



Grant Guidelines

Adult Education and Family Literacy Act (AEFLA)

July 1, 2018 - June 30, 2021



Applications are due **January 18, 2018**

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Required **FORMS** as part of the application requirements are located at:
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SECTION I: STATEMENT OF NEED

Statement of Need

The Workforce Innovation and Opportunity Act (WIOA) challenges the State to combine resources and create partnerships, look to labor market data and industry research to determine which skills the workforce needs and to focus on the creation of a workforce that can meet the expectations of the future economy. Wisconsin's Department of Workforce Development (DWD) and the Wisconsin Technical College System (WTCS) will work together to implement WIOA and grow Wisconsin's workforce.

The [Wisconsin Combined State Plan](#) builds from this groundwork, creating one talent development system with a "no wrong door" approach to enhance the services available to the current and future workforce.

Basic Skills deficiencies in Wisconsin are significant and constrain labor market development. According to the Census Bureau, 2011-2015 American Community Survey (ACS), an estimated 4,432,794 individuals reside in Wisconsin.

Of the 559,675 Wisconsin residents ages 18 to 24:

- 12% (n=67,174) have an educational attainment level of less than high school diploma;
- 31% (n=174,317) have a high school diploma or its equivalency;
- 47% (n=261,780) have some college or an associate's degree; **and**
- 10% (n=56,404) have a bachelor's degree or higher.

Of the 3,873,119 Wisconsin residents 25 years of age and over:

- 3.1% (n=120,970) have less than a 9th grade education;
- 5.8% (n=226,458) have an educational attainment level of 9th to 12th grade and no diploma;
- 32% (n=1,239,523) have a high school diploma or its equivalency;
- 21.1% (n=817,990) have some college, no degree;
- 10.1% (n=390,482) have an associate's degree;
- 18.4% (n=713,858) have a bachelor's degree; **and**
- 9.4% (n=363,838) have a graduate or professional degree.

In total, of the 4,432,794 Wisconsin resident's ages 18 and over, 414,602 do not have a high school diploma or its equivalency.

In Wisconsin, a significant proportion of residents who **do** have a high school diploma lack the basic literacy, numeracy, English language, problem solving and digital literacy skills needed to be successful in their career, family and community roles. This information speaks to the need for adult education, workplace literacy, English language programs, family literacy, workforce preparation activities and integrated education and training services for Wisconsin residents to help them acquire the knowledge and skills needed to transition to college and careers in order to achieve economic self-sufficiency.

A New Vision for Wisconsin Basic Skills Providers

As WIOA Title II partner in Wisconsin's WIOA system, the Wisconsin Technical College System (WTCS) seeks eligible providers who can demonstrate past effectiveness in providing adult education and literacy activities by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition and other subject areas. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training.

In addition to the above requirements, the WTCS is seeking organizations that:

- Are innovative, student-centered and outcome-focused;
- Offer contextualized academic instruction to adults, with individualized and class instruction in a variety of subject areas; and/or offer instruction that meets the needs of today's English Language Learners;
- Use academic, career and personal assessment of students as part of academic and career counseling;
- Provide an emphasis on lifelong learning in conjunction with employability skills;
- Exhibit continuous improvement strategies;
- Exhibit an assessment and data-driven culture;
- Exhibit a working knowledge of regional economies, and use of real-time labor market data; **and**
- Exhibit regular and on-going engagement with regional employers.

SECTION II: BACKGROUND INFORMATION

The Workforce Innovation and Opportunity Act (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) and the implementing regulations require that Wisconsin submit a plan to the U.S. Secretary of Labor including the U.S. Secretary of Education that outlines a four-year workforce development strategy for the State's workforce development and adult education system (**34 CFR §463.140**). Federal reforms to WIOA foster better alignment of Federal investments in job training and adult education to integrate service delivery across workforce programs.

WIOA retains the nationwide system of one-stop job centers, branded as [American Job Centers](#), which provide employment services and connect customers to work-related training and education. This network of comprehensive and affiliate American Job Centers helps coordinate and deploy the four titles and six core programs within WIOA:

- Title I Adult, Dislocated Worker, and Youth programs (overseen by DWD);
- Title II Adult Education and Family Literacy Act (AEFLA) program (overseen by the WTCS);
- Title III, the Wagner-Peyser Act Employment Service (ES) program (overseen by DWD); **and**
- Title IV, the Vocational Rehabilitation (VR) program (overseen by DWD)

More information on these core programs may be found in **Attachment 1 – WIOA Core Programs** as well as in the [Wisconsin Combined State Plan](#).

These programs are coordinated at the regional level through plans established by the 11 Workforce Development Boards (WDB). These plans are developed locally and are renewed at least once every three years, which can be viewed at [WIA and WIOA Local Plans](#).

Title II of WIOA – The Adult Education and Family Literacy Act (AEFLA)

The Wisconsin Technical College System (WTCS) is responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 et seq. and its implementing regulations at 34 CFR Parts 462 and 463. The AEFLA grant program is supported with the cost sharing of non-federal funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). This grant program is supported by a combination of federal and local funding.

The Wisconsin Technical College System:

- Awards federal funds to eligible providers to offer adult education services to residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring; **and**
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, state officials and other stakeholders to facilitate continuous improvement at the state and local program levels.

Under WIOA, the Adult Education and Family Literacy Act (AEFLA) is designed to give adults the opportunity to improve their skills through high quality, research-based programs and activities. The AEFLA grant program supports the following activities as outlined in Title II of WIOA:

Section 231 (Adult Education and Literacy Activities)

WTCS is responsible for funding eligible providers of demonstrated effectiveness and sound fiscal management to fulfill the requirements of Section 231 of Title II WIOA. Section 231 includes the provision of the following services to Wisconsin residents:

- Adult education and literacy;
- English language acquisition activities;
- Integrated English literacy and civics education; [IELCE Checklist](#)
- Workforce preparation activities;
- Integrated education and training; [IET Checklist](#)
- Workplace adult education and literacy activities; **and**
- Family literacy activities.

Section 243 (Integrated English Literacy and Civics Education)

WTCS is responsible for funding eligible providers to fulfill the requirements of Section 243 of Title II of WIOA. Funds in this category will be used to provide educational programs for adults (including professionals with degrees and credentials in their native countries) that enable such adults to achieve competency in English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. These services must include instruction in literacy, English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. These services prepare ELL adults for placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. These services integrate with the local workforce development system and its functions to carry out the activities of the program. An eligible provider who receives funds through the IELCE program may choose to incorporate IET if they wish by:

- a) Co-enrolling participants in integrated education and training as described in Stat. 463.74, subpart D, that is provided within the local and regional workforce development area from other sources other than section 243; **or**
- b) Using funds under section 243 to support integrated education and training activities as cited in 463.74, subpart D.

Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Funds in this grant category can be used for the following activities:

- Integrated English Language and Civics Education in all six levels of ELL;
- Preparing students for programs leading to high school credentialing and its equivalency;
- Integrated Education and Training;

- Career Pathways' related services and instruction including the ELL/ABE portion of concurrent enrollment in ELL/ABE and occupational training;
- Workforce Preparation (this includes employability skills); **and**
- Numeracy and/or Digital Literacy.

Section 225 (Corrections Education and Other Education of Institutionalized Individuals)

WTCS is responsible for funding eligible providers of demonstrated effectiveness and sound fiscal management to fulfill the requirements of Section 225 of Title II WIOA. Section 225 includes the provision of correction education and education to other institutionalized individuals.

Purpose of AEFLA Funding

WTCS will fund eligible providers to offer programs and services that:

- 1) Assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
- 2) Assist adults who are parents or family members in obtaining the education and skills that: (A) are necessary to become full partners in the educational development of their children; and (B) lead to sustainable improvements in the economic opportunities for their family;
- 3) Assist adults in attaining a secondary school diploma and in the transition to employment, postsecondary education and training through career pathways;
- 4) Assist immigrants and other individuals who are English language learners in (A) improving their (i) reading, writing, speaking and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of government, individual freedom and the responsibilities of citizenship;
- 5) Align with the skills needed of industries within the state and regional economies;
- 6) Organize education, training and other services to meet the particular needs of students in a manner that accelerates their educational and career advancement to the extent practicable;
- 7) Include counseling to support students in achieving their education and career goals. Included is the development of a Personal Education Plan (PEP) that specifies the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates links to other resources and education and/or training towards the next steps on a student's career pathway and ensures seamless transitions from program to program (i.e. ABE/ELA to ASE or ASE to postsecondary education, training, and/or employment); **and**
- 8) Provide integrated education and training that includes adult education and literacy activities with workforce preparation activities and workforce training for a specific occupation or occupational cluster.

