



Grant Guidelines

Adult Education and Family Literacy Act (AEFLA)

July 1, 2021 - June 30, 2025



Applications due **January 7, 2021**

Dear Adult Education Grant Applicants:

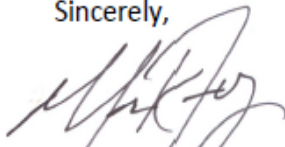
The Wisconsin Technical College System (WTCS), a recipient of federal Workforce Innovation and Opportunity Act (WIOA) Title II funds, looks forward to serving Wisconsin's workforce, including adults seeking a family-sustaining wage.

As you will read in our grant guidelines, adult education grant funds are received under the federal Adult Education and Family Literacy Act (AEFLA). As with all federal and state grants, there are regulations guiding the use and purposes of these grant funds, including a Maintenance of Effort (MOE) requirement.

WTCS is responsible for and dedicated to ensuring all grant-funded programs are committed to excellence and equity in serving our diverse adult student population. In addition, WTCS will ensure that funded programs comply with WIOA regulations, including program monitoring and the provision of technical assistance, as needed.

We trust that these guidelines provide the information needed to submit a successful application. Our review team looks forward to learning about applicants' plans to meet the needs of adult learners and strengthen economic opportunities throughout Wisconsin.

Sincerely,



Morna K. Foy, PhD
President
Wisconsin Technical College System

Table of Contents

SECTION I: STATEMENT OF NEED 1

 Statement of Need..... 1

A New Vision for Wisconsin’s Adult Education and Family Literacy Providers 1

Applicant Eligibility..... 1

How Can an Applicant Establish Demonstrated Effectiveness?..... 1

Determining Demonstrated Effectiveness..... 2

SECTION II: BACKGROUND INFORMATION 3

 The Workforce Innovation and Opportunity Act (WIOA) 3

 Title II of WIOA – The Adult Education and Family Literacy Act (AEFLA)..... 3

 Purpose of AEFLA Funding 5

 13 Required Considerations for Funding Title II Programs 5

 Available Funding 6

 Terms and Conditions 7

SECTION III: GRANT REQUIREMENTS 9

 Eligible Individual 9

 Eligible Providers..... 9

 Audit..... 9

 Program Review and Monitoring 10

 Performance Accountability 10

 Responsibilities of Eligible Providers..... 10

 Grant Accountability and Reporting Requirements..... 12

SECTION IV: GRANT CATEGORY ONE: Comprehensive Regional Service..... 13

 Grant Category One: Comprehensive Regional Service Grants 13

 Comprehensive Regional Service Grant Funds Available and Limitations..... 13

 Applying as A Consortium 15

 Grant Category One: Comprehensive Regional Service Grant Required Activities 15

SECTION V: OTHER GRANT CATEGORIES 17

 Grant Category Two: Integrated English Literacy and Civics Education (IELCE) 17

 Grant Category Three: Adult Corrections Education and Re-Entry Services 18

 Grant Category Four: Targeted Focus 20

 Grant Category Five: Innovation in Integrated Education and Training 21

Additional Information for Integrated English Language and Civics Education (IELCE), and Corrections Education and Other Education of Incarcerated and Re-Entry Populations	23
SECTION VI: PRE-APPLICATION PROCESS.....	24
Pre-Application Grant Guidelines Informational Recordings.....	24
Notice of Intent to Apply.....	24
SECTION VII: GRANT APPLICATIONS	25
Grant Application Submission.....	25
Application Requirements	25
Application Review and Scoring.....	26
Request an Application Review.....	26
Appeal Procedures	26
Revising a Funded Application	27
SECTION VIII: GRANT AWARDS	28
Grant Award Period	28
Receipt of Grant Funds from WTCS	28
Cost Sharing Requirement	28
Nondiscrimination in the Delivery of Services	28
SECTION IX: ADULT EDUCATION AND FAMILY LITERACY ACT (AEFLA) ATTACHMENTS, FORMS & GUIDELINE REFERENCE LINKS.....	29
Guideline Reference Links:.....	29
The following list of attachments are included in the guidelines and are intended for use as a reference:.....	29
ATTACHMENT 1: WIOA CORE PROGRAMS	30
ATTACHMENT 2: APPLICATION SCORING RUBRIC	32
ATTACHMENT 3: MAINTENANCE OF EFFORT (MOE)	34
ATTACHMENT 4: WIOA TITLE II GLOSSARY	35
ATTACHMENT 5: EXAMPLE OF OUTPUTS, ACTIVITIES AND EVALUATION FOR 16.B. of the WTCS GRANT APPLICATION (AEFLA)	41
ATTACHMENT 6: COMPREHENSIVE REGIONAL SERVICE FUNDING	43
ATTACHMENT 7: AEFLA PROJECT NUMBER LIST	44
ATTACHMENT 8: WTCS AEFLA CONTACT LIST	45

