



Grant Guidelines

Adult Education and Family Literacy Act

July 1, 2025 - June 30, 2029

Applications due January 9, 2025



Dear Adult Education Grant Applicants:

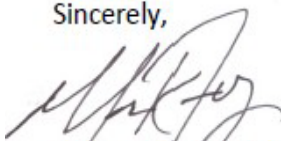
The Wisconsin Technical College System (WTCS), a recipient of federal Workforce Innovation and Opportunity Act (WIOA) Title II funds, looks forward to serving Wisconsin's workforce, including adults seeking a family-sustaining wage.

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

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Section 1: Introduction

The need for adult education and literacy programming is immense. Within Wisconsin, over 354,000 adults are without a high school degreeⁱ, and over 142,000 adults do not speak English very well or at allⁱⁱ. Over one third of adults who do not speak English very well or at all are without a high school degreeⁱⁱⁱ. In addition, many Wisconsinites lack foundational skills to support economic self-sufficiency. One in seven Wisconsin adults have low literacy and struggle to comprehend short sentences, fill out forms, and follow printed instructions^{iv}. In addition, nearly one in four Wisconsin adults have low numeracy skills and struggle to understand and calculate ratios and percentages^v. These figures have current and future economic implications for Wisconsin communities and the nation. Wisconsin adults without a high school diploma are twice as likely to live in poverty than those with a high school diploma^{vi}. Further, labor economists have projected that 70% of all US jobs in 2027 will require some education beyond a high school degree and proficiency in literacy, numeracy, and verbal communication^{vii}. The adult education program delivers programs, services, and activities to address the needs of the nation's most vulnerable populations and provides career pathways to academic and career advancement which benefit learners, families, the workforce, and the community.

The Wisconsin Technical College System (WTCS) is accepting applications from eligible providers to develop, implement, and improve adult education and literacy activities within the state and to operate programs that provide a comprehensive service model for adult education and literacy services. This funding is made available through the Workforce Innovation Opportunity Act (WIOA)¹, Title II, Adult Education and Family Literacy Act (AEFLA). The purpose of AEFLA is to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that:
 - a. Are necessary to becoming 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 postsecondary education and training, through career pathways; and
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
 - b. Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

In alignment with the purpose of AEFLA, the WTCS has developed three funding opportunities which support the delivery of programming for eligible individuals. The WTCS is accepting applications for each of the following grant categories, of which eligible providers can apply for one, two, or all three funding opportunities:

1. Adult Education and Literacy Activities Section 231;
2. Integrated English Literacy and Civics Education Section 243; and
3. Programs for Corrections Education and Other Institutionalized Individuals Section 225.

¹ The Workforce Innovation and Opportunity Act 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](#) outlines Wisconsin's collaborative approach to creating an effective workforce system across WIOA partners. More information about the WIOA partners may be found in Attachment 1 – WIOA Core Programs and the Wisconsin Combined State Plan.

Section 2: Applicant Eligibility

An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for WTCS AEFLA funding. Within this section, the term “eligible provider” is defined and guidance on how applicants may demonstrate effectiveness is outlined.

Eligible Provider

Organizations which may qualify as eligible providers include, but are not limited to:

- A. A local educational agency;
- B. A community-based organization or faith-based organization;
- C. A volunteer literacy organization;
- D. An institution of higher education;
- E. A public or private nonprofit agency;
- F. A library;
- G. A public housing authority;
- H. A nonprofit institution that is not described in (A) through (G) of this section and has the ability to provide adult education and literacy activities to eligible individuals;
- I. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (A) through (H) of this section; and
- J. A partnership between an employer and an entity described in (A) through (I) of this section.

As noted in (I) above, a consortium of organizations may apply for WTCS AEFLA funding. Consortia may consist of a lead applicant along with other partners, all of whom must demonstrate effectiveness in providing adult education and literacy activities. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies. A consortium must designate one organization that will act as the lead organization for the consortium. The lead organization shall submit a single proposal on behalf of the consortium. The lead organization serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact. The lead organization is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. Form 4 – Consortium Member and Form 5 – Documentation of Demonstrated Effectiveness must be submitted for each consortium organization.

How must an eligible provider establish that it has demonstrated effectiveness?

An eligible provider must demonstrate past effectiveness 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:

- A. Reading;
- B. Writing;
- C. Mathematics;
- D. English language acquisition; and
- E. Other subject areas relevant to the services contained in Wisconsin’s application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to:

- A. Employment;
- B. Attainment of secondary school diploma or its recognized equivalent; and
- C. Transition to postsecondary education and training.

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

1. An eligible provider that has been previously funded under AEFLA, as amended by WIOA, must

submit performance data required under [WIOA section 116](#) to demonstrate past effectiveness.

2. An eligible provider 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 the outcomes listed above.

Eligible providers seeking funding must submit Form 5 – Documentation of Demonstrated Effectiveness.

Eligible providers that fail to provide evidence of demonstrated effectiveness will not be scored.

Section 3: Eligible Individuals

Only eligible individuals may receive services funded through the available WTCS AEFLA grants. Section 203(4) of WIOA defines eligible individuals as an individual:

- A. Who has attained 16 years of age;
- B. Who is not enrolled or required to be enrolled in secondary school under State law; and
- C. Who is:
 - i. Basic skills deficient which is defined by WIOA to mean, with respect to an individual who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society;
 - ii. An individual who does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or
 - iii. An English language learner.

Wisconsin does have a state law requiring secondary school attendance. In Wisconsin, s.118.15(1), Wis. Stats., defines compulsory school attendance and requires, with limited exceptions, all persons between the ages of 6 and 18 years to attend a secondary public, private, or tribal school for the full period and hours that the school is in session until the end of the school term in which the person becomes 18 years of age.

Because of Wisconsin's compulsory school attendance state law, persons under the age of 18 can only be considered an eligible individual under WIOA and served by the WTCS AEFLA grant program under the following exceptions:

| Exception | Statutory Reference | Statutory Language |
|---------------------------------------|---------------------|--|
| At Risk | 118.15(1)(b) | Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in s. <u>118.153 (1) (a)</u> , may attend, in lieu of high school or on a part-time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child. |
| Previously Justice Involved Juveniles | 118.15(1)(cm) | Upon the child's request and with the approval of the child's parent or guardian, any child who is 17 years of age or over shall be excused by the school board from regular school attendance if the child began a program leading to a high school equivalency diploma in a juvenile correctional facility, as defined in s. <u>938.02 (10p)</u> , a secured residential care center for children and youth, as defined in s. <u>938.02 (15g)</u> , a juvenile detention facility, as defined in s. <u>938.02 (10r)</u> , or a juvenile portion of a county jail, and the child and his or her parent or guardian agree under subd. <u>2.</u> that the child will continue to participate in such a program. |

Revenue generated from the public school district charged under s.118.15(2), Wis. Stats., for an “At Risk” or “Previously Justice Involved Juvenile” student funded by an AEFLA grant must be declared as program income. Program income should be identified on the standard financial report when it is generated. Any program income must be spent on the same activities under which it was earned.

To participate in an AEFLA grant, At Risk or Previously Justice Involved Juvenile students must be enrolled in at least one course in the program year they are served. The course must be approved by the state superintendent under s.118.33(3m), Wis. Stats., for the purpose of satisfying a high school graduation requirement.

Section 4: WTCS AEFLA Grant Terms, Conditions, and Requirements

As the pass-through entity of AEFLA funds, the WTCS ensures that eligible providers receiving AEFLA funds abide by federal and state terms and conditions. This section outlines WTCS AEFLA grant terms and conditions.

General Terms and Conditions

The following terms and conditions apply to all funding:

- 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).
- The WTCS reserves the right to issue addenda and/or amendments after the issuance of the grant guidelines or to rescind the grant guidelines.
- Grant awards are subject to the applicable requirements of the WIOA Wisconsin State Plan and 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.
- Eligible providers receiving funds must provide services to eligible individuals as previously defined.
- The 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.
- 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 be the responsibility of the applicant to ensure compliance.