13 Required Considerations For Funding Title II Programs

In awarding grants to eligible providers, the eligible agency (WTCS) must consider the following **thirteen (13) criteria** while scoring applications:

- 1) The degree to which the eligible provider would be responsive to:
 - a) Regional needs as identified in the local workforce development plan; and
 - b) Serving individuals in the community who were identified 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) The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy and the degree to which those improvements contribute to the eligible agency meeting its state-adjusted levels of performance for the primary indicators of performance described in **§677.155**;
- 4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce board plan under **Section 108** of the Act, as well as the activities and services of the one-stop partners;
- 5) Whether the eligible provider's program:
 - a) Is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains; **and**
 - b) Uses instructional practices that include the essential components of reading instruction;
- 6) Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics and English language acquisition instruction delivered by the eligible provider are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
- 7) Whether the eligible provider's activities effectively use technologies, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technologies, services and systems lead to improved performance;
- 8) Whether the eligible provider's activities provide learning in context, including integrated education and training, so 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 exercise the rights and responsibilities of citizenship;

- 9) Whether the eligible provider's activities are delivered by instructors, counselors and administrators who meet any minimum qualification where applicable and who have access to high-quality professional development, including electronic means;
- 10) Whether the eligible provider coordinates with other available education, training and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Workforce Development Boards (WDB), one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries in 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 child care, 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 (**Section §666.100**) and to monitor program performance; **and**
- 13) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Available Funding

\$5,719,790 is available for funding.

Grant awards will be for the period July 1, 2018 through June 30, 2021. Awarded providers will receive annual awards for the July 1 - June 30 timeframe during the duration of their grant. To determine if an applicant is an organization of demonstrated effectiveness, **all** applicants will be required to provide evidence of their ability to improve the skills of adults with low-level literacy skills and/or English language learners (see Eligible Providers on page 11 for more information). To receive continuation, funding applicants will need to submit an updated application each year while being in full compliance with all requirements.

There are **two categories** of grant funding:

Comprehensive Services grants: In order to provide complete and uniform coverage across the state, providers or consortia must provide comprehensive adult basic education services within a geographic region that equates to one or more WTCS districts (one or more providers may collaborate in how they provide coverage within the district). Available funds for the first year of the three-year grant for each of the geographic regions are specified in the Geographic Region Allocation table. See **Attachment 6 – Comprehensive Services Regional Funding**.

Special Focus grants: It is expected that funding will be awarded to eligible providers with grant awards ranging from \$25,000 to \$85,000 depending on the proposed number of students served and reported to the National Reporting System (NRS) through the WTCS Client Reporting System. Learners qualifying for NRS enrollment must have 12 hours of instruction and an approved pre-test score.

Grant requests should be proportional with the number of students served. Consider the recommendations in the chart below for Special Focus Applications. An eligible provider is limited to **two (2)** applications under this category.

NRS Enrollment	Qualifying Award
25-49	\$25,000
50-99	\$25,001-\$54,999
100 or more	\$55,000 - \$85,000

Terms and Conditions

- 1) The completion and submission of an application for AEFLA grant funds **does not** commit WTCS to make an award. Funding for this award is contingent on funding from the grantor(s).
- 2) WTCS **may** suspend and/or terminate an outstanding grant pursuant to its own grant making rule(s) or any applicable federal or state regulation or requirement.
- 3) WTCS reserves the right to issue addenda and/or amendments subsequent to the issuance of the grant guidelines **or** to rescind the grant guidelines.
- 4) WTCS shall not be liable for any costs incurred in the preparation of applications in response to the grant guidelines. The applicant agrees that all costs incurred in developing the application are the applicant’s sole responsibility.
- 5) WTCS may conduct pre-award on-site visits to verify information submitted in the application and to determine if the eligible provider’s facilities are appropriate for the program/services intended.
- 6) WTCS may enter into negotiations with an applicant and adopt a firm funding amount or request other revisions of the applicant’s proposal that may result from negotiations.
- 7) Grant awards are subject to the applicable requirements of AEFLA, codified at 29 U.S.C. § 3271 et seq. and its implementing regulations at 34 CFR Parts 462 and 463, applicable provisions of EDGAR at 34 CFR Parts 76, 77, 79, 81, 82, 86, 99, and applicable provisions at 2 CFR Parts 200, 3474, 180 and 3485.
- 8) Grant awards are subject to the applicable requirements of the Wisconsin Combined State Plan.
- 9) If there are **any** conflicts between the terms and conditions of the grant guidelines and **any** applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.
- 10) The Adult Education and Family Literacy Act (AEFLA) funding is available as a cost reimbursable grant.

SECTION III: GRANT REQUIREMENTS

Eligible Individual

An eligible individual is a person who:

- 1) Is 18 years of age and older;
- 2) Is not enrolled or required to be enrolled in secondary school under State law; **and**
- 3) Has basic skills deficiencies (including adults with a high school diploma or any other credential who are determined to have deficiencies by a Test of Adult Basic Education (TABE) pre- and/or post-test; an adult that does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education based on the TABE; or an adult who is an English language learner (based on TABE CLAS E, the BEST and/or BEST Plus assessment).

Eligible Providers

Eligible providers may be a:

- 1) local educational agency;
- 2) community-based organization;
- 3) faith-based organization;
- 4) volunteer literacy organization;
- 5) institution of higher education;
- 6) library;
- 7) public housing authority;
- 8) public or private nonprofit organization that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- 9) partnership between an employer and an entity described above; and consortium or coalition composed of two or more organizations described above; **and/or**
- 10) a consortium or coalition composed of two or more organizations described above.

Eligible providers receiving these funds must be located in Wisconsin and provide services to eligible individuals living only in Wisconsin. Providers may use AEFLA funds only to serve individuals 18 years of age and older who **are not enrolled or required to be enrolled in traditional secondary school under Wisconsin law**. AEFLA funds **may not** be used to serve students in the traditional K-12 system or who are of compulsory education age.

Organizations of Demonstrated Effectiveness

Based on **34 CFR Part 463 Subpart C, §463.24**, organizations of demonstrated effectiveness are the only organizations that are eligible to apply for and receive Title II funds.

An eligible provider is an organization that can demonstrate past effectiveness in providing adult education and literacy activities by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition and other subject areas.

An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training.

To meet requirements:

- 1) **All** eligible providers must provide performance data to demonstrate past effectiveness in serving basic skills of deficient eligible individuals, including evidence of success in achieving the outcomes listed above. **Complete Form 5 – Documentation of Demonstrated Effectiveness.**

Performance Accountability

Under WIOA, Wisconsin is accountable for six (6) WIOA performance indicators. In order for the WTCS to calculate all applicable WIOA performance indicators for federal reporting, AEFLA providers are required to report student activity in accordance with established WTCS reporting requirements. A comprehensive exploration of the six (6) WIOA performance indicators and the WIOA accountability system can be found in the [WIOA Performance Indicators Manual](#).

Responsibilities of Eligible Providers

It is a requirement that all Title II funded eligible providers:

- 1) Align appropriately with the local Workforce Development Board plan, which may include;
 - a) Coordinating activities with their WIOA partners (based on state and local level agreements, integrated intake and case management activities, etc.).
 - b) Identifying themselves as members of the American Job Center Network.
 - c) Negotiating contributions to American Job Center infrastructure costs as required.
Reference [*Wisconsin Job Center System Guidance*](#).
 - d) Participating in a career pathways approach in order to provide students access to employment and training services.
 - e) Providing coordination of the three components that are required in an Integrated Education and Training (IET) program – adult education and literacy activities, workforce preparation activities and workforce training. As part of their career pathways and IET programming, providers should:
 - Employ sector-based initiatives, also known as sector strategies, to provide the most appropriate education and training for their region;
 - Adapt existing industry-recognized curricula to support integrated education;
 - Access real-time labor market information as it relates to identifying the labor market demand, skills transferability and job openings; **and**
 - Employ career development processes or models in conjunction with integrated education and training.
- 2) Develop a process to recruit, orientate, enroll, assess, instruct and retain students in the program, including;
 - a) Administering a personal/career assessment to students.
 - b) Developing (in collaboration with each adult learners) a Personal Education Plan (PEP) that specifies the student’s educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency, indicates the links to other resources and next steps on their career pathway, and ensures seamless transitions from program to program (e.g. ELL to ABE or ABE to postsecondary education, training, and/or employment).
 - c) Referring students to supportive services, including students with disabilities, which may eliminate barriers that may impede their ability to make measurable skill gains, attain their goals and/or achieve economic self-sufficiency while enrolled in the program.