SECTION I: STATEMENT OF NEED

Statement of Need

In Wisconsin, approximately one in 10 adults have significant education and employment barriers according to the Census Bureau, 2013-2017 American Community Survey (ACS). Over 320,000 Wisconsin adults do not have a high school degree, of which 34% have less than a 9th grade level of education. Of the population with less than a high school degree, 24% live below the poverty line.

Comparatively, 11% of the population with a high school degree or equivalency and no postsecondary education live below the poverty line. The obtainment of a high school credential is especially significant in addressing racial and economic inequities within Wisconsin as all populations other than the White population have double-digit rates of poverty. Among Wisconsin's Hispanic/Latinx population, 33% are without a high school degree and 25% are living in poverty. One-third of Wisconsin's Black/African American residents are living in poverty and 18% are without a high school degree.

A New Vision for Wisconsin's Adult Education and Family Literacy Providers

The 2013 Workforce Recovery State Report states that as of 2020, 62% of all jobs within Wisconsin will require a postsecondary credential. Wisconsin Title II Adult Education providers play a critical role in delivering services that increase access and success in postsecondary education and employment. In addition, many 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. Adult education, workplace literacy, English language programs, family literacy, workforce preparation activities and integrated education and training services build bridges out of poverty to develop stronger Wisconsin communities.

The Workforce Innovation and Opportunity Act (WIOA) challenges states to collaborate and create partnerships to help those with significant barriers to employment gain access to high-quality jobs and careers. [Wisconsin's WIOA Combined State Plan](#) utilizes this framework to enhance the Adult Education and Family Literacy (AEFLA) services available to the current and future workforce.

Applicant Eligibility

Federal regulations governing AEFLA at 34 CFR part 463 (hereafter referred to as "the regulations") clarify that an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. AEFLA lists 10 organization types (eligible providers list, page 9) that may be eligible providers and further permits other organization types to apply. WTCS is responsible for determining if an application is from an eligible provider of demonstrated effectiveness and must include in its AEFLA application for funding, a process for an applicant to follow when submitting data on demonstrated effectiveness.

How Can an Applicant Establish Demonstrated Effectiveness?

An applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the following content domains:

- reading,
- writing,
- mathematics,

- English language acquisition, and
- other subject areas relevant to the services contained in the Wisconsin's application for funds.

An applicant must also provide information regarding its outcomes for participants related to—

- employment,
- attainment of GED, HSED, high school diploma or its recognized equivalent, and
- transition to postsecondary education and training.

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

- are innovative, student-centered and outcomes-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 other assessment of students as part of academic and career planning and counseling;
- Provide employability skills; supporting and encouraging learners in all stages of life;
- 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.

There are two ways an eligible provider may meet these requirements:

1. An applicant that has been previously funded under AEFLA, as amended by WIOA must submit performance data required under section 116 to demonstrate past effectiveness.
2. An applicant that has not been previously funded under AEFLA, as amended by WIOA 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 above.

Determining Demonstrated Effectiveness

The regulations also establish uniformity for how past effectiveness is determined so that all eligible providers are treated fairly in the grant competition. The regulations provide an opportunity for an applicant that does not have performance data under WIOA section 116 to demonstrate it has been previously effective in serving basic skill deficient eligible individuals. 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.**

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.

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 Wisconsin residents;
- Facilitates state leadership activities for adult education 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 (IET) that includes adult education and literacy activities with workforce preparation activities and workforce training for a specific occupation or occupational cluster. All AEFLA funded programs are expected to provide access to IET, and any AEFLA funding may be used in support of this purpose.

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

\$6,263,879 is available for funding. There will be a total of five categories of grant funding.

Grant awards will be for the period July 1, 2021 through June 30, 2025. 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 12 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.

