



**STATE OF NEW JERSEY  
DEPARTMENT OF LABOR AND  
WORKFORCE DEVELOPMENT**

**Notice of Grant Opportunity**

**Workforce Innovation and Opportunity Act of 2014, (Public Law 113-128)  
Title II, Adult Education and Family Literacy**

**Consolidated Adult Basic Skills  
And  
Integrated English Literacy and Civics Education Grant Programs**

This 4-year competitive grant application covers the following period:

***State Fiscal Years 2022, 2023, 2024, 2025***

*(July 1, 2021 – June 30, 2022)*

*(July 1, 2022- June 30, 2023)*

*(July 1, 2023- June 30, 2024)*

*(July 1, 2024- June 30, 2025)*

**Announcement Date: March 19, 2021  
Virtual Technical Assistance Webinar: March 26, 2021  
Application Submission Deadline: April 23, 2021**

**Robert Asaro-Angelo  
Commissioner**

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Take Notice that, in compliance with N.J.S.A. 52:14-34.4 et seq., the Department of Labor and Workforce Development (hereinafter “DOL”) regularly publishes on its website at [nj.gov/labor/programs/grants/ngo](http://nj.gov/labor/programs/grants/ngo) all notices of fund availability pertaining to Federal or State grant funds, which may be awarded by the Department. The notices of fund availability may be found on the Department’s website under the heading “Workforce Programs” and the subheading “Grant Opportunities”.

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**Note: Elements in the following subsections are noted as State (S) requirements.**

## **I. Overview**

### **Name of the Grant Program**

Consolidated Adult Basic Skills (ABS) and Integrated English Literacy and Civics Education (IELCE) Grant Program

### **Purpose of AEFLA (34 CFR §463.1)**

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
  - (1) Are necessary to becoming full partners in the educational development of their children; and
  - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
  - (1) Improving their—
    - (i) Reading, writing, speaking, and comprehension skills in English; and
    - (ii) Mathematics skills; and
  - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

## **II. General Information**

The information provided within this Notice of Grant Opportunity (NGO) is intended to assist eligible applicants in preparing the grant application in accordance with the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA). All applicants hereby acknowledge and understand that the information contained within this NGO and supporting documents is intended to provide the applicant with information only. 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.

### **Populations Served**

The purpose of this funding opportunity is to assist local program providers to develop educational programs and services for adult learners who:

- have attained 16 years of age, are not enrolled or required to be enrolled in secondary school under state law; and
- are basic skills deficient, do not possess a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are an English language learner.

### Available Funding

The total funding expected to be available for fiscal year 2022 (FY22) for the Consolidated Adult Basic Skills (ABS) and Integrated English Literacy and Civics Education (IELCE) Grant Program is \$17,325,495. This award amount is tentative and contingent upon final approval from the United States Department of Education (USED). For each successive fiscal year of the grant award the approved applicant will be notified by DOL of the available funds as confirmed by USED.

### Allocation of Funding (S)

The projected allocations of federal AEFLA funds for each of New Jersey's 21 counties are determined using data from the most recent American Community Survey (ACS).

#### FY 22 Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant Program Award Amounts

County/Multi-county Area	ABS/ESL Amount	ABS/ESL Lead Agency Coordination Fee Amount	ABS/ESL Professional Development Award Amount	IELCE Amount	IELCE Lead Agency Coordination Fee Amount	Total Award Amount
1 Atlantic/Cape May	\$523,500	\$10,470	\$6,806	\$178,000	\$1,780	\$720,556
2 Bergen	\$906,000	\$18,120	\$11,778	\$308,000	\$3,080	\$1,246,978
3 Burlington	\$328,500	\$6,570	\$4,271	\$112,000	\$1,120	\$452,461
4 Camden	\$696,000	\$13,920	\$9,048	\$236,000	\$2,360	\$957,328
5 Cumberland/Salem	\$438,000	\$8,760	\$5,694	\$148,000	\$1,480	\$601,934
6 Essex	\$1,404,000	\$28,080	\$18,252	\$476,000	\$4,760	\$1,931,092
7 Gloucester	\$258,000	\$5,160	\$3,354	\$88,000	\$880	\$355,394
8 Hudson	\$1,513,500	\$30,270	\$19,676	\$512,000	\$5,120	\$2,080,566
9 Hunterdon/Somerset	\$360,000	\$7,200	\$4,680	\$122,000	\$1,220	\$495,100
10 Mercer	\$562,500	\$11,250	\$7,313	\$190,000	\$1,900	\$772,963
11 Middlesex	\$1,146,000	\$22,920	\$14,898	\$388,000	\$3,880	\$1,575,698
12 Monmouth	\$420,000	\$8,400	\$5,460	\$142,000	\$1,420	\$577,280
13 Morris/Sussex/Warren	\$444,000	\$8,880	\$5,772	\$150,000	\$1,500	\$610,152
14 Ocean	\$513,000	\$10,260	\$6,669	\$174,000	\$1,740	\$705,669
15 Passaic	\$1,077,000	\$21,540	\$14,001	\$364,000	\$3,640	\$1,480,181
16 Union	\$1,137,000	\$22,740	\$14,781	\$386,000	\$3,860	\$1,564,381
17 State Agency	\$1,159,500	\$23,190	\$15,074	\$0	\$0	\$1,197,764
<b>Totals</b>	<b>\$12,886,500</b>	<b>\$257,730</b>	<b>\$167,525</b>	<b>\$3,974,000</b>	<b>\$39,740</b>	<b>\$17,325,495</b>

Source: 2019 American Community Survey (ACS) Public Use Microdata Sample (PUMS 5% sample).

Prepared by: NJ Department of Labor & Workforce Development, Division of Economic & Demographic Research, February 2021.

### Grant Period (S)

The maximum subgrant period for this grant award is four years (July 1, 2021–June 30, 2025) and is subject to the availability of federal funds and the subgrantee and all partner agencies meeting all applicable program requirements. The year one subgrant budget period is July 1, 2021 – June 30, 2022.

### III. Eligible Providers

In accordance with WIOA Title II (Section 203), an “eligible provider” is an organization that has demonstrated effectiveness in providing adult education and literacy activities. Such entities may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;

- a library;
- a public housing authority;
- a nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the above described organizations; and
- a partnership between an employer and an entity described above.

Sec. 203(5) further permits other organization types, even if not specifically listed, to apply if they meet the demonstrated effectiveness requirement.

Per 34 CFR 463.24, 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 reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State’s application for funds.

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

*There are two ways in which an eligible provider may meet the above requirements:*

1. An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

#### **IV. Applicant Designation (S)**

Applications in response to this NGO may come from a consortium of providers, a partnership, or a single entity provider. Applicants will identify whether they are a single provider, a consortium of providers, or a partnership via the electronic application utilized in SAGE.

#### **Consortia and Partnership Applicants**

It is expected that the applicant of record act as the lead agency for the consortium or partnership. The lead agency shall submit a single proposal on behalf of the consortium or partnership outlining a plan to deliver adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency and include three years of performance data from the lead and all subsequent partner agencies. Additionally:

- The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for DOL;
- The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management; and
- All consortium/partnership agencies are subject to the terms and conditions of the grant award.

#### **Single Agency Applicant**

Applications that include *one agency* providing education will be considered a single agency application. The single applicant agency shall submit a proposal which outlines a plan to deliver adult education and literacy activities throughout the local workforce development area. The single applicant is the legally recognized fiscal

agent for the grant project and as such, is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. The single entity applicant is subject to all terms and conditions of the grant award, federal requirements, and state policies.

#### **V. AEFLA Allowable Activities**

Allowable Activities Funding made available to New Jersey under Section 222(a)(1) and awarded to local providers under this grant contract are used to establish and operate programs to provide the following services and activities to eligible individuals under Section 231:

**Adult Basic Education (ABE)** is literacy instruction aligned to the College and Career Readiness Standards to eligible individuals with educational functioning levels (EFLs) at a particular literacy level as listed in the NRS EFL table as ABE 1, 2, 3 or 4. Workforce Preparation activities (as described below) can be provided concurrently with ABE instruction.

**Adult Secondary Education (ASE)** is literacy instruction aligned to the College and Career Readiness Standards to eligible individuals with educational functioning levels (EFLs) at a particular literacy level as listed in the NRS EFL table as ABE 5 or 6. ASE activities are also designed to lead to the attainment of a secondary diploma (or its equivalent) and transition to postsecondary education/training or employment. Workforce Preparation activities (as described below) can be provided concurrently with ASE instruction.

**English Language Acquisition (ELA)** is English language instruction designed to help eligible learners achieve proficiency in reading, writing, speaking and listening; and that leads to attainment of a secondary diploma (or its equivalent), transition to postsecondary/training, or employment. To meet the requirement of leading to the attainment of a secondary diploma (or its equivalent), transition to postsecondary education/training, or employment, the ELA program must: 1) align to the College and Career Readiness Standards, 2) offer college/career counseling services, and/or 3) be part of a career pathway.

**Integrated English Literacy and Civics Education (IELCE)** are education services provided to English language learners to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Services must include, 1) instruction in literacy and English language acquisition, and 2) instruction on the rights and responsibilities of citizenship and civic participation. Services may include workforce preparation and workforce training.

**Workforce Preparation** is instruction provided concurrently with ABE, ASE, or ELA/IELCE activities that is designed to help eligible individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education/training and employment.

**Integrated Education and Training (IET)** is a service approach to providing 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. Required IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills.

### **Programs for Corrections Education and Other Institutionalized Individuals (Section 225)**

Up to 20% of funding made available to New Jersey under Section 222(a)(1) may be used to fund programs for corrections education and other institutionalized individuals as described in Section 225. DOL will award funds under Section 225 using the same process and timeline as described in this grant application. Priority will be given to programs serving individuals who are likely to leave the correctional institution within five years. Applicants applying to provide services under Section 225 must indicate so in the submitted application and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this contract will apply to grantees funded under Section 225.

