

State of Alaska - Department of Labor

Division of Employment and Training Services

Frequently Asked Questions

PY2025 RGA Recompensation - Title II - Adult Education and Literacy

Program Year 2025

Date of Issue: June 30, 2025

Alaska Adult Education Program

Application Deadline:

Grant Applications must be submitted to the Alaska Adult Education office

No later than 5:00 p.m. July 15, 2025

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General Questions

Question	Response
1. Is Northwest Arctic/Kotzebue and Bering Straits/Nome combined into one region?	No. The only regions that were combined, after analysis, were the regions on Bristol Bay and Aleutian-Pribilof Island.
2. Can fillable tables be provided?	Tables have been turned into a Word document and can be found either on the AAE Grant Resources page or attached to the Online Public Notice .
3. How do I know if my program would fall under the RGA criteria?	<p>If an agency meets BOTH of the following criteria, the program would be eligible for writing a grant under this RGA:</p> <ol style="list-style-type: none"> 1. Does the applicant meet the definition of eligible provider as outlined above and in WIOA, Title II, Section 203[5]; 34 CFR 463.23? A complete eligible provider list is provided in the RGA on page 5. 2. Has the applicant sufficiently demonstrated past effectiveness by providing performance data on their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy? (WIOA, Title II, Section 231[E,5]; 34 CFR 463.24) Performance data must be included with the RGA submission. For a full understanding on the data required, please refer to page 5-6 and Table 1A or 1B of the RGA.
4. Are federally recognized tribes in Alaska eligible to apply for the Alaska Adult Education grant?	<p>In accordance with WIOA, Title II, Section 203[5]; 34 CFR 463.23, applicants must be considered an eligible provider to receive federal adult education funding. An “eligible provider” is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. Eligible providers may include, but are not limited to a:</p> <ol style="list-style-type: none"> a. local educational agency (LEA); b. community-based organization or faith-based organization; c. volunteer literacy organization; d. institution of higher education; e. public or private nonprofit agency; f. library; g. public housing authority; h. nonprofit institution that is not described in any of paragraphs (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals; i. consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h) of this section; and

	<p>j. partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section.</p> <p>Federally recognized tribes in Alaska may apply if they can provide adult education services, as they meet the definition of a “nonprofit institution that is not described in any of paragraphs (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals”</p>
5. Our program is working on making a transition process as smooth as possible for students, but there will likely be some service disruption. How should we communicate that on the grant application.	Applicants interested in applying for adult education funding must provide a comprehensive narrative that addresses the agency’s ability to provide a well-rounded program that will have a positive effect on adult learners in the region. It is recommended that providers read through the grant application in its entirety and communicate transition plans where appropriate.
6. The assurances state they must be signed, would a digital signature be accepted?	Yes. We will accept digital signatures if they are signed through DocuSign or Adobe. We will only accept digital signatures from those two platforms, and they must be signed by the Authorized Individual.
7. How would you like programs to cite sources?	Programs can use footnotes, references, or an appendix page.
8. Can we put a graph or chart in an appendix?	Yes. Graphs or charts do not have to go within the narrative itself.
9. How do you insert footnotes?	<p>Here are a couple of references. Please note that these are only a couple of references and there are many others:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=r9_dw_CxG6w • https://support.microsoft.com/en-us/office/insert-footnotes-and-endnotes-61f3fb1a-4717-414c-9a8f-015a5f3ff4cb • https://www.wikihow.com/Add-a-Footer-to-Microsoft-Word
10. Sometimes what I am stating in one section is asked again in another section. Do I need to repeat myself?	It is the suggestion of this office to clearly answer the questions within the different sections as that is what is requested in each of the 13 considerations. It is recommended that applicants be clear and intentional with their narrative and follow the rubric to obtain the most points possible.
11. Why did the AAE program change the grant cycle from a four-year to a six-year grant cycle?	After analysis, the AAE Office felt the implementation of a six-year grant cycle would provide local providers with the time needed to apply changes from best practices or corrective actions within a grant cycle. It was also felt that this would allow providers to have time to expand their programs in a solid way vs. rushing through it in just four years.