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) If it is determined that the funded grant will either not meet the stated goals and/or the grant recipient has failed to comply with the terms of the grant, WTCS may, upon notice to the grant recipient, suspend or terminate a grant in part or in whole.

Suspension

- WTCS-Initiated Suspension - WTCS staff will provide written notice of suspension to the recipient and the recipient's president or executive director. The notice will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date of suspension. Suspensions shall remain in effect until the grant recipient has taken action satisfactory to resolve the reason(s) for the suspension. No funds shall be spent or reimbursed during the suspension. WTCS staff will provide written notice of the end of the suspension to the recipient.
- Grant Recipient-Initiated Suspension – If a grant recipient needs to temporarily suspend a grant, written notice must immediately be sent to the grant manager(s) and grants@wtcsystem.edu. The notice will state the reason(s) for the suspension together with an effective date, and an anticipated grant reinstatement date, if applicable. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the suspension date must be requested within 30 days after the suspension date.

Termination

- WTCS-Initiated Termination – If a suspended grant does not come into compliance, the grant will be terminated by WTCS. WTCS staff will provide written notice of the termination to the recipient. The notice will state the reason(s) for the termination and an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.
- Grant Recipient-Initiated Termination – If a grant recipient intends to terminate a grant, written notice must immediately be sent to the grant manager(s) and grants@wtcsystem.edu. The notice will state the reason(s) for the termination together with an effective date. Any unspent funds (including encumbrances where the service date has not yet occurred) will not be reimbursed by WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.

Cases of suspension and termination may affect future awards to the grant recipient.

- 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 the WIOA Wisconsin State Plan and the 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) 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.
- 9) 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 who does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education based on the TABE 11/12, CASAS; or an adult who is an English language learner (based on TABE CLAS- E, CASAS, 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.

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 four 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.

Program Review and Monitoring

AEFLA grantees will be required to complete a program self-assessment within the four-year grant cycle as well as participate in program review. Program reviews are an opportunity for the WTCS staff and the provider's Adult Education staff to examine the program's design, effectiveness, performance outcomes and compliance with state and federal guidelines. This also provides an opportunity for the provider to receive Technical Assistance from the WTCS Office to strengthen programs. Program review will occur in-person or virtually every 1-3 years, or more frequently if needed. For more information regarding program review please view the [Wisconsin AEFLA Program Review Process Guide](#).

Performance Accountability

Under WIOA, Wisconsin is accountable for performance indicators that are negotiated with the U.S. Department of Education. In order for 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. For more information regarding the WIOA performance indicators and the performance accountability system please visit the [Wisconsin AEFLA Reporting and Performance Accountability 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 includes;
 - 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 processes to recruit, onboard/orient, enroll, assess, instruct and retain students in the education and/or training program, which include;
 - a) Administering a personal/career assessment to students.
 - b) Developing (in collaboration with each adult learner) 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- and 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.
- 2) Reference the Client Reporting Manual for reporting deadlines: [Client Reporting Manual](#).
- 3) Triannual Report submissions must be received by the following dates:
- 4) First term Triannual Report (July – October 31) must be received on or before November 15
- 5) Second term Triannual Report (November 1 – February 28) must be received on or before March 15
- 6) Third term Triannual Report (March 1 – June 30) must be received on or before November 1
- 7) Reference the WTCS Administrative Bulletin (Schedule C – Master Calendar) for: [Reporting Dates Subject to Withholding of State or Federal Aids for FY XXXX-XX](#).
- 8) Submit Triannual Reports electronically to grants@wtcsystem.edu (this may be updated after we have implemented our grants management software).
- 9) All required forms are located at: [WTCS Grant Application Forms](#) (this may be updated after we have implemented our grants management software).
- 10) Grantees must submit a **final Standard Financial Report (SFR-1)** for each application.
- 11) Reference the WTCS Financial and Administrative Manual (FAM) for specific information: [WTCS Financial and Administrative Manual](#).

SECTION IV: GRANT CATEGORY ONE: Comprehensive Regional Service

Grant Category One: Comprehensive Regional Service Grants

Grants in this category are intended to be accessed by eligible organizations or consortiums of providers. 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 encompasses the areas served within a WTCS educational 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 Test Benchmarks for Educational Functioning Level](#) 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**. Federal regulations state that every member organization of the consortium needs to meet the full “eligible provider of demonstrated effectiveness” standard if they are to receive AEFLA funding.

