

STATE OF ALASKA

Department of Labor and Workforce Development

Division of Employment and Training Services

Dr. Tamika L. Ledbetter

Commissioner

**Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
(Public Law 113–128)**

Notice of Request for Grant Applications

Program Year 2021

Alaska Adult Education Program

Date of Issue: February 02, 2021

Application Deadline:

Grant Applications must be submitted to the Alaska Adult Education office

No later than 5:00 p.m. April 15, 2021

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GENERAL INFORMATION

Adult Education grants are administered by the U.S. Department of Education, in accordance with requirements set forth in the Workforce Innovation and Opportunity Act (WIOA) Title I- Workforce Development Activities and Title II-Adult Education and Literacy (Public Law 113–128); Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200); and Education Department General Administrative Regulations (EDGAR) (34 CFR 75-99).

Grants are also administered in accordance with State of Alaska Administrative Codes (ACC 99.100-99.200).

Program activities and accountability measures under WIOA are conducted according to [Alaska's WIOA Combined State Plan](#).

ALASKA PROJECT TIMELINE - JULY 1, 2021 TO JUNE 30, 2025

The Alaska Department of Labor and Workforce Development (DOLWD) will award a multi-year grant on a competitive basis, beginning with a one year grant for Program Year (PY) 2021: July 1, 2021 through June 30, 2022. Following the initial grant award, DOLWD retains the right to fund the grantee for up to three consecutive program years PY2022, PY2023, and PY2024.

Grant renewals after the first year's solicitation will be contingent on the grantee's ability to successfully implement the terms of the grant, meet performance expectations, and provide regional adult education and literacy activities. Grantees will be required to submit an annual grant renewal package. All grant awards are subject to availability of funds from the federal government and legislative appropriation.

ELIGIBLE PROVIDER

An applicant 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. local educational agency;
- 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
- j. partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section. (WIOA, Title II, Section 203[5]; [34 CFR 463.23](#))

DEMONSTRATED EFFECTIVENESS

An eligible provider must be able to demonstrate 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, in the content domains of:

- reading;
- writing;
- mathematics; and
- English as a second language (ESL) instruction.

An eligible provider must also submit information regarding the 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 requirements of this section:

- 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
- 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 listed above (see [Demonstrated Effectiveness Data Table 1b](#)) (WIOA, Title II, Section 231[E,5]; [34 CFR 463.24](#))

Demonstrated effectiveness requires eligible applicants to submit the two (2) most recent years' data illustrating success in improving the skills of eligible individuals and outcomes for participants utilizing the data outlined above.

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.

NOTE: 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 of with demonstrated effectiveness based on the qualifications outlined above.

Data must reflect program years (PY) 2018 (July 1, 2018–June 30, 2019) and 2019 (July 1, 2019–June 30, 2020).

INITIAL REVIEW PROCESS

Applicants must receive a passing score of the following sections before proceeding to the grant review process. Agencies that do not pass the following criteria are not eligible for funding under this RGA:

- Does the applicant meet the definition of eligible provider as outlined above and in WIOA, Title II, Section 203[5]; [34 CFR 463.23](#)?
- Has the applicant sufficiently demonstrate 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](#))

RGA INQUIRIES

Inquiries regarding this RGA may be directed in writing to the Alaska Adult Education Office at ak.adult.ed@alaska.gov or AAE/GED Office, Alaska DOLWD, PO Box 115509, Juneau, AK 99811-5509. Email inquiries must indicate the following in the subject line: **RGA Inquiry**.

A summary of all written inquiries and responses will be posted to the [AAE Grant Resources](#) website. No written inquiries will be accepted after the date and time indicated in the application deadline section listed below.

RG A INFORMATIONAL WEBINAR

Two webinars will be held to answer questions about PY 2021 AAE Request for Grant applications (RGA) and application process. All grant applicants are encouraged to attend, regardless of prior grant submission experience. Webinars will be recorded and posted to the [AAE Grants Resources](#) webpage.

RGA and Application Overview

Date: February 9, 2021

Time: 2:00 p.m.

Grant Submission Overview

Date: February 18, 2021

Time: 10:00 a.m.

Topic: Alaska Adult Education's Grant Informational Meeting (Zoom Meeting)

<https://zoom.us/j/9074658714?pwd=dHJNSXpQOJlYmZtVDh4VEN1cG0zQT09>

Meeting ID: 907 465 8714 - Passcode: AAE4685

Dial by your location

+1 253 215 8782 US (Tacoma); +1 346 248 7799 US (Houston); +1 646 558 8656 US (New York)

Meeting ID: 907 465 8714 - Passcode: 5729945

AMERICANS WITH DISABILITIES ACT

Auxiliary aides and services are available upon request to individuals with disabilities. To arrange for auxiliary aides or services, please contact the Division of Employment and Training Services at (907) 465-8714 no later than ten working days prior to the application deadline.

The Alaska Department of Labor and Workforce Development is an Equal Opportunity Employer Program. All grant recipients or sub-contractors must comply with the Americans with Disabilities Act.

APPLICATION DEADLINES

Grant Element	Important Dates
2021-2024 Request for Grant (RGA) posted	February 02, 2021
RGA and application overview teleconference	February 9, 2021
Grant submission overview teleconference	February 18, 2021
RGA inquiry questions due to AAE State Office	March 01, 2021
Answers will be posted to the AAE Grant Resources website	March 05, 2021
Regional grant application submitted to Alaska Adult Education office	April 15, 2021
DOLWD notifies applicants of eligibility status based on demonstrated effectiveness	April 23, 2021
Alaska Workforce Investment Board (AWIB) reviews proposed alignment with One-Stop Partners, provides comments and recommendations to review panel	April 26 – May 05, 2021
Review panel members evaluates and scores eligible applications	May 10 – May 21, 2021
Grant recommendations forwarded to the DOLWD Commissioner for final review and approval	May 28, 2021
Notice of Intent to Award / Notice of Denial of Award Issued – 10 day appeal period	June 11, 2021
Final Grant Award Notifications	June 25, 2021

INTRODUCTION

Thank you for your interest in applying for the Alaska Adult Education (AAE) grant with the Alaska Department of Labor and Workforce Development (DOLWD), Division of Employment and Training Services (DETS). As one of the six core programs mandated by the Workforce Innovation and Opportunity Act (WIOA), Title II, also known as the Adult Education and Family Literacy Act (AEFLA), provides educational access to adult learners in the workforce development system.

This Request for Grant Applications (RGA) is to solicit proposals for projects that support the delivery of adult education and literacy activities in accordance with the [Adult Education and Family Literacy Act](#).

The State of Alaska requires grantees must be able to provide adult education and literacy services at a minimum of thirty hours, four days per week, and for at least nine months per year.

Alaska programs are **required** to provide:

- Adult education;
- English language acquisition activities;
- Literacy; and
- Workplace adult education and literacy activities.

Programs may offer the following additional activities:

- Family literacy activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

Definitions for AAE Programs Located in [Appendix I](#).

Grants will be awarded to thirteen regional programs across the state. Two additional grants will be competed statewide; one for Integrated English Literacy and Civics Education (IELCE) and one for AAE services to be offered within the Department of Corrections' (DOC) institutional centers.

AAE ESTABLISHED REGIONS

The department has established thirteen regional adult education program areas and seeks projects from all regions to ensure resources are distributed to help meet local workforce needs:

Alaska Adult Education Regions



1. Aleutian-Pribilof Islands
2. Anchorage
3. Bristol Bay/Dillingham
4. Interior/Fairbanks
5. Kenai Peninsula
6. Kodiak
7. Lower Kuskokwim/Bethel
8. Matanuska-Susitna
9. Bering Straits/Nome
10. North Slope/Utqiagvik
11. Northwest Arctic/Kotzebue
12. Prince William Sound/Valdez
13. Southeast/Juneau

ADULT EDUCATION GRANT REQUIREMENTS

Funding will be used to provide instructional programs to learners:

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

Priority of service is required for individuals with barriers to employment as defined by [WIOA Sec.3](#).

Providers must:

1. Assist adults in becoming literate and obtaining the knowledge and skill necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members to obtain education and skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in economic opportunities for their family.
3. Assist adults in attaining secondary school diploma and in the transition to postsecondary education and training, including career pathways.
4. Assist immigrants and other individuals who are English language learners in improving their English reading, writing, speaking, and comprehension skills, mathematics skills, and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. ([CFR Part 34 §463.1](#)).

The State of Alaska requires instruction is available at all educational functional levels (EFL) (basic skills (NRS Level 1 & 2); pre-secondary education (NRS Level 3 & 4); secondary education (NRS Level 5 & 6); and English as a Second Language (NRS ESL Level 1 – 6)).