**Integrated English Literacy and Civics Education (IELCE Program; Section 243)** DOL uses federal funds provided under WIOA Section 243 to establish an integrated English literacy and civics program for English language learners that is consistent with the requirements of 34 CFR part 463 Subpart G, §§463.70, 463.71, 463.72, 463.73, 463.74, 463.75. IELCE programs must include the IELCE educational services (described above in Allowable Activities and in WIOA §463.33) and must be offered in combination with IET activities (described above in Allowable Activities and in WIOA §463.36 & 463.38). Please note that the provision of services for English language learners not including the incorporation of IET must be provided using funds awarded under Section 231. Applicants may apply for Section 243 IELCE funds under this application process through the submission of additional application responses that are specific to Section 243 requirements. Section 243 funds are allocated and accounted for in a separate funding stream in the SAGE system.

### **VI. Direct and Equitable Access**

DOL is committed to conducting a competitive process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process is available broadly to potential applicants via a public website, and an adequate amount of time to complete the application is provided (see Application Timeline below). The application process is designed to ensure that organizations not previously funded are given a fair and equitable opportunity to address the requirements of this application, and all applicants will be evaluated using the same process in accordance with WIOA requirements.

### **VII. Inquiries**

Inquiries on content requirements contained in the grant and general questions pertaining to the NGO may be shared during the Technical Assistance webinar or via email [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov). Inquiries will be accepted until **April 1, 2021**. After this date, questions received will not be added for public view on the website and may not receive a written response.

### **AEFLA Title II Grant Contact Information**

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State Director for Adult Education & Literacy Services  
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609-292-6640  
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### **VIII. Timeline (Events and dates are subject to change without notice)**

<b>EVENT</b>	<b>DATE</b>
4-Year Competitive NGO AEFLA Title II Posting	March 19, 2021
<b>Technical Assistance Webinar</b> The purpose of the Technical Assistance Webinar is to answer questions to clarify the NGO requirements and provide supplemental information to assist potential eligible applicants in submitting responses to the NGO. While the webinar is not mandatory, interested parties are strongly encouraged to participate.	March 26, 2021
Deadline to Submit Letter of Intent to Apply (Via email only)	April 2, 2021
<b>Application Deadline: Grant Application Submittal Via SAGE</b>	<b>April 23, 2021</b>
Review and comment period for AEFLA Title II applications by Workforce Development Boards	April 26- May 10, 2021
Review Panel	May 25, 2021
Official award notification to successful applicants	June 1, 2021
WIOA Adult Education Grant Period Year One	July 1, 2021- June 30, 2022

### **IX. Review and Selection Process (S)**

#### **Panel Review**

1. The DOL Adult Literacy office will check applications for completeness and compliance with the NGO instructions and will determine if the demonstrated effectiveness eligibility requirement has been met. Only grant applications received by the deadline and deemed eligible and complete will be forwarded for panel review and funding consideration. All required materials including forms attached to this NGO and in SAGE must be submitted for the application to be considered complete and eligible for review. Incomplete applications will not be forwarded to the selected reviewers or considered for funding.
2. Complete applications meeting the demonstrated effectiveness prerequisite will be forwarded to the respective local area WDBs.
  - WDBs will utilize a common instrument provided by DOL literacy staff to review applications for alignment with the local WDB plan and will submit comments to the DOL State Director for Adult Education & Literacy Services by the required date.
  - WDB comments will serve as *supplemental* information for the application review by panel members.
  - Complete and eligible Title II applications which do not receive WDB feedback will not be penalized and will be forwarded to panel review.
3. Three panel reviewers from diverse backgrounds, without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed project. These reviewers will use a separate scoring rubric to read and score each application independently. Each application will be evaluated using a rubric addressing the seven requirements and thirteen considerations of the WIOA Title II, Adult Education and Family Literacy Act.
4. After the panel reviewers have individually scored each application, the scores will be averaged. An application is considered passing (single applicant, partnership, or consortia) with a score of 70% or higher.
  - Applications will be rank-ordered by averaged scores.
5. Successful applicants will receive a Notice of Award (NOA). Applications not chosen for funding will be notified via a letter from the State Director.

## **Post-Review and Award Period**

1. DOL may negotiate elements of an applicant's proposed plan(s) and/or proposed budget(s) once a funding decision is made. Any negotiated elements will not impact the scope of the proposed project. DOL reserves the right to negotiate final budgets and to disqualify costs associated with any line items that are unallowable, unallocable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

2. Awards will be made starting with applications that earned the highest averaged scores.

3. Risk assessments will be completed on an annual basis for all Title II grantees. A risk assessment evaluates the potential of an eligible provider to not fulfill its responsibility as a Title II provider. The risk assessment includes evaluating such risk factors as financial stability, quality of management systems (such as financial management, data management, assessment management), and performance history.

4. Subgrant awards are not final until the DOL subgrant award notice is fully executed. Notice of Award (NOA) will be sent to the authorized official listed on the Applicant Information Page in SAGE.

5. Continuation awards are contingent upon the subgrantee meeting all reporting requirements and demonstrating substantial progress toward meeting program objectives and use of all funds requested. DOL will review the subgrantee's prior year's audit, mid-year and year-end reports, thoroughness and timeliness in submitting reports and annual budgets, and the availability of funds before awarding any continuation grants. A continuation application will be required for each subsequent grant award year.

## **X. Accountability**

### **National Reporting System**

The National Reporting System for Adult Education (NRS) is the accountability system for the Federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures. <https://www.nrsweb.org/>

NRS Technical Assistance Guide <https://nrsweb.org/policy-data/nrs-ta-guide>

### **Compliance and Monitoring (S)**

Local program providers receiving grant funding through this title are required to maintain compliance with the terms of the federal award, to include policy and procedure compliance and full implementation of all policies and procedures by the grantee in an efficient and timely manner. Local program providers ensure responsiveness to direct and indirect requests for compliance by DOL as the State Eligible Agency for AEFLA. DOL will be directly responsible for providing:

- Local program compliance monitoring
- Technical assistance
- Professional development
- Targeted training
- Programmatic performance monitoring
- Fiscal compliance monitoring
- Corrective Action and Sanctions

Through ongoing, indirect and direct monitoring, technical assistance and professional development, DOL will, if necessary issue a corrective action or a series of corrective actions to a non-compliant provider (grantee). Grantees are expected to fully comply with the terms of the corrective action in a timely manner or by the identified due date.

## **XI. Grant Obligations**

Federal statute authorizes DOL, as the state fiscal agent (pass-through entity), to ensure grantee compliance with all WIOA, Title II: AEFLA fiscal and legal requirements, and Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards (2 CFR 200).

### **Supplement Not Supplant**

As described in Section 241(a) of WIOA, funds made available for adult education and literacy activities under this title shall supplement, not supplant, existing federal, state, and local funds expended for adult education and literacy activities. Funding received under this title must be used supplement, or increase the level of funding made available to adult education programs that are already utilizing other local resources. The funding received from this title cannot replace this existing funding.

### **Administrative Cost Activities**

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

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

Special Rule – In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the state eligible agency in order to determine an adequate level of funds to be used for non-instructional purposes.

### **Allowable Expenses**

Program funds must be used solely for activities that directly support the purpose, priorities, and expected outcomes of the program during the award period. All expenditures must be consistent with the approved application as well as applicable state and federal laws, regulations, and guidance.

- Agencies must allocate at least 95 percent of their total grant for carrying out adult basic skills education, including alternative methods of instructional delivery (e.g. online distance learning). Examples of these costs include salaries and fringe benefits for persons with direct instructional, recruitment, referral, advisement or counseling responsibilities, support services; and materials or equipment directly related to instruction of participants.
- **State requirement:** Of the 95% of the grant award for program services, 25% may be used for the costs of support services (e.g., child care, transportation, etc.) necessary for enrollees to participate in and complete the ABS program. If WIOA Title II funds are used to purchase equipment, computers, tablets, or software, title will reside with the DOL and disposition of the equipment at the termination of the grant will be determined by DOL.

### **Grant funds may not be expended for the following:**

- Entertainment and/or refreshment costs;

- Graduation/Promotional/Convocational or Commencement Ceremony Costs;
- Cost of HSE tests
- Tuition payments and/or reimbursement for disciplines unrelated to the grant; and,
- Costs for construction or renovation.

### **Participant Fees (S)**

*It is not allowable to charge any AEFLA participant a fee.*

Any fees that are charged will be required to be returned to the student and disciplinary action may be taken on the agency at fault or the Lead Agent in the case of a consortium. There are no exceptions to this policy regarding participant fees. Providers (grant recipients) *may not* charge for textbooks, books or other educational related materials and supplies or curricula to participate in Adult Education programs and classes sponsored under this title.

### **Professional Development and Lead Agency Coordination Awards**

The professional development (PD) award amount is in addition to the ABE/ELA award amounts. For agencies receiving PD awards, the amount is not included in the five percent administrative cap. For lead agencies receiving coordination funds as a part of their award, the amount is not included in the five percent administrative cap. A Lead Agency Coordination award is available to Lead Agencies to help defray the specific costs related to the coordination of activities in the consortium. Lead agencies receiving grant funds for coordination may not charge their consortium members coordination fees. Lead agency coordination awards are only available to those grantees who are applying as a consortium with partner agencies.

### **One-Stop System Integration**

Eligible providers that receive grants under the Adult Education and Family Literacy Act Grant Program will be designated as a core partner, or a one-stop center partner, and are required to align and contribute to the one-stop delivery systems in their respective Local Workforce Development Areas. Specifically, one-stop partners are required to:

- Provide access through the one-stop delivery system to such program or activities carried out by the entity, including making the career services that are applicable to the program or activities available at the one-stop centers (in addition to any other appropriate locations);
- Use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers;
- Enter into a local memorandum of understanding with the local board, relating to the operation of the one-stop system; and
- Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, the requirements of WIOA Title I, and the requirements of the Federal laws authorizing the program or activities.