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 Regional Service Grant Funds Available and Limitations

\$4,804,717 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 of the WTCS service 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 Service 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) Not more than 5 percent of an award can be expended to administer a grant or contract under Title II. In cases where 5 percent is too restrictive to allow for administration activities, the eligible provider must negotiate with the WTCS ABE staff to determine if an increase can be allowed. In addition, federal AEFLA rules allow for additional costs up to 12 percent total based on the Administrative Costs definition in the glossary.
- 8) WTCS limits supply items to twenty (20) percent of the total project cost. See glossary for budget category definitions.

ALLOWABLE USE OF FUNDS:

- 9) Grantees must use AEFLA funds to serve residents 18 years of age and older who are not enrolled or required to be enrolled in traditional secondary school under State law.
- 10) Comprehensive 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 Integrated English Language and Civics Education, and, within the limitations stated below, corrections/re-entry education (funding limits may be applied by WTCS).
- 11) Note that use of AEFLA funds for the occupational training component of IET is an allowable expense, although other funds may be sought for this purpose.

NON-ALLOWABLE USES:

- 12) Comprehensive Regional Service grant funds may not be used for correctional education/re-entry unless the organization's application for the Corrections/Re-Entry category is turned down and there is available space under the federal maximum of AEFLA that is assigned to Correctional education. If these two conditions are met the applicant may request to modify their Comprehensive application. A federally imposed state cap on overall spending levels for correctional education may require WTCS to negotiate with grantees on their final budget(s).

- 13) A Comprehensive Services applicant may not request more than the amount of funds allocated for that region. Reference Attachment 6 - Comprehensive Services Regional Funding.
- 14) Local Educational Agencies (LEAs) may not use AEFLA funds to serve students in the traditional K-12 system.
- 15) 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. In addition, all members of a consortium who wish to potentially receive AEFLA funds must submit Form 5 - Documentation of Demonstrated Effectiveness and meet the demonstrated effectiveness standards before receiving funds.

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. These documents should be available for review by the system office (if requested).

Grant Category One: Comprehensive Regional Service 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: OTHER GRANT CATEGORIES

There are four other grant categories, for which the following conditions apply:

- 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 these categories are limited. With the exception of the Innovation in IET, funding will be awarded to applicants with grant awards ranging up to \$75,000 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 and should follow the chart recommendations.
- 3) Projects will be funded at 75 percent of the total project cost.
- 4) An eligible provider is limited to one application for each category.
- 5) Not more than 5 percent of an award can be expended to administer a grant or contract under Title II. In cases where 5 percent is too restrictive to allow for administration activities, the eligible provider must negotiate with the WTCS ABE staff to determine if an increase can be allowed. In addition, federal AEFLA rules allow for additional costs up to 12 percent total based on the Administrative Costs definition in the glossary.
- 6) WTCS limits supply items to twenty percent of 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.

Grant Category Two: Integrated English Literacy and Civics Education (IELCE)

Funds Available: \$459,162

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:

- 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
- 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.

It is expected that funding will be awarded to eligible providers with grant awards ranging from \$25,000 to \$75,000 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. Follow the recommendations in the chart below for Applications. An eligible provider is limited to one application in this category.

NRS Enrollment	Qualifying Award
25-49	\$25,000
50-99	\$25,001-\$55,000
100 or more	\$55,001 - \$75,000

Grant Category Three: Adult Corrections Education and Re-Entry Services

Funds Available: \$700,000

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.

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.

For **Corrections Education and Other Education of Incarcerated and Re-Entry Populations (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 and re-entry (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).
- Credit for Prior Learning Assessment for adult basic education students

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 as defined above, 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.

Any program wishing to serve correctional students should apply under this category. Based on federal guidance, Wisconsin is limited on how much AEFLA may be used for corrections education, and this category will be the source of funds for this purpose.

It is expected that funding will be awarded to eligible providers with grant awards ranging from \$25,000 to \$75,000 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. Follow the recommendations in the chart below for Applications. An eligible provider is limited to one application in this category.