- d) Providers are **strongly encouraged** to collect social security numbers (SSN) from eligible individuals for the purpose of tracking accountability measures under WIOA; however, eligibility to participate in any of the programs under WIOA is not contingent upon the individual providing an SSN number. Additionally, depriving such an individual of service would be in violation of the Privacy Act of 1974, which states “that It shall be unlawful for any Federal, State or Local government agency to deny to any individual any right, benefit or privilege provided by law because of such individual’s refusal to disclose his/her social security account number” (5 U.S.C. 552A).
- 3) Provide basic skills instruction that:
- a) Incorporates multiple modalities for learning opportunities, including the use of face-to-face, online/distance, virtual, hybrid and/or self-directed instruction.
 - b) Follows the WTCS College and Career Readiness Standards (CCRS)-aligned curriculum standards (located in the [WTCS WIDS Repository](#)).
 - c) Adheres to the WTCS Pre/Post Assessment Policy that provides guidance on the administration of locators/appraisals, pre- and post-tests and other assessment requirements. Providers must assess students according to [WTCS Pre/Post Assessment Policy](#) and report this assessment information to the WTCS office.
 - d) Develops students’ digital literacy skills.
- 4) Employs qualified staff and faculty to perform the key responsibilities of the grant (Program Administration/Management, Fiscal Accountability, Student Recruitment/Retention, Orientation/Intake/Assessment/Goal Setting/Individualized Planning, Instruction/Integrated Education/Training, Data Management and Reporting). It is a goal of WTCS AEFLA programming to provide equitable or comparable instructional programming led by instructors with equitable or comparable certification or backgrounds.

Therefore:

- All staff who are subject to external certification requirements (e.g. Higher Learning Commission) should adhere to those requirements. Instructors teaching WTCS Adult Basic Education courses or other non-occupational courses should hold a bachelor’s degree or higher in elementary education, secondary education, adult education, special needs education or in one of the disciplines or subfields in which they teach. If an instructor holds a bachelor’s degree or higher in a discipline or subfield other than that in which he or she is teaches, the instructor should have completed a minimum of 18 graduate credit hours in the primary discipline or subfield in which they teach.
- ELL teachers should have a certificate and/or credential in:
 - a) Teaching English as a Foreign Language (TEFL);
 - b) Vocational English as a Second Language (VESL);
 - c) Teaching English as a Second Language (TESL);
 - d) Applied Linguistics;
 - e) Bilingual Education; **and/or**
 - f) Foreign Language Instruction.

- Based upon industry requirements (if any), occupational instructors should have industry-recognized certification for which they are providing instruction.

Grant Accountability and Reporting Requirements

WTCS has a multi-tiered process for monitoring and evaluating grant-funded providers. Failure to meet grant expectations and the requirements listed below can result in the reduction of grant funds and/or elimination in the future.

- 1) Grantee requirements for **Client Reporting** include:
 - a) Complying with the established WTCS Client Reporting requirements;
 - b) Monitoring their data continuously; **and**
 - c) Submitting data **quarterly**.

Reference the Client Reporting Manual for reporting deadlines: [Client Reporting Manual](#).

- 2) Grantees **must** submit **regular grant reports** to their WTCS grant manager:

Reference the WTCS Administrative Bulletin (Schedule C – Master Calendar) for: [Report Dates Subject to Withholding of State or Federal Aids for FY XXXX-XX](#).

Submit reports electronically to grants@wtcsystem.edu.
Forms are located at: [WTCS Grant Application Forms](#).

- 3) Grantees must submit a **final Standard Financial Report (SFR-1)** for each application, plus separate financial reports for any Integrated English Language and Civics Education (IELCE) activity and for any Corrections Education activity if undertaken within the Comprehensive Services grant category.

Reference the WTCS Financial and Administrative Manual (FAM) for specific information: [WTCS Financial and Administrative Manual](#).

Audit

Grantees that expend more than \$750,000 annually in Federal awards are required to have a Single Audit performed. Grantees shall submit the audited financial report to the Wisconsin Technical College System no later than six months following the end of each fiscal year. The audit firm shall retain working papers and related reports pertaining to audits of WTCS grantees for a minimum of three years after the date of the issuance of the report.

At any time(s) before final payment and up to three years after, the Wisconsin Technical College System or federal government shall have access to review and/or audit the grantee's expenditure statements and source documentation.

SECTION IV: GRANT CATEGORY ONE: Comprehensive Services Grants

Grant Category One: Comprehensive Services Grants

COMPREHENSIVE SERVICES GRANTS: Grants in this category are intended to be accessed by either eligible individual organizations or consortiums. Applicants in this category will provide, either individually or as a consortium with other providers, comprehensive adult basic education services within a geographic region that equates to a WTCS district. (www.wtcsystem.edu/colleges).

Funds are to be used to provide adult education and literacy services to adults, including “programs, activities and services that include adult education, literacy, workplace adult education, literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.” [34 CFR Part 463 Subpart D, §463.30].

Funds **will be** available to provide educational services in Adult Basic Education (ABE/ASE) grades 0 – 12.9, and English Language Learning (ELL) NRS levels 0-6. Reference the [NRS Functioning Level Tables](#) in the NRS Implementation Guidelines.

If the applicant consists of a consortium of organizations, it is recommended that educational providers within the consortium have the capability to provide a span of instruction of a **minimum of three National Reporting System (NRS) levels**. It is not required that every member organization of the consortium needs to meet the full “eligible provider of demonstrated effectiveness” standard, as long as the consortium can document that in the aggregate, the consortium can serve as an eligible provider of demonstrated effectiveness.

Consortia may consist of a lead applicant along with other partners who collaborate to provide:

- a) significant instructional programming and support services that directly contribute to the partnership’s performance outcomes; **and/or**
- b) supportive academic or non-academic services such as case management, career guidance, tutoring services, childcare, support for students with disabilities, student financial assistance, etc.

WTCS will fund eligible providers of demonstrated effectiveness based on their competitive ability to meet the purposes of AEFLA funding listed in Title II Section 231, 243 and 225. A greater emphasis will be placed on quality, intensity and duration of services rather than placing an emphasis on serving a large number of students.

Comprehensive Services Grant Funds Available and Limitations

\$4,364,843 will be available for these purposes.

- 1) Applications will only be accepted from eligible providers/consortia of demonstrated effectiveness as defined by the Act and regulations (see definition in **Attachment 4 - WIOA Title II Glossary**). WTCS will review applications and will only score those that are from providers/consortia of demonstrated effectiveness.
- 2) Comprehensive Services grants are intended to support full service adult basic education within a geographic region that is equivalent to a WTCS district.
- 3) A lead applicant may only submit one (1) application for funds in this grant category. (**Note:** some providers may have responsibilities in more than one region under different Comprehensive Services grants).
- 4) Applications will only be accepted if **all** partners receiving Title II funding meet eligible provider requirements as defined by Title II (see **Attachment 4 - WIOA Title II Glossary**).
- 5) For any consortium who applies, **all** members need to be documented on **Form 4 – Consortium Member Information Form**. Lead applicants should have written agreements (or contracts when appropriate) with partners.
- 6) Wisconsin is obligated to maintain a proportional state and local effort in order to continue to receive federal adult education funds. If the applicant is a consortium, it is expected that other partners contribute resources to the consortium (in-kind, cash, etc.).

Lead applicants must meet a local minimum Maintenance of Effort (MOE) level (required by WTCS for a college applicant (see **Attachment 3 - Maintenance of Effort**) **or** provide 25 percent cost sharing (for non-college applicants) for the project. (**Note:** technical colleges **are not** allowed to use WTCS State General Purpose Revenue (GPR) funding for their Maintenance of Effort).

An applicant **must** identify in its application an amount of non-federal funds proposed to be expended on allowable activities. All Maintenance of Effort (MOE) **or** cost sharing funds identified shall be expended on required and/or allowable activities for qualifying adults.

- 7) Documented administration costs are generally limited to five (5) percent of the amount of the award from the WTCS. (If negotiated WIOA one-stop infrastructure costs consist of cash, it should be expended from the existing administration amount unless other arrangements are approved by WTCS. (**Clarification**, 7/21/17, the percentage limitation will be applied to the **Total Project Cost**)
- 8) WTCS limits supply items to twenty (20) percent of the amount awarded. (**Clarification**, 7/21/17, the percentage limitation will be applied to the **Total Project Cost**)

APPLICANTS MAY USE FUNDS:

- 9) A percentage of a Comprehensive Services grant **may** be used to serve relevant corrections education **or** Integrated English Literacy and Civics Education programming in the region (other funding for serving these two populations may be addressed through the Special Focus grant category). A federal cap on overall spending levels for correctional education **may** require WTCS to negotiate with grantees on their final budget(s). (Revised 7.31.17)
- 10) Grantees **may only use** AEFLA funds to serve students 18 years of age and older who are not enrolled or required to be enrolled in traditional secondary school under State law.
- 11) AEFLA grant funds **may be** used to support programming for eligible adults in areas such as family literacy, health literacy, financial literacy, workplace ABE; and/or basic skills programming for corrections education and Integrated English Language and Civics Education (funding limits may be applied by WTCS).

APPLICANTS MAY NOT USE FUNDS:

- 12) A Comprehensive Services applicant **may not** request more than the amount of funds allocated for that region. Reference **Attachment 6 - Comprehensive Services Regional Funding**.
- 13) Local Educational Agencies (LEAs) **may not** use AEFLA funds to serve students in the traditional K-12 system.
- 14) AEFLA grant funds **may not** be used for GED testing fees, caps and gowns, food and/or student stipends.