WIOA requires a memorandum of understanding between the local board and the one-stop partners to address service agreements, sharing of resources, elimination of duplicative practices, one-stop center infrastructure funding, physical and programmatic accessibility requirements, the implementation of the local plan, and the attainment of state established goals, among other issues.

Title II funded providers should consider how adult education can provide applicable career services, such as initial assessment of skill levels through the one-stop delivery system, as well as how enrolled participants will benefit from a more integrated one-stop system.

### **Participant Transition Activities (S)**

The applicant provider must develop partnerships/collaborations that provide support or activities that assist students in making desired transitions. Each agency must develop and implement program services focused on providing Title II participants with transition services that connect them with postsecondary education, occupational training, or employment opportunities.

#### **Examples of participant transition activities:**

- Work with the local WDB to identify employers willing to hire Title II participants for available positions or create new positions and establish an on-going relationship through meetings, phone calls, and employer advisory networks who will work in conjunction with the DOL staff;
- Based on formal assessments of the participants' abilities, skills, aptitudes and interests and in conjunction with instructors and counselors, assist in the development of career plans, career portfolios and the design of academic instruction and other training to link Title II participant development to a career pathway;
- Provide employability skills instruction to participants regarding job-appropriate behavior, dress, attitude, working with others and all other job-readiness elements necessary to obtain and retain employment;
- Provide life skills instruction to assist participants in setting up job interviews, preparing resumes, following up with job applications and obtaining the proper work attire;
- Collaborate with postsecondary institutions, training providers, and businesses to develop direct career pathways and bridge participant's progress from the Title II classroom to occupational or postsecondary training or provide Integrated Education and Training (IET) programs such as, simultaneous instruction and training.

### **Provider Effectiveness (S)**

Agencies are required to meet 95% of their contracted level of service. Agencies not meeting the 95% enrollment requirement that have been reimbursed funds will be required to refund to the DOL the cost-per-participant amount received for each participant in the appropriate component in which they were contracted for services.

Providers are responsible for collecting data that will be used to evaluate their effectiveness in enabling enrolled participants to make educational gains, earn workforce credentials, and obtain and retain employment. Providers will be expected to meet and document federal and state performance targets. (See Appendix C for required Performance Targets).

### **Responsiveness to Technical Assistance and Monitoring**

Federal Uniform Guidance mandates DOL to conduct program monitoring of grantees. The purpose of monitoring is to ensure that grantees are using federal awards for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and that performance goals are achieved. State monitoring will be conducted based on performance data, risk assessment score, and/or on agency specific concerns.

If part of a consortium or partnership, the lead agency must monitor all partner agencies both fiscally and programmatically to ensure compliance with all State and Federal regulations. They are held accountable for any and all citations found during State or Federal monitoring. Programs are expected to be responsive to DOL's technical assistance efforts which may include meetings, workshops, or trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through on them in a timely manner. (S)

The local program will accept liability for any failure to comply with the terms of the award and the fiscal requirements of the grant. DOL staff may, as it deems necessary, evaluate and provide guidance, technical assistance, and program support in conducting activities performed under this grant. However, failure of the DOL staff to evaluate and provide guidance, technical assistance, and program support will not relieve the fiscal agent of its liability. (S)

### **General Education Provisions Act (GEPA) Section 427**

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

### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. All applicants/grantees must complete the GEPA form on an annual basis and submit with their application in SAGE.

### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. *In addition, the information should be provided on the standard DOL form included in the Required Documents.*

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

### **Record Retention and Access**

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years in the local program office and then four in archive from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities. Please review the link for exceptions-[https://www.ecfr.gov/cgi-bin/text-idx?SID=88233f473ed592dd2498350baebe515b&mc=true&node=sg2.1.200\\_1333.sg4&rqn=div7](https://www.ecfr.gov/cgi-bin/text-idx?SID=88233f473ed592dd2498350baebe515b&mc=true&node=sg2.1.200_1333.sg4&rqn=div7)

### **Match Requirements (S)**

The eligible agency's **non-federal contribution** may be provided in cash or in kind which is fairly evaluated and shall include only **non-federal funds** that are used for adult education and literacy activities in a manner that is consistent with the purpose of P.L. 113-128, Title II, Section 222.

DOL requires grantees to contribute at least a **25 percent local match, monetary and/or in-kind**.

This match can include, but is not limited to, the following:

- Any non-federal and non-state dollars used to provide adult education and literacy activities;
- In-kind contributions to adult education and literacy activities such as:  
Infrastructure, facilities, and utilities costs;  
custodial services;  
copying and printing costs; and, phone, internet, or other technology costs.
- The cost of staff time spent in providing adult education and literacy activities either volunteered, or paid for from non-federal and non-state funds.

Amounts reported for acceptable matching must:

- be properly documented and verifiable from recipient records;
- be necessary and reasonable to accomplish program objectives;
- be allowable under the Uniform Guidance cost principles;
- not be included as contribution for other federally assisted programs; and,
- have the value supported by appropriate documentation of fair market value.

### **Financial Management (S)**

All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the State of New Jersey System for Administering Grants Electronically (SAGE) system.

- Requests for reimbursement should be submitted by the 9<sup>th</sup> of the month and all documentation must be available upon request for review.
- All charges must be reported for the current grant 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 DOL. Programs will submit to periodic fiscal audits, adhere to assurances, and submit to annual program review, monitoring, and/or on-site technical assistance visits.

Eligible applicants 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.

Adjustments to the budgets will be made at that time.

### **Budget Requirements (S)**

Budget schedules A (personnel costs), B (non-personnel costs), and C (direct student services) that reflect the full proposed budget for the single applicant or the lead agency and all partners must be completed as part of the application for each funding stream the grantee(s) seek funding. All budget modification requests must be made in writing no later than **December 31<sup>st</sup>** of the program year to be modified. No budget modifications will be accepted after this date unless accompanied by official justification and will be subject to DOL internal review before approval. If the budget modification is approved all adjustments to the budget must be completed in SAGE and submitted to DOL no later than January 31<sup>st</sup> of the following year.

### **Expenditure of Award (S)**

Individual awards must provide adult basic skills instruction or services to adults within their county/multi-county area, and will be based upon the following per-client amounts for ABE/ASE, ELA and IELCE: a cost per participant fee of \$1500.00 for Adult Basic Skills and a cost per participant fee of \$2000.00 for Integrated English Literacy and Civics Education for all educational functioning levels (EFLs) will be paid.

### **Board Resolution (S)**

A designated officer of the lead district or agency's governing board must sign and date the Board Resolution, indicating the district or agency's approval to apply for grant funds. The amount entered on the Board Resolution must agree with the total award amount as identified on the Funding Levels by Source page (total of ABE/ELA and IELCE Award amounts, plus the lead agency coordination and professional development award amounts). The resolution must include the names of the partners if your application is part of a consortium or partnership, and the individual award amounts per agency. This form can be found on the Required Attachments page within the SAGE application and upon completion must be uploaded to the same.

### **Attendance Policy (S)**

As part of the narrative, applicants must submit a description of the attendance policy and retention strategies to be implemented. The Attendance Policy must consider and/or address the following:

- A record of daily attendance must be maintained for each participant enrolled;
- The amount of time that is necessary and required to meet program objectives;
- Participant attendance in relationship to the minimum 60 hours of instruction within a 10-week span;
- The maximum number of absences allowed before the adult learner is removed from enrollment; and,
- Identification of the method to be utilized for recording and maintaining daily attendance.

### **Consortium Partner Agreements (S)**

If the application is part of a consortium or partnership the lead agency must include signed copies of the Consortium/Partner Agreements as a part of the completed application. The CSA/CEO of each Local Education Agency, community-based organization, institutions of higher education or other nonprofit organization with which the lead agency is entering into a partnership must provide a signed Consortium/Partner Agreement. This document indicates that a representative of the organization has participated in the development of the application and the organization agrees to participate in the proposed activities described in the application.

### **Instructional Requirements including class schedules (S)**

All class schedules must offer flexible year-round scheduling, including both day and evening instruction. On a weekly basis, twenty hours of instruction must be offered in the daytime and 12 hours offered in the evening (daytime shall mean the hours between 7 a.m. and 3 p.m. and evening shall mean 4 p.m. to 9 p.m.). If an agency is part of a consortium, the above applies to the consortium collectively. A schedule of days and hours of operation, including all delivery sites, must be attached utilizing the standardized Class Schedule form provided in SAGE on the Miscellaneous Attachment page and will be attached to the same page in SAGE. Volunteer-based agencies must indicate on the schedule the days and hours tutoring will be offered.

**Class enrollment (S)** must be accomplished by a managed enrollment system. A managed enrollment system is a system where a student may enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term. Managed enrollment systems include intake (orientation, assessment and goal setting) and counseling to transition participants to other education, training or employment opportunities.



## **Waitlist (S)**

Organizations funded under this grant award will:

- maintain an active waitlist for applicants who are unable to enroll in instructional classes due to capacity constraints;
- contact students placed on the waitlist at least annually to determine whether they are still interested in services;
- remove the names of individuals who cannot be contacted or are no longer interested in services;
- make available an up-to-date participant waitlist to DOL and the local WDB on an annual basis.

## **Alternative Service Delivery Methods (S)**

Agencies must include a description of alternative methods of service delivery being used to provide adult education instruction (e.g. blended learning, digital literacy, distance learning, etc.), alternative delivery sites (e.g. libraries), and/or use of advances in technology, including the use of computers, tablets, cell phones, and social media. Agencies are encouraged to utilize alternative methods of delivering instruction by creating innovative distance-learning options for their participants.

