
Individuals Eligible for Services	22
Program Services and Activities	22
State Reporting Requirement	25
Integrated English Literacy and Civics Education (IEL/CE) Grant Requirement, Section 243	26
Educational Standards and Policies	27
Assessment Policies.....	27
Professional Development	27
Performance Standards	27
Measurable Skill Gains (MSGs).....	28
Follow-Up Core Performance Outcomes.....	28
Alabama Adult Education System of Accountability and Performance (AAESAP)	29
Records Retention	29
Financial Management.....	30
Equipment (Purchase, Inventory and Disposal).....	30
Program Monitoring and Review	31
Findings and Reporting.....	31
Proposal Review Process	32
Eligibility Determination	32
Local Advisory Committee/Local Workforce Board (State Requirement)	33
Coordinate Workforce Activities	33

Requirements for Local Board Review of Proposals 33

Proposal Evaluation..... 35

Initial Considerations..... 35

Adult Literacy Activities..... 35

Integrated Education and Training (IET) – Career Pathways and Bridge Programs 37

English Language Acquisition Program 37

Integrated English Literacy/Civics Education (IEL/CE) 37

Demonstrated Effectiveness..... 37

Adult Education Performance Accountability Assessment Model (State Requirement) 39

Performance Accountability Assessment Model 39

Probation Period 39

Potential Impact of Probationary Status 40

Appendices..... 41

Appendix A | Pre-Award Fiscal Risk Assessment Tool (State Requirement) 42

Appendix B | Definitions 44

Appendix C | Performance Measures 49

Appendix D | Local Workforce Development Board 50

 Background 50

 Requirements for Local Board Review of Proposals 50

 Alabama Local Workforce Development Boards 51

 Local Workforce Board Plans 51

Appendix E | Board Alignment Review Form..... 53

Appendix F | American Community Survey (ACS) Alabama County Data 54

Appendix G | GEPA: Notice to All Applicants..... 55

Appendix H | Demonstrated Effectiveness Chart..... 57

Appendix I | Performance Charts 58



Introduction and RFP Overview

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 and Family Literacy Act (AEFLA), WIOA, Section 231, including corrections and institutionalized populations and English language learners.
- Institutionalized/Corrections education services, WIOA, Section 225.
- Integrated English Literacy and Civics Education (IEL/CE), WIOA, Section 243 (In alignment with 34 CFR § 463.71, an applicant is not required to apply for Adult Basic Education (ABE) funds to be eligible to apply for Integrated English Language and Civics Education (IEL/CE) funds.

RFP Overview

Agency:	Alabama Community College System (ACCS)
Division:	Adult Education Division
Application:	Request for Funding Proposal (RFP) Application(s)
Funding Streams:	<ol style="list-style-type: none"> 1) Section 231 General Services 2) Section 243 Integrated English Language and Civics Education (IEL/CE) Services 3) Section 225 Institutionalized/Corrections Education Services
Fiscal Years:	2024 – 2028 (October 1, 2024– September 30, 2028)
RFP Application Due:	On or before Friday, May 3, 2024, 4:00 p.m.
Bidder's Webinar:	<p>Monday, April 8, 2024, 2:00 – 3:00 p.m.</p> <p>Join Zoom Meeting: https://accsso.zoom.us/j/86516314804</p> <p>Meeting ID: 865 1631 4804</p> <p>(309) 205-3325, 86516314804# or (312) 626-6799, 86516314804#</p>

The purpose of the bidder's webinar is to clarify questions related to the Request for Funding Proposal (RFP) [RFP Guidelines and General Instructions](#) for completing the RFP Application. Participation in the webinar is not mandatory

to submit the RFP application; however, interested parties are strongly encouraged to participate.

Notification of Awards: On or before June 28, 2024

- RFP Questions:**
- Questions **MUST** be submitted in writing via email. No phone calls will be accepted.
 - RFP Email: AERFP2024@accs.edu
 - Responses to questions will be posted in the FAQs on www.accs.edu/ae-rfp.

Application Timeline

Activity	Date
Proposal Release Date	04/02/2024
Bidders Webinar- 2:00 – 3:00 p.m.	04/08/2024
RFP Application Due Date on or Before 4:00 pm	On or before 05/03/2024
RFP Applications Sent to Readers	On or before 05/06/2024
Readers Evaluate and Return RFP Applications to State Office	On or before 05/31/2024
State Office Score Compilation State Determines Funding	On or before 06/14/2024
State Notifies All Applicants	On or before 06/28/2024
WIOA Adult Education Grant Period Begins	10/01/2024

Statement of Non-Discrimination

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.

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. Local educational agency
- b. Community-based organization or faith-based organization
- c. Volunteer literacy organization
- d. Institution of higher education
- e. Public or private nonprofit agency
- f. Library
- g. Corrections or institutionalized agency
- h. Public housing authority
- i. Nonprofit institution not described in (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals
- j. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section
- k. Partnership between an employer and an entity described (a) through (i) of this section
- l. Other

Per 34 CFR § 463.24, eligible applicants must demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners in the domains of reading, writing, mathematics, and English language acquisition; AND, provide information regarding outcomes for eligible participants related to employment, attainment of secondary school diploma or its

recognized equivalent and transition to postsecondary education and training. As part of the application process, each applicant must complete the Demonstrated Effectiveness Chart (see [Appendix H](#)).