WTCS AEFLA Grant Reporting Requirements

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

- All eligible providers receiving WTCS AEFLA funds are required to report student-level data through WTCS Client Reporting. Grantee requirements for WTCS Client Reporting include:
 - Complying with the established [WTCS Client Reporting](#) requirements and definitions;
 - Monitoring their data continuously for accuracy and completeness; and
 - Submitting data at least on a quarterly basis due October 14, January 14, April 14, and July 14.
- All eligible providers receiving WTCS AEFLA funds are required to submit grant reports summarizing their program's progress and results in achieving awarded grant outcomes. Grant reports should be completed electronically through the [WTCS Apply Portal](#) and submitted by the following dates:
 - Mid-Year Report (covering July 1 – December 31 grant activity) must be received on or before February 15
 - Final Report (covering July 1 – June 30 grant activity) must be received on or before November 1
- Grantees must submit an annual [Standard Financial Report](#) (SFR-1) marked final for each awarded WTCS AEFLA grant no later than 45 days from the end of the grant budget period.

WIOA Performance Accountability

Under WIOA, Wisconsin AEFLA is accountable for performance indicators that are negotiated with the U.S. Department of Education. In order for the WTCS to calculate all applicable WIOA performance indicators for federal reporting, eligible providers receiving WTCS AEFLA funding are required to report student activity through Client Reporting in accordance with established WTCS reporting requirements and contribute to the state achieving its WIOA indicator of performance goals. For more information regarding the WIOA performance indicators and the performance accountability system please visit the [Wisconsin AEFLA Reporting and Performance Accountability Manual](#).

Every two years, the WTCS engages in negotiations with the U.S. Department of Education to establish the Wisconsin AEFLA program’s negotiated levels of performance across the WIOA indicators of performance. Below are the WTCS AEFLA program’s negotiated levels of performance. Please note that negotiated levels of performance will be established after negotiations have occurred and will be reflected as updates to this document.

| | Program Year 2025-26 | Program Year 2026-27 | Program Year 2027-28 | Program Year 2028-29 |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| Measurable Skill Gains | 51.1% | TBD | TBD | TBD |
| Credential Attainment | 64.1% | TBD | TBD | TBD |
| Employment Rate - 2nd Quarter after Exit | 45.1% | TBD | TBD | TBD |
| Median Earnings - 2nd Quarter after Exit | \$6,101 | TBD | TBD | TBD |
| Employment Rate - 4th Quarter after Exit | 46.1% | TBD | TBD | TBD |

Program Review and Monitoring

The WTCS Office has developed the [Wisconsin AEFLA Monitoring Protocol](#) to guide annual program review and monitoring activities. Wisconsin AEFLA monitoring activities provide an opportunity for WTCS Office staff and local AEFLA staff to examine the program's design, effectiveness, performance outcomes, and compliance with state and federal guidelines. In addition, Wisconsin AEFLA monitoring activities provide an opportunity for eligible providers receiving WTCS AEFLA funding to receive technical assistance from the WTCS to strengthen programming.

Financial Management

All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the WTCS financial budgeting system. Requests for reimbursement should be submitted at least on a quarterly basis and all documentation must be available upon request. All charges must be reported for the current period. Grant reimbursements are contingent upon satisfactory completion and timely submittal of all program deliverables, including required program and fiscal reports. Grantees shall ensure that auditable and adequate records are maintained which support the expenditure of all funds received through a grant with the WTCS.

Eligible providers are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. All approved applicants will receive an official award notification, which will include the approved funding amount.

Grantees that expend more than \$1,000,000 annually in federal awards are required to have a single audit performed. Grantees shall submit the audited financial report to the WTCS no later than six months following the end of each fiscal year. The audit firm shall retain working papers and related reports pertaining to audits of WTCS grantees for a minimum of three years after the date of the issuance of the report.

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

Supplement not Supplant

All awarded WTCS AEFLA funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Projects may not use AEFLA funds to pay for existing levels of services funded from any other sources. If current expenditures are being paid from state or local public funds, a funded applicant may not start paying for those expenditures from WTCS AEFLA funds. All awarded WTCS AEFLA funds may not be used for new construction, or purchases that do not directly support the approved grant award. Also, an applicant cannot remove or transfer non-AEFLA funding supporting an existing project and use a WTCS AEFLA grant to support the same project.

Administrative Costs

Eligible providers are expected to budget at least 95 percent of the projected AEFLA funding allocation in each WTCS AEFLA grant for adult education and literacy activities and no more than five percent for administrative costs. If an eligible provider requires the spending of more than five percent for administrative costs, the applicant must submit a written justification of the need for a larger percentage demonstrating the administrative costs are allowable, reasonable, and necessary, thus preventing excessive expenditures. While the WTCS will consider each request, there is no guarantee that the request will be approved.

An eligible provider receiving a WTCS AEFLA grant may consider costs incurred in connection with the following five activities to be administrative costs:

1. Planning;
2. Administration, including carrying out performance accountability requirements;
3. Professional development;
4. 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
5. Carrying out the One-Stop partner responsibilities described in §678.420, including contributing to the infrastructure and shared costs of the One-Stop delivery system.

Indirect Cost Rate

All awarded WTCS AEFLA grants are subject to a restricted rate. If an eligible provider wants to include indirect costs and they have a negotiated restricted indirect costs rate agreement, they may use the restricted rate. Or the eligible provider may use 8% if the provisional or final rate is over 8%. The rate is applied as instructed in the agreement. If the eligible provider has no negotiated restricted indirect cost rate agreement, they may request up to 8%, calculated on modified total direct costs (MTDC). However, the budgeted amount for administrative costs, which includes both the direct costs outlined in 34 CFR 463.26 and the indirect costs, cannot exceed 5% unless the eligible provider receiving funding negotiates that cap with the WTCS.

Indirect costs are agency wide and are not directly attributed to one program. Items of cost incurred under WTCS AELFA grants must be treated consistently as a direct or indirect cost to avoid possible double charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that

- support the agency as a whole;
- Agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration, are located; and
- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with the adult education program.

General Education Provisions Act (GEPA) Section 427

Eligible providers seeking AEFLA funds must complete the Section 427 of the General Education Provisions Act (GEPA) Form. Each eligible provider seeking funding must provide a description of the steps they propose to take to ensure all eligible individuals have equitable access to, and participation in, its proposed AEFLA project. Applicants are required to submit a completed Section 427 GEPA Form for each grant category as the barriers to access will vary depending on the population being served. In addition, a completed Section 427 GEPA is required at initial application and within the continuation application due each year of the grant cycle.

Maintenance of Effort

Maintenance of Effort (MOE) requires the WTCS as the eligible agency to maintain a certain level of financial effort to be eligible for continued federal grant funding. The MOE requirement can be fulfilled with non-federal funds or in-kind contributions supporting allowable activities for eligible individuals. Non-federal funds cannot be State General-Purpose Revenue. An in-kind contribution 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.

Eligible providers must meet a minimum MOE level proportional to the applicant's percent of total award. For example, if an eligible provider is awarded 10 percent of Wisconsin's AEFLA allocation, that eligible provider will be required to meet 10 percent of Wisconsin's MOE requirement. View Attachment 3 Maintenance of Effort for more information.

Program Income

Program Income is gross income generated directly by a federally supported activity (2 CFR 200.80). Program income is subject to all federal requirements under 2 CFR 200.307. Program income should be identified in the Standard Financial Report when it is generated. Any program income must be spent within the same program year on the same activities under which it was earned.

One-Stop & Workforce Development Board Partnership Roles and Responsibilities

Within Wisconsin, One-Stop partnerships are managed by the [local Workforce Development Boards](#). Each eligible provider receiving 231 Adult Education & Literacy grant category funding is delegated as an AEFLA One-Stop partner and is required to fulfill, as appropriate, the required One-Stop partner responsibilities under AEFLA (34 CFR 463.420), including:

1. Provide access to its programs or activities through the one-stop delivery system, in addition to any other appropriate locations;
2. Use a portion of funds made available to the partner's program, to the extent consistent with the Federal law authorizing the partner's program and with Federal cost principles in [2 CFR parts 200](#) and [3474](#) (requiring, among other things, that costs are allowable, reasonable, necessary, and allocable), to:
 - (1) Provide applicable career services; and
 - (2) Work collaboratively with the State and Local WDBs to establish and maintain the one-stop delivery system. This includes jointly funding the one-stop infrastructure through partner contributions that are based upon:
 - (i) A reasonable cost allocation methodology by which infrastructure costs

- are charged to each partner based on proportionate use and relative benefit received;
 - (ii) Federal cost principles; and
 - (iii) Any local administrative cost requirements in the Federal law authorizing the partner's program. (This is further described in [§ 463.700.](#))
3. Enter into an MOU with the Local WDB relating to the operation of the one-stop delivery system that meets the requirements of [§ 463.500\(b\)](#);
 4. Participate in the operation of the one-stop delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles, and all other applicable legal requirements; and
 5. Provide representation on the Local WDBs as required and participate in Board committees as needed.