NRS Enrollment	Qualifying Award
25-49	\$25,000
50-99	\$25,001-\$55,000
100 or more	\$55,001 - \$75,000

Grant Category Four: Targeted Focus

Funding Available: \$150,000

The intent of this category is to focus on eligible recipients who may have unmet educational needs. Examples may include, but are not limited to, individuals who are; deaf and hard of hearing, immigrant professionals, refugees, homeless, students with disabilities, 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.

These funds need to follow Title II purposes, eligibility and demonstrated effectiveness requirements as listed above. Funds may be awarded to either individual organizations or consortia and may focus on a high-need population or identified need.

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) must 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.

It is expected that funding will be awarded to eligible providers with grant awards ranging from \$25,000 to \$75,000 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. Follow the recommendations in the chart below for Applications. An eligible provider is limited to one application in this category.

NRS Enrollment	Qualifying Award
25-49	\$25,000
50-99	\$25,001-\$55,000
100 or more	\$55,001 - \$75,000

Grant Category Five: Innovation in Integrated Education and Training

Funding Available: \$150,000

The intent of this category is to promote innovation and expansion in the AEFLA focus area of Integrated Education and Training (IET). IET 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 (34 CFR § 463.35).

Grant funds are awarded to expand IET participation which:

- Concurrently and contextually enroll students in adult education, workforce preparation, and workforce training in a WTCS approved postsecondary credential that leads to employment in a high demand and high wage occupation as identified in the Department of Workforce Developments 25 Hot Jobs report within the institutions Workforce Development Area (WDA) - <https://www.jobcenterofwisconsin.com/wisconomy/query>;
- Embed career guidance and student support services to get students on a career pathway and retain students on a career pathway;
- Accelerate student progress while making adult education instruction more relevant to student career goals; and
- Increase the number of students that earn their GED/HSED and increase the number of students enrolled in a WTCS approved postsecondary credential with labor market value.

There are three core components of a successful IET which must be included in the proposal for grant funded IET. These components include:

- 1) Adult Education and Literacy services (34 CFR §463.30);
- 2) Workforce Preparation services designed to help an individual acquire a combination of adult education academic skills, critical thinking skills, digital literacy skills, and self-management skills including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills (34 CFR §463.34); and
- 3) Workforce Training for a specific occupation or occupational cluster (WIOA Section 134(c)(3)(D))

Together, these three components must exhibit integration of competencies within the IET. Grant funded IET must also enroll participating students in a WTCS approved postsecondary credential that leads to employment in a high demand and high wage occupation as identified in the Department of Workforce Developments 25 Hot Jobs report within the organizations WDA. Applicants must also demonstrate a capacity to provide support services that assist students to succeed in the IET.

Funds Available:

- The maximum amount of the award is \$35,000 for each application.
- Each eligible provider is allowed to submit one grant application.
- Grant awards are made on a competitive basis.
- Applications will only be accepted from eligible applicants that have demonstrated effectiveness in providing direct services to students.

Allowable Activities:

To support innovation and expansion of IET, funding can be used across the below allowable activities.

- Cost of instruction for occupational courses, student support services, and student course materials associated with the IET. Funding priority will be given to applicants who develop IET in high demand and high wage short-term WTCS credentials within a career pathway.
- Coordinating teams to support the design and development of IET. Team coordination for IET design and development is limited to 10 percent of the total project cost.
- Staff professional development for successful IET expansion e.g. travel costs for best practice sharing in IET. All travel must comply with the organizations travel policy and is limited to 5 percent of the total project cost.

Final Triannual Reporting requirements:

- Upload IET curriculum within the WTCS WIDS Repository for sharing (see IET Curriculum Development below).
- Report the number of students participating in IET under this grant.
- Report the percent of students participating in IET under this grant who complete a GED/HSED within the year.
- Report the percent of students participating in IET under this grant who successfully complete the IET.
- Report the percent of students participating in IET under this grant who subsequently enroll in a postsecondary course within the program year after exit and within the IET opportunities career pathway.

IET Curriculum Development:

In accordance with grant requirements, IET curriculum must be developed in WIDS and housed in the WTCS WIDS Repository at <https://wtcsystem.wids.org> allowing for dissemination across the WTCS or grant conditions will not have been met. At a minimum, associated IET course outcome summaries will be created and shared in the WTCS WIDS Repository.