The ACCS Adult Education Division will determine whether an applicant has demonstrated effectiveness to be an eligible applicant if the applicant can answer “yes” to all the categories of 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, and 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 [Demonstrated Effectiveness](#) for more information.)

Funding Priority

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.

Pre-Award Fiscal Risk Assessment (State Requirement)

Additionally, a Pre-Award Fiscal Risk Assessment (State Requirement) is required by the ACCS Adult Education Division for each eligible proposal. ([See Appendix A: Pre-Award Fiscal Risk Assessment Tool.](#))

Resources

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 <http://www.accs.edu/ae-rfp>

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

Questions

IMPORTANT: After reviewing the information, eligible organizations/applicants may submit questions to the ACCS Adult Education Division (State).

Questions should be submitted in writing via email to
AERFP2024@accs.edu.

No phone calls will be accepted.

Questions and responses will be posted on the ACCS website www.accs.edu/ae-rfp in the RFP FAQs.

Responses, Formatting, and Submissions

All applications must be submitted in the format and content specified in the instructions below.

1. Application Responses

- a. The applicant is asked to be brief and concise in responding to the RFP questions and instructions.
- b. Each narrative response should be limited to 500 words.
- c. Each attachment must reference the section or subsection number to which it corresponds.
- d. All documents should be **submitted in order**.

2. Formatting

- a. Responses should be typed in the spaces provided and must be 12-point font, single-spaced.
- b. Applications must be submitted in PDF format.
- c. No handwritten applications will be accepted.
- d. Authorized Representative, Program Administrator, and Fiscal Manager must sign in BLUE INK on signature page.

3. Submission

- a. The Request for Funding Proposal (RFP) Application must be submitted on or before April 26, 2024, at 4:00 p.m. local time.
- b. Incomplete application packages will not be considered.
- c. Completed application packages should be emailed to AERFP2024@accs.edu.
- d. Applicant will receive a reply acknowledging receipt of the application.
- e. Applicant should keep a copy of the RFP application on file. There is no need to mail the application in.



Grant Periods and Funding Awards

Grant Periods (State Requirement)

The ACCS AE will award grants for a four-year term beginning on October 1, 2024. Funding in the second, third, and fourth year of the grant is contingent upon continued appropriations and grantees’ performance in meeting all requirements under the grant. (See table below for award periods.) There will be no carryover of funds (State Requirement).

Year	Funding Period	Award Date	Expense Deadline
Year 1	2024-2025	10/1/2024	09/30/2025
Year 2	2025-2026	10/1/2025	09/30/2026
Year 3	2026-2027	10/1/2026	09/30/2027
Year 4	2027-2028	10/1/2027	09/30/2028

Estimated Available 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. In accordance with WIOA Title II, Section 231, the ACCS Adult Education Division is seeking proposals from eligible providers to administer activities in each county. If multiple applicants apply and are approved for the same county, the amounts awarded will be proportionately distributed. Awarded funds will serve each identified county or portion of a county in the service area with a proportionate amount of funds

Allocations will be based on participant need and the ability of the grantee to provide rigorous academic instruction and relevant workforce related services. Need is determined by data from the American Community Survey (see [Appendix F](#)) which shows the number of citizens needing literacy services in each county. The allocations awarded may change based on federal and state appropriations.

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. 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](#).

Supplement and Not Supplant

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 non-instructional costs that are considered reasonable and 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 ACCS 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.
- Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop system.

Indirect Costs

Indirect costs are the 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. The Alabama Community College System does NOT have an approved Indirect Cost Rate. Because this is a supplement, not supplant grant, Subrecipients may request indirect costs if they have a negotiated **Restricted** Indirect Cost Rate with an authorized Federal agency.



Program Personnel Guidelines (State Requirement)

Administrative Models

Every local adult education program provider must have a leader who is responsible for the overall operations of the program. With the application of a new RFP, the local fiscal agent will be required to state which of the administrative models below will be utilized for the agency's AE program, if funded (State Requirement).

The ACCS Adult Education Division (State Office) allows the following administrative models:

The Traditional Model includes a Local Program Director who:

- Works 100% of the time in the adult education program.
- Has daily engagement with staff and the program.
- Maintains an office in the same physical location as the primary instructional center.
- Should be placed on the C-3 salary schedule, and the salary may be paid 100% from AE funds up to the State Office-approved salary cap (as published by the State Office Fiscal Division in the annual budget instructions), with any amount above the capped limit coming from other funding sources outside of adult education funding. (Some local agencies may also pay the Director's salary from local agency funds and a percentage of adult education program funds.)

The Hybrid Model includes a Local Program Director who:

- Works 100% of the time in the adult education program
- Responsibilities are split between administrative and instructional duties.
- Has daily engagement with staff and the program.
- Maintains an office in the same physical location as the primary instructional center.
- 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 the State Office 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.)