12. Should application documents be submitted via email as individual documents (e.g., each Table, Assurances, Narrative, etc.) OR a PDF package with the budget Excel separate?	Applications should be submitted as PDF documents with all application documents in one package, including Project Budget Form 165. Upon award, grantees will update budgets when final allocations are released. Revised Project Budget Form 165 will be due to the State AAE Office based upon negotiation or funding availability.
13. Should applicants contain a table of contents, page numbers, or headers or footers?	<ol style="list-style-type: none"> 1. A table of contents is not mandatory but appreciated. If added, the Table of contents does not take away from the 25-page limit of the narrative. It would be an additional page(s). The 25-page limit is still associated to only the narrative. 2. Headers or footers are not necessary. Programs may put their program name in the header or footer. 3. Page numbers are appreciated.
14. When does the “Notice of Intent to Award / Notice of Denial of Award issued 10-day appeal period” start? The RGA states that it is after the final award notification.	The “Notice of Intent to Award / Notice of Denial of Award issued 10-day appeal period” starts on August 25, 2025
15. Are the FAQ from the original RGA still applicable?	Yes, with the exception of the deadlines, which are adjusted for the recompetition.
16. Do agencies ever pair up in the region to turn in an application?	<p>Yes agencies that team up are considered consortiums and a few special rules apply.</p> <ol style="list-style-type: none"> 1. Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities must meet the definition of eligible provider on their own standing as described in any of paragraphs (a) through (h) on page 2 of the RGA; and 2. For applicants applying as a consortium, each member of the consortium must provide performance data to demonstrate effectiveness. Each member must qualify as an eligible provider with demonstrated effectiveness based on the qualifications outlined on page 3 and 4 of the RGA.
17. How many grant applications do you anticipate?	Typically 1-2 per region.
Demonstrated Effectiveness	
Question	Response
18. Does Demonstrated Effectiveness have to be tied to the region our agency is applying for?	No. The applicant must be able to demonstrate effectiveness by providing performance data on their record of improving the skills of eligible individuals. The data may be from another region if the applicant has not provided services yet in this new region or they are new to AEFLA funding. The ability to show data does not necessarily exist in the region in which the agency is applying for.

19. What is the difference between Table 1A and 1B?	Table 1A is filled out by applicants that are currently receiving Adult Education and Family Literacy Act (AEFLA) funding. Table 1B is filled out by applicants that are not currently receiving AEFLA funding or who have never received AEFLA funding.	
20. What are the standards of demonstrated effectiveness that must be provided with the application?	Meeting demonstrated effectiveness is not scored against a rubric . The data in this section is reviewed to determine if eligible provider has been effective and the ability to provide adult education services. The AAE Office selects a “yes” or “no” determination upon review of the data.	
21. When filling out TABLE 1A appendix B, the <i>Average Percentage of Students Achieving at least 1EFL Gain</i> - Do we include those who have earned a GED/HS Diploma in the percentage?	To get the Average Percentage of Students Achieving at Least One EFL Gain on Table 1A/1B programs will not include the number of HS graduates. Please only provide full-time students on this Table. For programs who have been previously funded under an AEFLA grant, the Percentage can be found on Table 4A.	
22. On Table 1A, section 2, under “GED High School Completion Outcomes”, where would the “Number of Full-Time Students Enrolled” data be located for programs previously funded under AEFLA.	For programs previously funded under AEFLA: number of Full-Time Students Enrolled data can be found on Federal NRS Table 1. GED Outcome Data can be pulled from GED Analytics.	
For programs previously funded under AEFLA: 23. If based off the #5 Federal Report, how are we to differentiate between <i>Postsecondary Education and Training</i> ? Or is the chart incorrect? 24. It is supposed to be <i>Postsecondary Credential vs Postsecondary</i> ?	The data on Table #5 compares to the data on Table 1A as follows:	
	Table 5: Core Follow Up Outcome Achievement	RGA WIOA Follow-Up Outcome Measures
	Attained a Secondary School Diploma/ Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of Exit	Within One Year of Exit Attained Diploma/ Equivalent and Enrolled in Postsecondary Education or Training
	Attained a Secondary School Diploma/ Recognized Equivalent and Employed within one year of Exit	Within One Year of Exit Attained Diploma/ Equivalent and Employed
Attained a Postsecondary Credential while Enrolled or within one year of Exit	Within One Year of Exit Attained a Postsecondary Credential while enrolled	
25. Do programs need to fill out both Table 1A and Table 1B? If so, where do we obtain the data for both?	Applicants must only fill out one of the two tables: An eligible provider that has been previously funded under WIOA Title II, AEFLA must provide performance data required under section 116 to demonstrate past effectiveness (see Demonstrated Effectiveness Data Table 1A), or	