Applying As A Consortium

- 1) A consortium must designate one of the applicant organizations to serve as the primary or lead applicant agency and fiscal agent for the grant. A for-profit employer is not eligible to serve as the primary applicant.
- 2) The grant should be prepared in the name of the primary applicant agency/fiscal agent, not the consortium.
- 3) The primary applicant agency/fiscal agent must meet the following requirements:
 - a) Must be an eligible provider as defined above;
 - b) Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
 - c) Cannot receive funding on behalf of another organization;
 - d) The primary applicant agency/fiscal agent is permitted to contract for services with members of the consortium and/or to use funds to contract with consultants to perform services that the primary applicant agency/fiscal agent cannot provide itself; **and**
 - e) Is responsible for coordinating the performance of services provided by the members of the consortium and/or consultants in the fulfillment of the grant requirements.

- 4) The primary applicant agency/fiscal agent must make arrangements so that the Maintenance of Effort (MOE) **OR** cost sharing requirement of the grant (described in the Cost Sharing Requirement on page 28) is met.
- 5) If you are applying as a consortium, **all** members (who will be receiving Title II funding) must sign and submit **Form 1 - WTCS Assurances for AEFLA Grants**.

Members of a consortium have an obligation to work with the primary applicant agency/fiscal agent to fulfill the grant requirements and achieve the desired outcomes. Specific information about the roles and responsibilities of each member of the consortium should be identified in an MOU/MOA or other appropriate document.

Comprehensive Services Grant Required Activities

The intent of the Comprehensive Services category is to support eligible providers that can provide comprehensive adult basic education within geographic regions that equate to WTCS districts. This ABE programming must include:

- **Adult Basic Education (ABE/ASE) grades 0 – 12.9:** Evidence-based instruction and related services for adults in the areas of reading, writing, science, social science, mathematics and digital literacy skills. This instruction should facilitate students in acquiring high school equivalency credentials and transition into post-secondary instruction and/or employment.
- **English Language Learning (ELL) (with some combination of Integrated English Literacy and Civics Education (IELCE)) -- NRS levels 0-6:** Evidence-based instruction and related services for adults for whom English is not their native language. Programming should include instruction in basic reading, writing and speaking the English language. Instruction must emphasize functional language skills that assist learners to obtain workforce competencies. There should also be a focus on students' career pathway goals and ELL programming, which leads into high school credentialing programs, attainment of a high school equivalency credential and/or gaining of or retaining employment. IELCE must additionally include integration of civics education. ELL and IELCE should also incorporate academic language, learning strategies and critical thinking at all levels to address the increasingly complex language needs faced by today's adult English language learners.

Other Required Activities Include:

- Partnership in the American Job Center Network and in local Workforce Development Board planning efforts, including entering into a Memorandum of Understanding (MOU) and contributing as negotiated to American Job Center infrastructure costs. Reference [Wisconsin Job Center System Guidance](#);
- A systematic approach to career development for adult students;
- Integrated Education and Training (IET) (see **Attachment 4 - WIOA Title II Glossary**); and
- Professional development for provider staff.

SECTION V: GRANT CATEGORY TWO: Special Focus Grants

Grant Category Two: Special Focus Grants

SPECIAL FOCUS GRANTS: These funds need to follow Title II eligibility and demonstrated effectiveness requirements. Funds may be awarded to either individual organizations or consortia, and may focus on a high-need population or identified need. **Examples** may include (but are not limited to) individuals who are institutionalized, skilled/professional immigrants, deaf and hard of hearing, refugees, homeless, students with disabilities, Integrated English Literacy and Civics Education (IELCE) students, and/or segments of the population in urban or rural areas for whom services could be enhanced. The funds are intended to focus on a special need as outlined above.

WTCS will fund eligible providers based on their competitive ability to meet the purposes of AEFLA funding described in Title II Section 231, 243, and 225. These grants 1) may include the same Title II activities referenced in the Comprehensive Services category, 2) should be coordinated if possible with activities in the region's Comprehensive Services grant and 3) may provide additional or more targeted or specialized services allowable under WIOA Title II.

Funds will be available only to eligible providers of demonstrated effectiveness (see definition in **Attachment 4 - WIOA Title II Glossary**) that provide educational services in Adult Basic Education and/or English Language Learning (It is expected that grantees be able to provide a span of instruction that covers a **minimum of three NRS levels**). A greater emphasis will be placed on quality, intensity and duration of services over placing emphasis on simply serving large numbers of students.

Special Focus Grants Funds Available and Limitations

\$1,354,947 will be available for these purposes.

- 1) Applications will only be accepted from an eligible provider/consortium as defined by the Act in **34 CFR Part 463 Subpart C, §463.24**. WTCS will review applications and will only score those that are from providers/consortia of demonstrated effectiveness.
- 2) Funds in this category are limited. Funding will be awarded to applicants with grant awards ranging up to \$85,000 depending on the proposed number of students served and reported to the National Reporting System (NRS) through the WTCS Client Reporting System. (Learners qualifying for NRS enrollment must have twelve hours of instruction and an approved pre-test score.) Grant requests should be proportionate with numbers of students served.
- 3) Projects will be funded at 75 percent of the total approved project cost.
- 4) An eligible provider is limited to **two** (2) applications under this category.
- 5) Documented administration costs are generally limited to five (5) percent of the amount of the award by WTCS. (If negotiated WIOA one-stop infrastructure costs consist of cash, it should be expended from this existing administration amount unless other arrangements are approved by WTCS). (**Clarification, 7/21/17, the percentage limitation will be applied to the Total Project Cost**)
- 6) WTCS limits supply items to twenty (20) percent of the amount awarded. (**Clarification, 7/21/17, the percentage limitation will be applied to the Total Project Cost**)
- 7) Awardees may be allowed or required to make revisions to ensure the purpose of the grant is met.

- 8) Grantees **may only use** AEFLA funds to serve students 18 years of age and older who are not *enrolled or required to be enrolled in traditional secondary school under State law*.
- 9) AEFLA funds **may not** be used to serve students in the traditional K-12 system.
- 10) AEFLA federal grant funds **may not** be used for GED testing fees, caps and gowns, food, and/or student stipends.

Special Focus Grant Required Activities

The intent of the Special Focus category is, in coordination with the applicable Comprehensive Services grant(s), to focus on eligible recipients who may have unmet needs. Examples may include, but are not limited to individuals who are; skilled/professional immigrants, deaf and hard of hearing, refugees, homeless, students with disabilities, corrections students, Integrated English Literacy and Civics Education (IELCE) students, and/or segments of the population in urban or rural areas for whom services could be enhanced. This ABE programming should also align with other core WIOA programs and one-stop partners as appropriate and include the development of career pathways to provide access to employment and training services.

This Special Focus grant programming must include either ABE and/or ELL:

- **Adult Basic Education (ABE/ASE) grades 0 – 12.9** Evidence-based instruction and related services for adults in the areas of reading, writing, science, social science, mathematics and digital literacy skills. This instruction should facilitate students in acquiring high school equivalency credentials and transition into post-secondary instruction and/or employment. This programming should include the three components that are required in an integrated education and training program as appropriate – not only adult education and literacy activities but also workforce preparation activities and workforce training.
- **English Language Learning (ELL) and Civics Education -- NRS levels 0-6** Evidence-based instruction and related services for adults for whom English is not their native language. Programming should include instruction in basic reading, writing and speaking the English language. Instruction must emphasize functional language skills that assist learners to obtain workforce competencies and gain/retain employment. ELL may include integration of civics education, should also focus on students' career pathway goals, and may lead to high school credentialing programs and attainment of a high school equivalency credential. ELL should incorporate rigorous instruction, including academic language, learning strategies and critical thinking at all levels to address the increasingly complex language needs faced by today's adult English language learners.

Additional Information for Integrated English Language And Civics Education (IELCE), and Corrections Education and Other Education of Institutionalized Individuals

WIOA regulations require the WTCS to track funding for each of the two major Title II instructional subcomponents – **Integrated English Language Learning and Civics (Section 243)** and **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**. Either or both of these can be addressed in either of the two grant categories, as the emphasis of Special Focus application(s) or as a subcomponent of a Comprehensive Services application.

If an eligible provider chooses to address one or more subcomponents in the Comprehensive Services grant, WTCS requires the applicant to **list** Outputs/Activities for each of the subcomponents: **Integrated English Language Learning and Civics (Section 243)** and/or **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**. Include a **separate** budget and Standard Financial Report Form (SFR-1) for costs associated with each of the subcomponents. Each SFR-1 and budget must have **unique** project numbers assigned (XX-XXX-XXX-XXX), which **must be** different from the Comprehensive Services or Special Focus project number. See **Attachment 7 – AEFLA Project Number List**.