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

IELCE is governed by the Adult Education and Family Literacy Act (AEFLA) [Section 243, Subpart G](#).

The grantee receiving IELCE funds must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and integrated education and training (IET) activities. The IELCE grantee must design the program to:

1. prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. integrate with the local workforce development system and its functions to carry out the activities of the program.

IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement ([34 CFR §463.35](#)). Grantees must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training ([34 CFR §463.36](#)).

To receive funding under IELCE, grantees must provide students the opportunity to co-enroll in programs that support workforce training. Students must be co-enrolled in one of the following:

- Workforce training program available through the Alaska Job Center Network;
- Registered apprenticeship or pre-apprenticeship;

- Working directly with employers on systematic approach to job training; or
- Courses offered through the IELCE grantee or partner agencies that provides a career pathway with leads to employment opportunities.

Learners without goals of attaining a credential or employment should not be discouraged from participating in the program.

CORRECTIONAL GRANT [FEDERAL REQUIREMENTS]

The statewide AAE Program serving inmates in the Alaska Correctional Centers governed by WIOA, Title II, and [Section 243, Subpart F](#).

The funds are to be used for the cost of educational programs for criminal offenders in correctional institutions, and for other institutionalized individuals, including academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit, GED®;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Priority of service will be given to individuals who are likely to leave the correctional institution within five years of participation in the program.

GRANT NARRATIVE EVALUATION AND SCORING

Applications submitted will be evaluated exclusively on the criteria of the information provided and the alignment with information in this RGA. Members of the review panel will use a standardized evaluation rubric to score applications. The panel will not have access to past performance of the agency or recommendations from the AAE office.

EVALUATION PANEL AND REVIEW

The AAE office will form a panel to read and score applications. The review panel will consist of a subject matter experts in adult education; experience in the implementation of state grants; and/or knowledge of the delivery of adult education in a variety of organizations. Panel members shall not be associated with local grantees or be in a position to benefit financially from the grant awards.

The review panel will score each application independently and meet to discuss substantial variation to determine a final score. The panel will provide the AAE office a summary sheet with total scores and grant recommendations.

EVALUATION CRITERIA AND SCORING

Applicant's narratives will be reviewed and scored based on how well they address the questions in each section of the thirteen considerations. In addition, points are awarded for budget narrative, formatting, and grammar. Further points are available for addressing the additional considerations as outlined in this RGA in alignment with the Alaska WIOA Combined State Plan.

Each section will be scored using a value from 0 to 3 based on the thoroughness of responses. The rating criteria are as follows:

- Absent (0 Points) - information is absent;
- Limited (1 Point) - information is incomplete and/or lacked details;
- Acceptable (2 Points) - information is clear and appropriate, but is limited in detail; or
- Excellent (3 Points) - information is well written, easily understandable and complete, provides detailed examples.

Applicants must score a minimum of 60 percent or higher to qualify for grant funding. The following are the maximum and minimum scores obtained per narrative:

- Alaska Adult Education grant application: Max Points: 189; Min Points: 113; Max Additional Points Available: 6;
- Corrections Education and the Education of Other Institutionalized Individuals grant application: Max Points: 195; Min Points: 117; Max Additional Points Available: 6;
- Integrated English Literacy and Civics Education (IELCE) grant application: Max Points: 201; Min Points: 120; Max Additional Points Available: 3.

GRANT NARRATIVE REQUIREMENTS

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 effective on a adult learners in the region.

The following information must be included in the grant narrative. Application formatting instructions can be located in [Appendix A](#).

PLAN FOR ADULT EDUCATION SERVICE DELIVERY (Max Points: 12)

Based on regional need, provide an in-depth overview of the organization’s experience in serving adults, including providing adult education and literacy activities. This section should clearly outline the organizations proposed grant activities, the manner in which they will be implemented, and the organizational goals for adult education. Applicants should show a need in the community for services and how they propose to address that need.

Additionally, grant narratives should provide a description of how the eligible provider will meet the state negotiated levels of performance identified in the [Alaska Combined State Plan](#).

WIOA THIRTEEN CONSIDERATIONS

Applicants must address all thirteen considerations in the narrative sections of their grant proposals. All topics must be addressed and tables completed for the application to obtain points in each section. Please clearly identify each section in your narrative.

Applicants applying for funding under Integrated English Literacy and Civics Education (IELCE) and/or Corrections must complete the thirteen consideration and additional statements as indicated within the considerations.

1. REGIONAL NEEDS ASSESSMENT/ REGIONAL LABOR MARKET ANALYSIS (Max Points: 12)

The Alaska Workforce Investment Board (AWIB) functions as the local workforce investment board in the state of Alaska. As part of the State of Alaska’s WIOA Combined Plan, AAE programs will conduct a needs assessment to determine local and regional needs. In accordance with WIOA requirements, the AWIB will review and score the Regional Needs Assessment and Regional Labor market Analysis for alignment with the Combined Plan.

Upon receipt of the applications, the AAE Office will compile and submit the afore mentioned sections to the reviewer designated by the AWIB. The AWIB will provide comments and recommendations to the AAE office on how the application aligns with the Alaska’ WIOA Combined Plan. The comments and recommendations provided by the AWIB will be attached

to the application and provided to the review panel for final review and consideration of the extent to which the application addresses the Regional Needs Assessment and Labor Market Analysis. The panel will integrate any comments made by the AWIB into the final rubric of the grant and provided to the applicant.

Regional Needs Assessments must describe the characteristics of adults, aged 16 and older, in the region how they may benefit from AAE services. *Cited sources must be included in the narrative.*

The statement must include the number of adults who:

- have an education level below the 12th grade;
- have not earned a high school diploma or its equivalent;
- are at or below the federal poverty level; and
- report not being able to speak, read, or write the English language.

Additionally, the eligible provider must include information to support:

- a demonstrated need for English language acquisition and civic education programs; and
- an AAE program and services within their region including outlying communities.

Correctional grant applicants must describe the above characteristics of adult learners with the following exceptions:

- data regarding poverty level is not necessary;
- must provide adults likely to exit correctional institution within five years of program participation.

As part of the Regional Needs Assessment, a Regional Labor Market Analysis is required. This involves gathering regional labor market information that benefits students. AAE programs are required to provide workplace adult education and literacy activities, including labor market information. See [Appendix C](#) for chart.

2. SERVING INDIVIDUALS WITH BARRIERS, INCLUDING DISABILITIES (Max Points: 12/Corrections: 15)

Eligible providers must have the ability to serve all students, including students with disabilities. The Alaska DOLWD requires all students shall have equal access to programs, facilities, and services. Programs shall not discriminate in any aspect of the adult education program and must have policies in place to address the accommodations and modifications available to students and staff with disabilities, including learning disabilities. Narratives must address specifically how they ensure equitable access to and participation of students and staff to programming, admission, activities, and all aspects of operations.

General Education Provisions Act (GEPA)

Applicants must ensure that all program goals, objectives, activities, and outcomes are free of gender bias, stereotyping, and discrimination. The applicant must ensure its status as an equal opportunity employer and that it will not discriminate in employment, supervision, practices, services, or educational services. The Department of Education's General Education Provisions Act (GEPA) applies to applicants for 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](#)).

All applicants must include information in their applications to address the statute's highlighted six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

In alignment with Section 427, applicants are required to address the following details in their grant application:

- a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its adult education program for students, teachers, and other program beneficiaries with special needs; and
- based on local circumstances, grant applicants need to address whether barriers listed above or other barriers may prevent students, teachers, etc. from such access or participation in, the adult education and literacy activities.

Correctional grant applicants must include Department of Correction policy to support individuals with disabilities, including learning disabilities.

3. PAST EFFECTIVENESS (Max Points: 18)

An eligible provider must be able to demonstrate past effectiveness by providing the last two years of performance data on their record of improving literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, particularly eligible individuals who have low levels of literacy.

Using [Table 2](#), agencies must describe previous experience; recruitment strategies; retention strategies; alignment with local workforce and/or partners; and instructional practices with the following AEFLA activities:

Alaska required Activities:

- Adult education,
- English language acquisition,
- Literacy,
- Workplace adult education and literacy,

Additional activities

- Family literacy,
- Civics education,
- Workforce preparation, and
- Integrated education and training.

Applicants must also provide information regarding performance and transition outcomes. Using [Table 2](#), agencies must complete data related to the following:

- EFL or grade level equivalent achievement;
- high school completion outcomes; and
- transition outcomes, including transition to employment, postsecondary education, and/or training.