Each applicant seeking funding in the 231 Adult Education & Literacy grant category will be required to disclose plans to address each of the above responsibilities in their application.

Responsibilities of Eligible Providers (State Imposed Requirements)

Eligible providers receiving WTCS AEFLA funds are required to adhere to a series of state imposed requirements, which include:

- Develop processes to recruit target populations within the service region;
- Onboard, enroll, assess, instruct, and retain students, which include:
 - Delivering an orientation that includes at least three of the following components:
 - Assessment/testing
 - Personal Education Planning and goal setting
 - Digital literacy overview
 - Career exploration or understanding career pathways
 - Comprehensive intake and referrals
 - Administering a personal/career assessment to students.
 - Developing, in collaboration with each eligible individual, a Personal Education Plan that specifies the student's educational functioning level, learning needs, career interests, goals, and plans for achieving economic self-sufficiency, specifies plans to access resources and next steps on their career pathway, and ensures seamless transitions to postsecondary education, training, and/or employment.
 - Referring students to supportive services, including students with disabilities, which may eliminate barriers impeding their ability to achieve their educational and career goals.
- Provide access to at least one integrated education and training program that includes adult education and literacy activities with workforce preparation activities and workforce training for a specific occupation or occupational cluster. All WTCS AEFLA funded programs are expected to deliver or provide access to Integrated Education and Training. As part of the application process, all eligible providers are required to submit the [Integrated Education and Training planning form](#) to document the programming they will offer. The WTCS will review the form and request revisions at the discretion of the WTCS. Refer to the [Integrated Education and Training Development Guide](#) for more information related to Wisconsin policy, including that integrated education and training program access must be prioritized for the unemployed, underemployed, and diverse populations within the provider's service region. Examples of diverse populations may include the gender minority in an occupation, i.e., Non-Traditional Occupation (NTO), justice involved learners, refugees, race, socioeconomic status, and the WIOA barriers to

employment.

- Foster pathways to employment that include:
 - Developing workforce, industry, and employer connections to provide the most appropriate education and training to the region and support employment transitions for eligible individuals;
 - Adapting existing industry-recognized curricula to support instructional contextualization and integrated education and training; and
 - Accessing real-time labor market information to support career pathway planning among eligible individuals.
- Develop a systematic process for collecting Social Security Numbers from eligible individuals for the purpose of tracking accountability measures under WIOA. Eligibility to participate in AEFLA funded services is not contingent upon the eligible individual providing a Social Security Number. 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).
- Provide instruction that:
 - Incorporates multiple modalities for learning opportunities, including the use of face-to-face instruction and distance education such as virtual, hybrid and/or self-directed instruction.
 - Follows the WTCS College and Career Readiness Standards (CCRS) aligned curriculum standards and English Language Learning Standards. The WTCS content standards are located in the [WTCS WIDS Repository](#).
- Adherence to the [Wisconsin AEFLA Pre and Post Assessment Policy](#), which provides guidance on approved assessments, educational functioning levels, the state target for pre and post testing, the administration of locators/appraisals and pre-and post-tests, and the Wisconsin distance education policy.
- Develop students’ digital literacy skills.
- Employ qualified staff and faculty to perform the key responsibilities of the grant e.g., program administration and management, fiscal accountability, eligible individual recruitment and retention, eligible individual onboarding and orientation to the program, coordination of assessments, Personal Education Plan development and maintenance, delivering instruction and lesson planning, data management and reporting, etc.
- Provide professional development for eligible provider staff. The WTCS will offer yearly professional development for instructors and staff. It is expected that instructors and staff will attend these professional development opportunities, as applicable.

Corrective Action including Suspension and Termination

If it is determined that an eligible provider receiving WTCS AEFLA funding will either not meet the stated goals and/or fail to comply with the terms and conditions of WTCS AEFLA grants, WTCS may, upon notice to the grant recipient, suspend or terminate a grant in part or in whole. Cases of suspension and termination may affect future awards to the grant recipient.

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

satisfactorily 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 the WTCS. Any expended funds not reimbursed by the suspension date must be requested within 30 days after the suspension date. The notice will state the reason(s) for the suspension together with an effective date, and an anticipated grant reinstatement date, if applicable.

Termination

- WTCS-Initiated Termination – If a suspended grant does not come into compliance, the grant will be terminated by the 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 the WTCS. Any expended funds not reimbursed by the termination date must be requested within 30 days after the termination date.

Section 5: Adult Education and Literacy Section 231 Grant

Available Funding: \$5,431,820

Grants in the Adult Education and Literacy Section 231 category support evidence-based adult education and literacy activities within geographic regions. Available funding is presented in Attachment 6 – Adult Education and Literacy Section 231 Regional Funding. Each eligible provider receiving a grant for Section 231 funds must use the awarded funds to deliver adult education and literacy activities. The term “adult education and literacy activities” means programs, activities, and services that include:

- Adult education - Academic instruction and education services below the postsecondary level that increase an individual’s ability to:
 - Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
 - Transition to postsecondary education and training; and
 - Obtain employment.
- Literacy – Academic instruction and education services to support 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, in the family of the individual, and in society.
- Workplace adult education and literacy activities - Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- Family literacy activities - Activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:
 - Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
 - Interactive literacy activities between parents or family members and their children.
 - 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.
 - An age-appropriate education to prepare children for success in school and life experiences.
- English language acquisition activities - A program of instruction:
 - Designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
 - That leads to
 - Attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or
 - Employment.
- Integrated English literacy and civics education - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

- 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 utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
- Integrated education and training - 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. "For the purpose of educational and career advancement" means:
 - The adult education component of the program is aligned with the State's content standards for adult education; and
 - The integrated education and training program is part of a career pathway.

Generally Allowable Expenses

All allowable expenses must be reasonable, necessary, and allocable to AEFLA activities. Generally allowable expenses include:

- Salaries and fringe benefits
- As a state requirement, all travel must comply with your district/organization's travel policy and may be funded if it is clearly related to the grant objectives; no funds will be awarded for international travel and out-of-state travel is confined to the contiguous states only
- Major equipment costing \$10,000 or more per item with a life expectancy of two or more years
- Minor equipment costing up to \$9,999 per item with a life expectancy of two or more years
- Software
- Supplies, books, materials, printing, videos, etc. with a cost of less than \$500 per item or set and limited to up to 20% of the total project cost
- Administrative costs as previously defined
- Indirect costs as previously defined
- Other costs which are reasonable, necessary and allocable to AEFLA activities such as those outlined in [Program Memorandum 19-2 Allowable Use of AEFLA Funds for Integrated Education and Training Programs](#) and [Program Memorandum 24-3 Use of AEFLA Funds for Participant Child and Dependent Care and Transportation Costs](#)

Unallowable Expenses

Unallowable expenses include, but are not limited to, the following:

- Alcoholic beverages
- Commencement and convocation
- Entertainment
- Fundraising
- Goods or services for personal use
- Lobbying
- GED testing fees, caps, and gowns
- Food
- Medical screenings, background checks, and vaccinations
- No standalone citizenship preparation courses

Section 6: Integrated English Literacy and Civics Education Section 243 Grant

Available Funding: \$516,009

Grants in the Integrated English Literacy and Civics Education (IELCE) Section 243 category support Wisconsin IELCE programs. The maximum grant award for this category is \$75,000.

An IELCE Section 243 program:

- Uses funding for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
- Delivers education services that enable adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.
- Education services in the program must be delivered in combination with integrated education and training activities.

Eligible providers receiving funds through the IELCE Section 243 grant category must provide services that:

- Include instruction in:
 - Literacy – Academic instruction and education services to support 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, in the family of the individual, and in society; and
 - English language acquisition – A program of instruction:
 - Designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
 - That leads to
 - Attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or
 - Employment; and
 - Instruction on the rights and responsibilities of citizenship and civic participation; and
- Are designed to:
 - Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - Integrate with the local workforce development system and its functions to carry out the activities of the program.