For **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**, a correctional institution is defined as any of the following:

- Prison;
- Jail;
- Reformatory;
- Work farm;
- Detention Center; **or**
- Halfway house, community-based rehabilitation center or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Funds can be used for the following activities for adult criminal offenders in correctional institutions (this activity list is permissive and implementing every component on the list is not required):

- Adult Basic Education (ABE) and Literacy Activities;
- English Language Learning and Integrated Civics Education (IELCE);
- Programs leading to high school credentialing;
- Integrated Education and Training (IET);
- Career Pathways' related services and instruction including the ABE/ELL portion of concurrent enrollment in ABE/ELL and occupational training;
- Peer Tutoring in ABE/ELL;
- ABE/ELL portion of transition to re-entry initiatives and other post-release services with the goal of reducing recidivism; **and**
- Workforce Preparation (this includes employability skills).

Program offerings must also promote self-sufficiency and community responsibility to enable returning citizens to become productive citizens and increase the likelihood of their successful reintegration into the community after release. Service provision must be prioritized and directed to individuals who are likely to leave the correctional institution within five years of participation in the program.

In order to provide effective local coordination between the justice system and Title II educational programming, WTCS **requires** each funded provider of corrections education to establish an advisory committee. WTCS **strongly recommends** at least one representative from the District Attorney's office, the Public Defender's office **or** a judge who sentences persons to the institution receiving services under the grant. Only one advisory committee is required, even if the grant is serving more than one correctional program.

For Integrated English Language and Civics Education – IELCE (Section 243), funds in this category will be used to provide educational programs for adults (including professionals with degrees and credentials in their native countries) that enable such adults to achieve competency in English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These services must include instruction in literacy, English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. These services prepare ELL adults for placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. These services integrate with the local workforce development system and its functions to carry out the activities of the program. An eligible provider who receives funds through the IELCE program may choose to incorporate IET if they wish by:

- a) Co-enrolling participants in integrated education and training as described in Stat. 463.74, subpart D, that is provided within the local and regional workforce development area from other sources other than section 243; **or**
- b) Using funds under section 243 to support integrated education and training activities as cited in 463.74, subpart D.

Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Funds in this grant category can be used for the following activities:

- Integrated English Language and Civics Education (IELCE) in all six levels of ELL;
- Preparing students for programs leading to high school credentialing and its equivalency;
- Integrated Education and Training (IET);
- Career Pathways' related services and instruction including the ELL/ABE portion of concurrent enrollment in ELL/ABE and occupational training;
- Workforce Preparation (this includes employability skills); **and**
- Numeracy and/or Digital Literacy.

SECTION VI: PRE-APPLICATION PROCESS

Pre-Application Grant Guidelines Conference

A pre-application conference will be held Tuesday, July 25, 2017 from 1:00 p.m. to 4:00 p.m. and Wednesday, July 26 from 9:00 a.m. to 12:00 p.m. The sessions will be held at the WTCS office, 4622 University Ave, Madison, WI. 53705. Eligible providers/applicants should attend at least one of these sessions.

Please register to attend **one** of the following sessions:

- Tuesday, July 25, 2017, 1:00 p.m. to 4:00 p.m.
- Wednesday, July 26, 2017, 9:00 a.m. to 12:00 p.m.

Notice of Intent to Apply

Form 6 - Notice of Intent to Apply should be completed and submitted **electronically no later than 4 p.m., Monday, October 30, 2017** to grants@wtcsystem.edu. The form is located at: [WTCS Grant Application Forms](#).

Eligible providers who do not submit the requested Notice of Intent to Apply Form will still be eligible to apply for Wisconsin Technical College System (WTCS) Adult Education and Family Literacy Act grant funds. Please indicate **“Notice of Intent to Apply”** and your **Agency’s name** in the subject line of the email.

SECTION VII: GRANT APPLICATIONS

Grant Application Submission

Eligible providers **must** submit their application **no later than 4 p.m. on January 18, 2018**. Late applications will not be accepted. The committee may not review incomplete applications. It is recommended that eligible providers submit their grant application **three to five days** in advance of the deadline. The System Office requires an **electronic submission only**, no paper copies. Applications must be submitted in PDF format and sent to grants@wtcsystem.edu by the application deadline.

Application Requirements

Each grant application (**one PDF document**) must consist of the following components and be compiled in the following order by the application deadline.

- 1) WTCS Grant Application Form (AEFLA);
- 2) Budget – see note below;
- 3) Standard Financial Report (SFR 1) – see note below; **and**
- 4) Attachments required by the grant category guidelines:
 - **Form 1** – WTCS Assurances for AEFLA;
 - **Form 2** – Key Personnel;
 - **Form 3** – Program Profile;
 - **Form 4** – Consortium Member (if applicable); **and**
 - **Form 5** – Documentation of Demonstrated Effectiveness.

This file should be named with the 11-digit grant project number followed by an underscore and the date of submission (Example: **15-301-146-129_1.18.18**). The first **five** (5) digits of the project number must not be duplicated. **Note:** first time applicants leave as **XX-301-146-129_1.18.18**. If your application is approved, the applicant ID (XX) will be assigned to you by WTCS.

Note: If an eligible provider chooses to address one or more subcomponents in the Comprehensive Services grant, WTCS requires the applicant to **list** Outputs/Activities for each of the subcomponents: **Integrated English Language Learning and Civics (Section 243)** and/or **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**. Include a **separate** budget and Standard Financial Report Form (SFR-1) for costs associated with each of the subcomponents. Each SFR-1 and budget must have **unique** project numbers assigned (XX-XXX-XXX-XXX), which **must be** different from the Comprehensive Services or Special Focus project number. See **Attachment 7 – AEFLA Project Number List**.

An administration PDF file must also be included with the submission. This file should contain the following:

- 1) Applicant Acknowledgement of Compliance with Applicable State and Federal Statutes and Regulations.

The file format for the administration file should be XX_ADMIN.pdf. The first two numbers in the file name is your applicant ID number (**Example:** 01-CVTC, 02-Western, etc.). For first time applicants, use your organization/agency name in place of XX (**Example:** Madison Agency_ADMIN).

Note: If applying to both grant categories, Comprehensive Services and Special Focus, only one copy of the Applicant Acknowledgement of Compliance with Applicable State and Federal Statutes and Regulations and WTCS Assurances for AEFLA letter is required.

Application Review and Scoring

The System Office coordinates the application review process. A panel of reviewers, composed of qualified and professional individuals selected for their experience in the fields of adult and postsecondary education, training and workforce development, will review and score the applications based on the criteria in the Applications Scoring Rubric. Applications will first be reviewed to determine if the applicant meets the definition of “eligible provider of demonstrated effectiveness”. If they do not meet this standard, the application will not be scored. Additionally, as required by WIOA, representatives from Wisconsin’s Workforce Development Boards (WDB) will have the opportunity to review the applicable components of the applications to encourage consistency and alignment with the strategic goals and objectives in Wisconsin’s WIOA local plans. These comments will be shared with WTCS and considered during the application review process.

Unless otherwise specified, applications are reviewed by WTCS staff using the Application Scoring Rubric and comments made by the local WDB. WTCS staff develops recommendations for the Wisconsin Technical College System Board (WTCSB) to take one (1) of three (3) actions on all grant applications: (1) approved, 2) approved with revisions, or 3) disapproved. The WTCS President and Vice Presidents review these recommendations. The President provides final recommendations to the WTCS Board for final approval. Applicants will receive official notification of the grant award(s) status from WTCS.

Reference **Attachment 2 - Application Scoring Rubric** for detailed information.

Appeal Procedures

Applicants may request an administrative hearing to review the decision of the Wisconsin Technical College System Board (WTCSB) with respect to an application for AEFLA funds. This hearing is not intended to review the merits of the grant proposal, but to determine whether the review process was conducted in a fair and equitable manner for all grant proposals in the category for which an appeal is requested. The request **must be** made in writing and **must be** submitted to the President of the Wisconsin Technical College System (WTCS) within thirty (30) days of WTCSB action. The request must identify the action for which the hearing is desired. All written communications should be addressed to President, Wisconsin Technical College System (WTCS), 4622 University Avenue, P.O. Box 7874, Madison, WI 53707-7874.

Within thirty (30) days of receipt of a request for an administrative hearing, the President of the WTCS will appoint a hearing examiner and hold a hearing on the appeal. The hearing will be recorded and

minutes or a transcript will be provided on request. Within ten (10) days of the administrative hearing, the applicant petitioner will be informed in writing of the action taken on its appeal and related reasons. A more complete description of the System Board's procedures and requirements for holding an administrative hearing are detailed in Ch. TCS 4 of the Wisconsin Administrative Code and Ch. 227 of the Wisconsin Statutes.

Revising a Funded Application

After receiving a grant award, applicants may find their circumstances require a change to the grant. Grant recipients **should discuss changes** with the appropriate WTCS grant manager(s) **prior** to submitting a formal revision, if one is required.

A revision **must be** submitted if the project budget changes within a budget line by **20 percent or more**.

Sometimes, costs of budgeted items change even though there are no changes to outputs and/or activities. If the change is **less than** 20 percent in the receiving line item, **no approval is required**; however, recipients are **strongly encouraged** to notify the WTCS grant manager(s) of the changes by e-mail.