In addition to the data in Table 2, applicants must also address the following questions within the narrative:

- describe the student population reported in the data, including number of students for each year;
- indicate assessments used and methodology for demonstrating student growth, including pre- and post-testing gains; and
- describe policies and procedures for maintaining valid and reliable data.

NOTE: Data must reflect program years (PY) 2018 (July 1, 2018–June 30, 2019) and 2019 (July 1, 2019–June 30, 2020).

4. ALIGNMENT WITH ONE-STOP PARTNERS (Max Points: 9)

Alaska has established a Memorandum of Understanding (MOU) that meets the requirements of the WIOA and provide information regarding the relationship between the Alaska Job Center Network (AJCN), the AWIB, and the Division of Employment and Training Services (DETS), which houses the Alaska Adult Education grant. The roles and responsibilities are outlined in the MOU, including establishing a mutually beneficial relationship between the partners to prevent duplication of services.

Eligible providers must be able to demonstrate an alignment between adult education and literacy activities and supports and services that are provided through the AJCN.

The narrative must clearly describe the following:

- the implementation of the MOU in your community and how this benefits adult learners;
- how the program will align and coordinate with the local job center; and
- the alignment of the following WIOA required services with the local AJCN:
 - outreach and orientation;
 - skills assessment;
 - partner referral;
 - supportive services information;

- financial aid application assistance, and
- training services.

Definitions for above services are provide on the [AAE Grant Resources](#) website.

5. INTENSITY, DURATION, AND FLEXIBLE SCHEDULING (Max Points: 24/IELCE: 30)

Programs must offer classes that are of sufficient intensity and duration and with flexible schedules so learners can achieve measurable outcomes. DOLWD requires AEFLA grantees to deliver a **minimum** 30 hours of instruction, four days a week, at least nine months per year. Programs must provide students with research based curriculum that offers substantial rigor for students to achieve learning gains. Grant applicants must attached a proposed class schedule to the applications.

Applicants must describe the following:

- enrollment system (open, managed, entry based, etc.) and students expectations for attendance (hours per day, week, month, etc.);
- how instructional schedule aligned with standardized assessment, including pre-post testing procedures;
- curriculum and instructional practices and rigor necessary for a dult students to achieve gains;
- physical learning space, including number of classrooms, learning labs, and other dedicated spaces set aside for adult education;
- progression of instruction for each skills area: reading, math, writing, and ELA, and how many courses for each topic are offered;
- flexible schedule, including daytime, evening, and weekend classes; and
- strategies to enable students to achieve educational goal.

Additionally, Integrated English Literacy and Civic Education ([Section 243, Subpart G](#)) grant applicants describe:

- curriculum and instructional practices and how they align with the delivery of integrated education and training and in-demand occupations; and
- educational services addressing adult education and literacy activities, workforce training, and workforce preparation activities delivered in combination with integrated education and training activities.

6. EVIDENCE-BASED INSTRUCTIONAL PRACTICES AND READING INSTRUCTION (Max Points: 9)

Evidence-based instructional activities are designed to have an impact on student's learning and can support achievement. The eligible provider's evidenced based activities including; reading, writing, speaking, mathematics, and English language acquisition instruction, must be based on the best practices derived from the most rigorous research available. Applicants must provide the agency's:

- approaches to teaching adult education and English language learners using research based approaches;
- use of curriculum, including accommodations and modification made to support students with disabilities; and
- instructional practices and use of formative assessment to guide those practices.

7. EFFECTIVE USE OF TECHNOLOGY AND DISTANCE LEARNING (Max Points: 9/Corrections: 12)

Programs can use technology in a variety of different ways to support the learning on students. Technology in not limited to the classroom and distance learning can facilitate an interaction between the teacher and student that helps to eliminate barriers the student may be facing.

As part of the narrative, explain:

- the incorporation of technology into instruction and specific classes where technology will be used;

- opportunities the agency will provide for distance delivery; and
- strategies for measuring the use of technology (software, online programs, etc.) to determine student improvement.

Correctional grant applicants must include Department of Correction policy on technology usage and describe student's access to technology, specifically individuals likely to exit within five years of participation.

8. FACILITATE LEARNING IN CONTEXT (Max Points: 6)

Adult education students need to be provided activities to provide learning in context, including through integrated education and training. Through contextual learning, individuals must be able to acquire the skills they need to transition postsecondary education and/or training programs. Contextual learning also helps students advance in employment leading to economic self-sufficiency and to exercise the rights and responsibilities of citizenship. Applicants need to describe how the agency uses:

- contextual learning, such as integrated education and training (IET) or other models, 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; and
- instructional practices or curriculum based learning to provide student with the knowledge, skills, and/or ability to transition successfully to postsecondary education, training, and/or the workforce.

9. QUALIFIED INSTRUCTORS AND STAFF (Max Points: 15)

Grant recipients are required to appoint highly qualified staff to deliver adult education services. Program Coordinators are responsible for accountability of over-all program operations. They are responsible for matters such as compliance issues; budget, allocations, and expenditure; National Reporting System (NRS) management; quarterly reporting; training staff; etc. Program Coordinators must have experience in adult education or a related field to be appointed to this position. Teaching, data entry, volunteers, and other staff must also be highly qualified and well-trained to provide educational activities and deliver instructional services to students.

As part of maintaining qualified staff, professional development is essential for continued improvement to teaching strategies. Staff are required to stay on the forefront of innovated ideas in teaching to boost student outcomes. Grantee recipients are responsible for staff development and training subjects as outlined in the State AAE Assessment and Technical Assistance Manual.

Grant recipients are required to maintain staff professional development activities including tracking attendance and enrollment in local, state or national professional development to ensure required hours are completed. Grantees are required to set aside funds to support travel or fees associated with professional development for applicable staff. Program Coordinators and/or key personnel are required to attend the bi-annually professional development training and conference, required monthly meetings, and technical assistance scheduled by the AAE office.

Eligible providers must address staff qualification and professional development procedures. Job descriptions for individuals anticipated to be funded by this grant must be attached to this application. If programs have not be funded by AEFLA in the past, job descriptions and resumes are required. Please describe the following:

- the agencies policies on recruitment and retention of well-trained and highly qualified instructors, counselors, program coordinators, and related staff;
- the anticipated number of part-time and full-time instructors, counselors, administrators, related staff, and volunteers implementing the grant;

- policy regarding implementation of continuous professional development plan while meeting the requirements set forth in the AAE Assessment and Technical Assistance Manual;
- summary of current training plan for new staff members, including meeting federal mandated training requirements.

10. PARTNERSHIPS AND SUPPORT SERVICES FOR DEVELOPMENT OF CAREER PATHWAYS (Max Points: 9)

Coordination with community agencies, organizations, and businesses is critical to the implementation of comprehensive services to support adult education and job readiness. Eligible providers are expected to partner with local community programs and institutions to provide wrap around support for students. Programs should build partnerships with entities such as:

- secondary educational institutions;
- postsecondary educational institutions;
- occupational training entities;
- vocational rehabilitation centers;
- social service resources in the community;
- community based organizations;
- businesses, industry, and labor organizations;
- non-profit organizations; and
- Alaska Native organization.

Eligible providers should provide an overview of established partnerships and/or cooperative agreements with community agencies to support adult education students, as well as reduce barriers to educational services.

The following must be addressed:

- identify federal, state, and local programs (not including those used in [Alignment with One-Stop Partners](#) section);
- describe partnerships, include partner's responsibility to students; and
- provide an explanation how the partnership contributes to career pathways or the development of career pathways.

11. LEARNER SUPPORT SERVICES (Max Points: 6)

Flexible schedules and coordination with Federal, State, and local support services, such as child care, transportation mental health services, and career planning, are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

Using the federal, state, and local programs identified in the *Partnerships and Support Services for Development of Career Pathways* section, narratives should describe:

- established outreach, agreements, and referral system; and
- support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their academic goals and transition to postsecondary courses or career training.

12. HIGH QUALITY INFORMATION AND DATA COLLECTION SYSTEM (Max Points: 18)

The State of Alaska provides the AlaskaJobs system as an electronic student and data information system. AlaskaJobs provides a joint application between workforce development components and WIOA partners. Grantees will be required to record student information, such as demographic information, assessment scores, and class attendance into the system.

Grantees are required to maintain high-quality information and report it into the AlaskaJobs system for measurable outcomes and monitoring. Grant applicants should describe the following:

- data management policies, including data collection, data entry, and data confidentiality;
- tracking procedures for student attendance and assessments;
- policy and timeline for training staff in data collection;
- staff roles and responsibilities in data collection, errors, and resolution of issues;
- process for program improvement using data; and
- use of data for monitoring students' academic progress.