	<p>An eligible provider that has not been previously funded under WIOA Title II, AEFLA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes (see Demonstrated Effectiveness Data Table 1B) (WIOA, Title II, Section 231[E,5]; 34 CFR 463.24)</p> <p>See page 4-5 and Table 1A or 1B for a full understanding of demonstrated effectiveness.</p>
26. The table do not match the Federal Table 5: Core Follow-up Outcome Achievement data.	<p>This is the old information that was used:</p> <ul style="list-style-type: none"> • Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training • Within One Year of Exit Attained Diploma/Equivalent and Employed • Within One Year of Exit Attained a Postsecondary Credential While Enrolled <p>Please use the following data in the last three boxes:</p> <ul style="list-style-type: none"> • Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit • Attained a Postsecondary Credential while Enrolled or within one year of Exit • Attained a Recognized Secondary or Postsecondary Credential
Plan for Adult Education Service Delivery	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Regional Needs Assessment and Labor Market Analysis	
Question	Response
27. Some of the links for the Labor Market Analysis Resources are broken.	<p>Updated links:</p> <ul style="list-style-type: none"> • Alaska Trends • Alaska Occupational Data • Occupational Employment Statistics & Employment Projections, Bureau of Labor Statistics • Quarterly Census of Employment and Wages (QCEW), Bureau of Labor Statistics • Local Area Personal Income Report, Bureau of Economic Analysis

28. Are we encouraged or can we use the job center to help us out with the Regional Needs Assessment and Labor Market Analysis section?	Yes. Please reach out to your local job center for assistance with this section. They can help with some of this data as a partner.
29. Can the state provide a sample of the Labor Market Analysis?	See Example1: REGIONAL LABOR MARKET ANALYSIS
Serving Individuals with Barriers, including Disabilities	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Past Effectiveness	
Question	Response
30. What is the difference in Table 1A/1B and Table 2? Some of the data looks the same.	Some of the data from Table 1A/1B can be used to populate Table 2. Past Effectiveness will be submitted to the review committee with the rest of the grant and should align with the Past Effectiveness section of the narrative. Table 1A/1B are only seen by the AAE Office. These tables are not submitted to the review committee for grant review, evaluation, and scoring. This data is used to determine if applicants have demonstrated effectiveness in serving adults learners. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstrated effectiveness will be eliminated from the competition and applications will not proceed to the committee review.
31. Table 2 does not match up with the NRS Tables. Where can we find grade level equivalency when adult education reports are measured in NRS Levels?	Programs who are currently AEFLA funded will use NRS levels to fill out this Table. Although no longer valid, programs who are using the NRS can you this guidance for Educational Functioning Level Descriptors for adult education levels to assist with estimating grade levels.
32. Where can we find grade level equivalency when adult education reports are measured in NRS Levels?	The NRS guidance for Educational Functioning Level Descriptors for adult education levels can be found on the AAE Grant Resource page.
33. Table 2 – Past Effectiveness- <i>Transition Outcomes</i> . Is this supposed to be based off the Federal Reports #5?	Programs that have been previously funded through the AEFLA grant can use the Federal Report, Table 5, to fill out the request information on Table 2. However, be aware we are not mandating the employment outcomes at 2 nd and 4 th quarter. The transition outcomes on this table are looking for an overall outcome of this indicator.