To prepare and submit a revision follow the procedures below:

- 1) Update the **WTCS Grant Application Form (AEFLA)**.
- 2) Enter current date.
- 3) Select **YES** for entry #4 on the form.
- 4) Make changes to the grant application narrative, Budget and/or Standard Financial Report (SFR) as necessary.
- 5) **DO NOT DELETE any text**, instead - **underline** new text and **striketrough** existing text that is no longer applicable.
- 6) Do not include attachments.
- 7) Submit an electronic copy of each **entire** revised application as **one PDF document**.
- 8) Include a short description on what the revision pertains to in the body of the email.

Revisions should be e-mailed to grants@wtcssystem.edu. Name the e-mail attachment using the original file naming structure, revision number and date. For example, **01-567-124-197R1_4.3.18**. Subsequent revisions for the same project number should end in **R2, R3**, etc.

All revisions, budgets and grants **must** be discussed with and **approved by** the System Office grant manager(s) prior to being submitted to grants@wtcssystem.edu. All formal revisions must be approved by WTCS prior to implementation. Recipients are notified of an approved revision/modification by e-mail.

SECTION VIII: GRANT AWARDS

Grant Award Period

The grant award period is July 1, 2018 through June 30, 2021.

Receipt of Grant Funds from WTCS

This grant is a cost reimbursable grant. Therefore, payment of grant funds can only be made through the WTCS Cost Reimbursement Process.

Grant recipients shall receive payments for services after they substantiate that the cost is allowable (i.e., necessary, reasonable and allocable) for submitted program expenditures.

Grant recipients are also required to maintain supporting documentation and to make such documentation available when requested by WTCS, the U.S. Department of Education and/or other authorized entities for review, upon request during the duration of the grant period as well as five years after the grant period has concluded.

Cost Sharing Requirement

WTCS requires eligible providers to meet a 25 percent cost-sharing requirement (or, if a technical college, see the specified amount of Maintenance of Effort (MOE) funds as required by WTCS). This ensures that eligible providers, if funded, are able to maintain a specific level of fiscal effort using non-federal funds. AEFLA federal grant funds are designed to supplement the existing funding that an eligible provider has for programming and services. These funds cannot be used to fully support a program. Eligible providers funded under this grant must provide evidence of the twenty-five percent (25%) cost sharing (or existing Maintenance of Effort funding from Wisconsin Technical Colleges) from non-federal funds for the total amount of the grant funds requested. For example, an organization requesting a total grant of \$300,000 must provide \$75,000 to meet the cost-sharing requirement from other non-federal sources.

The cost-sharing requirement may be provided in cash or in-kind contributions. The applicant must clearly describe how the cost sharing is being provided. A cash match must be non-federal funds and cannot be State General Purpose Revenue (GPR). An In-kind match must be approved by WTCS prior to the receipt of the grant award and must meet all the criteria listed in 2 CFR 200.306.

Nondiscrimination in the Delivery of Services

Grant recipients shall comply with the following Federal nondiscrimination laws and regulations: Title VI of the Civil Rights Act of 1964 as amended, 45 U.S.C. §2000d *et seq.* and 34 CFR Part 100 (prohibits discrimination on the basis of race, color, and national origin); Title IX of the Education Amendments of 1972 as amended, 20 U.S.C. §1681 *et seq.* and 34 CFR Part 106 (prohibits discrimination based on sex); Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. §794 and 34 CFR Part 104 (prohibits discrimination based on disability); the Age Discrimination Act as amended, 42 U.S.C. §6101 *et seq.* and 34 CFR Part 110 (prohibits discrimination based on age).

SECTION IX: ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA) ATTACHMENTS, FORMS & GUIDELINE REFERENCE LINKS

The following list of **attachments** are included in the guidelines and are intended for use as a reference.

- Attachment 1 – WIOA Core Programs
- Attachment 2 – Application-Scoring Rubric
- Attachment 3 – Maintenance of Effort (MOE)
- Attachment 4 – WIOA Title II Glossary
- Attachment 5 – Examples of Outputs, Activities and Evaluation for 16. B. of the WTCS Grant Application Form (AEFLA)
- Attachment 6 – Comprehensive Services Regional Funding
- Attachment 7 – AEFLA Program Number List
- Attachment 8– WTCS AEFLA Contact List

Required **FORMS** as part of the application requirements are located at:

[WTCS Grant Application Forms](#).

- WTCS Grant Application Form (AEFLA);
- Form 1 - WTCS Assurances for AEFLA;
- Form 2 – Key Personnel Form;
- Form 3 – Program Profile Form;
- Form 4 – Consortium Member Information Form;
- Form 5 – Documentation of Demonstrated Effectiveness;
- Applicant Acknowledgement of Compliance with Applicable State and Federal Statutes and Regulations.

Guideline Reference Links:

- [American Job Centers](#)
- [Client Reporting Manual](#)
- [Integrated Education and Training \(IET\) Checklist](#)
- [Integrated English Language and Civic Education \(IELCE\) Checklist](#)
- [Job Center of Wisconsin - Office Locations](#)
- [National Reporting System](#)
- [WIA and WIOA Local Plans](#)
- [WIOA Performance Indicators Manual](#)
- [Wisconsin Combined State Plan](#)
- [Wisconsin Job Center System Guidance](#)
- [WTCS Financial and Administrative Manual](#)
- [WTCS WIDS Repository](#)
- [WTCS Pre/Post Assessment Policy](#)

ATTACHMENT 1:
WIOA CORE PROGRAMS

<h2><u>WIOA Core Programs</u></h2>	
Title IB: Adult Program	<p>The Act directs the local Workforce Development Boards (WDB) to coordinate the delivery of adult program services including “career services” (formally called core and intensive services under WIA), training services and support services focused on job placement. Priority is given to veterans, recipients of public assistance, individuals who are basic skills-deficient, and other low-income individuals. WDBs may expend 20 percent of grant funds on incumbent worker training. Under WIOA, WDBs may transfer funds between the Adult and Dislocated Worker Programs. For up-to-date information see <u>DWD's WIOA Website</u> http://www.dwd.wi.gov/wioa/</p>
Title IB: Dislocated Worker Program	<p>The Act directs local <u>WDBs</u> to coordinate the delivery of services to dislocated workers who may have lost jobs due to plant closures, company downsizing or caused by a significant change in market conditions. The services offered are the same as the Adult Program Services. The state may reserve 25 percent of its annual allotment to provide additional assistance to local WDBs that experience disasters, mass layoffs, plant closings or other events that precipitate substantial increases in the number of unemployed individuals. Additionally, the federal government may award National grants to assist states with declared disaster areas to provide disaster relief employment or to provide additional assistance to states or WDBs with significant dislocation events when their annual allocation has been expended. WDBs may expend 20 percent of grant funds on incumbent worker training. For up-to-date information see <u>DWD's WIOA Website</u> http://www.dwd.wi.gov/wioa/</p>
Title IB: Youth Program	<p>The Act directs local <u>WDBs</u> to offer support to youth in the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education and individualized delivery of 14 types of educational and career readiness opportunities. Among the major changes are the requirements that WDBs expend at least 75 percent of grant funds on out of school youth, 16 through 24 years of age and a minimum of 20 percent on work experience activities. Additionally, the act authorizes financial literacy, entrepreneurial skills training, services that provide labor market and employment information, activities that help youth transition to postsecondary education and training. For up to date information see <u>DWD's WIOA Website</u> http://www.dwd.wi.gov/wioa/</p>

WIOA Core Programs

Title II: Adult Education Family Literacy Act	<p>The Act directs the state’s grant recipient agency (<u>WTCS</u>) to select eligible providers (colleges, community-based organizations [CBO], and other eligible providers) to offer services that include Adult Basic Education and English Language Learning, along with workplace preparation activities and integrated education and training. Services may include workplace literacy, family literacy and instruction for institutionalized individuals.</p>
Title III: Wagner-Peyser Employment Services	<p>The Act directs each state to provide access to employment services to all job seekers including job search preparation and placement assistance services. Employers may receive general or specialized recruitment services through self-service or staff-assisted job orders. The Employment Service under the Workforce Innovation and Opportunity Act builds upon the previous workforce reforms, requires colocation of the Employment Service offices into the American Job Centers and aligns performance accountability indicators with other federal workforce programs.</p>
Title IV: Vocational Rehabilitation	<p>The Act directs the grant recipient agency (Division of Vocational Rehabilitation) to offer vocational rehabilitation services, including training, to assist eligible individuals with disabilities gain, maintain and advance in competitive integrated employment. Individualized services focus on helping both high school students and adults prepare for and obtain employment.</p>