13. ENGLISH LANGUAGE ACQUISITION AND CIVICS EDUCATION ACTIVITIES (Max Points: 9/IELCE: 15)

Alaska requires the integration of English language acquisition activities for adult education grants. Eligible providers must ensure English language learners (ELL) and immigrant students are offered appropriate educational courses to allow for English proficiency and academic success. Grantees must provide an evidence-based approach to providing practical applications for preparing English Learners to meet college and career learning standards. Although civics education courses are not mandatory, they are highly recommended. Applicants must address the following in their narrative:

- identify at least one career training program and career pathway offered to ELL students within the community, including credential available upon completion;
- describe how ELL students engage with the regional Alaska Job Center Network center and other community partners; and
- demonstrate the need for English language instruction in the local area.

Integrated English Literacy and Civic Education (IELCE) grant applicants describe how students:

- integrate with the local workforce development system, career training programs, and internships; and
- prepare to transition to unsubsidized employment in occupations that lead to economic self-sufficiency.

ADDITIONAL CONSIDERATIONS (Additional Available Points: 6/IELCE: 3)

As outlined in the Alaska WIOA Combined State Plan, additional consideration will be given to programs who integrated the following into their application:

- innovation in adult education practices or supportive activities that facilitate knowledge and skill development, secondary credential attainment, postsecondary credential attainment, and/or employment; and/or
- ability to describe intention to provide concurrent and contextual integrated education and training (IET). The service approach must detail the requirements and definitions set forth in [34 CFR § 463.37](#) and outline the overlap in services between adult education and literacy activities; workforce preparation activities; and workforce training.

BUDGET/FISCAL REQUIREMENTS

FUNDING CRITERIA

Funding amounts are based on the following criteria:

1. The Alaska Department of Education's Area Cost Factor Differentials, used for the state's distribution to public school districts;
2. Census area information provided from the American Community Survey; and
3. Total population based on region.

Continuing grants are also funded based on:

4. Program performance during previous grant cycle; and
5. Maintained compliancy with programmatic, state and federal policies and regulations.

Funding is conditional upon appropriation of funds by the Alaska State Legislature, Office of Career and Technical Education

(OCTAE) grant allocations, federal approval of Alaska WIOA Combined Plan, and appropriation of funds for the Workforce Innovation and Opportunity Act of 2014.

The formula for funding distribution was developed to provide equitable funding of a adult education throughout the state. The formula for distributing funds is the following:

- base amount of \$50,000;
- cost of living adjustment, derived from the Alaska Department of Education’s Area Cost Factor Differentials;
- accounting for the number of adults in each region, over the age of 18, without a high school diploma or its equivalent, according to the American Community Survey data; and
- population of region based on census data.

The Integrated English Literacy and Civics Education (IELCE) program is solely funded through federal grant money and allocations are determined each year by the US Department of Education.

The Corrections Education and the Education of Other Institutionalized Individuals grant is funded exclusively with federal grant money. AFLEA mandates that 82.5 percent of funds be made available for grants, of which not more than 20 percent may be used to support correctional education.

AAE programs are encouraged to provide GED testing services in their locations. Regulations governing GED testing are published and maintained through GED Testing Services and Pearson VUE. Federal WIOA funds and Alaska General Fund matching dollars may not be used to pay for GED testing or related administration.

BUDGET NARRATIVE (Max Points:9)

The budget narrative must accompany the grant narrative at the time of applications. It should be reasonable, practicable, and provide a summary of costs by line item. The amounts proposed by the applicant in the budget narrative are intended as a guideline for expenditures of funds during the program year. Upon award, budgets will be updated when final allocations are released and revised based upon negotiation or funding availability.

A budget narrative is required, and must be accompanied by the Project Budget Form 165. When completing the application, the following information is necessary:

- **Personal Services:** List all staff positions by title. Personal services, including the roles of the positions, the proportion of the individuals’ total time dedicated to this grant, and the funds allocated for the positions.
 - For programs currently receiving AEFLA funds, job descriptions are required for proposed staff positions funded under this grant.
 - For programs not currently receiving AEFLA funds, resumes and job descriptions are required for proposed staff positions funded under this grant.
- **Travel:** Summarize the need for travel, including when travel is anticipated to occur. Enter participant travel under Participant Support Services. Out of state travel must be approved by the AAE office prior to budget approval. [Travel Requests](#) can be accessed on the [AAE Teacher Resources](#) site.
- **Contractual:** Summarize the contractual expenses (expenses for services received from entities other than the applicant), including how the costs of contractual fees were determined.
- **Supplies:** Summarize the supplies (typically items less than \$5000) that will be purchased in support of program objectives. Unless specifically approved by DOLWD, incentives, promotional items, memorabilia, gifts, and souvenirs are not allowed.
- **Equipment:** The purchase of equipment is not allowed unless written approval from AAE office.

Each category line item estimated amount will be described in the Budget Narrative section of the application budget and will be used by the review committee to better understand expenses. This does not replace program specific budget forms that are required if grant is awarded.

In addition, if an applicant's budget exceeds the five percent administrative cost limit as outlined below the budget narrative must include a rationale as to why they will likely need a higher administrative cost limit and why the administrative costs included in their budget are allocable, reasonable, and necessary.

After grant award, the State of Alaska DOLWD 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](#).

RESTRICTED INDIRECT RATE

The grant applicant must provide a copy of an approved indirect rate with this grant application to be eligible for indirect rates. If awarded, it is the grantees responsibility to provide an updated indirect rate agreement to the AAE Office at the time of renewal and with annual renewal documents.

AEFLA is a Supplement Not Supplant (see below) and under a restricted indirect rate. The US Department of Education or other entities may negotiate restricted indirect rates. If approved for an indirect rate without a restricted indirect rate, under federal law, agencies may not use rates higher than eight percent [34CFR §76.564](#).

Indirect costs are agency wide and are not directly attributed to one program. It is essential that items of cost incurred under this grant be treated consistently as a direct or indirect cost to avoid possible double-charging. Indirect costs include, but are not limited to:

- Salaries and expenses of executive officers, personnel administration, and accounting that support the agency as a whole, including maintaining the adult education program;
- The agency wide software and IT solutions;
- Rent/utilities where administrative staff, not providing direct grant administration (teaching and/or Program Coordination), are located; and
- General administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures not associated directly with the adult education.

Note: it is not allowable to charge indirect costs as direct (administrative or instructional) costs to federal grant funds. Similarly, it is not allowable to charge a direct cost to your grant (ex: rent) if it is included in an indirect cost rate per the indirect cost rate agreement under this award or another federal award.

SUPPLEMENT NOT SUPPLANT

The administrative provision states that funds made available for adult education and literacy activities under the Workforce Innovation and Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant shall supplement (support) and not supplant (replace) other State or local public funds expended for adult education and literacy activities. (29 USC 3331(a))

ADMINISTRATIVE COST

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant under Title II of WIOA. In cases where five percent is too restrictive to allow for administrative activities, the eligible provider must negotiate with the AAE office to determine an adequate level of funds to be used for non-instructional purposes ([WIOA Section 233](#)).

An eligible provider may consider costs incurred in connection with the following activities to be administrative costs:

- Planning: including budgeting; writing grant applications; clerical and/or bookkeeping work;

- Administration: including carrying out performance accountability requirements, salary related to data entry and rent/utilities where administrative staff are located;
- Professional development: including program coordinators, teachers, data entry staff, tutors, etc.;
- 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
- Carrying out the One-Stop partner responsibilities described in [20CFR§678.420](#), including contributing to the infrastructure costs of the One-Stop delivery system. [34CFR§463.26](#).

Programs negotiated administrative rates must be reasonable, necessary, allowable, and allocable.

DIRECT INSTRUCTIONAL (PROGRAMMATIC) COST

Direct Instructional costs encompass 95 percent of the grant award for adult education instruction and/or supported activities. Instructional costs are directly related to teaching students. Instructional costs may include, but are not limited to:

- salaries and fringe benefits for teachers and instructional assistants directly involved in instructional practices and delivery of educational content;
- student materials and supplies needed for classroom instruction, such as textbooks, supplies, and technology used for direct instruction;
- distance education materials, such as curriculum for asynchronous learning activities and/or equipment to teach synchronous learning;
- rent and utilities where classes are held;
- portions of Program Coordinator salary, including creating instructional materials or curriculum for in person delivery, data analysis, conducting instructional observations, conducting intakes, teaching classes, or working directly with students;
- salary of data entry personnel working directly with students while conducting intake, providing orientations, and working directly with students;
- coordinating strategic partnerships with community organizations.