*Note: Applicant agencies must demonstrate in their narrative NGO responses the ability to continue to serve clients in a virtual manner if physical locations are closed for extended periods of time. Additionally, all distance-learning program participants must be pre- and post-tested according to test publisher guidelines and state policy in order to be an NRS participant.*

## **Curriculum (S)**

Agencies shall deliver instruction based upon a comprehensive curriculum that utilizes the State adopted College and Career Readiness Standards (CCRS). The curriculum should be designed to enable participants to acquire the skills needed to increase their literacy levels and to achieve their goals, i.e., a high school diploma or HSE; obtaining employment, or increasing the earnings of participants; entering postsecondary education or occupational training; or increasing parental and/or community involvement.

Recipients of the grant will be required to participate in CCRS professional development activities when provided by the DOL. For more information about the CCRS visit:

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>.

## **Eligible Training Provider List (S)**

In accordance with New Jersey state requirements, all approved entities (lead agencies for a consortium or partnership) for the AEFLA WIOA Title II grant award will be placed on the Eligible Training Provider List (ETPL) after contract awards are made resulting from the application process. <http://www.njtopps.com/>

## **Reporting Requirements (S)**

*Management Information System (MIS):* New Jersey DOL utilizes the LACES MIS data management software. All participant information necessary to produce all required National Reporting System (NRS) Tables must be entered into the LACES case management system. Agencies are required to record all participant activity, including instructional hours *bi-weekly* in the LACES case management system.

## **Required Reporting (S)**

Grant recipients are required to submit program and fiscal progress reports as a contingency of grant funding. Mid-year and final programmatic activity reports are required. Fiscal reports will be completed on a monthly basis. All reports will be submitted through the SAGE electronic grant application database.

- Interim Progress Report – A mid-year activity report is due by January 15, 2022 and on this date each year thereafter. The report will be completed in SAGE and will contain the agency or consortium’s progress toward achievements of goals, any issues that the agency or consortium may be having with LACES, the need for professional development and any obstacles for the agency, consortium or an individual partner and the steps to address them.
- Final Activity Report – An end-of-year narrative report is due by October 15, 2022 and on this date each year thereafter. The report will be completed in SAGE and will contain an overview of program year activity and the contributions of each agency or consortium.
- Fiscal Reports - Fiscal reports are to be submitted electronically monthly (no later than the 9<sup>th</sup> of the following month in which the report is due). All reports must be done through the SAGE System. Agencies will be paid on a monthly reimbursement method after the fiscal report has been submitted to and approved by the DOL.
- Any additional required reports as a result of grantee monitoring, corrective action plans, or at the request of DOL staff.

### **Assessment**

Only NRS approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability. Grant recipients are required to adhere to the NJ Title II Assessment Policy and other WIOA Title II implementation policies.

A participant’s **educational functioning level** (EFL) must be assessed within the first 12 hours of program participation. All participants will be retested and assessed based upon test publisher guidelines, or in limited and rare exceptions, as determined by the instructor after a minimum of 30 instructional hours, if the participant has indicated a desire to exit and the instructor believes a measurable skill gain in educational functioning can be recorded. The results of such assessment and reassessment will be recorded in the Literacy Adult and Community Education System (LACES) case management system.

Please review the NJ Assessment Policy here: [NJ State Assessment Policy](#).

### **Professional Development (S)**

Applicants are required to describe their comprehensive professional development plan in SAGE in the Program Narrative section in response to Consideration 5. This plan will focus on the skills staff must have to work in a comprehensive adult education program. The plan must address how the activities support meeting the needs of the adult population in an integrated, effective and efficient manner. This description must also include professional development activities designed to train personnel in the use and application of instructional materials and teaching strategies specific to the adult population with various learning styles and needs, including the use of digital technology and remote instruction. Each applicant is required to include within the program description specific activities that provide professional development, whether Federal AEFLA funds are/are not used for this purpose.

- Activities must encompass a minimum of eight hours of professional development and training for all instructional staff.
- Each agency must keep an easily accessible professional development log/record for monitoring purposes.
- Grantees will be expected to update professional development plans/strategies in SAGE before the start of a new fiscal year.

## **XII. Additional Program and Planning Requirements (S)**

Detailed below are the State program and planning requirements which constitute the essential elements that must be addressed in the applicant's narrative.

### **Standards of Service**

Each applicant is required to provide the comprehensive services which are described in this NGO.

### **Roles and Responsibilities of Participating Entities**

**WDB:** The relationship between the WDB and the Title II ABS/IELCE grant awardee is one of collaboration and cooperation. Title II grantees shall coordinate their proposed services plan within the framework of their local WDB service structure. If an MOU does not currently exist, or there is an existing MOU, it must be updated based on the new federal requirements. All MOU's must be completed and uploaded on the Miscellaneous Attachments page in SAGE at the time of application or no later than July 30, 2021. An updated MOU will be uploaded in SAGE every year thereafter. /

**Role of One-Stop Career Center:** The One-Stop Career Center (OSCC) will provide information and referrals for all clients to local Title II programs. The OSCC will provide career planning services to enrolled participants of the Title II program, including, but not limited to providing Workforce Preparation/Career Integration services while acting as a sequential and simultaneous transition point for participants from the classroom setting to employment or occupational skills training. OSCCs may serve as service delivery sites for the Title II program allowing for greater coordination of services and connections to career pathway opportunities.

**Role of Applicant Provider:** The applicant agency or lead agency (on behalf of a consortium) is expected to act on behalf of itself and its partners (if they are applying as a consortium), in a programmatic, legal, and fiscal capacity by providing management and leadership for the conduct and implementation of the adult education and literacy programs across the consortium of partners. The applicant agency is also required to provide all necessary fiscal information to the state for reporting purposes which are used to report to both the state and the federal government. A minimum of quarterly meetings shall be convened during the contract period and shall be hosted by the awardee and attended by all those partnering to provide the services under this grant. Such meetings shall include county and regional OSCC representation and a State Representative from DOL, Division of Workforce Development, Literacy Services unit.

### **Applicant Agency Responsibilities (S)**

- Coordinate all planning for the delivery of programs and services across the consortium, county, or service delivery area;
- Collect, analyze and report to the State agency all fiscal and program data across the consortium or county on the schedule determined by the State;
- Provide additional information on the unified program, as requested;
- Provide additional leadership, training and management support, as necessary and/or as requested by the partner agencies;
- Coordinate any professional development activities, as required by the State.

### ***If applying as a consortium or a partnership the designated lead agency will:***

- Develop an articulation agreement with other members of the consortium to which funds will be transferred during the contract period covered by this NGO; and
- Monitor all partner agencies to ensure compliance with State and Federal regulations.
- Each articulation agreement must clearly:
  - Detail all services to be provided by the collaborating agency;

- Set forth the process, timelines and actions the collaborative will use in the delivery of services, data collection, and maintaining and reporting both fiscal and program information to the DOL;
- Specify the process to be used to make decisions to continue with collaborating partners or to remove collaborating partners from participation in the consortium;
- Advise partners that reimbursements will not be made or will be delayed for those partners submitting incorrect or untimely program information;
- Coordinate activities for partner agencies to deliver services in family literacy, including financial literacy and health literacy;
- Serve as the single-point-of-contact for the DOL and assume fiscal, legal and programmatic responsibility for the consortium and its partners; and participate in state-sponsored activities and meetings, as required by the State agency.

**Role of the Partner/Consortium Member (if applying as a consortium) (S)**

Partner/consortium agencies must adhere to programmatic, data, and fiscal requests as deemed necessary and appropriate by the lead agency and respond to all requests for such data in a timely and comprehensive manner.

**The partner/consortium agencies will:**

- Develop a partnership agreement with the lead agency. Such agreements must be included as a part of the proposal;
- Provide and analyze all program data in a comprehensive and timely manner to the lead agency as outlined in the NGO or as requested by the lead agency;
- Provide all fiscal data in a comprehensive and timely manner to the lead agency as outlined in the NGO or as requested by the lead agency;
- Participate in planning and management activities as requested by the lead agency for the ultimate benefit of the consortium;
- Participate in state-sponsored activities and meetings as required by the State agency; and
- Ensure partner staff is appropriately trained to enter data into the Literacy Adult and Community Education System (LACES), and ensure that such data are analyzed, reported and maintained.

**XIII. WIOA Performance Accountability (F)**

As a WIOA core program, the DOL Title II program is required to collect data that describe local adult education and literacy activities authorized under Title II of WIOA and use the data to report on the primary performance indicators:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program;
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains towards such a credential or employment.

#### **XIV. Directions for Basic Grant Application Narrative (Required of All Applicants Regardless of Funding Streams Applied For)**

The WIOA, Title II, requires that states fund local activities based on the 13 considerations outlined in Section 231. All narrative responses will be reviewed based upon the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231, 29 USC § 3321. For the application to be considered complete, all questions must be answered.

- The following 13 Considerations and corresponding questions should be completed in the order listed. Each answer should be limited to approximately **250-500 words**. (S)
- All grant application narratives must be uploaded in SAGE as part of the complete application for this NGO. \*If applying as a consortium, the grant application narrative must apply to the entire consortium. ***Do not provide a separate narrative for each partner.*** (S)
- It is highly recommended potential applicants review the following information prior to preparing the application:
  - AEFLA Program-Specific Regulations (Measuring Educational Gain in the NRS): 34 part 462
  - AEFLA Program-Specific Regulations: 34 CFR part 463, subparts A-G
  - WIOA Joint Regulations (Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions): 34 CFR part 463, subparts H-J
  - [National Reporting System \(NRS\) Guidelines](#)
  - [New Jersey Title II Assessment Policy](#)
  - NJ State Plan on the SETC website
  - Information regarding New Jersey's WDBs and contact information for access to information and local plans can be found here: [SETC/WDB](#)
  - DOL Labor Market Information
- Applicants will upload a copy of their **Basic 231 Grant Application Narrative** responses to SAGE. The uploaded document must adhere to the following format requirements:
  - Font – Times New Roman, 12 point;
  - Spacing – Single spaced;
  - Margins – 1” top and bottom and 1” side margins;
  - All pages must contain a footer with the following: Section 231, page x of x, and applicant/organization's name;
  - Adhere to the numbered format used for the narrative questions and respond in the order shared in this NGO;
  - Charts and graphs must be clearly labeled and described; and
  - Maximum of 30 pages.