**ATTACHMENT 2:
APPLICATION SCORING RUBRIC**

APPLICATION SCORING RUBRIC		
TOTAL POSSIBLE SCORE – 100 POINTS		
APPLICATION INTRODUCTION COMPONENTS		
<i>0 POINTS</i>	<u>Acceptable</u>	<u>Not Acceptable</u>
Refer to WTCS Grant Application (AEFLA) line items.		
Meets Standards as an Eligible Provide of Demonstrated Effectiveness (15.A.) (AEFLA Consideration 3)		
Abstract (15.B.)		
Applicant’s Statement: Alignment with local Workforce Development Board (WDB) Plan (15.C.) (AEFLA Consideration 4)		
APPLICATION COMPONENTS		
Responses to the following Considerations (16.A.)		
<i>TOTAL: 50 POINTS</i>	<u>Points Possible</u>	<u>Points Earned</u>
a) Needs Assessment and Serving Individuals Most in Need (AEFLA Considerations 1 and 2)	8	
b) Intensity and quality of Instructional Practices and Services (AEFLA Considerations 5 and 6)	8	
c) Scope of Services (AEFLA Considerations 10 and 11)	8	
d) Integrated Education and Training (IET); Career Pathways (AEFLA Consideration 8)	8	
e) Use and Delivery of Technology in Instruction (AEFLA Consideration 7)	5	
f) Staff Qualifications and Professional Development (AEFLA Consideration 9)	5	
g) Data Collection and Reporting (AEFLA Consideration 12)	5	
h) English Language Acquisition and Civics Education (AEFLA Consideration 13)	3	
TOTAL POINTS EARNED		

OUTPUTS, ACTIVITIES, EVALUATION & MONITORING		
<i>TOTAL: 45 POINTS</i>	<u>Points Possible</u>	<u>Points Earned</u>
Note -- Applicants were asked to group Outputs/Activities by the three (3) Output Areas listed below. The written descriptions should include the activity and percentage of funded positions.		
1) Output Area #1 - Participants achieved measurable skill gains.	10	
2) Output Area #2 - Attained a recognized secondary or postsecondary credential and are employed or still enrolled in a postsecondary education or training program.	10	
3) Output Area #3 - Obtained, retained and/or upgraded employment.	10	
4) Evaluation	10	
5) Monitoring	5	
TOTAL POINTS EARNED		
Applicant adequately described initiatives and activities related to new WIOA priorities, such as Integrated Education and Training (IET), Integrated English Language and Civics (IELCE), Career Pathways, continued alignment with WTCS Curriculum Standards, digital literacy instruction and the program's coordination with local Workforce Development Boards (WDB)/American Job Centers, etc.		
BUDGET		
<i>TOTAL: 5 POINTS</i>	<u>Points Possible</u>	<u>Points Earned</u>
Description of each budget item; including calculation if necessary. Items in the budget are necessary to outputs/activities; and Category percentages are respected.	5	
TOTAL POINTS EARNED		
OVERALL TOTAL SCORE		

PROJECT NUMBER(S) _____

REVIEWER NAME _____

**ATTACHMENT 3:
MAINTENANCE OF EFFORT (MOE)**

FY 2018-2019

Regional No.	Regional Name	Planned Amount
01	Chippewa Valley	\$350,200
02	Western	\$345,000
03	Southwest	\$100,800
04	Madison	\$325,700
05	Blackhawk	\$248,200
06	Gateway	\$531,300
08	Waukesha County	\$629,100
09	Milwaukee	\$572,500
10	Moraine Park	\$130,400
11	Lakeshore	\$463,600
12	Fox Valley	\$653,800
13	Northeast	\$401,900
14	Mid-State	\$190,800
15	Northcentral	\$121,700
16	Nicolet	\$107,500
17	Wisconsin Indianhead	\$125,400
	Total	\$5,297,900

ATTACHMENT 4: **WIOA TITLE II GLOSSARY**

Administration: non-instructional activities of an applicant necessary and reasonable for the proper and efficient management of an application, including the supervision of project activities, coordination and administrative support. Administration does not include curriculum development activities, personnel development or research activities. Administrative costs encompass both direct charges allocable to the specific application and allocable indirect charges. Any cost, indirect or direct, that supports the management of the application is administrative in nature.

Administrative Costs: 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:

- a) Planning;
- b) Administration, including carrying out performance accountability requirements;
- c) Professional development;
- d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; **and**
- e) Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system. **(34 CFR Part 463 Subpart C, §463.26)**

Adult: individuals ages 18 or older, living in U.S. households or prisons. The adult literacy education field comprises three segments:

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 in the development of the skills necessary to process both written and oral information and to derive meaning from the information that can be applied to specific tasks.

Adult Secondary Education (ASE): instruction at the 9.0 – 12.9 grade levels equivalent to courses offered by an accredited high school and acceptable for credit toward high school graduation granted by an institution approved by the Department of Public Instruction (DPI) to offer high school diplomas. Adult Secondary Education also includes courses designed to assist learners in pursuit of a GED or high school equivalency diploma under administrative rules PI 5.04, PI 5.05, PI 5.06, and PI 5.09. Secondary education level developmental and remedial courses are allowable courses under ASE.

Career Pathways: (WIOA definition) means a combination of rigorous and high-quality education, training and other services that:

- a) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- c) includes advising to support an individual in achieving the individual’s education and career goals;
- d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

- e) organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one (1) recognized postsecondary credential; **and**
- g) helps an individual enter or advance within a specific occupation or occupational cluster.

Career Awareness:

- a) The degree to which an individual in the target populations is aware of the target field as a possibility for long term employment and growth;
- b) Knowledge of possible career paths and job opportunities, as well as what is required to be successful in them; **and**
- c) A set of activities that enables an adult to become aware of his/her career options and what is required to be successful in the particular fields thus informing his/her selection of a career pathway.

Career Exploration: a set of activities to help a participant learn about, consider and plan for a particular career pathway.

Career Pathway Bridge: supporting adults in need of basic skills or English Language Learning succeed in a Career Pathway by integrating basic skills development into the college-level coursework of the first credential or credentials of an established Career Pathway. Career Pathway Bridges accelerate students' transition from pre-college to college level work and helps them complete credentials.

Client Reporting: a system of records that contains information about people receiving services through grants that receive federal or state funds administered by the Wisconsin Technical College System. Grantees submit records for each client to the System Office, which is in turn used for state and federal reporting, data analysis, budget planning and other activities at the state level.

Community-Based Organization (CBO): a private non-profit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and provides job training services **or** an organization of demonstrated effectiveness serving non-reservation Indians (including the National Urban Indian Council), as well as tribal governments and Native Alaskan groups.

Concurrent Enrollment or Co-enrollment: enrollment by an eligible individual in two or more of the core programs administered under the Act. In Wisconsin, it can also mean enrollment in both ABE and post-secondary instruction.

Consortia: two or more providers working together to provide adult education services in their respective areas with only one program listed as the fiscal agent for the consortium.

Contextualized learning: learning that occurs when students apply knowledge and skills, which allows them to construct meaning, based on their own experiences (based on constructivist theory).

Core Academic Subjects: math, reading, communications, science and social studies. These subjects can be the basis for an entire course or integrated with occupational and technical courses.

Correctional Institution: any prison; jail; reformatory; work farm; detention center; halfway house, community-based rehabilitation center or other similar institution designed for the confinement or rehabilitation of criminal offenders.

Cost Reimbursable Grant: a grant under which reasonable costs incurred by an eligible provider in the performance of the grant are reimbursed in accordance with the terms of the grant.

Cost Sharing: the specific portion of the project costs that are not funded by the Wisconsin Technical College System Board (WTCSB). Cost sharing is the percentage of the total project costs to be contributed by the grantee, for example, grant funds may be awarded up to 75 percent of a project, requiring the grantee to provide the remaining 25 percent of the project).

Criminal Offender: any individual who is charged with or convicted of any criminal offense.

Curriculum Materials: instructional and related or supportive material, including materials using advanced learning technology in any occupational field, which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently, employed in any occupational field, and appropriate counseling and guidance material. In Wisconsin, AEFL funded ABE/ELL are required to follow statewide curriculum standards.

Demonstrated Effectiveness: Organizations of demonstrated effectiveness are the only organizations that are eligible to apply for and receive Title II funds. An eligible provider is an organization that can demonstrate past effectiveness in providing adult education and literacy activities by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition and other subject areas. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training. **(34 CFR, Part 463, Subpart C, §463.24).**

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

Eligible Agency: the sole entity or agency in the State of Wisconsin responsible for administering or supervising policy for adult education and literacy activities consistent with the law of the state. The Wisconsin Technical College System (WTCS) is the eligible agency for the State of Wisconsin.

Eligible Individual: an individual who has attained 18 years of age; who is not enrolled or required to be enrolled in secondary school under State law; is basic skills deficient; does not have secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; is an English language learner.

Eligible Provider: an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include; a) a local education agency, b) a community-based organization or faith-based organization, c) a volunteer literacy organization, d) an institution of higher education, e) a public or private nonprofit agency, f) a library, g) a public housing authority, h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals, i) a consortium of coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h), a partnership between an employer and an entity described in any of subparagraphs (a) through (i).