FEDERAL COSTS PRINCIPLES

The Uniform Guidance guides the use of federal grant funds [2 CFR Part 200](#). In accordance with the Uniform Guidance, all costs paid for with Title II AEFLA federal and state matching funds must be:

- Allowable: expense is not a prohibited use of federal or state funds and supports the required activities of the grant;
 - The Uniform Guidance (2 CFR § 200.420 - 200.475) provides additional details about what types of costs are an allowable use of federal and state dollars.
- Reasonable & Necessary: the cost of the items are reasonable given the circumstances, the cost is needed to effectively implement grant activities, and the grantee expended fair market price for the items; and
 - Paying an instructor \$200,000 per year when other instructors make \$40,000 per year would not be reasonable.
 - Hiring ten teachers to support a program that serves 100 students would not be reasonable or necessary.
- Allocable: the cost is directly related to the grant activities and the cost is proportional to the benefit it will provide the program.
 - Computers are bought for a lab where adult education students are taught 3 days per week or 65 percent of the time. Another program uses the lab 35 percent of the time. In this example, 65 percent of the cost of the computers is allocable and can be charged to the adult education grant.

Purchases must be well documented and supported by documentation. Budget approval does not constitute final purchasing approval.

PROGRAM INCOME

Grantees have the ability to charge a program fee for tuition, books, or other fees for participation in AAE services. Fees collected must follow Uniform Guidance Cost Principles policies for expenditure and cannot be used outside AEFLA related expenditures. Program fees must be expended prior to grant funds. Any fees collected may not impose a barrier to student participation.

Local providers are required to establish policies indicating how fees are collected and used to benefit the regional program. Policy must include the following:

- fee structure including rates, types of fees, schedule, and sliding scale for students with barriers;
- detailed report on how the fees are reasonable and necessary to the regional program;
- explanation as to how the fee structure will not impose a barrier to the participation of disadvantaged persons that the program was designed to serve; and
- financial budget indicating how the fees will be collected and expended on allowable costs for regional program needs; carryover funding is not allowable.

INVOICES

This is a reimbursement grant, the applicant will be expected to incur the cost for all program services, and report each month's or quarter's expenses by the 15th day of the following month for reimbursement. Reimbursement submission will be through new Alaska Jobs system.

As the period of performance (grant year) runs from July 1 through June 30, the final reimbursement request must be submitted no later than the 15th day of July following the grant year. The year-end closeout report will be submitted thereafter.

Grantees may be required to submit additional explanations and backup documentation to clarify grant expenditures. The State AAE Office reserves the right to request these documents at any time.

STAFFING

To ensure providers have the staff needed to operate an effective adult education program, DOLWD requires each program to have staff or volunteers that fulfill the essential job duties to meet the grant requirements.

It is allowable for staff working on the adult education program to work on other programs, as long as adult education grant funds only pay for the amount of time those staff members spend on allowable adult education activities. Programs must have a reasonable, documented methods for how they determine time on task reporting and the amount of the individual's salary is paid from the adult education grant. If awarded, providers will need to ensure split-funded staff maintain compliant time on task reporting and staff are paid based on their actual time devoted to the AAE grant, not the original budget estimates.

As mandated by [2CFR § 200.430](#), staff are required to maintain time keeping reports documenting and certifying the amount of time spent on the adult education grant.

INSTRUCTIONS AND GUIDELINES FOR SUBMISSION OF PROPOSALS

DEFINITIONS AND REFERENCES

Applicants are strongly encouraged to read the *Definitions (Appendix I) and References* document, available on the AAE website along with this RGA. This document contains information that can assist in the submission of quality proposals.

GRANT SUBMITTAL

Grant applicants must submit all application components, including demonstrated effectiveness worksheet and applicable supplemental documentation, in one of the following ways:

Email: ged@alaska.gov

Mail: Alaska Department of Labor and Workforce Development
Division of Employment and Training Services
AAE/GED Office
PO Box 115509
Juneau, Alaska 99811-5509
Fax: 907-465-4186

Once awarded, grantees must enter information into the DOLWD online grants management system. Programs will be responsible for account profile, submission of original grant information, monthly reconciliation, and reporting.

Submission of a Regional Grant Application will indicate applicant's acceptance of all terms and conditions contained in this RGA. If awarded, contents of this application will become contractually binding and failure to accept grant requirements may result in termination of the award.

Application form, definitions, and frequently asked questions (once compiled) are available for view on the [AAE grant resources](#) website.

APPLICATION DEADLINE

Grant applications must be submitted to the Alaska Adult Education office no later than 5:00 pm Alaska Standard Time (AKST), April 15, 2021. Applications received after this time will not be considered.

Additional documentation not attached to the original grant application will not be accepted.

GRANT PREPARATION EXPENSES

Costs incurred by the applicant, including, but not limited to, the cost for the preparation and submission of an application, prior to the full execution of the grant agreement, are the sole responsibility of the applicant.

RESULTS OF APPLICATION REVIEW AND EVALUATION

Each applicant approved by the Commissioner will be provided a written Notice of Intent to Award. Upon issuance of a Notice of Intent to Award, the applicant must review and sign the grant agreement. Grant agreements must be signed within 45 days of receipt from the division or the award may be rescinded in order to redirect the funds to a responsive grant applicant.

The Commissioner reserves the right to revoke a Notice of Intent to Award if the decision was made based on inaccurate information provided in the application.

Applicants not recommended for funding will receive a written Notice of Denial of Award.

APPEAL PROCESS

A grant applicant that receives a Notice of Denial of Award may file a written request for reconsideration as outlined in the division policy [Grant Award and Appeal Policy 07-507](#).

Appeals should be addressed to:

Department of Labor & Workforce Development
Commissioners Office
PO Box 111149
Juneau, AK 99811

Requests for reconsideration must be filed within ten working days from the Notice of Denial of Award to be considered. If received after such time, the commissioner's decision shall remain final.

ADMINISTRATIVE REQUIREMENTS AND RESPONSIBILITIES

The State of Alaska Department of Labor and Workforce Development requires programs abide by the following administrative requirements and responsibilities throughout the life of the grant cycle.

DUE DILIGENCE

Grant recipients, which are not state agencies are required to go through a due diligence process to demonstrate their suitability to receive grant funds. Additional information can be found in the division's [Due Diligence Policy 07-527](#).

PROGRESS REPORTS

Grant recipients must complete and submit progress reports in the grant management system. These reports must include a narrative on the project that relates to the statistical data found in the National Reporting System (NRS) tables and the status of the attainment of the goals and objectives of the project.

FINANCIAL REPORTS

Grant recipients must complete *monthly or quarterly* reimbursement requests in the division's grants management system. Data entry into the division's participant data collection system and project activities reflected in the progress report will be used to support a approval of reimbursement requests.

SUCCESS STORIES

Success stories and photographs are critical components to the continuation of the program and will be submitted in the quarterly progress report.

PARTICIPANT DATA COLLECTION AND REPORTING

Grant recipients are required to collect information from participant at the time of intake. The information must be collected and entered into AlaskaJobs per division policy [Participant Performance Data Collection Policy 07-508](#). Data to be collected includes demographics, as well as personally identifiable information (PII) such as birthdate, address, and social security numbers. Documents required by the grant agreement, including applications, must be kept for each participant in either paper or electronic format. Information collected in the participant data collection system will be used by the department for federal reporting and state monitoring purposes. All information, including PII, will be shared with other State of Alaska departments and federal agencies as necessary mandated.

NEGOTIATED LEVELS OF PERFORMANCE

In alignment with [WIOA Section 116\(b\)\(3\)](#), the state must submit an annual performance report to OCTAE related to the negotiated performance targets outlined in the [Alaska Combined State Plan](#). AAE reports aggregate data each October based

on statewide performance. It is the responsibility of all programs to ensure Alaska is meeting the negotiated levels of performance.

The AAE office will negotiate annual performance targets with grant recipients at the beginning of each program year. Grantees will be required to provide a plan to meet or exceed the state performance targets. Programs that do not meet or exceed their targets for the program year will be placed on a Program Improvement Plan (PIP) and grant renewal funding may be affected by the inability to meet or exceed the expected levels of performance.