#### **Basic 231 Grant Application Narrative Questions (All questions must be answered in order and labeled with the same numbers used throughout this NGO)**

##### **Consideration 1: Regional Needs Assessment**

*The degree to which the eligible provider would be responsive to:*

*(A) regional needs as identified in the local plan under WIOA, Section 108; and*

*(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:*

*(i) have low levels of literacy skills; or*

*(ii) are English language learners;*

1.1 Describe the local and/or regional workforce needs of the identified geographical/service delivery areas as identified by the local workforce plan; include how adult education fits into the workforce strategies identified in the plan.

1.2 Describe the demographics (e.g. race/ethnicity, socio-economic status) of the program's identified geographical area/service delivery area and detail the literacy needs of the program's target population. Cite recent sources.

1.3 Detail the literacy needs of the program's target population. Cite Sources.

1.4 Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

1.5 Describe how the program will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).

### **Consideration 2: Serving Individuals with Disabilities**

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

2.1 Describe the policies adopted by the program to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990.

2.2 Identify the procedures to ensure that individuals with disabilities, including those with Individualized Education Plans and 504 Plans, have equitable access to programs, activities, and transition services.

### **Consideration 3: Past Effectiveness**

*Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy;*

3.1 Describe the program's past effectiveness in meeting the needs of the target population(s) identified under Consideration 1.3. Include service to ABE/ASE as well as ELA students.

3.2 Describe how the program measures educational performance and student transition into postsecondary education, training, and/or the workforce.

3.3 Review New Jersey's Adult Education Performance Accountability Targets. Provide 1-3 strategies the program will implement to meet the State's negotiated levels of performance. What resources will the program use to ensure that students achieve measurable skill gains (MSGs)?

3.4 For new and previous grantees: provide program data and/or evidence of past effectiveness. The evidence should describe the program's delivering educational literacy services. Include numbers served, as well as instructional methods and types of services. Also include information about your program's measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress towards a credential or employment. Complete the appropriate table in Appendix A or B to document past effectiveness for providing adult education services. **\*Agencies new to the WIOA Title II (AEFLA) grant** or

entities seeking to expand academic offerings may provide:

- a. data based on grade level equivalency or transition outcomes, and
- b. a narrative describing the program's past effectiveness with serving adult students in another capacity.

**Consideration 4: Alignment with One-Stop Partners and Coordination with Other Agencies**

*The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one-stop partners;*

- 4.1 Describe any formal or informal agreements between the program and the local WDB that coordinate and align services benefitting adult learners.
- 4.2 Describe the coordination with other available education and training resources for the development of career pathways.
- 4.3 Describe any existing Memorandums of Understanding (MOU), Memorandums of Agreement (MOA), or contracts with other core providers of WIOA services. Include organizations that provide resources for individuals with disabilities and individuals with barriers to employment.
- 4.4 Describe how the program will:
  - i. provide access through the one-stop delivery system to adult education and literacy activities;
  - ii. use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local WDB and described in the memorandum of understanding (MOU) or the determination of the Governor regarding State one-stop infrastructure funding;
  - iii. enter into a local memorandum of understanding with the local WDB, related to the operations of the one-stop system;
  - iv. participate in the operation of the one-stop system consistent with the terms of the MOU, and requirements of the Act. (34 CFR §463.22 (a)(5))

**Consideration 5: Intensity, Duration, and Flexible Scheduling**

*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;*

5.1 DOL has an expectation for programs to offer managed enrollment. Describe the program's enrollment system (e.g., open-entry/open-exit, managed enrollment) and the expectations for eligible individuals' participation and attendance (e.g., number of hours, weeks, semester).

5.2 Describe how the program incorporates the essential components of reading instruction, differentiated instruction, and direct explicit instruction.

5.3 Describe rigorous research-based instructional practices the program will use to assist students with achieving substantial learning gains.

5.4 Describe the program's service delivery format(s) and explain how the format(s) enable individuals to attend and complete the program. DOL has expectations that programs use multiple delivery methods. Program delivery formats may include one-on-one instruction, small groups, workshops, large classes, distance learning options and other methods or combinations.

5.5 To demonstrate that a variety of class opportunities will be available, share the proposed class schedule(s). Include all planned sites and classes for lead agencies and all partners.

**Consideration 6: Evidence-Based Instructional Practices**

*Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;*

6.1 Describe how the program uses rigorous research and evidence-based instruction for the various content components of ABE, ASE, and ELA (i.e. reading, writing, speaking, mathematics, and English language acquisition). Include details of the program's use of College and Career Readiness Standards (CCRS) and lesson plans.

6.2 Detail how the program assesses the effectiveness of curriculum and instructional practices.

6.3 Describe how the program provides instruction based on the results of the learners' diagnostic and formative assessment.

**Consideration 7: Effective Use of Technology and Distance Education**

*Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;*

7.1 How will the program integrate the use of technology into class instruction—to include software, internet resources, and hardware such as whiteboards, smartphones, document cameras, and other resources?

7.2 How will the program assess and monitor students' digital literacy and progress with the use of technology?

7.3 Describe how the program will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.

**Consideration 8: Facilitate Learning in Context**

*Whether the eligible provider's activities provide learning in context, including through integrated education and training (IET), so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;*



8.1 Detail how the program uses Integrated Education and Training (IET) or other models of concurrent, contextualized instruction to help adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship.

8.2 Describe how the program's curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce.

**Consideration 9: Qualified Instructors and Staff**

*Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;*

9.1 Describe the provider's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other priorities.

9.2 Describe the provider's minimum qualifications for instructors, support staff, and administrators delivering program activities.

9.3 Describe how the provider will ensure that information and skills obtained through professional development is being implemented in the classroom and leads to positive program outcomes. Include frequency of classroom observations, peer mentoring, and/or coaching.

**Consideration 10: Partnerships**

*Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways;*

10.1 Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals.

10.2 Describe how the program will partner with other entities to offer support services to students, to increase access to program services and ensure program completion. Include information on services such as childcare, transportation, mental health services, and career planning.

**Consideration 11: Support Services**

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

11.1 Describe how the program will assess students' needs for educational programming, support services, or accommodations. Include details regarding services such as child care, transportation, mental health services, and career planning.

11.2 How will the program identify and resolve barriers to student completion?

11.3 Describe how the program will offer flexible schedules to accommodate students, including individuals with disabilities and special needs.

**Consideration 12: High-Quality Information and Data Collection Systems**

*Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;*

12.1 Describe the provider’s data management practices for tracking student attendance and outcomes, monitoring program performance, and maintaining data quality. Include a description of any information management system the organization uses.

12.2 How are the program personnel engaged in the collection, monitoring and management of data?

12.3 How will the program utilize data to assess and improve program performance and evaluating MSGs?

**Consideration 13: Demonstrated Need for ELA/ CE Programs**

*Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs;*

13.1 Statement of Need. What is the English Language Learner (ELL) population in the local area? Provide the data source. Describe the local area’s demonstrated need for a program that offers English language acquisition services.

13.2 Describe the program’s experience with and/or ability to provide instruction and services to English language learners. Include information regarding:

- a. Curriculum/material used to provide instruction to this population;
- b. Financial literacy resources and career pathways available to this population.

13.3 Describe how the program will use IET or other models of contextualized instruction to help students develop the skills required to advance in an educational setting, transition to post-secondary education or become employed English Language learners in conjunction with IELCE.

**A Note Regarding Corrections Education and Education of Other Institutionalized Individuals**

**The entire basic application for 231 funds must be completed in order to be eligible for 225 funds.**

Corrections Education and Education of Other Institutionalized Individuals

*The extent to which the provider has the capacity to provide, is partnered with other organizations that can provide, adult education and literacy services, which meet the standards outlined in Considerations 1 - 13 to eligible individuals who are currently incarcerated.*

**WIOA Section 225**

Any eligible provider using Title II funds to carry out programs authorized under section 225 will give priority to those offenders who are likely to leave the correctional institution within five years of participation in the program. Correctional programs may use funds to carry out activities as authorized under Section 225, including:

- 1. Adult Education and Literacy;
- 2. Special education, as determined by the eligible state agency administering the grant;

3. Secondary school credit;
4. Integrated education and training;
5. Career pathways;
6. Concurrent enrollment;
7. Peer tutoring; and
8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

The type of activities offered by correctional service providers will depend on the needs of the populations being served. Programs are expected to provide those activities which are appropriate to meet the needs of the populations in their facility. For example, short-term facilities (such as county jails) should prioritize activities that can have a meaningful impact in a short amount of time and help meet a student's re-entry needs. Longer-term facilities (such as state prisons) may choose to focus on longer, more intensive education programs for students who will be incarcerated for multiple years.

**XV. Section 243 Funding- Integrated English Literacy and Civics Education (Section 243, IELCE) (Optional Competitive Application) Required Supplemental Application Questions**

**The entire application for 231 funds must be completed in addition to the 243 Supplemental Questions below for 243 Funding.**

***243 Funding Application Directions***

Applicants will upload a copy of their **Section 243 Grant Application Narrative to SAGE** application in this section. The uploaded document must adhere to the following format requirements:

- Font – Times New Roman, 12 point;
- Spacing – Single spaced;
- Margins – 1” top and bottom and 1” side margins;
- All pages must contain a footer with the following: Section 243, page x of x, and applicant agency/organization's name;
- Adhere to the numbered format used for the narrative questions and respond in the order shared in this NGO;
- Charts and graphs must be clearly labeled and described; and
- Maximum of 15 pages.