Requirements in Application:

Applicants should address each of the below criteria as they write to the common AEFLA Scoring Rubric:

1. Identify the occupation and WTCS approved postsecondary credential aligned with the proposed IET that leads to employment in a high demand and high wage occupation as identified in the Department of Workforce Developments 25 Hot Jobs report within the organizations WDA. Provide additional rationale for why the identified occupation for the proposed IET was selected e.g., to expand collaborative efforts with specific employers in the district to address a workforce need, build upon existing postsecondary career pathways within our organization, etc.
2. Explain previous successes in developing or expanding IET in high demand occupational areas. Provide descriptions of the previous IET, identify the career pathway the IET aligned with, explain the process for developing the IET (e.g., employer engagement, collaboration with other WIOA partners, alignment with postsecondary credentials, etc.), and present the outcomes of students participating in the IET (e.g., the number served, the number who completed the IET,

the percent that successfully transitioned to postsecondary education within the IET's career pathway, etc.).

3. Explain how the proposed IET will address the three core components of a successful IET as identified within this category.
4. Explain the funding need and how the proposed IET will expand access to high demand and high wage career pathways for diverse student populations within your organization's service region.
5. Identify how many students are projected to be served in the proposed IET and how students will be recruited to participate.
6. Identify the student support services that will be available to students participating in the proposed IET.
7. As necessary, develop a four-year timeline for the planning, design, and implementation of the proposed IET. Include dates, activities (e.g., attend professional development, coordinate teams to support the design and implementation, develop curriculum, develop a plan for integrated student services, staff training, project evaluation, etc.), and responsible parties for activity completion.
8. Explain if and how other funds/resources will be coordinated to help support this project – e.g. Title I/III/IV, FSET, Perkins, etc.

Additional Information for Integrated English Language and Civics Education (IELCE), and Corrections Education and Other Education of Incarcerated and Re-Entry Populations

WIOA regulations require the WTCS to track funding for two major Title II instructional subcomponents - **Integrated English Language Learning and Civics (Section 243)** and **Corrections Education and Other Education of Incarcerated and Re-Entry Populations (Section 225)**.

Any provider planning to serve correctional students should apply under the Corrections category.

Based on federal guidance, Wisconsin may not exceed the allowable threshold of AEFLA funding used for corrections education, and this category will be the source of funds for this purpose. An eligible provider who is awarded a Comprehensive Grant, but does not apply for or receive a separate Corrections Education grant may request to make a revision of their Comprehensive grant to address corrections education/re-entry. The AEFLA grant manager will need to determine if there is still spending room under the established Corrections spending cap before approving the revision.

SECTION VI: PRE-APPLICATION PROCESS

Pre-Application Grant Guidelines Informational Recordings

WTCS will be sharing multiple computer video recordings to explain the different sections of the AEFLA grant guidelines. The recordings will be posted to [https://mywtcs.wtcsystem.edu/grants/adult-education-family-literacy-\(aeftl\)](https://mywtcs.wtcsystem.edu/grants/adult-education-family-literacy-(aeftl)) by end of May 2020. Notice of the availability of these recordings will be included in the official public notice posted by WTCS. Please reach out to grants@wtcsystem.edu if you have any questions about accessing the recordings.

Additionally, we will be compiling questions that we receive and providing responses to them in a Q&A document for all applicants to access. This Q&A document will also be posted to [https://mywtcs.wtcsystem.edu/grants/adult-education-family-literacy-\(aeftl\)](https://mywtcs.wtcsystem.edu/grants/adult-education-family-literacy-(aeftl)). Please submit any questions you have about the AEFLA grant guidelines to grants@wtcsystem.edu.

Notice of Intent to Apply

Eligible providers should submit Form 6 - Notice of Intent to Apply, electronically, no later than 4 p.m. on Friday, October 30, 2020 to grants@wtcsystem.edu. The form is located at: [WTCS Grant Application Forms](#) (this section may be updated after WTCS implements grants management software). Please indicate “**Notice of Intent to Apply**” and the **Agency’s name** in the subject line of the email.

Eligible providers who do not submit the requested Notice of Intent to Apply Form **are** still be eligible to apply for Wisconsin Technical College System (WTCS) Adult Education and Family Literacy Act grant funds.

SECTION VII: GRANT APPLICATIONS

* This section may be updated after WTCS implements grants management software *

Grant Application Submission

Eligible providers must submit their application **no later than 4 p.m. on January 7, 2021**. 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@wtcssystem.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 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.