Adult Education and Literacy Program Statewide Performance Indicators

Performance Indicators	PY 2020 Negotiated Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	28.0%	30.0%
Employment (Fourth Quarter After Exit)	28.0%	30.0%
Median Earnings (Second Quarter After Exit)	\$4,100.00	\$4,200.00
Credential Attainment Rate	28.0%	30.0%
Measurable Skill Gains	28.0%	30.0%
Effectiveness in Serving Employers	NA	NA

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

Program Target Levels of Performance- PY2020 July 1, 2020- June 30, 2021

ABE EFL	% Students Achieving MSG	ESL EFL	% Students Achieving MSG
Level 1	24%	Level 1	33%
Level 2	24%	Level 2	33%
Level 3	30%	Level 3	30%
Level 4	30%	Level 4	30%
Level 5	30%	Level 5	30%
Level 6	26%	Level 6	25%
Overall Negotiated Target	28%	Overall Negotiated Target	28%

Program Target Levels of Performance- PY2021 July 1, 2021 – June 30, 2022

ABE EFL	% Students Achieving MSG	ESL EFL	% Students Achieving MSG
Level 1	26%	Level 1	34%
Level 2	26%	Level 2	34%
Level 3	31%	Level 3	31%
Level 4	31%	Level 4	31%
Level 5	31%	Level 5	31%
Level 6	27%	Level 6	26%
Overall Negotiated Target	30%	Overall Negotiated Target	28%

ABE-Adult Basic Education, ESL-English as a Second Language, EFL-Educational Functioning Level

*Note: Individual Target Levels are not negotiated with OCATE, but used when determining overall negotiated totals. Individual Target Levels are state-imposed.

MONITORING

The division has developed a systematic monitoring system for evaluating the quality and effectiveness of program administration. Monitoring is the quality control system whereby the division gathers and analyzes information to determine whether services are in compliance with the grant agreement, detect problems, identify strengths and weaknesses, and propose improvements to the services. Grant recipients are expected to cooperate with any monitoring, inspection, audit, or investigation of activities related to the grant agreement.

Monitors will include, but are not limited to, examination of, and photocopying as necessary, books, records, files, documents, property or equipment related to all aspects of AAE funded activities. The review of grant recipient files and records assesses adherence to the project scope, objectives, goals, training schedules, financial, and equal opportunity compliance. Monitoring may be conducted on-site or through desk monitoring. Grant recipients will receive written notice to inform them of a project monitor and a detailed list of items to be reviewed. Some grant recipients may only be required to comply with simple requests for information to confirm compliance with grant conditions. Additional monitoring information can be found in [Monitoring and Single Audit Policy 07-523.1](#).

LIMITATIONS

The RGA does not commit DOLWD to reimburse applicants for cost associated with the preparation and submission of this application. All costs incurred while responding to this RGA are the sole responsibility of the applicant. Furthermore, DOLWD shall not be subject to expenses incurred as a result of legal termination of this RGA or grant award resulting from this RGA. In the event of award, all costs proposed for the provision of the specified services must be firm for the period of the proposed grant award.

An application may be rejected when:

- obligatory signatures are missing;
- required application format, specified in this RGA, is not used;
- changes in the specification, terms, or conditions of this RGA are noted;
- there is a conflict of interest;
- when received after the grant closure period;
- applicant has been debarred or suspended by the state, or
- failure to [demonstrate effectiveness](#) (see page 5-6).

The Alaska Department of Labor and Workforce Development reserves the right to:

- Modify or otherwise alter any or all of the requirements in this RGA. In the event of modifications, all applicants will be afforded equitable access and opportunity to modify their applications related to the specific areas of impact.
- Include additional terms and conditions during the process of grant negotiations. These terms and conditions must be within the scope of the original RGA and will be limited to clarification, definition, and requirements both administrative and legal.
- Use any ideas presented in response to this RGA. Selection and rejection of the application(s) does not affect that right.
- Make final funding determinations based on risk assessment reviews of each program.

Grants must be approved and signed by the Commissioner of Alaska DOLWD. If approved, grants become effective at the beginning of the program year. DOLWD assumes no responsibility for work done, even in good faith, prior to approval of the grant.

[Alaska Statute 36.30.230](#) requires applications submitted under this solicitation to be open to reasonable inspection by the public. All applications and other material submitted become the property of the State of Alaska. The contents of the applications will be held in confidence until Notice of Intent to Award is issued.

Eligible providers should read the following instructions carefully before submitting a final application.

Demonstrated Effectiveness

Grant applicants must demonstrate effectiveness separate from the grant narrative. Demonstrated effectiveness is used to determine if providers are eligible for grant funding.

Application Cover Page Requirements (Max Points: 3)

- Contact Information, including Applicant Name (Agency submitting application)
- Region of grant administration
- Type of Organization (See [Eligible Provider](#) definition)
- DUNS number
- Program area of capability to address with grant funding (see below)

Program Area of Capability to Address with Grant Funding

- **Adult Education – WIOA Section 231**

Required:

- Adult education;
- English language acquisition activities;
- Literacy; and
- Workplace adult education and literacy activities.

Optional:

- Family literacy activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

- **Corrections – WIOA Section 225**

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit, GED®;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

- **Integrated English Literacy and Civics Education – WIOA Section 243**

- IELCE in conjunction with Integrated Education and Training (IET) activities

Narrative

The applicant must submit a grant narrative describing the proposed grant activities, the manner in which they will be implemented, and the organizational goals for adult education.

Plan for Adult Education Service Delivery (Max Points: 12)

The narrative must be divided into components that clearly identify the following 13 Considerations:

1. Regional Needs Assessment with Labor Market Analysis (Max Points: 12)
2. Serving Individuals with Barriers, including Disabilities (Max Points-12/Corrections: 15)
3. Past Effectiveness (Max Points: 18)

4. Alignment with One-Stop Partners (Max Points: 9)
5. Intensity, Duration, and Flexible Scheduling (Max Points: 24/IELCE: 30)
6. Evidence-Based Instructional Practices and Reading Instruction (Max Points: 9)
7. Effective Use of Technology and Distance Learning (Max Points: 9/Corrections: 12)
8. Facilitate Learning in Context (Max Points: 6)
9. Qualified Instructors and Staff (Max Points: 15)
10. Partnerships and Support Services for Development of Career Pathways (Max Points: 9)
11. Learner Support Services (Max Points: 6)
12. High Quality Information and Data Collection System (Max Points: 18)
13. English Language Acquisition and Civics Education Activities (Max Points: 9/IELCE: 15)

Grant narrative must follow the following formatting rules (Max Points: 6):

- 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 (i.e. Regional Needs Assessment)
- Font on tables may not be at smaller than 10 point font
- Written in a clear, concise manner that is easy to read

Budget Narrative (Max Points: 9)

Budget narrative must be complete and provide an overview of projected PY 2021 budget. Programs may use current funding levels to estimate budgets. For programs not currently funded through AEFLA, please provide a budget that is reasonable and practicable when estimating budgets. Project Budget Form 165 must accompany budget narrative.

Additional Documentation (Max Points: 3)

The following documentations must accompany the grant narrative:

- Proposed Class Schedule
- Indirect Cost Rates (if applicable)
- Job Descriptions
- Resumes (required if not previously received AEFLA funding)
- Letters of support (optional, but not scored)

Terms and Conditions of the Grant

- Authorized representative of the agencies must print out, sign, and date the following:
 - [Assurances and Certifications](#)
 - [Terms and Conditions](#)
 - [Certification Regarding Debarment and Suspension](#)
- By signing and returning with the grant, the authorized representative indicates they have read and certify compliance with all terms and conditions of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding. Furthermore, they fully comply with applicable state and federal rules and regulations governing this grant.

Materials not requested by this RGA will not be used for scoring.

TABLE 1A: PREVIOUSLY FUNDED UNDER AEFLA

Educational Functional Level * NRS Levels	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Achieving at Least One EFL Gain		Average Percentage of Students Achieving at Least One EFL Gain	
	PY18	PY19	PY18	PY19	PY18	PY19
Basic Skills						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 1 - Beginning Literacy						
Level 2 - Beginning Basic Education						
Pre-Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 3 - Intermediate Low						
Level 4 - Intermediate High						
Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 5 - Secondary Education Low						
Level 6 - Secondary Education High						
English as Second Language						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 1 - Beginning ESL Literacy						
Level 2 - Low Beginning ESL						
Level 3 - High Beginning ESL						
Level 4 - Low Intermediate ESL						
Level 5 - High Intermediate ESL						
Level 6 - Advanced ESL						

*This data is located in Federal Table 4: Measurable Skill Gain (MSG) by Entry Level

GED High School Completion Outcomes **	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Who Earning a Diploma/GED		Average Percentage of Students Who Earned a Diploma/GED	
	PY18	PY19	PY18	PY19	PY18	PY19
GED Alternative Diploma						

** This data is located on GED Manager.

WIOA Follow-Up Outcome Measures ***	Total Number of Students		Number of Students Exited Who Achieved an Outcome Measure or Median Earning		Average Percentage of Students Achieving Outcome	
	PY18	PY19	PY18	PY19	PY18	PY19
Employment Second Quarter After Exit						
Employment Fourth Quarter After Exit						
Median Earnings Second Quarter After Exit						
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						