An eligible provider who receives funds through the IELCE program is required to offer at least one integrated education and training program for IELCE eligible individuals or connect eligible individuals to other integrated education and training programs with local partners.

An eligible provider that receives funds through the IELCE Section 243 grant category may meet the requirement to use funds for IELCE in combination with integrated education and training activities by:

- Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from sources other than IELCE Section 243 funds; or
- Using IELCE Section 243 funds to support integrated education and training activities.

It is important to note that students do not have to participate in the integrated education and training program but must be provided with the opportunity.

State requirement:

- IELCE Section 243 funds can also be used to establish bridges to integrated education and training programs. It is strongly recommended that applicants create bridge programming using IELCE Section 243 funds to strengthen skills and terminology necessary to be successful in integrated education and training activities, and to pass any technical skills exams and coursework.
- If there is a need in the applicant’s service area, it is strongly recommended that applicants prioritize the needs of Internationally Trained Professionals in their recruitment and design of IELCE Section 243 programs.
- All subrecipients are required to attend state training on IELCE Section 243 requirements.

Generally Allowable Expenses

All allowable expenses must be reasonable, necessary, and allocable to AEFLA activities. Generally allowable expenses include:

- Salaries and fringe benefits
- As a state requirement, all travel must comply with your district/organization's travel policy and may be funded if it is clearly related to the grant objectives; no funds will be awarded for international travel and out-of-state travel is confined to the contiguous states only
- Major equipment costing \$10,000 or more per item with a life expectancy of two or more years
- Minor equipment costing up to \$9,999 per item with a life expectancy of two or more years
- Software
- Supplies, books, materials, printing, videos, etc. with a cost of less than \$500 per item or set and limited to up to 20% of the total project cost
- Administrative costs as previously defined
- Indirect costs as previously defined
- Other costs which are reasonable, necessary and allocable to AEFLA activities such as those outlined in [Program Memorandum 19-2 Allowable Use of AEFLA Funds for Integrated Education and Training Programs](#) and [Program Memorandum 24-3 Use of AEFLA Funds for Participant Child and Dependent Care and Transportation Costs](#)

Unallowable Expenses

Unallowable expenses include, but are not limited to, the following:

- Alcoholic beverages
- Commencement and convocation
- Entertainment
- Fundraising
- Goods or services for personal use
- Lobbying
- GED testing fees, caps, and gowns
- Food
- Medical screenings, background checks, and vaccinations
- No standalone citizenship preparation courses

Section 7: Programs for Corrections Education and Other Institutionalized Individuals Section 225 Grant

Available Funding: \$700,000

Grants in the Programs for Corrections Education and Other Institutionalized Individuals Section 225 category shall carry out corrections education and education for other institutionalized individuals. The maximum grant award for this category is \$75,000. Funds within this category shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for:

- Adult education and literacy activities;
- Special education, such as programming and educational practices to support the success of eligible individuals with disabilities;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation, but not the cost of participation, in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Funds may not be used for costs for participation in post-release programs and services.

The term "correctional institution" means any:

- 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.

The term "criminal offender" means any individual who is charged with or convicted of any criminal offense.

Each funded provider under this category shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. In addition, each funded eligible provider under this category is required to track and report the relative rate of recidivism for the criminal offenders served on an annual basis.

State requirement:

In order to provide effective local coordination between the justice system and WTCS AEFLA programming, WTCS requires each funded provider of corrections education to establish an advisory

committee. The 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.

Generally Allowable Expenses

All allowable expenses must be reasonable, necessary, and allocable to AEFLA activities. Generally allowable expenses include:

- Salaries and fringe benefits
- As a state requirement, all travel must comply with your district/organization's travel policy and may be funded if it is clearly related to the grant objectives; no funds will be awarded for international travel and out-of-state travel is confined to the contiguous states only
- Major equipment costing \$10,000 or more per item with a life expectancy of two or more years
- Minor equipment costing up to \$9,999 per item with a life expectancy of two or more years
- Software
- Supplies, books, materials, printing, videos, etc. with a cost of less than \$500 per item or set and limited to up to 20% of the total project cost
- Administrative costs as previously defined
- Indirect costs as previously defined
- Other costs which are reasonable, necessary and allocable to AEFLA activities such as those outlined in [Program Memorandum 19-2 Allowable Use of AEFLA Funds for Integrated Education and Training Programs](#) and [Program Memorandum 24-3 Use of AEFLA Funds for Participant Child and Dependent Care and Transportation Costs](#)

Unallowable Expenses

Unallowable expenses include, but are not limited to, the following:

- Alcoholic beverages
- Commencement and convocation
- Entertainment
- Fundraising
- Goods or services for personal use
- Lobbying
- GED testing fees, caps, and gowns
- Food
- Medical screenings, background checks, and vaccinations
- No standalone citizenship preparation courses

Section 8: Thirteen WIOA Considerations for Funding

In awarding grants to eligible providers, the WTCS must consider the following thirteen 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 childcare, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (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.

Section 9: WTCS AEFLA Application Components

The information provided within the WTCS AEFLA Grant Guidelines is intended to assist eligible providers in preparing the grant application in accordance with AEFLA and WIOA. It is the sole responsibility of the applicant to obtain, understand, and interpret the required law, federal regulations, and information to submit a qualifying application based on the required eligibility elements. This section provides additional information on preparing and submitting the WTCS AEFLA application components.

Pre- Application Grant Guidelines Information Recordings

The WTCS will post multiple computer video recordings to explain the different sections of the WTCS AEFLA grant guidelines. The recordings will be posted to <https://mywtcs.wtcsystem.edu/grants-data-reporting/grants/adult-education-and-family-literacy-act-aefla/> after the July 2024 WTCS board meeting. 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.

In addition, the WTCS will be compiling questions the agency receives and provide responses to the questions in a Q&A document for all eligible providers to access. The WTCS AEFLA Q&A document will also be posted to <https://mywtcs.wtcsystem.edu/grants-data-reporting/grants/adult-education-and-family-literacy-act-aefla/public-forum-information/>. Please submit any questions you have related to the WTCS AEFLA grant guidelines to grants@wtcsystem.edu.

Notice of Intent to Apply

Eligible applications should submit Form 6 - Notice of Intent to Apply, electronically, no later than 4 p.m. on Thursday, October 31, 2024, to grants@wtcsystem.edu. The form is located at: <https://mywtcs.wtcsystem.edu/grants-data-reporting/grants/adult-education-and-family-literacy-act-aefla/aefla-documents/>. 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 eligible to apply for WTCS AEFLA grant funds.

Required Compliance Forms Prior to Application

Prior to applying for funding, eligible providers must complete and submit the following forms to grants@wtcsystem.edu by October 31, 2024. All forms can be found in the general forms section of the grant resources and forms page.

- [Assurance of Compliance – Non-Construction Programs](#)
- [Sub-recipient Self-Assessment Risk Questionnaire](#)
- [Certification Regarding Lobbying ED080-013](#)
- [Certification Regarding Debarment ED80-0014](#)
- [Applicant Acknowledgement of Compliance with Applicable State and Federal Statutes and Regulations](#)
- [Form 1 – WTCS Assurances for AEFLA](#)

Grant Application Submission

An eligible provider is limited to one application for each category. Applicants **must** submit grant applications **no later than 4 p.m. on January 9, 2025**, unless otherwise noted. Late applications will not be accepted. It is recommended that grant applications be submitted **three to five days** in advance of the deadline. The WTCS Office will only accept applications submitted through the [Wisconsin Technical College System \(WTCS\) Apply Portal](#). Below are forms that are required within the application process.

- [Form 2 – Key Personnel](#)
- [Form 3 – Program Profile](#)
- [Form 4 – Consortium Member](#) (if applicable)

- [Form 5 – Documentation of Demonstrated Effectiveness](#)
- [GEPA form](#)
- [Instruction by Location form](#)
- [Integrated Education and Training Planning Tool form](#) (if applicable)

Resources for Applications

The following resources may be useful to eligible providers.