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.
- 2) **Form 1** – WTCS Assurances for AEFLA
- 3) Assurances – Non-Construction Programs (if you have not already submitted this to WTCS for other grants)
- 4) Certification Regarding Lobbying ED80-013 (if you have not already submitted this to WTCS for other grants)
- 5) Certification Regarding Debarment ED80-0014 (if you have not already submitted this to WTCS for other grants)

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 for more than one grant category, only one copy of the administration PDF file is required.

Application Review and Scoring

The WTCS Office coordinates the application review process. A panel of reviewers, composed of qualified 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 develop recommendations to take one of three actions on all grant applications: 1) approved, 2) approved with revisions, or 3) disapproved. The WTCS President and Vice Presidents review these recommendations. Final recommendations are presented to the WTCS Board for final approval. Applicants will receive official notification of the grant award(s) from WTCS staff.

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

Request an Application Review

WTCS staff will provide technical assistance and feedback regarding disapproved grant applications. To schedule a call, a request must be made in writing and submitted to grants@wtcsystem.edu within two weeks after receiving the grant notification.

Appeal Procedures

Applicants may request an administrative hearing to review the decision process of the WTCS Board 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 WTCS President within 30 days of WTCS Board 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), P.O. Box 7874, Madison, WI 53707-7874.

Within 30 days of receipt of a request for an administrative hearing, the WTCS President 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 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 WTCS Board’s procedures and requirements for holding an administrative hearing are detailed in Chapter TCS 4, Wisconsin Administrative Code, and Chapter 227, Wisconsin Statutes.

Revising a Funded Application

* This section may be updated after WTCS implements grants management software *

After receiving a grant award, applicants may identify a need to revise the grant. Grant recipients **should discuss changes** with the appropriate WTCS grant manager(s) **prior** to submitting a formal revision, to determine if the change is acceptable and if a revision 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 changes, although there are no changes to outputs and/or activities. If the change is less than 20 percent within a budget line item, no approval is required; however, recipients must notify the WTCS grant manager(s) of the changes by e-mail and in the appropriate Triannual Report(s).

To prepare and submit a revision, use the following procedures:

- 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 **strikethrough** 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_4.3.22**. 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 WTCS 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, 2021 through June 30, 2025.

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 for all grant categories except for Comprehensive, which requires Maintenance of Effort (MOE). This ensures that eligible providers, if funded, are able to maintain a specific level of fiscal effort using nonfederal 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) 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) funds. 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

Required FORMS as part of the application requirements are located at: WTCS Grant Application Forms (*this section may be updated after we have implemented our grants management software*).

- 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](#)
- [Wisconsin WIOA Plan](#)
- [WTCS WIOA & AEFLA Performance Accountability and Reporting Manual](#)
- [Wisconsin Job Center System Guidance](#)
- [WTCS Financial and Administrative Manual](#)
- [WTCS WIDS Repository](#)
- [WTCS Pre/Post Assessment Policy](#)

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

ATTACHMENT 1: WIOA CORE PROGRAMS

<p>Title IB: Adult Program</p>	<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 DWD's WIOA Website at https://www.dwd.wi.gov/wioa/</p>
<p>Title 1B: Dislocated Worker Program</p>	<p>The Act directs local WDBs 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 DWD's WIOA Website at https://www.dwd.wi.gov/wioa/</p>
<p>Title 1B: Youth Program</p>	<p>The Act directs local WDBs 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 DWD's WIOA Website at https://www.dwd.wi.gov/wioa/</p>
<p>Title II: Adult Education Family Literacy Act</p>	<p>The Act directs the state’s grant recipient agency (WTCS) 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>

<p>Title III: Wagner-Peyser Employment Services</p>	<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>
<p>Title IV: Vocational Rehabilitation</p>	<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