1. Describe how the IELCE program will be delivered in combination with IET. For this question, please provide data that supports the information submitted. Please address the following: (1000 words)

- Describe how participants will access and participate in IET programs.
- Describe how the specific occupation or occupational cluster for your region has been chosen based on data and how the occupation or occupational cluster will align with the local WDB plan.
- Describe how the IET program will integrate adult education content, workforce preparation activities and workforce training competencies. Will all three components of the IET program be provided simultaneously to participants of the IELCE program?
- Describe how occupationally relevant materials will be integrated into in-class content. Describe how the occupationally relevant materials are aligned to the English Language Proficiency Standards for Adult Education.
- Describe how the IET program will prepare students to enter and succeed in unsubsidized employment for in-demand industries and occupations that lead to economic self-sufficiency.
- Provide a projection of the number of students that will engage in the IET program.

2. Describe how English language instruction, including reading, writing and comprehension skills in English, mathematics and civics education are based on the best practices derived from the most rigorous research

available and are aligned with the English Language Proficiency Standards for Adult Education. Please address the following: (500 words)

- Please address the delivery of services for adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function more effectively as parents, workers, and citizens in the United States.
- Describe how lessons and content will be aligned to the College and Career Readiness Standards.
- Describe how the instruction will be contextualized to meet the education and employment needs of participants.
- 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 rights and responsibilities of citizenship and civic participation?
- Describe how the program plans to use technology to facilitate lessons and activities. Describe how the technology will be used to help prepare students for the desired educational and occupational outcomes.

3. Describe how the program will be responsive to the regional needs of the ELL population as identified by the local WDB. Provide a detailed description about how the program plans to serve and identify eligible individuals to participate in the IELCE program. For this question, please provide data that supports the information submitted. Please address the following: (500 words)

- Describe how your organization will serve ELLs who are adults, including professionals with degrees and credentials in their native countries to achieve competencies in the English language.
- Describe the eligible individuals in your organization's service area that will be served in the IELCE program.
- Describe how the program will recruit eligible participants for the program. Describe the marketing strategy to recruit eligible students.
- Describe how the program will offer orientation for new participants in the program.
- Describe student retention strategies for this program.

4. Describe the partnerships, collaborations and/or innovative projects that have been created to meet the needs of the IELCE program participants. Describe how the program will strengthen the partnerships with the local WDB. Please address the following: (750 words)

- Describe how the program will work with the local WDB to identify opportunities for the ELL population.
- Provide a detailed description about how the program will work with local agencies to provide services to alleviate barriers such as transportation, childcare, food and nutrition assistance. How will these programs be correlated to the retention efforts of the program?
- Describe how the program will work with the local or regional Workforce Development area providers to co-enroll participants in an IET program. (Section 243 or Section 231 funds can be used to support IET programs.)
- Describe how the program will partner with local employers to introduce participants to occupations that are available both regionally and state-wide.
- Describe how the program will develop and sustain relationships with employers that lead to job placements for participants.

## **XVI. Application Process (S)**

### **STEP 1 – Email a letter of intent to apply for NJ AEFLA Title II funding:**

- Interested applicants should submit the signed letter of intent form as an attachment by April 2, 2021 via email to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov)
- Please put **AEFLA FY22 Intent to Apply** in the subject line of your email.

- Applicants which do not submit the letter of intent may still apply for funding.

**Note:** Eligible organizations which file an intent-to-apply are not required to apply. Supplying a letter of intent does not automatically deem the application as eligible; eligible applicants will be screened via the required demonstrated effectiveness requirements detailed within this NGO.

**STEP 2 – Create an Account in SAGE if your organization does not have one:**

- Applicants without prior access to SAGE must register at the following address in order to complete the grant application: [IntelliGrants - Login](#). You will receive an email message confirming that your account has been validated, and DOL will provide access to the online application upon receipt of the letter of intent to apply.
- Technical requirements for SAGE can be viewed at [IntelliGrants - Login](#). Applicants are advised to complete necessary SAGE registration as soon as possible.

**STEP 3 – Plan to attend GoToMeeting Virtual Technical Assistance Webinar - Friday, March 26, 2021**

NJ Dept. of Labor WIOA Title II Adult Literacy Notice of Grant Opportunity Technical Assistance Session  
 Fri, Mar 26, 2021 10:00 AM - 12:00 PM (EDT)

**Please join my meeting from your computer, tablet or smartphone.**

<https://global.gotomeeting.com/join/423736357>

**You can also dial in using your phone.**

United States: [+1 \(872\) 240-3412](tel:+18722403412)

**Access Code:** 423-736-357

**Join from a video-conferencing room or system.**

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 423 736 357

Or dial directly: [423736357@67.217.95.2](tel:423736357@67.217.95.2) or 67.217.95.2##423736357

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**XVII. Evaluation Criteria (S)**

Criteria	Total Points
<b>Required Documents for proposal approval:</b> <ul style="list-style-type: none"> <li>• <a href="#">DUNS Number</a></li> <li>• <a href="#">Federal Employer ID Number</a></li> <li>• <a href="#">Standard Assurances and Certifications and General Provisions</a></li> <li>• <a href="#">Tax Clearance Certificates</a> (<i>all appropriate partners – if you are a NJ local school district, NJ public college/university you are not required to provide a tax clearance certificate</i>)</li> <li>• <a href="#">Board Resolution</a></li> <li>• <a href="#">GEPA Attestation form</a></li> <li>• 3- Year Past Performance Data Table 1 or 2</li> </ul>	<b>0</b>
<b>Section 231/225 Funding:</b> <ul style="list-style-type: none"> <li>• 30-page Narrative Response</li> </ul>	<b>100</b>

<b>Section 243 Funding:</b> <ul style="list-style-type: none"> <li>15-page Narrative Response</li> </ul>	<b>50</b>
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A minimum average of 70% total points is required for each narrative to be considered for funding.

**Section 231/225 70/100 points required**

**Section 243 35/50 points required**

**XVIII. SAGE Required Forms (S)**

The following is a list of the pages and forms in SAGE that an organization must complete to submit the application. Many of these pages have error checks and are directly connected to other pages to ensure that you have properly completed each section.

Once you log into SAGE you will see **View Available Opportunities**. Click the **View Opportunities** box and locate the Title II Adult Education and Family Literacy FY 2022 application. Click the **Apply Now** box, then read the paragraph on the **Agreement** page and click the **I AGREE** box if you agree. If you do not click this box, you will not be able to move forward with the application.

This will open the FY 2022 application and you will find the individual pages by hovering over, or clicking on the **Forms Menu**. Remember to click *SAVE BEFORE* moving onto another page.

**Applicant Information**

You will see the lead agency’s name, FEIN number and DUNS number pre-populated. Please verify that this information is correct. Please select the lead agency’s Legal Entity Status utilizing the drop down. Then select the Project Director and CEO contact and click *SAVE*, verify that the contact fields that automatically populate below are correct. If they are not correct, that information would need to be corrected in the staff member’s profile. Then come back to the Applicant Information page and re-save it so it updates with the new information and click *SAVE*.

**Funding Levels by Source**

List the amount of funding requested from each of the funding streams including both ABE/ESL and IELCE lead agency coordination and professional development awards and then click *SAVE*. *A Professional Development award is only available for ABE/ESL, not for IELCE*. The amount must not exceed what is designated on the FY22 Award Amounts allocation chart.

**Project Location**

Please select the county/counties for this project and click *SAVE*. Hold the CTRL key to select multiple counties. Statewide programs must check the designated box.

**Consortium Partners**

If your application is part of a consortium or a partnership, please enter the requested information in the partner boxes for each of the consortium partners with the exception of the lead agency which is already pre-populated (1<sup>st</sup> line). Provide the names, addresses, phone numbers and email addresses of the participating agencies. Provide the number of participants and the corresponding amount of funding that each agency is contracting to serve for ABE/ELA, Corrections, and IELCE. Click *SAVE* to populate the partner agency names in the column for the bottom half of this page. Then provide the number of participants and the corresponding amount of funding that each partner agency is contracting to serve for ABE/ESL and IELCE and click *SAVE*.

**\*Section 243 IELCE funds should only be allocated to agencies offering IET programs to their students.**  
Section 231 funds *can* be used for IET programs but it is not required at this time.

If your application is part of a consortium or a partnership, you must include signed copies of the Consortium/Partner Agreements as a part of the completed application. The CSA/CEO of each Local Education Agency, community-based organization, institutions of higher education or other nonprofit organization with which the lead agency is entering into a partnership must provide a signed Consortium/Partner Agreement. Consortium Partner Agreements should be uploaded for each partner at the bottom of each partner box utilizing the Browse button then click SAVE.

### **Statement of Need**

Applicants are required to enter a description and evidence in the first two boxes on this page and then click SAVE. The third box is optional.

### **Program Narrative(s)**

Adhere to the application program narrative instructions detailed previously in this NGO. The Section 231 and 243 funds each require the completion of *separate* narratives. Additionally, applicants may choose to apply for only one funding stream.

### **Budget Forms Separated by Funding Source**

#### **Schedule A – Personnel Costs**

- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and select the partner they want to enter information for.
- ONLY staff that are spending 100% of their time on the grant belong on Schedule A – Full Time. This doesn't mean the person has to work full-time hours. It just means that they don't do any other work for the agency, just Title II work.
- Staff who are spending less than 100% of their time on the grant belong on Schedule A – Part Time. They could be a full-time employee at the agency, but they only work part of their time on the Title II grant.
- Schedule A – No Fringe is to be used for staff that are *either* Full Time or Part Time on the grant but that do not receive any fringe benefits.
- The Schedule A – Fringe page will have all Full Time and Part Time personnel listed. Each person listed will need their fringe *percentage* added and Fringe Benefits – Grant section completed.
- Please be reminded that match *automatically* populates for Schedule A.

#### **Schedule B – Non-Personnel Costs**

- Schedule B line items are administrative costs, non-personnel costs.
- When a line item description is available in the drop-down box for a specific item, that should always be chosen first.
- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and select the partner they want to enter information for.
- When completing **all** line items, please make sure it is clear and makes sense for fiscal review purposes. The State's Literacy Unit and the Department's Fiscal Office must be able to clearly follow all grant cost requests or you will be asked to revise the budget. Math should *not* have to be checked by Department staff within the Justification for Cost boxes.
- Please be reminded that match *does not* automatically populate for Schedule B.