- [Wisconsin Workforce Development Boards](#)
- [Wisconsin WIOA State Plan](#)
- [Wisconsin Workforce Development Area Hot Jobs](#)
- [Wisconsin Labor Market Information Data Tools](#)
- [Numeracy and Literacy Skills State and County Map – Program for the International Assessment of Adult Competencies \(PIAAC\) Data](#)
- [US Census & American Community Survey Data Tool](#)
- [O*NET Occupation Explorer Tool](#)
- [Lincs Integrated Education and Training Guide](#)
- [Lincs Integrated English Literacy and Civics Education Program Guide](#)

Section 10: WTCS AEFLA Grant Application Review Process

All applications received will be screened to ensure they have met the minimum eligibility requirements. Applications that meet the minimum requirements listed below will be considered eligible for review.

1. The application was submitted by an eligible provider that has demonstrated effectiveness.
2. The application was received by the submission deadline.
3. The application was submitted in the required format with all required information.
4. The application included all required signatures.
5. If the application was submitted by a consortium of providers, each member of the consortium must submit the required documentation to demonstrate effectiveness.

Evaluation Criteria

The WTCS coordinates the AEFLA application review process. A panel of reviewers, 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 grant applications rubrics, unless otherwise noted under the grant category. 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. In addition, as required by WIOA, representatives from Wisconsin’s Workforce Development Boards 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.

Reference Attachment 2 Application Scoring Rubric to better understand the criteria for scoring. Each of the three grant category application questions are outlined in Attachments 9, 10, and 11 for the respective grant category. In addition, each application will be required to address each of the four output areas as outlined in Attachment 5.

WTCS staff develop recommendations to take one of three actions on all grant applications: 1) approved as submitted, 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.

Request an Application Review

The WTCS 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 Statute.

Section 11: Revising a Funded WTCS AEFLA Project

After receiving a WTCS AEFLA grant award, grantees may identify a need to revise the grant. Grant recipients should first discuss the proposed changes with the appropriate WTCS grant manager (see Attachment 8). All eligible providers who receive a WTCS AEFLA grant award will be given an opportunity to revise their grant awarded project as applicable. If the proposed revision is accepted, then the WTCS grant manager will assist the grantee with submitting an official grant revision through the WTCS Apply Portal.

A revision must be submitted if there is a change in grant-funded project spending that shifts funds between budget line items, resulting in a change of more than twenty percent (20%) in any line item. Sometimes, the cost of budgeted items changes, although there are no changes to goals and/or activities. If the change is less than twenty percent (20%) or less within a budget line item, no approval is required; however, recipients must notify the WTCS grant manager of the changes by e-mail and in the appropriate grant report(s). All formal revisions must be approved by WTCS prior to implementation. Recipients are notified of an approved revision/modification by e-mail. Final revisions should be submitted 30 days prior to the grant end date.

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 introductory components:

| 0 POINTS | Acceptable | Not Acceptable |
|--|-------------------|-----------------------|
| <i>If the application introductory components are not supplied, then the application will not be reviewed and scored.</i> | | |
| Applicant meets standards as an eligible provider of demonstrated effectiveness by completing Form 5- Documentation of Demonstrated Effectiveness | | |
| Abstract | | |
| Applicant’s Statement: Alignment with local Workforce Development Board (WDB) Plan (Consideration 4) | | |
| Applicant meets standards of General Education Provisions Act (GEPA) 427 by submitting GEPA responses | | |
| Applicant meets standards of One-Stop roles and responsibilities by submitting responses to One-Stop roles and responsibilities (only applicable to the Adult Education and Literacy Section 231 grant category) | | |
| Applicant submits Form 2 – Key Personnel | | |
| Applicant submits Form 3 – Program Profile | | |
| Applicant submits the Instruction by Location Form | | |

Application responses to the 13 considerations for funding:

| TOTAL: 48 POINTS | Points Possible | Points Earned |
|---|----------------------------|----------------------|
| Regional needs and serving individuals most in need (Consideration 1) | 4 | |
| Serving individuals with disabilities (Consideration 2) | 4 | |
| Levels of past effectiveness (Consideration 3) | 4 | |
| Alignment with strategies and goals of local Workforce Development Area Plan (Consideration 4) | 4 | |
| Intensity and quality of instructional practices and services (Considerations 5 & 6) | 4 | |
| Use of technology in instruction (Consideration 7) | 4 | |
| Learning in context and Integrated Education and Training (Consideration 8) | 4 | |
| Staff qualifications and professional development (Consideration 9) | 4 | |
| Coordination of services and career pathways (Consideration 10) | 4 | |
| Coordination of support services (Consideration 11) | 4 | |
| Data management system (Consideration 12) | 4 | |
| Demonstrated need for English Language Acquisition programs (Consideration 13) | 4 | |
| | TOTAL POINTS EARNED | |

Application responses to the 13 considerations for funding will use the following scoring guidance:

| |
|--|
| 4 Points |
| <ul style="list-style-type: none"> • All elements are clearly addressed in the section of the application being scored. • Each element is addressed in sufficient detail to allow the reviewer to understand how each element relates to the section being reviewed and the overall project. |
| 3 Points |
| <ul style="list-style-type: none"> • The majority of elements are addressed and in sufficient detail to allow the reviewer to understand how the elements relate to the section being reviewed. • Note: Simple reference to a question element without sufficient detail to understand how the element relates to the section being scored is not acceptable for a score at this level. |
| 2 Points |
| <ul style="list-style-type: none"> • Some of the elements are addressed and in sufficient detail to allow the reviewer to understand how the elements relate to the section being reviewed. • Note: Simple reference to a question element without sufficient detail to understand how the element relates to the section being scored is not acceptable for a score at this level. |
| 1 Point |
| <ul style="list-style-type: none"> • Some of the elements are addressed in the section being scored. • The elements are addressed in limited detail. |
| 0 Points |
| <ul style="list-style-type: none"> • This score is reserved for responses which do not address or reference the identified elements. |

Application responses to the required output statement areas, evaluation, monitoring, and budget:

| TOTAL: 52 POINTS | Points Possible | Points Earned |
|--|--------------------------------|----------------------|
| Note -- Applicants were asked to group Goals/Activities by the four Output Statement Areas listed below. The written descriptions should include the activity and percentage of funded positions. | | |
| Output Statement Area #1 - Achieve documented gains in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas. | 8 | |
| Output Statement Area #2 - Achieve employment. | 8 | |
| Output Statement Area #3 - Achieve a secondary school diploma or its recognized equivalent. | 8 | |
| Output Statement Area #4 - Transition into postsecondary education and training. | 8 | |
| Evaluation - Process/mechanism to assess the degree to which the project goals/outputs were achieved. | 8 | |
| Monitoring - Review processes/mechanisms throughout the duration of the grant | 6 | |
| Budget - Description of each budget item; including calculation if necessary. Items in the budget are necessary to goals/activities; and Category percentages are respected. | 6 | |
| | TOTAL POINTS EARNED | |

Application responses to the required output statement areas, evaluation, monitoring, and budget will use the following scoring guidance:

| 8 Point Scale | 6 Point Scale* | Scoring Considerations |
|---------------------|----------------------|--|
| 8 | 6 | <ul style="list-style-type: none"> • All elements of the question are clearly addressed in the section of the application being scored. • Each element is addressed in sufficient detail to allow the reviewer to understand how each element relates to the section being reviewed and the overall project. • All parts of the section are fully and completely described such that the reviewer has no additional questions or concerns related to the section. |
| 5 - 7 | 4 - 5 | <ul style="list-style-type: none"> • Most of the elements are addressed in sufficient detail to allow the reviewer to understand how the details of the response relate to the section being reviewed. • The description and details are clearly written to address the section. • The reviewer still has questions and/or minor concerns related to the section which are not fully addressed in the response. |
| 2 – 4 | 2 -3 | <ul style="list-style-type: none"> • Some of the elements for this section are addressed. • The elements of the section are addressed in sufficient detail to allow the reviewer to understand the basic components of the section. • The description lacks detail related to the specific elements of the section. • The reviewer still has questions and/or significant concerns related to the section which are not fully addressed in the response. |
| 1 | 1 | <ul style="list-style-type: none"> • Some of the question elements are addressed in the section being scored. • The elements are addressed in limited detail. • The section is incomplete and/or not clearly written. |
| 0 | 0 | <ul style="list-style-type: none"> • This score is reserved for responses which do not address the appropriate elements for the section being reviewed. • The response provides little-to-no information related to the section being reviewed. |

Attachment 3: Maintenance of Effort (MOE)

FY 2025-26 Total MOE - \$4,125,410

FY 2025-26 Total WTCS AEFLA Funding Available - \$6,647,829

To calculate the required MOE for the submitted application, use the following formula:

Application MOE = (\$ requested for FY 2025-26 funding ÷ FY 2025-26 Total WTCS AEFLA Funding Available) × FY 2025-26 Total MOE

Attachment 4: Glossary of Common Terms

Administrative Costs: An eligible provider receiving a WTCS AEFLA grant may consider costs incurred in connection with the following five activities to be administrative costs:

1. Planning;
2. Administration, including carrying out performance accountability requirements;
3. Professional development;
4. 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
5. Carrying out the One-Stop partner responsibilities described in §678.420, including contributing to the infrastructure and shared costs of the One-Stop delivery system.