TOTAL POSSIBLE SCORE – 100 POINTS

APPLICATION INTRODUCTION COMPONENTS		
0 POINTS	<u>Acceptable</u>	<u>Not Acceptable</u>
Meets Standards as an Eligible Provide of Demonstrated Effectiveness – applicant needs to complete Form 5- Documentation of Demonstrated Effectiveness (AEFLA Consideration 3)		
Abstract		
Applicant’s Statement: Alignment with local Workforce Development Board (WDB) Plan (AEFLA Consideration 4)		
APPLICATION COMPONENTS		
Responses to the following AEFLA Considerations		
<u>TOTAL: 50 POINTS</u>	<u>Points Possible</u>	<u>Points Earned</u>
Needs Assessment and Serving Individuals Most in Need (AEFLA Considerations 1 and 2)	8	
Intensity and quality of Instructional Practices and Services (AEFLA Considerations 5 and 6)	8	
Scope of Services (AEFLA Considerations 10 and 11)	8	
Integrated Education and Training (IET); Career Pathways (AEFLA Consideration 8)	8	
Use and Delivery of Technology in Instruction (AEFLA Consideration 7)	5	
Staff Qualifications and Professional Development (AEFLA Consideration 9)	5	
Data Collection and Reporting (AEFLA Consideration 12)	5	
English Language Acquisition and Civics Education (AEFLA Consideration 13)	3	
	TOTAL POINTS EARNED	

OUTPUTS, ACTIVITIES, EVALUATION & MONITORING		
TOTAL: 45 POINTS	Points Possible	Points Earned
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	
BUDGET		
TOTAL: 5 POINTS	Points Possible	Points Earned
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 2021-2022

District Number	District Name	Planned Amount
01	Chippewa Valley	\$261,789
02	Western	\$275,822
03	Southwest Wisconsin	\$80,563
04	Madison	\$260,409
05	Blackhawk	\$198,392
06	Gateway	\$424,666
08	Waukesha Co.	\$411,545
09	Milwaukee	\$457,570
10	Moraine Park	\$104,243
11	Lakeshore	\$370,539
12	Fox Valley	\$522,639
13	Northeast Wisconsin	\$321,209
14	Mid-State	\$152,524
15	Northcentral	\$97,302
16	Nicolet	\$85,945
17	Wisconsin Indianhead	\$100,253
	Total	\$4,125,410

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. Administration is limited to 5 percent including up to 1.5 percent for Infrastructure costs (if negotiated).

Administrative Costs: Under AEFLA 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 as described under administration;
- 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)**

Note that grants are limited to no more than 12 percent for Administration and Administrative Costs.

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 precollege 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. (If a consortium applies, each member who will receive AEFLA funding needs to meet demonstrated effectiveness standards.) 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).

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 (LEA): 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 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: EXAMPLE 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 [WTCS WIOA & AEFLA Performance Accountability and Reporting Manual](#) for the complete list of performance indicators. **You must address all three output areas in your application.** These three are:

Output Statement Area #1: Achieve measurable skill gains.

Output Statement Area #2: Attain a recognized secondary or postsecondary credential and are employed or still enrolled in postsecondary or training program.

Output Statement Area #3: Obtained, retained and/or upgraded employment.

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 Measurable 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 REGIONAL SERVICE FUNDING

Regional No.	Regional Name	Projected Distribution
01	Chippewa Valley	\$187,993
02	Western	\$257,371
03	Southwest	\$71,172
04	Madison	\$773,598
05	Blackhawk	\$172,364
06	Gateway	\$461,841
08	Waukesha County	\$228,514
09	Milwaukee	\$825,206
10	Moraine Park	\$315,663
11	Lakeshore	\$220,164
12	Fox Valley	\$326,348
13	Northeast	\$292,878
14	Mid-State	\$120,562
15	Northcentral	\$267,243
16	Nicolet	\$86,790
17	Wisconsin Indianhead	\$197,010
	Total	\$4,804,717

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 estimates 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 Measurable Skill Gain counts over a three-year period as a percentage of Measurable Skill Gain counts across all districts over a three-year period.¹

¹ Source: National Reporting System Table 4 Measurable Skill Gains by Entry Level.

ATTACHMENT 7: AEFLA PROJECT NUMBER LIST

WTCS DISTRICTS

Category:	Appropriation / Purpose:
Corrections/Re-entry	146-112
Comprehensive	146-122
IELCE	146-162
Targeted Focus	146-172
Innovative IET	146-182

ALL OTHER APPLICANTS

Category:	Appropriation / Purpose:
Corrections/Re-entry	149-112
Comprehensive	149-122
IELCE	149-162
Targeted Focus	149-172
Innovative IET	149-182

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.

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](#).