The Facilitator Model

Includes a Local Program Facilitator who(se):

- Has general oversight of all AE program functions.
- May not spend 100% of his/her time in the adult education program.
- Is solely responsible for:
 - Administering the adult education budget.
 - Recruitment and hiring of personnel (in alignment and coordination with the local program's human resources department).
 - Evaluation of personnel
 - Ensuring that the program operates in compliance with State Office policies and procedures

and State and Federal guidelines.

- Salary will not be paid 100% from program funding. A percentage of the salary may be paid from program funds using the C-3 salary schedule and based on the percentage of time the Facilitator works with the adult education program. The portion of the Facilitator’s salary paid from AE funds will be deemed as administrative costs in the program’s budget.

The Facilitator Model may also include a Coordinator who(se):

- Has both instructional and limited administrative duties.
- Administrative duties cannot exceed 50% of the Coordinator’s time.
- Limited administrative duties may include classroom observations, coaching of 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.

Personnel Job Descriptions (State Requirement):

The following guidelines should be used in developing job descriptions to recruit, employ, 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 Procedure Manual](#).

To ensure quality of programs and performance requirements, the ACCS Adult Education Division recommends the following minimum staff to support each adult education program. Any exception to the following guidelines must be submitted in writing to the ACCS Vice Chancellor of Adult Education, Special Projects, and System Initiatives.

Adult Education Program Director

Position Details:	The Program Director classification is limited to one staff member per grantee, and only for a program that does not employ a program facilitator. A full-time Adult Education Director is a salaried employee who performs assigned duties in the 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. The Director should also have daily engagement with the adult education staff and students.
Examples of Duties:	<p>Management</p> <ul style="list-style-type: none"> • Supervises instructors, academic assistants, and administrative assistants. • Leads 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 achieve performance measures.

- Initiates program planning; develops goals and plans for meeting objectives.
- Provides leadership in the 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.

Instruction

- Provides instruction in literacy, adult basic education, GED[®] preparation, English language acquisition, workplace skills, 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 with creating 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 the 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 adult education philosophy, goals, and objectives of 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.

<p>Minimum Requirements:</p>	<p>Professional Development</p> <ul style="list-style-type: none"> • Participates in required professional development and all 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. <p>All Program Directors must have a master’s degree in administration, education, or a related field, and three years of administrative/management experience. 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.</p>
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Adult Education Program Facilitator

<p>Position Details:</p>	<p>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.</p>
<p>Class Title:</p>	<p>Program Facilitator</p>
<p>Characteristics:</p>	<p>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.</p>
<p>Examples of Duties:</p>	<p>Management</p> <ul style="list-style-type: none"> • 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 achieve performance measures. • Initiates program planning and develops goals and plans for meeting objectives. • Provides leadership in the 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. <p>Personnel</p> <ul style="list-style-type: none"> • Assures appropriate program staffing. • Supervises, observes, and evaluates staff. • Coordinates activities of instructional staff to ensure effective program operation. • Assists staff with creating 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 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 adult education philosophy, goals, and objectives of 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 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:

All Program Facilitators must have a 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

Position Details:

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 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 (ABE), GED® test preparation, English Language Acquisition (ELA), family literacy, Integrated English Literacy and Civics Education (IEL/CE), Integrated Education and Training (IET) (including career pathways, workplace education, and workforce preparation), National Career Readiness Certificate, Alabama Career Essentials (ACE), and Mobilizing Alabama Pathways (MAPs) 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 student needs..
- Uses lesson plans aligned with College and Career Readiness Standards (CCRs) 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 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 assessments 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

<p>Minimum Requirements:</p>	<ul style="list-style-type: none"> • Maintains knowledge of program regulations, policy, and procedures. • Maintains student records. • Supervises and monitors academic assistants.
	<p>Community</p> <ul style="list-style-type: none"> • Makes referrals to community agencies or postsecondary institutions as appropriate. • Assesses program needs and promotes the program in the community. • Promotes use of community resources and participates in activities of other community agencies. • Recruits families and matches them with instructional staff. <p>Professional Development</p> <ul style="list-style-type: none"> • Participates in required professional development activities, receiving a minimum of 12 clock hours per year, with 6 of the 12 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. <p>All new instructors shall:</p> <ul style="list-style-type: none"> • 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. <p>Program directors who supervise non-degreed instructors shall work with ACCS Adult Education State Office 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 that will be completed within a specified amount of time.</p>

Instructional Support Staff

<p>Position Details:</p>	<p>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.</p>
<p>Class Title:</p>	<p>Academic Assistant</p>
<p>Characteristics:</p>	<p>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.</p>
<p>Examples of Duties:</p>	<p>Program</p> <ul style="list-style-type: none"> • 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 with providing individual support for students and with checking for understanding of instructional materials.
- Organizes, uses, and maintains supplies, materials, and equipment.
- Assists with providing non-instructional support for students.
- Understands community resources and discusses possible referrals with the Instructor.