## Schedule C – Direct Student Services

- Schedule C line items are for costs that are directly to be used for student services.
- When a line item description is available in the drop-down box for a specific item, that should always be chosen first.
- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and select the partner they want to enter information for.
- There is a line item titled “Assessment”. This is where all assessment purchases should be listed.
- There is a line item titled “Occupational Training.” OCTAE revised the Federal Financial Report (FFR) completed by the NJ DOL Office of Budget and Accounting. They added a column titled Training to track the amount of funds spent on occupational training, including credentials or certificates. If your agency is using WIOA Title II funds for occupational training, which may include credentials or certificates please be sure the Training line item is used to budget for the cost of the actual training and if applicable credentials or certificates. In the Justification for Cost box, please indicate how much is for occupational training and how much is for credentials or certificates if applicable.
- There is a line item titled “Local Corrections Education”. If your agency is using WIOA Title II funds for serving incarcerated individuals, please be sure the corrections line item is used to budget for the costs associated with these services. This information is required for accurate FFR reporting completed by the NJ DOL Office of Budget and Accounting.
- When completing **all** line items, please make sure it is clear and makes sense for fiscal review purposes. The State’s Literacy Unit and the Department’s Fiscal Office must be able to clearly follow all grant cost requests or you will be asked to revise the budget. Math should *not* have to be checked by Department staff within the Justification for Cost boxes.
- Please be reminded that match *does not* automatically populate for Schedule C.

## Cost Summary

- On all the Cost Summaries please ensure that each agency’s ABE/ESL and IELCE Admin Percentage does not exceed 5% (applicants may negotiate above the 5% in writing to the State Director) and; that the Match Percentage is at least 25%.

## Budget Attachments

- Budget documents for lead or partner agencies *can*, but are not required to be uploaded on the **BUDGET ATTACHMENTS** page. Lead and partner agencies must keep budget documents on-site and available for fiscal and program monitoring.

## Required Attachments

### *Board Resolution Form (S)*

The Board Resolution form can be found on the Required Attachments page and must be uploaded to the same.

### *Tax Clearance Certificate (S)*

Where applicable, Tax Clearance Certificates must be uploaded onto the Required Attachments page.



### *GEPA Form (S)*

The GEPA form can be found on the Required Attachments page and must be uploaded to the same.

### **Miscellaneous Attachments**

#### *Class Schedule (S)*

All class schedules must offer flexible scheduling for the entire program year and include both day and evening availabilities. Classes must provide enough hours of instruction for a participant to qualify to take a post-assessment within a class term. A minimum of four class terms in the fiscal year is required. A program participant should attend a minimum of 60 hours of instruction within a 10-week span. Class schedules can be found on the Miscellaneous Attachments page and must be uploaded to the same.

#### *IET Planning Form (S)*

IET planning forms can be found on the Miscellaneous Attachments page and must be uploaded to the same.

#### *Application Submission (S)*

Proposals must be submitted online at: [IntelliGrants - Login](#). For information or questions regarding SAGE please contact [Cheyenne.Frenz@dol.nj.gov](mailto:Cheyenne.Frenz@dol.nj.gov).

**Complete grant applications must be submitted via SAGE by 4 p.m. April 23, 2021 for consideration.**

### **XIX. Panel Review and Award Process**

- All grants are awarded through a competitive process.
- All applications accepted are subject to a department panel review and final approval by the Commissioner of Labor.
- If a discovery of plagiarism is made known or brought to the attention of officials at NJ DOL during a grant competition, then it is at the discretion of the NJ DOL to remove the grant application from funding consideration.
- Applications will be pre-screened based on: ability of applicant to establish demonstrated effectiveness in providing adult education and literacy activities, and inclusion of all required components in the order specified in the grant application.
- Applications will be further screened based on: the suspension and debarment status of private entities; the status of the applicant's annual report submissions for the prior three years for federal grant subrecipients; results of a risk assessment, per 2 CFR 200.331(b).

## **GUIDANCE APPENDICES**

**Appendix A Past Performance Data Table for NRS Data - Option 1**  
**For applicants that have National Reporting System (NRS) data**

**Agency Name:** \_\_\_\_\_

Educational Gains NRS Table 4	Year 1 - PY17/FY18		Year 2 - PY18/FY19		Year 3 - PY19/FY20	
	Target %	Actual %	Target %	Actual %	Target %	Actual %
ABE Level 1	48%		50%		51%	
ABE Level 2	46%		48%		49%	
ABE Level 3	44%		45%		46%	
ABE Level 4	38%		42%		43%	
ABE Level 5	39%		55%		56%	
ABE Level 6	n/a		n/a		45%	
ESL Level 1	49%		56%		57%	
ESL Level 2	54%		55%		56%	
ESL Level 3	53%		57%		59%	
ESL Level 4	53%		56%		57%	
ESL Level 5	43%		44%		45%	
ESL Level 6	36%		37%		38%	
<b>*Yearly Average %</b>						
<b>**Total 3 Year AVERAGE % =</b>						

**\*Calculation = Actual %'s/total number of levels served (with enrolled students) = Yearly Average %**

**\*\*Calculation = year 1 average % + year 2 average % + year 3 average %/3 = AVERAGE %)**

Performance Indicators NRS Table 5 (NRS Table 10 for Corrections)	PY17/FY18		PY18/FY19		PY19/FY20	
	Target %	Actual %	Target %	Actual %	Target %	Actual %
Employed 2nd quarter after exit	baseline		baseline		baseline	
Employed 4th quarter after exit	baseline		baseline		baseline	
Median Earnings 2nd quarter after exit	baseline		baseline		baseline	
Attained Secondary School Diploma and Enrolled in Postsecondary Education/Training within 1 year of exit	baseline		baseline		baseline	
Attained Secondary School Diploma and Employed within 1 year of exit	baseline		baseline		baseline	
Attained a Postsecondary credential while enrolled or within 1 year of exit	baseline		baseline		baseline	
Attained any credential unduplicated	baseline		baseline		baseline	

**Appendix B Past Performance Data Table for applicants WITHOUT National Reporting System (NRS) data - Option 2**

**Agency Name:** \_\_\_\_\_

Performance Outcomes Educational Gains	Number Enrolled (Section A)			Number Improved reading, writing, math or English language (for ESL students) skills (Section B)			Percentage Improved reading, writing, math or English language (for ESL students) skills (Section C)		
	Year 1 - PY17/FY18	Year 2 - PY18/FY19	Year 3 - PY19/FY20	Year 1 - PY17/FY18	Year 2 - PY18/FY19	Year 3 - PY19/FY20	Year 1 - PY17/FY18	Year 2 - PY18/FY19	Year 3 - PY19/FY20
ABE Level 1 - Beginning Literacy									
ABE Level 2 - Beginning Basic									
ABE Level 3 - Low Intermediate									
ABE Level 4 - High Intermediate									
ABE Level 5 - Low Adult Secondary									
ABE Level 6 - High Adult Secondary									
ESL Level 1 - Beginning ESL Literacy									
ESL Level 2 - Low Beginning ESL									
ESL Level 3 - High Beginning ESL									
ESL Level 4 - Low Intermediate ESL									
ESL Level 5 - High Intermediate ESL									
ESL Level 6 - Advanced ESL									
<b>*Totals</b>									
<b>**Total 3 Year AVERAGE % =</b>							Yr 1 Avg %	Yr 2 Avg %	Yr 3 Avg %

\*Enter the total for each of the columns under sections A and B.

\*\*Enter the year 1, year 2, and year 3 average %'s in the last row under section C.

Then, enter the 3-year average in the green box by dividing the sum of the 3-year average %'s by 3.

	Number of Achieved Outcomes			Percentage of Achieved Outcomes		
	Year 1 - PY17/FY18	Year 2 - PY18/FY19	Year 3 - PY19/FY20	Year 1 - PY17/FY18	Year 2 - PY18/FY19	Year 3 - PY19/FY20
<b>Employment, Secondary School Diploma (SSD)/Recognized Equivalent, and Postsecondary Education (PSE) Outcomes</b>						
Entered Employment within the fiscal year						
Attained a Secondary School Diploma within the fiscal year						
Entered Postsecondary Education or Training within the fiscal year						

## Appendix C Performance Targets – FY22

<p><b><u>Measurable Skill Gains by Entry Level</u></b>            Educational Functioning Level Gain - Demonstrated improvement in reading, writing and speaking in English, computing and solving problems, English language acquisition and other literacy skills.</p> <p><i>*Effective FY19 – ABE Level 6 has a federally negotiated target and will be included in LWD’s federal reporting.</i></p>	<p><b><u>Measurement:</u></b> Percentage of Periods of Participation (PoP) with Measurable Skill Gains. Includes students who increased their EFL based upon a post-test with an NRS approved assessment, passed an HSE exam, or exited the program <i>and</i> entered postsecondary education or occupational training during the fiscal year (Table 4 Column K).</p>
ABE Level 1	52 %
ABE Level 2	51 %
ABE Level 3	51 %
ABE Level 4	48 %
ABE Level 5	59 %
ABE Level 6*	53 %
ESL Level 1	58 %
ESL Level 2	57 %
ESL Level 3	58 %
ESL Level 4	58 %
ESL Level 5	46 %
ESL Level 6	41 %
Measureable Skill Gains	54 %
<p><b><u>Core Follow-Up Outcome Achievement</u></b>            Demonstrated achievement in employment, earnings, secondary school diploma (SSD) attainment, enrollment in postsecondary education (PSE) or training and postsecondary credential attainment.</p>	<p><b><u>Measurement:</u></b> Percentage of PoP achieving the outcome based on data match (employment and earnings only) and/or survey data.</p>
Employment Second Quarter after exit	46 %
Employment Fourth Quarter after exit	44 %
Median Earnings Second Quarter after exit	\$4,883
Attained a SSD <i>and</i> Enrolled in PSE or Training within 1 year of exit	3 %
Attained a SSD <i>and</i> Employed within 1 year of exit	19 %
Attained a PS Credential while enrolled or within 1 year of exit	59 %
Attained any Credential	28 %
<p><b><u>Secondary Outcome Measures:</u></b>            Assist immigrants and others who are English Language Learners to acquire an understanding of the American system of Government, individual freedom, and responsibilities of citizenship; and to become full partners in the educational development of their children.</p>	<p><b><u>Measurement:</u></b> Percentage of students with the goal who achieve the outcome, based upon survey data.</p>
Obtained citizenship	20 %
Achieved Citizenship Skills	55 %
Vote or Register to Vote	20 %
Increase Involvement in Community activities	45 %

**Appendix D: Review of Adult Education Grant – Workforce Development Board Review Panel Rubric**

Use the following guide when evaluating each application. The comments received on this form will be incorporated into the final review document for each eligible applicant.