<p>34. Should the first column be <i>Number of Participants Included in the Indicator</i> vs. <i>Full time students enrolled</i>?</p>	<p>All Federal Reporting for Adult Education (AEFLA) funds are reported on 12 or more hours of instructions. Therefore, we are looking for data on full-time students only vs. all participants.</p>
<p>35. Is the Number of Students Transitioning to Employment, Post-Secondary & Training from Federal Charts 5a or is that an Observation from the Program?</p>	<p>Related to Questions 38-41: For grants previously funded by AEFLA, this data can be obtained from Federal NRS Table #5.</p> <p>After running the report in AlaskaJobs, click on the link to the total participants in that subcategory. For example, if looking at Employment in the 2nd Quarter, there should be a number in the box under “number of participants included in the indicator”. Click the number, which is a link, and it will lead to further data.</p> <p>The reports can be downloaded as an excel document and filtered to report individually “Employment”, “Post-Secondary Education”, or “Training”. Each category will need to be analyzed to determine what outcomes are present in that particular category.</p>
<p>36. Federal Report #5 does not allow Post-Secondary & Training to be slip for reporting separately. How do we show those two data points separately for programs funded by AEFLA?</p>	
<p>37. What data goes in the "Number of Full-Time Students Enrolled" column? For example, if we have 100 full-time students, how would we divide those between employment, post-secondary education, training - or do we list the total number three times?</p>	
<p>38. NRS Table 5 Does not disaggregate data by post-secondary education and training. Is there a way to separate this information from the reporting tables? Or may we merge those two areas?</p>	
<p>39. For Average Percentage of Students Achieving at Least One EFL Gain? Table 4 does not have EFL percentages, but they do have MSG percentages. I am confused since it cites Table 4 as our reference point.</p>	<p>For grants previously funded by AEFLA, this data can be obtained from Federal NRS Table #4A: Educational Functioning Level Gain. Federal Table 4B: EFL Gain and Attendance for Pre- and Post-tested Participants, provides information on the “Percentage Achieving EFL Gains”.</p> <p>After running the report in AlaskaJobs, click on the link to the total participants in that subcategory. Click the number, which is a link, and it will lead to further data.</p> <p>Both reports can be downloaded as an excel document and filtered to report individually “Total Attendance Hours”, “Literacy Post- Test level”, or “Math Post-Test Level”. Each category will need to be analyzed to determine what outcomes are present in that particular category.</p>
<p>40. In filling out past effectiveness data it seems like there is little room for any type of explanation. How</p>	<p>If there are gaps in data, this should be explained in the past effectiveness section of the narrative.</p>

do I relay this information about gaps or missing information?	
Alignment with One-stop Partners	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Intensity, Duration, and Flexible Scheduling	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Evidence-Based Instructional Practices and Reading Instruction	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Effective Use of Technology and Distance Learning	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Facilitate Learning in Context	
Question	Response

No questions regarding this section were submitted to the State AAE Office	
Qualified Instructors and Staff	
Question	Response
41. We have staff that are paid out of another funding stream, but work with or plan to work with our AE grant. Do we have to include their positions in the professional development?	Yes. All staff that work with adult education students being served under AEFLA must participate in professional development. Programs must track professional development hours and maintain annual hours for all staff, even if not paid out of AEFLA funding.
Partnerships and Support Services for Development of Career Pathways	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Learners Support Services	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
High Quality Information and Data Collection System	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
English Language Acquisition and Civics Education Activities	
Question	Response

No questions regarding this section were submitted to the State AAE Office	
Digital Literacy	
Question	Response
No questions regarding this section were submitted to the State AAE Office	
Budget Narrative and Project Budget Form 165	
Question	Response
42. It says use the numbers in the grant or use your current funding. Does that include our rollover funding?	No. Do not use any other funding to show that you can be effective in meeting the grant requirements. Rollover funding is not guaranteed funding. Grant applicants should use the numbers provided in the RGA as indicated.
43. Does the state have a preference if programs use the funding that is in the RGA or if we use what we received previous in our budget?	The numbers in the RGA are based on the new funding allocation that will be used moving forward with this new grant cycle. It is recommended that programs use the funding numbers that are outlined in the RGA to base the estimated budget upon.
44. Due to needing to relocate our building, we may not know the exact square footage for the program space in a new building by the time the grant is due.	Budget narratives and project budgets are based off of budgets for the next program year. Your budget is an estimate of square footages of spaces change throughout the program year a medication will have to be completed, and funding will need to be reallocated to cover the cost of the costs.
45. What would it look like to adjust the percentage of building space allocated to the grant partway through the year?	
46. Would any extra funding for occupancy have to come from rollover or is there any possibility of asking for extra funds if our rent increases significantly?	Rollover funding is not a guarantee from year to year. Grant funding is based on formula for funding distribution that was developed to provide equitable funding of adult education throughout the state. The formula for grant funding allocations is based on the following criteria: 1. Base funding of \$100,000; 2. Average measurable skill gain (MSG) accumulation taken from 3 full years of the most recently available program data within the region; and