Adult Education: The term "adult education" means academic instruction and education services below the postsecondary level that increase an individual's ability to— (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

Adult Education and Literacy Activities: The term "adult education and literacy activities" means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Career Pathway: The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that—

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. 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);
3. Includes counseling to support an individual in achieving the individual's education and career goals;
4. 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;
5. 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;
6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

Client Reporting: The WTCS system of records that contains information about eligible individuals receiving services through grants that receive federal or state funds administered by the WTCS. Funded eligible providers submit records through Client Reporting for each eligible individuals served. The WTCS uses data reported through Client Reporting for state and federal reporting, data analysis, budget planning, and other activities at the state level.

Co-enrollment: Simultaneous enrollment by an eligible individual in two or more of the core WIOA programs.

Contextualized Instruction: Refers to the use of occupationally specific materials for instruction.

Correctional Institution: 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.

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

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

Eligible Agency: The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively. Within Wisconsin, the WTCS is the eligible agency for AEFLA funds.

Eligible Individual: Please Refer to Section 3: Eligible Individuals.

Eligible Provider: Please refer to Section 2: Applicant Eligibility.

English Language Acquisition Program: The term "English language acquisition program" means 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) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

English Language Learner: The term "English language learner" when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction: The term "essential components of reading instruction" means explicit and systematic instruction in:

1. Phonemic awareness
2. Phonics
3. Vocabulary development
4. Reading fluency, including oral reading skills; and
5. Reading comprehension strategies.

Family Literacy Activities: The term "family literacy activities" means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.

Integrated: The term "integrated" in relation to integrated education and training programs means services must be provided concurrently and contextually such that:

1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - a. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English

- proficiency of eligible individuals;
 - b. Occur simultaneously; and
 - c. Use occupationally relevant instructional materials.
- 2. The integrated education and training program has a single set of learning objectives that identifies:
 - a. Specific adult education content;
 - b. Workforce preparation activities; and
 - c. Workforce training competencies, and the program activities are organized to function cooperatively.

Integrated Education and Training: The term "integrated education and training" means 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. "For the purpose of educational and career advancement" means:

- The adult education component of the program is aligned with the State's content standards for adult education; and
- The integrated education and training program is part of a career pathway.

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

Internationally Trained Professionals: Individuals who received postsecondary degrees or professional credentials from their home country outside of the US.

Literacy: The term "literacy" means 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, in the family of the individual, and in society.

Pre-Integrated Education and Training or Integrated Education and Training Bridge: Preparing eligible individuals to succeed in future integrated education and training programs.

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

Workforce Preparation Activities: The term "workforce preparation activities" means programs, activities, and services that include critical thinking skills, digital literacy skills, and self-management skills, including competencies in the following:

1. Utilizing resources;
2. Using information;
3. Working with others;
4. Understanding systems;
5. Skills necessary for successful transition into and completion of postsecondary education or training,

or employment; and

6. Other employability skills that increase an individual's preparation for the workforce.

Workforce Training: The term “workforce training” includes:

1. Occupational skills training, including training for nontraditional employment;
2. On-the-job training;
3. Incumbent worker training;
4. Programs that combine workplace training with related instruction, which may include cooperative education programs;
5. Training programs operated by the private sector;
6. Skill upgrading and retraining;
7. Entrepreneurial training;
8. Transitional jobs training;
9. Job readiness training;
10. Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above; and
11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Attachment 5: Example of Addressing Output Statements

Eligible providers seeking funding should consider the WTCS Negotiated Levels of Performance when describing their grant outcomes, activities, and evaluation. **Eligible providers must address all four output areas in each application.** These four are:

- **Output Statement Area #1:** Achieve documented gains in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas.
- **Output Statement Area #2:** Achieve employment.
- **Output Statement Area #3:** Achieve a secondary school diploma or its recognized equivalent.
- **Output Statement Area #4:** Transition into postsecondary education and training.

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

Output Statement Area #1: Achieve documented gains in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas.

Goal 1: 45% of participants will achieve documented gains in reading, writing, mathematics, and English language acquisition.

| | |
|--|---|
| 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. |

Attachment 6: Adult Education and Literacy Service Section 231 Regional Funding

FY 2025-26

| Regional No. | Regional Name | Projected Distribution |
|--------------|-----------------|------------------------|
| 1 | Chippewa Valley | 236,392 |
| 2 | Western | 225,618 |
| 3 | Southwest | 78,848 |
| 4 | Madison | 898,861 |
| 5 | Blackhawk | 135,617 |
| 6 | Gateway | 556,170 |
| 8 | Waukesha County | 216,041 |
| 9 | Milwaukee | 1,172,378 |
| 10 | Moraine Park | 246,931 |
| 11 | Lakeshore | 254,156 |
| 12 | Fox Valley | 314,656 |
| 13 | Northeast | 331,995 |
| 14 | Mid-State | 176,353 |
| 15 | Northcentral | 282,556 |
| 16 | Nicolet | 105,803 |
| 17 | Northwood | 199,446 |
| | Total | 5,431,820 |

AEFLA Adult Education and Literacy Section 231 funding 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: WTCS AEFLA Project Number List

WTCS DISTRICTS

| Category: | Appropriation / Purpose: |
|--|--------------------------|
| Programs for Corrections Education and Other Institutionalized Individuals Section 225 | 146-116 |
| Adult Education and Literacy Section 231 | 146-126 |
| Integrated English Literacy and Civics Education Section 243 | 146-166 |

ALL OTHER APPLICANTS

| Category: | Appropriation / Purpose: |
|--|--------------------------|
| Programs for Corrections Education and Other Institutionalized Individuals Section 225 | 149-116 |
| Adult Education and Literacy Section 231 | 149-126 |
| Integrated English Literacy and Civics Education Section 243 | 149-166 |

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

The following WTCS staff will serve as the WTCS AEFLA grant category managers.

| Grant Category | Grant Manager |
|--|---|
| Programs for Corrections Education and Other Institutionalized Individuals Section 225 | Lenard Simpson Education Director, Justice-Involved Populations Simpson, lenard.simpson@wtcssystem.edu |
| Adult Education and Literacy Section 231 | Ben Konruff, PhD State Director of Adult Education & Literacy Services ben.konruff@wtcssystem.edu |
| Integrated English Literacy and Civics Education Section 243 | Cristina Parente, M.Ed Education Director, English Language Learning cristina.parente@wtcssystem.edu |

Attachment 9: Adult Education and Literacy Section 231 Grant Questions Aligned to the Thirteen Considerations for Funding

Consideration 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.

Please address the following elements:

- What are the local and/or regional workforce needs as identified by the local Workforce Development Area Plan? How are the proposed project activities responsive to the local Workforce Development Area Plan?
- Describe the characteristics of the population within the program's service delivery area (cite sources)?
- Describe the literacy needs of the program's service delivery area (cite sources).
- In response to the population and literacy needs of the program's service delivery area, describe how the program will recruit, retain, and deliver services to eligible individuals within the community who are most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Please address the following elements:

- Describe how the organization's policy will comply with the American Disabilities Act of 1990.
- How will the program ensure that individuals with disabilities have equitable access to programs, activities, and related services?
- How will the provider identify and provide services to all students with physical, emotional, mental, and learning disabilities?

Consideration 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.

Please address the following elements:

- Describe the provider's past effectiveness in meeting the literacy needs of the application's target population(s) including eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language learning.
- Detail at least three strategies the provider will use to meet the State's negotiated levels of performance.
- Detail at least three strategies the program will use to reduce achievement/equity gaps in performance across student populations with respect to the State's negotiated levels of performance.

Consideration 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.