Name of WDB Director \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ County \_\_\_\_\_

Applicant Area/Organization Name \_\_\_\_\_

<b>Criteria</b>	<b>Comments</b>
<p>To what extent does the application align adult education and literacy activities with the education and training objectives and activities of the local workforce plan and the Workforce Development System, including concurrent enrollment in Title I and Title II programs under WIOA, as appropriate?</p> <p>(Considerations 1 &amp; 4)</p>	
<p>Does the applicant describe its plan and strategies for effectively serving individuals in the community in most need of adult education &amp; literacy services, including those with low literacy levels or are English language learners?</p> <p>(Considerations 2 &amp; 10)</p>	
<p><i>(Complete if applicant is applying for Section 243 funding or has proposed using 231 funds for an IET)</i></p> <p>How well does the applicant document activities that integrate the IET program with the Workforce Development System?</p>	

Additional Comments for Consideration:

**Appendix E: \*This form is for NGO reference only; DOL staff will email the required form and application(s) to the appropriate local WDB.**

**FY22-FY25**



**New Jersey Department of Labor & Workforce Development  
Adult Education and Family Literacy Act (AEFLA)  
Letter of Intent to Apply**

This form is not required but assists in planning for conducting the review process.  
Please email this form to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov) by the specified date in the NGO.

<b>Applicant Name:</b>	
<b>Contact Person:</b>	
<b>Title:</b>	
<b>Address:</b>	
<b>Name/Address of Program Site(s), if different:</b>	
<b>E-Mail:</b>	<b>Telephone:</b>
<b>Check the applicable box.</b>	
<b>Type of Organization/Entity</b>	
<input type="checkbox"/>	Local educational agency
<input type="checkbox"/>	Community-based organization, including faith-based
<input type="checkbox"/>	Volunteer literacy organization
<input type="checkbox"/>	Institution of higher education
<input type="checkbox"/>	Public or private nonprofit agency
<input type="checkbox"/>	Library
<input type="checkbox"/>	Public housing authority
<input type="checkbox"/>	Consortium or coalition composed of two or more organizations described above
<input type="checkbox"/>	Partnership between an employer(s) and an entity
<input type="checkbox"/>	Nonprofit institution, not described above and has the ability to provide adult education and literacy activities
<input type="checkbox"/>	Other (Please detail on a separate page)
<b>List the counties in the potential service area that you will be applying:</b>	
<b>Typed Name of the Eligible Applicant's Authorizing Agent:</b>	
<b>Signature of the Eligible Applicant's Authorizing Agent:</b>	<b>Date:</b>

\*Please use a blank attached page for additional names/addresses of partner agencies and type if "Other".



## Appendix F

**[S] Required Program Forms:** *The following forms must be completed and on file for all participants.* These forms are available on the NJ DOL website: [WIOA | Adult Education & Literacy](#).

- ***Intake Form:*** Grantees are required to collect the required demographic and performance data for all participants served, as required by the NRS for Adult Education. Please use the standard DOL Literacy Intake Form.
- ***Consent of Non-Enrollment in School for Students age 16 to 21:*** The agency must obtain a certification, signed by either the participant if they are over the age of 18 or the parent/guardian and participant for ages 16 and 17 for each of the participants enrolled in their program stating that the participant is not currently enrolled in a secondary regular or special education program. Such certification shall be maintained on file with the program and a copy of each certification shall be made available during monitoring and/or provided to the DOL upon request.
- ***Release of Information Form:*** Release of information forms must be collected and kept in participant files. These forms shall be made available during monitoring and provided to the DOL upon request.
- ***L-6 Form:*** L-6 Authorization for Disclosure of HSE Documents and Information forms must be collected for all participants who do not have a high school diploma or its recognized equivalent. A data match interface for collecting HSE results has been created; these forms are necessary to comply with Family Educational Rights and Privacy Act (FERPA) legal requirements. A valid social security number is required for data matching. If programs are unable to obtain a valid social security number from a participant, then the program must manually survey those participants in the appropriate NRS timeframe/quarter.

## Appendix G

### Demonstrated Effectiveness

Demonstrated Effectiveness is a federally mandated eligibility requirement for programs funded by the Adult Education and Family Literacy Act (AEFLA). AEFLA is Title II of the Workforce Innovation and Opportunity Act (WIOA). It requires State eligible agencies to award multiyear grants or contracts on a competitive basis to eligible providers to develop, implement, and improve adult education and literacy activities within the State. Each State eligible agency must conduct a competition that ensures that all eligible providers have direct and equitable access to apply and compete for AEFLA funds and that the same grant or contract announcement and application process are used for all eligible providers. The regulations establish uniformity for how past effectiveness is determined so that all eligible providers are treated fairly in the grant competition. The regulations also provide an opportunity for an applicant that does not have performance data under WIOA Section 116 to demonstrate that it has been previously effective in serving basic skills deficient eligible individuals.

A State eligible agency is responsible for determining if an application is from an eligible provider of demonstrated effectiveness and must include in its AEFLA application for funding, a process for an applicant to follow when submitting data on demonstrated effectiveness. State agencies may only advance those applications that passed the eligibility screening for review and consideration of funding.

An initial application eligibility determination must be conducted *separate and distinct* from evaluating applications from eligible providers on the 13 considerations, including the “past effectiveness” consideration. It is possible that an application can be determined to have met the demonstrated effectiveness requirement for the purpose of applicant eligibility, advance to the scoring phase of the competition and subsequently score poorly on the past effectiveness consideration.

The components in the tables mentioned below and contained in Appendix A and B of the Notice of Grant Opportunity (NGO) correspond to the National Reporting System (NRS), the federal accountability system for AEFLA. The content domains considered are reading, writing, mathematics, and English language acquisition. An applicant must also provide information regarding its outcomes related to employment, attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training. Demonstrated effectiveness is a screening process to determine whether an application will be reviewed, scored and considered for funding. Applications must include these effectiveness tables in order to be eligible to be evaluated for AEFLA funds. Applications submitted without Appendix A or B tables completed *will not* be evaluated. All providers, including **all** the agencies that are part of a partnership or consortium application must meet the demonstrated effectiveness criteria in order to be considered eligible for the grant.

For the FY 22 – FY 25 competition, the state has set a minimum performance target of 15% of the state’s Measureable Skill Gains (MSGs) performance. In order for an agency’s application to be reviewed their 3-year average from FY 18, FY 19, and FY 20 must be 15% or greater. If applying as a partnership or as part of a consortium all agencies must meet the 15% demonstrated effectiveness criteria in order for the application to be considered eligible.

Educational Functioning Levels (EFLs) that do not have students enrolled in them do not need to be counted in the denominator (e.g. if a provider served students in 11 of the 12 EFLs, they would use 11 as the denominator, not 12). Additional follow up/post-exit indicators are required to be included as requested in Appendix A and B; however, these measures are considered baseline through and including FY 20 and therefore no state performance targets had been established and will not be used for demonstrated effectiveness for the FY 22-FY 25 competition. An applicant that has previously received AEFLA funding must provide performance data required under Section 116 of WIOA to demonstrate past effectiveness.

Previous providers must complete the table in the NGO in Appendix A. This table requires previous providers to enter their actual performance percentages for the three previous years of final data from NRS table 4, column M and NRS table 5, column G. An applicant that has not been previously funded under AEFLA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient individuals. Agencies that were not previous WIOA Title II providers must complete the table in the NGO in Appendix B, Past Performance Data for applicants ***WITHOUT*** NRS data – Option 2.

These tables are required components of a complete application and should be uploaded on the miscellaneous attachments page in SAGE. NOTE: If applying as part of a partnership or consortia Appendix A or B effectiveness tables must be included from *each* agency. Instructions for performance table calculations are provided on Appendix A and B.

It should be noted that past effectiveness criteria are not the same as demonstrated effectiveness criteria. Past effectiveness reviews occur later in the application process, after eligibility determinations have been made. Only applications that have been determined to be from an eligible provider(s) that is an organization(s) of demonstrated effectiveness will be reviewed, scored, and considered for funding. It is crucial that the application materials, tables in Appendix A and/or B are accurate, complete, and can be easily reviewed, based on either the NRS tables or clear and relevant records in the case of an agency that was not a previous Title II provider as the *tables* must be reviewed **before** the application is reviewed, scored or considered for funding.

Applicants that are determined to be ineligible for funding because they were not determined to be eligible providers of demonstrated effectiveness will be notified. The State maintains complete records of the eligibility screening review. Records include a list of all applications received, documents used to determine if an application is from an eligible provider of demonstrated effectiveness, and notifications to applicants informing them of the status of the application.

Questions about completing the Demonstrated Effectiveness Tables or about the competitive grant application must be submitted in writing to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov). Questions and answers will be posted online on the NJDOL webpage.

**BACK COVER**