	<p>3. Average student allocation take from full time student enrollment numbers taken from 3 full years of the most recently available program data within the region in region.</p> <p>All available funding is distributed to grants at beginning of the program year. If there is a possibility for rollover funding, it is released for requests for the programs. No additional funding is available for programs if increases occur. Grantees are responsible for allocating grant funding based on the allocations above and funding distributions.</p>
47. Can we use the total amount of the grant for salary, fringe benefits and indirect rate? (no supplies or curricula)	Yes. Grant funding can be used only on personnel charges without using any on other funding categories.
48. Can we pay salary out of the AAE grant and fringe benefits out of a separate funding source?	Yes. The Adult Education and Family Literacy (AEFLA) Grant is a supplement and not a supplant grant. As long as providers are not using the funds to supplant the funding then that is fine.
49. Can you only use the grant to pay one staff member's salary, if you have multiple staff members? The funding amount doesn't cover a full salary, and I just don't want to have to split code multiple staff to the grant.	Yes. As long as they are 100% adult education staff and they are positive time keeping, that is fine. Your grant many use other funding sources to help pay for staff time.
50. For the budget we are only providing info for one year or for the 6 years?	The budget and budget narrative that accompanies the grant application is for one year, PY2025.
51. Is the 10% or 2,500 is per funding category or overall award?	<p>The 10% or 2,500 is per funding category.</p> <p>After the grant award, AAE allows budgetary changes of no more than ten percent or \$2,500, whichever is greater, in a budget line-item expenditure. Changes above and beyond these levels require a formal grant amendment. Additional information can be found in the division's Subaward Amendments Policy: 07-526.1.</p>
52. Since the projects that have been opened for recompetition won't begin until October, should applicants propose a full annual budget for the first year, or adjust the request to reflect a partial (three-quarter) year?	The proposed budget should be for the full annual budget based on the projected numbers. The review team will look at the budget and budget narrative based on what your project proposed to accomplish and how your organization can carry out support and services. Once the grant is awarded, the AAE office will work with the grantee on the new budgeted award amount.

Formatting and Additional Documentation

Question	Response
53. Is there a narrative document form that is required for formatting the grant application?	<p>A narrative document form is not provided as the Adult Education grant provides detailed formatting rules to follow.</p> <p>Grant narrative must follow the following formatting rules:</p> <ul style="list-style-type: none"> • Narratives must not be longer than 25 pages • Spacing minimum of 1.5 • Narrative must be at minimum 12 point font • Margins must be “normal” 1 inch • Categories must be used to identify each section (ie. Regional Needs Assessment) • Font on tables may not be at smaller than 10 point font
54. Why are letters of support in the grant as optional, but not scored?	Some agencies require letters of support to be inserted in their grants. The AAE grant does not require letters of support to accompany the grant therefore it is clearly outlined that even through some agencies may require them, they will not be scored as part of the application.
55. Are the job descriptions needed for tasks for the grant or only funded by the grant?	Job descriptions are needed for all positions that are working with adult education students to assist with determining that they are highly qualified individuals. As part of the 13 considerations, individuals working with adult education must be highly qualified whether funded by this grant or not.
56. What should a class schedule look like and do we have to send it with our application?	Yes, you must send a proposed class schedule. You must send what your schedule would look like based on the needs of your program. It can be a flyer, spreadsheet, etc.
57. Are additional documentation included in the 25 page limit?	No. The only thing that is limited to 25 pages is the narrative. This does not include the cover page, additional documentation, or any tables that are included.
58. 48. For current grantees, are resumes not required to accompany that grant? 59. For current/previously funded applicants, are resumes needed for new staff to the proposed project, or only a job description, as stated in the RGA? If resumes are needed, are they considered new staff if they were not in the original previous/current grant application, or if they are new since the most recent continuation application?	<p>Current/previously funded applicants do not need resumes, even if applying for a new grant. Only job descriptions are needed.</p> <p>However, if new grants are awarded and new staff are hired, resumes will need to be provided to the AAE Office. Grant members will be able to work on both grants as long as resumes are provided to the AAE Office for the agency.</p>

60. For previously/currently funded staff, are resumes needed if the staff member has changed positions internal to the organization since the original previous/current grant application and/or continuation application?	
Additional Considerations not Required	
Question	Response
No questions regarding this section were submitted to the State AAE Office	

Example1: REGIONAL LABOR MARKET ANALYSIS

Table 3: Regional Labor Market Analysis

Occupational Cluster	Occupational Title / Code	Education Needed for Occupation	2018 Employment (Estimated)	2028 Employment (Estimated)	Growth Rate	Median Annual Wage
Physician Assistants	29-1071	Must graduate from an accredited educational program for physician assistants	437	473	36 / 8.2%	\$61.79

Labor market analysis resources:

- [Alaska Trends](#)
- [Alaska Occupational Data](#)
- [Occupational Employment Statistics & Employment Projections](#), Bureau of Labor Statistics
- [Quarterly Census of Employment and Wages \(QCEW\)](#), Bureau of Labor Statistics
- [Local Area Personal Income Report](#), Bureau of Economic Analysis