***This data is located on Federal Table 5: Core Follow-up Outcome Achievement.

TABLE 1B: NOT PREVIOUSLY FUNDED UNDER AEFLA

Educational Functional Level Or Grade Level Equivalent	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Achieving at Least One Grade Level Gain in Math, Writing, Reading, or English Language Skills		Average Percentage of Students Achieving at Least One Grade Level Gain	
Basic Skills						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 1 - Beginning Literacy						
Level 2 - Beginning Basic Education						
Pre-Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 3 - Intermediate Low						
Level 4 - Intermediate High						
Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 5 - Secondary Education Low						
Level 6 - Secondary Education High						
English as Second Language						
	PY18	PY19	PY18	PY19	PY18	PY19
Level 1 - Beginning ESL Literacy						
Level 2 - Low Beginning ESL						
Level 3 - High Beginning ESL						
Level 4 - Low Intermediate ESL						
Level 5 - High Intermediate ESL						
Level 6 - Advanced ESL						

GED High School Completion Outcomes	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Who Earning a Diploma/GED		Average Percentage of Students Who Earned a Diploma/GED	
	PY18	PY19	PY18	PY19	PY18	PY19
GED Alternative Diploma						

WIOA Follow-Up Outcome Measures	Total Number of Students		Number of Students Exited Who Achieved an Outcome Measure or Median Earning		Average Percentage of Students Achieving Outcome	
	PY18	PY19	PY18	PY19	PY18	PY19
Employment						
Median Earnings of Participants After Exit						
Within One Year of Exit, Enrolled in Postsecondary Education						
Within One Year of Exit, Enrolled in Training						
Within One Year of Exit Attained Diploma/Equivalent and Employed						

Table 2: Past Effectiveness Data

AEFLA Activities	Previous Experience	Recruitment Strategies	Retention Strategies	Alignment with Local Workforce / Partners	Instructional Practices
Adult Education					
English Language Acquisition Activities					
Literacy					
Workplace adult education and literacy activities					
Family literacy activities					
Integrated English literacy and civics education					
Workforce preparation activities					
Integrated education and training					

Grade Equivalency	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Achieving at Least One Grade Level in Reading, Writing, Math, or English Language Acquisition		Average Percentage of Students Achieving at Least One Grade Level Advancement	
Basic Skills						
	PY18	PY19	PY18	PY19	PY18	PY19
Beginning Literacy – GE 0-1						
Basic Literacy – GE 2-3						
Pre-Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
Intermediate Low – GE 4-5						
Intermediate Low GE 6-8						
Secondary Education						
	PY18	PY19	PY18	PY19	PY18	PY19
High School Low – GE 9-10						
High School High – GE 11-12						
English as Second Language						
	PY18	PY19	PY18	PY19	PY18	PY19
ESL Beginning Low – GE 1						
ESL Beginning Low – GE 2						
ESL Beginning High – GE 3						
ESL Intermediate Low – GE 4						
ESL Intermediate High – GE 5						
ESL Advanced – GE 6-8						

High School Completion Outcomes	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Who Earning a Diploma/GED		Average Percentage of Students Who Earned a Diploma/GED	
	PY18	PY19	PY18	PY19	PY18	PY19
High School Completion						

Transition Outcomes	Number of Full-Time Students Enrolled (12 or more hours of instruction)		Number of Students Transitioning		Average Percentage of Students Achieving Outcome	
	PY18	PY19	PY18	PY19	PY18	PY19
Employment						
Post-Secondary Education						
Training						

Table 3: Regional Labor Market Analysis

Occupational Cluster	Occupational Title / Code	Education Needed for Occupation	2020 Employment (Estimated)	2025 Employment (Estimated)	Growth Rate	Median Annual Wage

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

1. **Needs Assessment** - The degree to which the eligible provider would be responsive to —
 - a. regional needs as identified in the local plan; 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 have low levels of literacy skills; or who are English Language learners.
2. **Serving Individuals with Disabilities** - the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
3. **Past Effectiveness** - past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy.
4. **Alignment with One-stop Partners** - the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the One-Stop partners.
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.
6. **Evidence-Based Instructional Practices and Reading Instruction** - whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.
7. **Effective Use of Technology and Distance Learning** - whether the eligible provider's activities effectively use technology services and delivery systems including distance.
8. **Facilitate Learning in Context** - whether the eligible provider's activities provide learning in context, including through integrated education and training, 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.
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 development, including through electronic means.
10. **Partnerships and Support Services for Development of Career Pathways** - 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 Job Centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
11. **Learner Support Services** - whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
12. **High Quality Information and Data Collection System** - whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.
13. **English Language Acquisition (Integrated English Literacy) and Civics Education Activities** - 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.

The division will not award a subaward where the subrecipient has failed to accept the assurances contained in this section. The following assurances must be signed annually in performing responsibilities under this agreement, the subrecipient hereby assures it will fully comply with the following:

Funding

The subrecipient assures the funds will only be expended on eligible activities outlined in the Adult Education and Family Literacy Act (AEFLA), WIOA, Title II.

1. Any funds received under this grant will not be used to supplant non-federal funds normally provided for services of the same type. The provider will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.
2. The subrecipient assures the State it will develop, or has established, internal operating procedures to protect against program fraud and abuse, nepotism, and conflicts of interest.
3. The subrecipient assures funding is used to establish or operate programs that provide adult education and literacy activities, including programs utilizing funding to provide activities in relation to Integrated Employment and Training (IET) ([34 CFR §463.20](#)) concurrent education, workforce development, and training activities. Subrecipients receiving AEFLA funding are encouraged to co-enroll IET students into WIOA Title I funded program and activities ([WIOA 232\(3\)](#)).
4. The subrecipient will submit to the Alaska Adult Education office a copy of the appropriate audit report as required or other reports in accordance with federal, state or local regulations for the program year in which these funds are accepted.
5. The subrecipient assures that funds will be used only for financial obligations incurred during the grant period.
6. The subrecipient will control and account for all funds received and expended. Funds must be clearly identifiable as AAE program grant funds. This pertains to the completion of expenditure billing forms.
7. The State of Alaska allows the subrecipient to adjust the budget by moving funds from one budget line item (e.g., personnel, travel, contractual, etc.) to another if the amount moved is not greater than \$2,500 or ten percent of the budget category, **whichever is greater**. The subrecipient must provide notification to the Program Director/Grants Administrator when making such a budget line item change. All other budget changes require approval by the division through a formal amendment to the grant agreement.
8. Reimbursement of AAE expenditures will be made after the Division of Employment and Training Services at the Department of Labor and Workforce Development accepts all scheduled reports. Reports include:
 - AAE student data updated and current in the Statewide Database.
 - Equipment inventory report of any equipment purchased with Adult Education grant funds, due July 19th.
 - Reports of staff changes made in the Statewide Database and to the Adult Education office within 30 days.
 - Properly executed reimbursement and program income requests must be:
 - supported by documentation, including required reports and data entry, verifying performance of the services agreed to in the scope of work; and
 - supported by appropriate source documentation including, but not limited to: vendor billings, time sheets, travel authorizations, cancelled checks, tickets, payroll records, or other applicable information necessary to substantiate expenditures.

Student Instruction

9. The subrecipient assures instruction of individuals meets the definition of Adult Education Student as defined in Adult Education and Family Literacy Act (AEFLA).
10. The subrecipient will offer instruction in collaboration with other organizations/agencies serving those individuals most in need of literacy services, including those most at risk such as: low income, single parents, housed in correctional facilities, needing basic literacy or English acquisition, seeking a high school diploma/GED, or seeking employment, etc.

Nondiscrimination & Equal Opportunity

11. The subrecipient assures that no person on the basis of age, provided the person is 16 years of age or older, or with a barrier to employment, will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Adult Education and Family Literacy Act.
12. The subrecipient will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, gender, color, national origin, sex orientation, and disability.
13. The subrecipient will comply with the Alaska Department of Labor and Workforce Development equal opportunities guidelines and will not discriminate in services or educational programs on the basis of race, religion, color, national origin, age, sex orientation, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran's status, veteran's disability, or public affiliation.

Compliance

14. The subrecipient assures the State all activities performed under this subaward will comply with State statute and regulations, applicable federal laws, regulations, program requirements, and division policies, procedures, advisories, and directives.
15. The subrecipient will maintaining effective control over, and accountability for all grant funds, property, and other assets. Subrecipients shall adequately safeguard all property and assets and shall assure that they are used solely for authorized adult education purposes as defined by AEFLA.