Recordkeeping

- Assists Instructor with:
 - Implementing, recording, and monitoring student educational plan.
 - Administering, scoring, and evaluating diagnostic tests.
 - Preparing student folders and maintaining records of student progress.
 - 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

Position Details:

A support staff person is employed to perform non-instructional support tasks in the adult Education program (i.e., performing administrative 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 responsibilities as required.

Examples of Duties:

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 with preparing student folders and maintaining records of student progress.

**Minimum
Requirements:**

- Assists with proctoring and scoring diagnostic tests.
- Enters data, understands, and uses the AAESAP data system.

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 the State Office before hiring new employees.

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 ACCS Adult Education Division (State Office) 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 State Office confers no rights upon the applicant nor obligates the State Office in any manner. The Adult Education Division also reserves the right to:

1. Reject proposals.
2. Negotiate portions of a proposal.
3. Negotiate a grant award based upon proposed student contact hours, 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 until the beginning of the fiscal year.

All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities. The State Office 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 the State Office 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).



Adult Education and Family Literacy (AEFLA) Grant Program and the Alabama State Plan

General Information

The [Workforce Innovation and Opportunity Act \(WIOA\)](#) was created to provide State and local areas the flexibility to collaborate across systems 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.
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.

The Workforce Innovation and Opportunity Act replaces the 1998 Workforce Investment Act (WIA). It represents a renewed commitment to workforce development with a focus on the prosperity of workers and businesses, and the economic growth of states and communities. WIOA requires Alabama to create a single strategic plan for training and skill development, employment services, adult education, and vocational rehabilitation.

Alabama's Strategic Plan

Alabama's Strategic Plan strives to:

- 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:

1. Adult Program
2. Dislocated Worker Program
3. Youth Program
4. Adult Education and Family Literacy Program
5. Wagner-Peyser Act Program
6. Vocational Rehabilitation Program
7. Adult Program

8. Dislocated Worker Program
9. Youth Program
10. Adult Education and Family Literacy Program
11. Wagner-Peyser Act Program
12. 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 Alabama State Plan. The Plan identifies the roles and responsibilities of Title II, AEFLA grantees and is available for review: www.alabamaworks.com.

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 with the goal of providing adult education and literacy activities – i.e., Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA). These programs will:

1. Assist adults with becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members to obtain the education and skills needed to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family.
3. 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.
4. Assist immigrants and other individuals who are English language learners in a) improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and b) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship; and/or
5. 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:
 - a. Adult education and literacy activities
 - b. Special education
 - c. Secondary school credit
 - d. Integrated education and training
 - e. Career pathways
 - f. Concurrent enrollment
 - g. Peer tutoring
 - h. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
6. Provide Integrated English Literacy and Civics Education program (WIOA Sec. 243(a)) is to:
 - a. 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
- b. 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 who:

- Has attained 16 years of age.
- Is not enrolled or required to be enrolled in secondary school under State law.
- Is basic skills deficient.
- Does not have a secondary school diploma or its recognized equivalent; and has not achieved an equivalent level of education.
- 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 that 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 Integrated education and training that:
 - a. Provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupational cluster.
 - b. Serves the purpose for both educational and career advancement.

Adult Basic Education (ABE)

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 with 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)

Instruction at the 9.0 – 12.9 grade levels designed to assist learners in pursuit of a high school equivalency diploma. Adult secondary education/high school equivalency (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 Adult Education Division.

Family Literacy

Family literacy includes services of sufficient intensity and quality to make sustainable changes in a family. This program also integrates:

- 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,
- 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

The State Office will not use any funds made available under this title for adult education and literacy activities that support or provide 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. However, the agency may use funds for such purpose if programs, services, or activities are related to family literacy activities.

In providing family literacy activities under this title, the State Office 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)

IETs are designed to provide eligible individuals with 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. Each program occurs concurrently, uses occupationally relevant (contextual) instructional materials, and is 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

Integrated English Literacy and Civics Education (IEL/CE) is instruction for English language learners, including professionals with degrees and credentials in their native countries. Instruction should enable students to achieve competency in the English language and acquire 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. IEL/CE may include workforce training.

Workplace Adult Education and Literacy Activities

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

Workforce Preparation Activities (Necessary Skills)

Workforce preparation activities are 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 that include (but are 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
- 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 (IETs) 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
- Halfway house
- Community-based rehabilitation center
- 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 must have the following available:

- At least six hours of classroom instruction must be made available per week (as required by the State

Office) allowing for sufficient instructional time to meet 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

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 (IEL/CE) Grant Requirement, Section 243

The Integrated English Literacy and Civics Education (IEL/CE) 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.

IEL/CE 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 IEL/CE 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 Education.)

A grantee may meet the requirement to use funds for IEL/CE in combination with integrated education and training (IET) activities by:

1. Co-enrolling participants in integrated education and training as described in 34 CFR Subpart D 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 Alabama Community College System Adult Education Division (State Office) 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 that prepare learners for success in postsecondary education, employment, and the educational advancement of their children. Statewide adoption of 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. See <https://lincs.ed.gov/professional-development/resource-collections/profile-521> for more information.