Please address the following elements:

- Describe how the program will provide services to align with the strategies and industry needs as identified in the applicable local Workforce Development Area Plan.

Consideration 5 & Consideration 6

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.

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.

Please address the following:

- Identify the physical location of the program's services on the Instruction by Location Form.
- Describe how the provider's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- Describe how the provider will incorporate essential components of reading instruction within their proposed project activities.
- Describe the research-based instructional practices that will be utilized when delivering instruction in reading, writing, speaking, mathematics, and English language acquisition.

Consideration 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.

Please address the following:

- Identify and describe the technology that will be integrated into class instruction. Describe how the integration of technology into class instruction will enhance learner skills in using technology to find, evaluate, organize, create, and communicate information.
- Describe how the program will monitor the effectiveness of technology used in class instruction and increase the quality of learning and improved performance based on monitoring results.
- Describe how the program will implement distance learning opportunities for learners, including for those with low levels of literacy, English language learning needs, and those with learning disabilities.
- Describe how the program will assess each student's readiness for distance learning and what support will be provided to promote success in distance learning instruction.

Consideration 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.

Please address the following:

- Describe how the program will provide learning in context so students can acquire 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.
- Describe how the program will plan and implement Integrated Education and Training opportunities for eligible individuals.
 - It is required that eligible providers offer or extend access to Integrated Education and Training programs. Will the eligible provider deliver the Integrated Education and Training program in full (i.e., coordinating and delivering all three of the required components of the program including workforce training, adult education and literacy, and workforce preparation) or in part (i.e., coordinating and delivering some of the three required components of the program such as workforce preparation and adult education and literacy while a training provider coordinates and delivers the workforce training component)? If so, it is required that the eligible provider submit a completed [Wisconsin Integrated Education and Training Planning Tool](#) within their application. Or will the program build access to an Integrated Education and Training program offered at another service provider? If so, with what other service provider and how will access be extended?
 - How will partners, such as employers and WIOA Title programs, support the planning and implementation of the Integrated Education and Training program?
 - How will the program ensure the Integrated Education and Training program meets workforce needs, aligns with a recognized postsecondary credential or industry certification, and provides a career pathway to increased future earnings potential?
 - Describe the strategies the program will utilize to recruit eligible individuals to Integrated Education and Training programs who are unemployed, underemployed, or of diverse populations within the provider's service region.
 - Describe the transition resources and strategies the program will utilize to enable students to enter postsecondary programming and employment.

Consideration 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.

Please address the following:

- Indicate the faculty/staff positions the program plans to support from this funding source using Form 2 – Key Personnel.
- Describe the program's professional development plan including how it will provide high quality professional development, both traditionally and through electronic means, to ensure that instructors and staff are knowledgeable of current research and best practices in adult education, such as integrated education and training or learning in context.

Consideration 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, 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.

Please address the following:

- Describe the program's existing career pathways. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies and needs identified in the local Workforce Development Area Plan?
- Describe how the program will partner with employers to build student awareness of career opportunities and support student transition to employment.
- Describe how the program will partner with other entities to offer support services which will enhance student access and success. Describe which services the program hopes to access from each partner entity.

Consideration 11

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

Please address the following:

- Describe the factors the program will consider in developing flexible instructional schedules.
- Describe how the program will assess students' educational needs, and the need for support services such as childcare, transportation, mental health services, and career planning.
- Describe how the program will identify and resolve barriers to employment and student completion.

Consideration 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.

Please address the following:

- Identify the program's student data management system and describe the student data management system's capacity to capture and report student attendance, assessment results, student demographics/characteristics, and participant outcomes.
- Describe how the program intends to monitor program performance (e.g., what data will be reviewed, who will review the data, how often will data be reviewed, and how will data monitoring lead to increased program performance during the year).
- Provide at least one example of how program data has been used to continuously improve learner outcomes such as learning gains.

Consideration 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.

Please address the following:

- Describe the program service delivery regions need for English language acquisition programs (cite sources).
- Describe the program's experience with and/or ability to provide instruction and services to English language learners.
- Describe how the applicant will provide English language acquisition services such as assessment, instructional services, civics education, and integrated education and training.

Attachment 10: Integrated English Literacy and Civics Education Section 243 Grant Questions Aligned to the Thirteen Considerations for Funding

Consideration 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.

Please address the following elements:

- What are the local and/or regional workforce needs as identified by the local Workforce Development Area Plan? How are the proposed project activities responsive to the local Workforce Development Area Plan?
- Describe the characteristics of the population within the program's service delivery area (cite sources)?
- Describe the literacy needs of the program's service delivery area (cite sources).
- In response to the population and literacy needs of the program's service delivery area, describe how the program will recruit, retain, and deliver services to eligible individuals within the community who are most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Please address the following elements:

- Describe how the organization's policy will comply with the American Disabilities Act of 1990.
- How will the program ensure that individuals with disabilities have equitable access to programs, activities, and related services?
- How will the provider identify and provide services to all students with physical, emotional, mental, and learning disabilities?

Consideration 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.

Please address the following elements:

- Describe the provider's past effectiveness in meeting the literacy needs of the application's target population(s) including eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language learning.
- Detail at least three strategies the provider will use to meet the State's negotiated levels of performance.
- Detail at least three strategies the program will use to reduce achievement/equity gaps in performance across student populations with respect to the State's negotiated levels of performance.

Consideration 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.

Please address the following elements:

- Describe how the program will provide services to align with the strategies and industry needs as identified in the applicable local Workforce Development Area Plan.

Consideration 5 & Consideration 6

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.

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.

Please address the following:

- Identify the physical location of the program's services on the Instruction by Location Form.
- Describe how the provider's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- Describe how the provider will incorporate essential components of reading instruction within their proposed project activities.
- Describe the research-based instructional practices that will be utilized when delivering instruction in reading, writing, speaking, mathematics, and English language acquisition.

Consideration 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.

Please address the following:

- Identify and describe the technology that will be integrated into class instruction. Describe how the integration of technology into class instruction will enhance learner skills in using technology to find, evaluate, organize, create, and communicate information.
- Describe how the program will monitor the effectiveness of technology used in class instruction and increase the quality of learning and improved performance based on monitoring results.
- Describe how the program will implement distance learning opportunities for learners, including for those with low levels of literacy, English language learning needs, and those with learning disabilities.
- Describe how the program will assess each student's readiness for distance learning and what support will be provided to promote success in distance learning instruction.

Consideration 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.

Please address the following:

- Describe how the program will provide learning in context so IELCE program students can acquire 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.
- Describe how the program will plan and implement Integrated Education and Training opportunities for eligible individuals.
 - It is required that eligible providers offer or extend access to Integrated Education and Training programs. Will the eligible provider deliver the Integrated Education and Training program in full (i.e., coordinating and delivering all three of the required components of the program including workforce training, adult education and literacy, and workforce preparation) or in part (i.e., coordinating and delivering some of the three required components of the program such as workforce preparation and adult education and literacy while a training provider coordinates and delivers the workforce training component)? If so, it is required that the eligible provider submit a completed [Wisconsin Integrated Education and Training Planning Tool](#) within their application. Or will the program build access to an Integrated Education and Training program offered at another service provider? If so, with what other service provider and how will access be extended?
 - If the program intends to use Section 243 funds to create a pre-integrated education and training program or a bridge to integrated education and training, please identify the integrated education and training options the bridge prepares eligible individuals for.
 - How will partners, such as employers and WIOA Title programs, support the planning and implementation of the integrated education and training program?
 - How will the program ensure the integrated education and training program meets workforce needs, aligns with a recognized postsecondary credential or industry certification, and provides a career pathway to increased future earnings potential?
 - Describe the strategies the program will utilize to recruit eligible individuals to integrated education and training programs who are unemployed, underemployed, or of diverse populations within the provider's service region.
 - Describe the transition resources and strategies the program will utilize to enable students to enter postsecondary programming and employment.

Consideration 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.

Please address the following:

- Indicate the faculty/staff positions the program plans to support from this funding source using Form 2 – Key Personnel.
- Describe the program's professional development plan including how it will provide high quality professional development, both traditionally and through electronic means, to ensure that instructors and staff are knowledgeable of current research and best practices in adult education, such as integrated education and training or learning in context.

Consideration 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, 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.