Eligible Provider of Demonstrated Effectiveness: an organization that can demonstrate past effectiveness in providing adult education and literacy activities by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition and other subject areas. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. **(34 CFR Part 463 Subpart C, §463.24)**

An eligible provider may meet the requirements in paragraph (a) of this section in two ways:

- a) Available data from the performance indicators below will be generated and reviewed by WTCS staff for eligible providers that **have** received funding under Title II of the Act.
- b) An eligible provider that **has not** been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the first paragraph of this section.

Equipment: Tangible property (other than land or buildings) used in the operations of a business. Examples of equipment include devices, machines, tools and vehicles.

English Language Acquisition (ELA) Program: a program of instruction a) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking and comprehension of the English language, and b) leads to attainment of a secondary school diploma or its recognized equivalent, transition to postsecondary education and training or employment. **(34 CFR Part 463 Subpart D, §463.31)**

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

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

Financial Literacy: activities that are of sufficient intensity and quality to make sustainable improvements in how adults manage their money and finances.

Full Service: sufficient program and administrative services organized in a coordinated approach and with flexible schedules to ensure satisfactory outcomes throughout the identified geographical area.

Geographical Area: the geographical boundaries used by Wisconsin Technical Colleges to deliver services.

Health Literacy: activities that are of sufficient intensity and quality to make sustainable improvements in individual's ability to obtain, process and understand basic information and strives to make appropriate decisions regarding his/her health.

Institution of Higher Education: the meaning given to the term in section 101 of the Higher Education Act of 1965.

Integrated Education and Training (IET): a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. There are three required components in an integrated education and training program funded under Title II:

- a) Adult education and literacy activities as described in **34 CFR Part 463 Subpart D, §463.30,**
- b) Workforce preparation activities as described in **34 CFR Part 463 Subpart D, §463.34,** and
- c) Workforce training for a specific occupation or occupational cluster, which can be any one of the training services, defined in section 134(c)(3)(D) of the Act.

Integrated English Literacy and Civics Education (IELCE): education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, which enables adults to achieve competency in the English language and acquire basic and advanced skills needed to function effectively as parents, workers and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

Literacy: an individual's ability to read, write and speak in English, compute and solve problems at levels of proficiency necessary to function on the job and within the family of the individual and within society.

Local Educational Agency: a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Modification: a change in a project's spending such that funds will be shifted between budget line items. If the change is **less than** 20 percent in the receiving line item, no approval is needed. Recipients are strongly encouraged to notify the WTCS grant manager(s) of the modification(s) by e-mail. If the change is **more than** 20 percent in the receiving line item, see **Revision** definition.

National Reporting System (NRS): is the accountability system for the federally funded, State-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act Pub. L. 113-128. This system presents (1) the NRS measures that allow assessment of the impact of adult education instruction, (2) methodologies for collecting the measures, (3) reporting forms and procedures, and (4) training and technical assistance requirements to assist States in collecting and reporting the measures. www.nrsweb.org

Peer Tutoring: an instructional model that uses one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer-tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction and monitoring progress.

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

Re-entry and Post-release Services: services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include education, employment services, substance abuse treatment, housing support, mental and physical health care and family reunification services.

Revision: a change in a project's spending such that funds will be shifted between budget line items. If the change is **20 percent or more** in the receiving line item, you **must** notify the WTCS grant manager(s) to have the revision tentatively approved. A formal revision must be submitted to WTCS for final approval by the grant manager. Recipients will be notified of an approved revision/modification by email. If the change is **less than** 20 percent in the receiving line item, see **Modification** definition.

Supplement not supplant: adult education funds made available for adult education activities shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

Supportive Services: services such as transportation, childcare, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized under this Act.

Supplies: General-purpose consumable items which commonly have a shorter life span in use than equipment and machines, and which are stocked for recurring use.

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

The US Department of Education has stated that general career awareness activities alone do not constitute workforce training as described in section 203(12).

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

**ATTACHMENT 5:
EXAMPLES OF OUTPUTS, ACTIVITIES and EVALUATION FOR 16. B. of the WTCS GRANT
APPLICATION (AEFLA)**

EXAMPLE – This is meant to be a very simplistic example.

To aid in writing Title II Outputs & Activities, the six (6) required WIOA Performance Indicators have been grouped into three (3) Output Areas for Title II grantees. See [WIOA Performance Indicators Manual](#) for the complete list of performance indicators. **You must address all three output areas in your application.**

Below is an example for Output Area #1. Use this approach in your application when applying for AEFLA grants. Eligible providers may have **one or more** outputs listed under **any** of the three Output Areas.

Output Area #1: Participants Achieve Measurable Skill Gains

Output 1: Participants will achieve measurable skill gains in language arts, reading and/or mathematics.

Activity A	Administer TABE Test according to WTCS pre/post testing policy.
Target	A minimum of 45 student/participants pre-tested. At least 80% post-tested.
Percentage of funded positions(s) for the activity	Test Administrator @ .30 FTE.
Evaluation methods & positions responsible	Test Administrator and Program Director @ .05 FTE will monitor compliance with state and local testing policy.
Activity B	Develop Personal Education Plans (PEPs). PEPs will be accessible by students and reviewed with them periodically per local program policy. Based on student progress, PEPs will be formally updated every 60 days or earlier.
Target	At least 60 students/participants served.
Percentage of funded positions(s) for the activity	Four (4) Instructors @ .15 FTE.
Evaluation methods & positions responsible	Program Director @ .10 FTE will monitor PEP development and usage.

Note: Programs should add additional activities based on their grant-related operations. Some potential activities include retention strategies, instructional strategies, PEP/orientation processes and other types of instructional work including citizenship, incorporating digital literacy and key WIOA expectations, etc.)

With very few exceptions, learners in AEFLA funded programs are **all** assumed to be working toward Measureable Skill Gains (and thus are being pre/post-tested), as well as toward goals in one or both of the other two Output Areas (achieving a credential, postsecondary transition or improvement in employability).

**ATTACHMENT 6:
COMPREHENSIVE SERVICES REGIONAL FUNDING**

Regional No.	Regional Name	Projected Distribution
01	Chippewa Valley	\$137,724
02	Western	\$207,047
03	Southwest	\$74,323
04	Madison	\$507,772
05	Blackhawk	\$186,474
06	Gateway	\$446,739
08	Waukesha County	\$251,551
09	Milwaukee	\$822,942
10	Moraine Park	\$341,709
11	Lakeshore	\$210,856
12	Fox Valley	\$262,768
13	Northeast	\$290,584
14	Mid-State	\$92,785
15	Northcentral	\$283,712
16	Nicolet	\$66,834
17	Wisconsin Indianhead	\$181,023
	Total	\$4,364,843

AEFLA Comprehensive Planning amounts are determined by a formula based 40 percent on the five-year estimate of American Community Survey (ACS) census counts of working age adults (18-64) in a WTCS district who did not complete high school as a percentage of all working age adults in the state who did not complete high school. Ten percent are determined on the five-year average of American Community Survey (ACS) census counts of working age adults (18-64) in a WTCS district, whose ability to speak English is described as “Not at all” or “Not well” as a percentage of all working age adults in the state whose ability to speak English is described as “Not at all” or “Not well”. The remaining 50 percent of the formula is based on the number of the district’s pre- and post-tested AEFLA students completing an educational functioning level over a three-year period as a percentage of all pre- and post-tested AEFLA students completing an educational functioning level across all districts over a three-year period.¹

¹ Source: Educational Gains and Attendance for Pre- and Post-Tested Participants Report (Table 4B).

**ATTACHMENT 7:
AEFLA PROJECT NUMBER LIST**

WTCS DISTRICTS	
	Appropriation / Purpose
Category:	
Comprehensive	146-129
IELCE	146-169
Corrections Education	146-119
Special Focus	146-179

ALL OTHER APPLICANTS	
	Appropriation / Purpose
Category:	
Comprehensive	149-129
IELCE	149-169
Corrections Education	149-119
Special Focus	149-179

PROJECT NUMBER: XX-XXX-XXX-XXX

(Applicant ID) (Activity) (Appropriation) (Purpose)

XX - APPLICANT ID: assigned by WTCS. **Note:** first time applicants leave as **XX**.

XXX - ACTIVITY: assigned internally by the college/organization/agency applying for the grant.

XXX – APPROPRIATION: reference chart above.

XXX - PURPOSE: reference chart above.

Note: If an eligible provider chooses to address one or more subcomponents in the Comprehensive Services grant, WTCS requires the applicant to **list** Outputs/Activities for each of the subcomponents: **Integrated English Language Learning and Civics (Section 243)** and/or **Corrections Education and Other Education of Institutionalized Individuals (Section 225)**. Include a **separate** budget and Standard Financial Report Form (SFR-1) for costs associated with each of the subcomponents. Each SFR-1 and budget must have **unique** project numbers assigned (XX-XXX-XXX-XXX), which **must be** different from the Comprehensive Services or Special Focus project number.

ATTACHMENT 8:
WTCS AEFLA CONTACT LIST

Access the following list of contact persons to obtain answers to your questions about Adult Education and Family Literacy (AEFL) grants: [WTCS AEFLA Contact List](#).