Assessment Policies

The State Office has developed *Assessment Policy Guidelines* (see RFP website: www.accs.edu/ae-rfp) designed to comply with local, State, and Federal accountability and reporting requirements. All local adult education programs funded through the State Office with Federal and/or State dollars are required to adhere to these policies and guidelines to guarantee accurate and uniform assessment information. These policies will prove 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 CASAS	Adult Basic Education (ABE) Adult Secondary Education (ASE)
ACT WorkKeys Applied Math ACT WorkKeys Workplace Documents	ABE/ASE Pursing Career Interest

Professional Development

The purpose of professional development is to raise the level of expertise of Alabama’s adult educators through continuing learning opportunities. Program directors shall ensure the program’s compliance with the professional development requirements set forth by the State Office. Alabama’s adult education program directors and instructors will be required by the State Office to complete 12 hours of professional development annually.

Performance Standards

To measure the effectiveness of State and local areas, WIOA performance accountability measures apply across all core programs. The AE performance measures are negotiated with the [Office of Career, Technical, and Adult Education \(OCTAE\)](#) to establish minimum levels of performance for each fiscal year.

Each local program must meet or exceed projected performance levels.
(See [Appendix C | Performance Levels](#))

Measurable Skill Gains (MSGs)

Measurable skill gains (MSGs) 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 to employment. MSGs are documented academic, technical, occupational, or other forms of progress towards a credential or employment. An important purpose of adult education program is to increase participants' Educational Functioning Levels (EFLs). Measurable Skills Gains are a measure of EFLs.

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 period or number of instructional hours (determined set by the State Office), participants are again assessed to determine their skill levels. See the *Assessment Policy Guidelines* on the RFP website: www.accs.edu/ae-rfp 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 programs. These measures are:

1. **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.
2. **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.
3. **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.
4. **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.
5. A participant who has obtained a secondary school diploma or high school equivalency 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 the [National Reporting System \(NRS\)](#). Local providers are responsible for:

1. Allocating sufficient resources to collect NRS measures.
2. Entering data into AAESAP.
3. Meeting all elements for data collection, entry, 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 *Assessment Policy Guidelines* (see RFP website: www.accs.edu/ae-rfp) identify key policies aligned with NRS levels for documenting achievement and support such as:

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.
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.

Records Retention

The federal retention period for retaining financial and programmatic records is five years. 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, 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:

- Enrollment forms
- Signed non-disclosure statements
- Plans of Instruction (POIs)
- Diagnostic results, i.e. (TABE, Best Literacy, Best Plus...etc.)
- Attendance records
- Non-Traditional High School Diploma Option (HSDO) student records
- Verification of Department of Human Resources (DHR) student eligibility - Employment Preparation Service (EPS), and Supplemental Nutrition Assistance Program (SNAP)
- All documentation for 16- and 17-year-old eligible students
- Sign-in sheets



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 System'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 the ACCS Adult Education Division. Programs will submit to periodic fiscal audits, adhere to assurances, and 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 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 State Office.

All equipment purchased with adult education funds shall remain the property of the ACCS Adult Education Division and is subject to State Office rules and regulations 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 State Office. If the equipment is unusable, it may be disposed of in accord with local policies/procedures. If the equipment is no longer needed, the State 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:

1. Property description
2. Serial or other identification number
3. Funding source
4. Title holder (if applicable)
5. Acquisition date
6. Cost
7. Percentage of federal participation
8. Location
9. Use and condition of the property
10. 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 (ACCS Adult Education Division) conduct program monitoring of grantees (local providers). The purpose of monitoring is to ensure grantees are 1) using federal awards for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and 2) performance goals are achieved. Programs are expected to be responsive to the State Office 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 compliance monitoring team collects data from the review, they 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 State Office will act as needed to improve the quality of adult education and literacy activities. Actions may include:

1. **Corrective Action Plan (CAP)** - A CAP will be implemented with programs that are out of compliance with State and/or Federal policies. The State Office 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.
2. **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/or professional development which will be designed to improve program performance.
3. **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.

The State Office 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. Proposals must be:

1. Submitted by an [eligible organization](#)
2. Received by the submission deadline
3. Submitted in the required format
4. Included original signatures

Incomplete application packets will not be considered.



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.

Coordinate Workforce Activities

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

The purpose of 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 AEFLA proposals, those processes must reflect the following key AEFLA requirements:

1. 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));
2. 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));
3. 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)).
4. 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
5. 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 their local workforce development areas. Title II of WIOA identifies three competitive grant programs for providing adult education

and literacy services.

1. Adult Education and Literacy Activities (Sec. 231 (b))
2. Integrated English Literacy and Civics Education (Sec. 243)
3. Institutionalize/Corrections Education (Sec. 225)

In accordance with section 231(e) (1) (A), the ACCS Adult Education Division 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 State Office. 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:

1. 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.
2. Describes a plan for fulfilling education, training and administrative responsibilities as a one-stop partner and for participating on the local workforce investment board.
3. Demonstrates a plan and strategies for effectively working with workforce partners identified by the local plan to share resources.
4. 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 based on completeness, clarity, and merit. Proposals will be ranked based on the scores.