Please address the following:

- Describe the program's existing career pathways. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies and needs identified in the local Workforce Development Area Plan?
- Describe how the program will partner with employers to build student awareness of career opportunities and support student transition to employment.
- Describe how the program will partner with other entities to offer support services which will enhance student access and success. Describe which services the program hopes to access from each partner entity.

Consideration 11

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

Please address the following:

- Describe the factors the program will consider in developing flexible instructional schedules.
- Describe how the program will assess students' educational needs, and the need for support services such as childcare, transportation, mental health services, and career planning.
- Describe how the program will identify and resolve barriers to employment and student completion.

Consideration 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.

Please address the following:

- Identify the program's student data management system and describe the student data management system's capacity to capture and report student attendance, assessment results, student demographics/characteristics, and participant outcomes.
- Describe how the program intends to monitor program performance (e.g., what data will be reviewed, who will review the data, how often will data be reviewed, and how will data monitoring lead to increased program performance during the year).
- Provide at least one example of how program data has been used to continuously improve learner outcomes such as learning gains.

Consideration 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.

Please address the following:

- Describe the program service delivery regions need for English language acquisition programs (cite sources).
- Describe the program's experience with and/or ability to provide instruction and services to English language learners.
- Describe how the applicant will provide English language acquisition services such as assessment, instructional services, civics education, and integrated education and training.
- Describe how the civics education component of the IELCE program will be offered to participants. How will participants engage in activities and lessons that increase their awareness of the rights and responsibilities of citizenship and civic participation?

Attachment 11: Programs for Corrections Education and Other Institutionalized Individuals Section 225 Grant Questions Aligned to the Thirteen Considerations for Funding

Consideration 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.

Please address the following elements:

- What are the local and/or regional workforce needs as identified by the local Workforce Development Area Plan? How are the proposed project activities responsive to the local Workforce Development Area Plan?
- Describe the characteristics of the population within the program's service delivery area (cite sources)?
- Describe the literacy needs of the program's service delivery area (cite sources).
- In response to the population and literacy needs of the program's service delivery area, describe how the program will recruit, retain, and deliver services to eligible individuals within the community who are most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

Please address the following elements:

- Describe how the organization's policy will comply with the American Disabilities Act of 1990.
- How will the program ensure that individuals with disabilities have equitable access to programs, activities, and related services?
- How will the provider identify and provide services to all students with physical, emotional, mental, and learning disabilities?

Consideration 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.

Please address the following elements:

- Describe the provider's past effectiveness in meeting the literacy needs of the application's target population(s) including eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language learning.
- Detail at least three strategies the provider will use to meet the State's negotiated levels of performance.
- Detail at least three strategies the program will use to reduce achievement/equity gaps in performance across student populations with respect to the State's negotiated levels of performance.

Consideration 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.

Please address the following elements:

- Describe how the program will provide services to align with the strategies and industry needs as identified in the applicable local Workforce Development Area Plan.

Consideration 5 & Consideration 6

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.

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.

Please address the following:

- Identify the physical location of the program's services on the Instruction by Location Form.
- Describe how the provider's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- Describe how the provider will incorporate essential components of reading instruction within their proposed project activities.
- Describe the research-based instructional practices that will be utilized when delivering instruction in reading, writing, speaking, mathematics, and English language acquisition.

Consideration 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.

Please address the following:

- Identify and describe the technology that will be integrated into class instruction. Describe how the integration of technology into class instruction will enhance learner skills in using technology to find, evaluate, organize, create, and communicate information.
- Describe how the program will monitor the effectiveness of technology used in class instruction and increase the quality of learning and improved performance based on monitoring results.
- Describe how the program will implement distance learning opportunities for learners, including for those with low levels of literacy, English language learning needs, and those with learning disabilities.
- Describe how the program will assess each student's readiness for distance learning and what support will be provided to promote success in distance learning instruction.

Consideration 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.

Please address the following:

- Describe how the program will provide learning in context so students can acquire 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.
- Describe how the program will plan and implement integrated education and training opportunities for eligible individuals.
 - It is required that eligible providers offer or extend access to Integrated Education and Training programs. Will the eligible provider deliver the Integrated Education and Training program in full (i.e., coordinating and delivering all three of the required components of the program including workforce training, adult education and literacy, and workforce preparation) or in part (i.e., coordinating and delivering some of the three required components of the program such as workforce preparation and adult education and literacy while a training provider coordinates and delivers the workforce training component)? If so, it is required that the eligible provider submit a completed [Wisconsin Integrated Education and Training Planning Tool](#) within their application. Or will the program build access to an Integrated Education and Training program offered at another service provider? If so, with what other service provider and how will access be extended?
 - How will partners, such as employers and WIOA Title programs, support the planning and implementation of the integrated education and training program?
 - How will the program ensure the integrated education and training program meets workforce needs, aligns with a recognized postsecondary credential or industry certification, and provides a career pathway to increased future earnings potential?
 - Describe the strategies the program will utilize to recruit eligible individuals to integrated education and training programs who are unemployed, underemployed, or of diverse populations within the provider's service region.
 - Describe the transition resources and strategies the program will utilize to enable students to enter postsecondary programming and employment.

Consideration 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.

Please address the following:

- Indicate the faculty/staff positions the program plans to support from this funding source using Form 2 – Key Personnel.
- Describe the program's professional development plan including how it will provide high quality professional development, both traditionally and through electronic means, to ensure that instructors and staff are knowledgeable of current research and best practices in adult education, such as integrated education and training or learning in context.

Consideration 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, 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.

Please address the following:

- Describe the program's existing career pathways. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies and needs identified in the local Workforce Development Area Plan?
- Describe how the program will partner with employers to build student awareness of career opportunities and support student transition to employment.
- Describe how the program will partner with other entities to offer support services which will enhance student access and success. Describe which services the program hopes to access from each partner entity.
- Describe how the program will establish an advisory committee to support effective program coordination between the justice system and the AEFLA program. Which organizations are projected to serve on the committee, what are the committee's goals, and how often will the committee convene?

Consideration 11

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

Please address the following:

- Describe the factors the program will consider in developing flexible instructional schedules.
- Describe how the program will assess students' educational needs, and the need for support services such as childcare, transportation, mental health services, and career planning.
- Describe how the program will identify and resolve barriers to employment and student completion.

Consideration 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.

Please address the following:

- Identify the program's student data management system and describe the student data management system's capacity to capture and report student attendance, assessment results, student demographics/characteristics, and participant outcomes.
- Describe how the program intends to monitor program performance (e.g., what data will be reviewed, who will review the data, how often will data be reviewed, and how will data monitoring lead to increased program performance during the year).
- Provide at least one example of how program data has been used to continuously improve learner outcomes such as learning gains.
- Describe how the program will collect and report the required data to generate recidivism rates for the criminal offenders served under this grant category.

Consideration 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.

Please address the following:

- Describe the program service delivery regions need for English language acquisition programs (cite sources).
- Describe the program’s experience with and/or ability to provide instruction and services to English language learners.
- Describe how the applicant will provide English language acquisition services such as assessment, instructional services, civics education, and integrated education and training.

ⁱ U.S. Census Bureau. (2022). Education Attainment S1501, 2017-21 American Community Survey 5-year estimates. [Census Bureau Data](#).

ⁱⁱ U.S. Census Bureau. (2022). Age by Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over B16004, 2017-21 American Community Survey 5-year estimates. <https://factfinder.census.gov>.

ⁱⁱⁱ National Association of State Directors of Adult Education. (2023). Adult Education Fact Sheet, Program Year 2021-22. Retrieved from <http://nasdae.org/resources/>

^{iv} National Center of Education Statistics. (2024). PIAAC Wisconsin literacy levels. [PIAAC Skills Map \(ed.gov\)](#)

^v National Center of Education Statistics. (2024). PIAAC Wisconsin numeracy levels. [PIAAC Skills Map \(ed.gov\)](#)

^{vi} U.S. Census Bureau. (2022c). Poverty Status in the Past 12 Months of Individuals by Sex by Educational Attainment S1701, 2017-21 American Community Survey 5-year estimates. [Census Bureau Data](#).

^{vii} Blumenstyk, G. (2020). By 2020, they said, 2 out of 3 jobs would need more than a high-school diploma – were they right? The Chronicle of Higher Education. Retrieved from <https://www.chronicle.com/article/By-2020-They-Said-2-Out-of-3/247884>