1. Each proposal will be evaluated using scoring rubrics for each funding source (231, 243, and 225).
2. The State Office will fund, at a minimum, one (1) grant per workforce area.
3. Funding recommendations will be based on proposal reader scores as evidenced by thoroughness of plan, previous program effectiveness, and research-based practice and evaluation.
4. If 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 proposals.
5. Each proposal will be evaluated solely on the criteria identified in this document.

Receipt of a grant award in a previous competition should not be regarded as a guarantee of funding in the current competition.

After all proposals have been evaluated by readers, the results will be submitted to the State Office for score compilation.

Initial Considerations

As required by the [Workforce Innovation and Opportunity Act \(WIOA\)](#), the State Office will give preference, as defined by federal regulations to:

1. 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.
2. The commitment of the applicant to serve individuals in the community who are most in need of literacy services.
3. 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

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 WIOA legislation. 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 is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and 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:

1. Identify viable labor force occupational demands for family-sustaining wage jobs.
2. Provide a seamless transition between adult education and career exploration and training and/or postsecondary education.
3. Contextualize standards-based academic instruction.
4. Develop pre- apprenticeships.
5. Issue stackable credentials, e.g., earning an NCRC, GED[®] credential and technical certificate.
6. Avail students of intensive, wraparound support services, e.g., acquaint students with postsecondary education success coaches and/or navigators.
7. Refer students to sources of financial aid for low-income adults, e.g., scholarships, foundations, etc.
8. Administer State Office-approved pre- and post-assessments required to determine eligibility, inform instruction, and assess progress.
9. Ensure student eligibility for adult education services.
10. Enter student data in the Alabama Adult Education System for Accountability and Performance (AAESAP) and in the National Reporting System (NRS).

English Language Acquisition Program

English language acquisition (ELA) services will be available through each funded program based on need. These services are designed to:

1. Help eligible individuals who are English-language learners achieve competence in reading, writing, speaking, and comprehension of the English language.
2. Lead to attainment of a secondary school diploma or its recognized equivalent.
3. Transition to postsecondary education and training or employment.

With funds authorized under WIOA Section 231 for ELA and IEL/CE, program services shall include:

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

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

Integrated English Literacy/Civics Education (IEL/CE)

For IEL/CE 243 funding, the RFP application must include Optional Narratives for the 13 Considerations. This funding also requires answering the IEL/CE Funding Proposal Question.

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* (see [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.



Adult Education Performance Accountability Assessment Model (State Requirement)

The ACCS Adult Education Division (State Office) 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 desktop monitoring, targeted technical assistance, and updates on the dashboard in Alabama Adult Education System for Accountability and Performance (AAESAP).

Performance Accountability Assessment Model

Prior to annual grant award funding allocations, an accountability assessment will be conducted at least annually by State Office staff for all eligible grantees. For the RFP cycle of PY 2024 – 2028, the State Office will implement the following Performance Accountability Assessment Model. There are four benchmark levels in the model:

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

The model includes 4 core performance areas:

1. MSG percent (compared to the Federally negotiated performance measure).
2. Transition to postsecondary/skills training. (GED/HSE completions and integrated education and training completions, based on percent of goal met, will be measured. The average measure will be the total percent used for this performance area.)
3. Enrollment (percent of goal met for participant enrollment)
4. Transition to employment (percent of goal met for pre-apprenticeship enrollments)

A program performing in the fourth 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 professional development, 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 four-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 Desktop Monitoring Report (unless the program is approved as a provider on a probationary status based on the program’s Demonstrated Effectiveness (see [Appendix H | Demonstrated Effectiveness Chart](#)) completed during the RFP competition, and in that case 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 four 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 Vice Chancellor of Adult Education, Special Project, and System Initiatives and the leadership team of the local provider agency to discuss the probationary status.
3. Bi-monthly monitoring events by the State Office 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).

Potential 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 RFP applications regarding whether a submitting entity or agency has ever been placed on probationary status by the State Office due to program performance.



Appendices

Contents

Appendices	41
Appendix A Pre-Award Fiscal Risk Assessment Tool (State Requirement)	42
Appendix B Definitions	44
Appendix C Performance Measures	49
Appendix D Local Workforce Development Board	50
Background	50
Requirements for Local Board Review of Proposals	50
Alabama Local Workforce Development Boards	51
Local Workforce Board Plans	51
Appendix E Board Alignment Review Form	53
Appendix F American Community Survey (ACS) Alabama County Data	54
Appendix G GEPA: Notice to All Applicants.....	55
Appendix H Demonstrated Effectiveness Chart.....	57
Appendix I Performance Charts	58



Appendix A | Pre-Award Fiscal Risk Assessment Tool (State Requirement)

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

1. Adhere to the grantor’s guidelines and agreements.
2. Remain within budget.
3. Carry out the scope of service.
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:	

#	Question	Response
1.	Is the Applicant on the Federal or State Debarment 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

#	Question	None	Less than 2 years	2-5 years	6-10 years	11-14 years	15 or more years
5.	How many years has the organization been in existence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Other than WIOA Title II, how many years does the Agency have experience managing other federal, state, local, or private funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	How many years 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	How many years has the Program Administrator has been in the position as of the proposal date?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



Appendix B | Definitions

Academic performance - the percentage 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 designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, the workplace, or the family.

Adult Education (WIOA Definition) - 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 (WIOA Definition) - Programs, activities, and services that include adult literacy and education, English language acquisition, family literacy, Integrated English Literacy and Civics Education (IEL/CE), 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 electronic system for adult education data collection and reporting.

Annual Funding Allocations (and Associated Goals) - These are based on a county’s population ages 18 and older who lack a high school credential according to the U.S. Census Bureau’s American Community Survey (ACS).

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

Basic Skills Deficient – An individual who:

- Has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test.
- 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 - 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. Prepares an individual to be successful in any of a full range of secondary or postsecondary options, including apprenticeships.
- c. Includes counseling to support an individual in achieving 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 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.
 - 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 – An 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) (WIOA definition) - Programs of instruction designed to a) help eligible students who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and b) lead 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 - 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 enrolled 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 Pub. L. 113-128, July 2014, Title II, Sec. 203(8), outlines essential components of reading instruction. These components include:

1. Phonemic awareness: The ability to hear, identify, and manipulate individual sounds in spoken words.
2. Phonics: Understanding the relationship between letters and sounds and how to use this knowledge to decode words.
3. Vocabulary development: Understanding the meaning of words and expanding one's vocabulary.
4. Reading fluency: The ability to read with accuracy, speed, and expression.
5. Reading comprehension strategies: Techniques for understanding, interpreting, and analyzing texts.
6. Instruction in the alphabetic principle: Understanding that letters and letter patterns represent the sounds of spoken language.
7. Explicit and systematic instruction: Clear and organized teaching methods that follow a logical sequence.

These components are fundamental to effective reading instruction and provide a comprehensive framework for

developing proficient readers.

Evaluation – Analyzing 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.
- d. An age-appropriate education to prepare children for success in school and life experiences.

Gained Employment - 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 US Department of Education 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 (IET)- 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. IETs must include three components:

- a. Adult education and literacy activities.
- b. Workforce preparation activities.
- c. Workforce training for a specific occupation or occupational cluster.

Integrated English Literacy and Civics Education (IEL/CE) - 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, and compute/solve problems at levels of proficiency necessary to function on the job, in a family, and in society.

Monitoring - 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 Adult Education Division is responsible for developing monitoring instruments. A copy of the evaluation instrument will be provided to local programs annually (and again 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:

- **Desktop Monitoring.** Desktop monitoring is performed through continuous, routine data collection and reports including the end-of-year reports from providers. The process informs management how the grantee is performing against expected results.
- **On-Site Monitoring.** Program Management; Recruitment, Orientation and Intake; Retention, Assessment, Curriculum and Instruction; Transition and Support Services; Professional Development; and Program Performance will be assessed using a State Office-approved monitoring instrument.

Non-Traditional High School Diploma Option Program (HSO or HSDO) - A partnership between the ACCS Adult Education Division and the Alabama State Department of Education (ALSDE or K-12) to provide opportunities for adults who last attended an Alabama public high school, and who completed enough credits to graduate but did not pass all portions of the Alabama High School Graduation Exam (AHSGE); or for an adult (19 and older) 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 (GED[®]) or a secondary school diploma (HSDO).

Office of Career, Technical, and Adult Education's (OCTAE) [National Reporting System \(NRS\)](#) Performance Targets – The ACCS Adult Education Division negotiates performance targets annually. Local programs are accountable for meeting these goals through the National Reporting System (NRS).

Other Institutionalized Individuals - 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 (WIOA definition) –

- 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.
- A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary education level.

Reportable Individual (WIOA definition): 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 - 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 | Performance Measures

Performance Accountability Measures

Accountability Measures	State Program Goals October 1, 2024 – June 30, 2028
Enrollment	32,000
NCRC (WorkKeys) Certificate	5,000
High School Equivalency	5,000
Measurable Skill Gains (State Goal)	55%

Federal Negotiated Performance Goals PY 2023-2024

Negotiations for ensuing years TBD.

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%



Appendix D | Local Workforce Development Board

Roles and Responsibilities in the Review of Adult Education and Family Literacy Act (AEFLA) 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 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 [Adult Education and Literacy Act \(AEFLA\)](#) 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)).

Alabama Local Workforce Development Boards

Local Workforce Boards and Plans

<https://wioa-alabama.org/workforce-boards/>

Local Workforce Board Plans

Area	Board Website	Type*	Board Plan Website
1	North AlabamaWorks!	LWD	https://www.northalabamaworks.com/wioa/
2	East AlabamaWorks!	LWD	https://www.eastalabamaworks.com/about-3
3	West AlabamaWorks!	LWD	https://westalabamaworks.com/resources
4	North Central Alabama Works!	LWD	https://centralsix.org/about-us-central-six/
5	Central AlabamaWorks!	LWD	https://centralalabamaworks.com/regional-info/
6	Southeast AlabamaWorks!	LWD	https://www.southeastalabamaworks.com/
7	SWAPTE	PTE	https://sawdcalabamaworks.com/

*LWD – Local Workforce Development | PTE – Partnership for Training and Employment)





Appendix E | Board Alignment Review Form

Organization Name:	
<u>Local Workforce Area Board:</u>	Select one
<u>(AEFLA)</u> 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 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 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 Board and local area of the State.

Comments (if applicable):

Signature

Date

Title



Appendix F | American Community Survey (ACS) Alabama County Data

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	5,186	2,593	Houston	11,257	563
Baldwin	19,206	960	Jackson	8,025	401
Barbour	5,305	265	Jefferson	54,989	2,749
Bibb	3,694	185	Lamar	1,916	96
Blount	8,044	402	Lauderdale	8,620	431
Bullock	1,833	92	Lawrence	4,735	237
Butler	2,389	119	Lee	12,968	648
Calhoun	14,422	721	Limestone	11,965	598
Chambers	4,845	242	Lowndes	1,291	65
Cherokee	4,132	207	Macon	2,487	124
Chilton	6,443	322	Madison	27,634	1,382
Choctaw	2,290	115	Marengo	2,214	111
Clarke	3,442	172	Marion	4,588	229
Clay	2,148	107	Marshall	13,569	678
Cleburne	2,117	106	Mobile	45,056	2,253
Coffee	6,259	313	Monroe	2,947	147
Colbert	6,515	326	Montgomery	24,028	1,201
Conecuh	1,564	78	Morgan	15,422	771
Coosa	1,459	73	Perry	1,195	60
Covington	4,827	241	Pickens	2,933	147
Crenshaw	2,184	109	Pike	3,442	172
Cullman	12,051	603	Randolph	3,543	177
Dale	6,320	316	Russell	7,716	386
Dallas	4,655	233	Shelby	12,402	620
DeKalb	12,360	618	St. Clair	12,825	641
Elmore	9,461	473	Sumter	1,274	64
Escambia	5,936	297	Talladega	11,732	587
Etowah	12,578	629	Tallapoosa	6,512	326
Fayette	2,304	115	Tuscaloosa	17,738	887
Franklin	5,223	261	Walker	9,836	492
Geneva	3,910	196	Washington	1,759	88
Greene	1,010	51	Wilcox	2,072	104
Hale	2,626	131	Winston	4,512	226
Henry	2,567	128			



Appendix G | GEPA: Notice to All Applicants

Equity For Students, Educators, And Other Program Beneficiaries

(For details regarding GEPA, see Appendix G in the [RFP Guidelines and General Instructions](#))

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

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

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

(Continued)

Document G (Continued)| GEPA Provisions

Equity For Students, Educators, and Other Program Beneficiaries

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

Please respond to the following requests for information:

G.1 Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

G.2 Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

G.3 Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

G.4 What is your timeline, including targeted milestones, for addressing these identified barriers?



Appendix H | Demonstrated Effectiveness Chart

The 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 applicants that do not have past performance data under the [Workforce Innovation and Opportunity Act \(WIOA\)](#) section 116 to demonstrate how 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 Adult Education Division 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.

Organization Name	
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Does the program work with eligible individuals in the following areas? (See “Demonstrated Effectiveness” in the RFP Guidelines and General Instructions .)	Yes	No
Reading	<input type="checkbox"/>	<input type="checkbox"/>
Language Arts/Writing	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
English Language Acquisition (Section 231, 225, and/or Section 243)	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>
Attainment of secondary school diploma or its recognized equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Transition to postsecondary education and training	<input type="checkbox"/>	<input type="checkbox"/>
The applicant should provide a narrative which includes program data regarding outcomes associated with students’ 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 | Performance Charts

Performance Chart - Section 1

Demonstrated Effectiveness: 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.

Performance Indicator	2022 (7/1/2021 to 6/30/2022)			2023 (7/1/2022 to 6/30/2023)		
	# Students Served	# Students Demonstrating Progress	% of Students Demonstrating Progress	# Students Served	# Students Demonstrating Progress	% of Students Demonstrating Progress
ABE Level 1 (0-1)			%			%
ABE Level 2 (2-3)			%			%
ABE Level 3 (4-5)			%			%
ABE Level 4 (6-8)			%			%
ABE Level 5 (9-10)			%			%
ABE Level 6 (11-12)			%			%
ELA Levels 1-8			%			%
ELA Levels 9-12			%			%

(Continued)

Performance Chart - Section 2

Demonstrated Effectiveness: Outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post- secondary education and training.

	2022 (7/1/2021 to 6/30/2022)			2023 (7/1/2022 to 6/30/2023)		
Performance Indicator	# 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			%			%
Performance Indicator	# 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			%			%
Performance Indicator	# 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			%			%



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