Personally Identifiable Information (PII)

16. The subrecipient assures it will safeguard personally identifiable information (PII) except where disclosure is allowed by prior written approval or by court order.
17. The subrecipient will comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974 ([34 CFR Part 99](#)).

Application

18. The filing of this application has been authorized by the governing body of the provider. A signed copy of this grant and supporting documentation will be maintained for a period of three years after the closure of the grant.

Reporting

19. The subrecipient will prepare reports required by the AAE office to determine the extent to which funds have been effective in carrying out AEFLA and AK-DOLWD purposes and project objectives.

Travel

20. Travel will be reimbursed based on the subrecipient's written travel policy or in accordance with the State of Alaska Travel Policy, whichever is less. If the subrecipient does not have a travel policy in place, the subrecipient shall follow the State of Alaska [Travel Policy](#).
21. All out-of-state State travel must be approved in advance in writing by the AAE office. Inclusion of a specified out-of-state State travel in the grant agreement budget constitutes division approval. [State Requirement]
22. The following travel related expenses are **not** reimbursable and the list is not all-inclusive:
 - Lost or stolen articles
 - Alcoholic beverages
 - Towing charges
 - Damage to personal cars, clothing, or other items
 - Services to gain entry to a locked car
 - Personal negligence of the traveler, such as fines, parking tickets and traffic citations
 - Personal expenses
 - Movies on hotel bills
 - Entertainment expenses

- Tips and gratuities for ground transportation. State and federal meal allowance includes an incidental rate that may be used for discretionary tips for meals.

Equipment

23. Equipment is tangible property with a per unit acquisition cost of \$5,000 or more, and a useful life of one year or more. The subrecipient must seek and receive prior approval from the AAE office for the purchase and/or lease of any equipment with grant funds prior to any expenditure made by the subrecipient.
24. In the case of any equipment or product that may be purchased, the subrecipient will comply with the Buy-American requirements in [Section 502 of WIOA](#).
25. Should the grant not be renewed, equipment purchased with AAE federal or state funds will be made available to other adult education programs at the discretion of the Department of Labor and Workforce Development, Division of Employment and Training Services.
26. No equipment will be charged to the sub-award, except equipment directly related to instruction in the AAE program.

Professional Development

27. Prior approval from AAE Director is required for out-of-state travel expenditures of federal or state funds.
28. The subrecipient will be represented at directors' meetings and/or professional development conferences held bi-annually, usually in Anchorage.
29. Program directors will participate in required audio conferences, meetings, and staff development activities as specified by the AAE office.

Salaries

30. AAE Program Directors' salaries for grant administrative services are included in indirect administrative costs and/or direct administrative costs. Other staff members who are performing grant administrative services will also be included in indirect administrative costs and/or direct administrative costs. If paid from the 100-object code, an accounting of personnel hours must be submitted to the DOLWD AAE Director upon request.

Records

31. The subrecipient is required to provide maintenance and storage of the following:
 - Documents related to the AEFLA grant will be maintained for a **period of three years** after the completion of the grant. The three year period starts when the last fiscal report is submitted. The timeframe can be extended based on several situations as indicated in [2 CFR 200.333](#). The following documents will be stored:
 - all fiscal source documentation;
 - student records;
 - monitoring documentation; and
 - original and annual signed documentation.
 - GED Records pre-2002: are required to be maintained permanently.
 - Should the subrecipient choose, all pre-2002 records still filed at their site can be sent to the state GED office. The documents will be stored as the Alaska State Archives.

Monitoring

32. The division may conduct monitoring of the award agreement and activities in accordance with the division's [Grant Monitoring Policy 07-523.1](#). The subrecipient must permit full and complete access to all award-related records, or deliver electronic copies of those same records as requested, to division staff or their designee.

- 33. The subrecipient will assist State of Alaska and federal staff during on-site reviews of activities, records, and accounts related to the AAE program within the limits of advance notice, and with recognition of the right of due process in the event of adverse decisions.
- 34. The subrecipient will participate in an annual evaluation process as prescribed by the Department of Labor, Division of Employment and Training Services.

Partnership

- 35. The subrecipient will partner with One-Stop Job Centers by providing support for basic skills educational services in accordance with the Alaska WIOA Combined Plan implemented by Workforce Investment Partners and will develop and maintain partnership agreements with relevant Workforce Partners.

Administrative Costs

- 36. If an organization is claiming indirect and/or administrative costs, documentation is required in the form of a Federally Negotiated Indirect Cost Rate Agreement or a Cost Allocation Plan. The lack of documentation will result in costs being disallowed and may be subject to debt collection.
 - An indirect cost rate must be restricted as specified in [34 CFR §76.563](#), or
 - Grantees without restricted indirect rates, are capped at a rate of eight percent (8%) [34 CFR §76.564](#).
- 37. Not more than five percent (5%) of the AAE grant can be expended on administration costs ([34 CFR §463.25](#)). In cases where five percent is too restrictive, the subrecipient must negotiate an adequate level of funds to be used for non-instructional purposes with the AAE Office.
- 38. The subrecipient assures the following activities only will be charged to administrative costs: planning; administration, including carrying out performance accountability requirements; professional development; and 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 ([34 CFR §463.26](#)).

Authorization's Signature (Has authority to legally bind the proposing applicant)	Date
Printed Name of Authorized Official	Representing Agency/Institution

The following terms and conditions are required to be followed by all grant recipients. Failure to maintain terms and conditions could result in grant suspension or termination. Grantees must fully comply with the following:

Business License and Insurance

Subrecipient must retain a current Alaska Business License, unless exempt by state statute for the activities under this subaward.

Successful grant applicants must provide proof of satisfactory insurance coverage as required by the Alaska Department of Administration, Division of Risk Management. Certificates of insurance that prove coverage must be submitted to the division prior to beginning any grant activities but no later than 30 days of being awarded. Failure to provide evidence of adequate coverage is a material breach and grounds for termination of the grant. If the insurance company or coverage should change, the grantee must, 30 days before the changes, provide a written notice to the issuing office of cancellation, non-renewal, or material change.

The subrecipient shall provide and maintain Worker's Compensation Insurance for all its employees engaged in work under the grant agreement, as required by [AS 23.30.045](#) and, where applicable, any statutory obligations including but not limited to Federal Longshore Harbor Worker's Compensation Act (USL&H) and Jones Act requirements. The policy must waive subrogation against the State to the extent of the liabilities assumed by the subrecipient under the award.

The subrecipient must have commercial general liability insurance covering all business premises and operations used by the subrecipient in the performance of services under the agreement with minimum coverage limits of \$300,000 combined single limit per occurrence. It shall include coverage for premises/operations, independent contractors or awardees, products/completed operations, broad form property damage, blanket contractual, and personal injury.

The subrecipient must have comprehensive automobile liability insurance covering all vehicles used by the subrecipient in the performance of services under the agreement with minimum coverage of \$50,000/\$100,000 for bodily injury or death and \$25,000 for property damage per General Coverage Requirements; Policy Limits [AS 28.22.101](#). Insurance is not required in areas where registration is not required. Refer to Motor Vehicle Liability Insurance Required; Exemptions [AS 28.22.011\(1\) \(A\) & \(B\)](#) for exempted areas.

Compliance, Suspension, or Termination

All activities performed pursuant to the grant shall comply with any and all applicable federal/state/local laws, regulations, and applicable Uniform Guidance, and division and department policies and procedures. All grants funded are subject to monitoring and review to ensure compliance and may be subject to review of documents for data validation.

If the subrecipient violates or fails to comply with the terms and conditions of the grant agreement, the division will give notice to the subrecipient to remedy the noncompliance within a specified time. If the subrecipient is unable to substantiate full compliance, the division may suspend or terminate the grant in whole or in part, and pursue other remedies that are legally available. The division will notify the subrecipient 15 calendar days prior to a suspension or termination.

No obligations incurred by the subrecipient during the period of suspension will be allowed, except for reasonable, proper, and allowable costs that the subrecipient could not avoid during the period of suspension and if after investigation, the subrecipient is able to substantiate prior compliance. A suspension shall remain in force until the subrecipient has taken corrective action to the satisfaction of the division and is able to substantiate full compliance.

If a grant is terminated, pending payments to the subrecipient for allowable costs or recovery of money by the division will be made subject to the following conditions:

- a. the subrecipient may not incur any new obligations to be paid with funds from the terminated grant or the terminated portion of funds after receiving notice of the termination of the grant;
- b. the subrecipient shall make a reasonable effort to cancel the outstanding obligations that, but for the termination, would be payable, in whole or in part, with funds from the grant; and
- c. to the extent that the subrecipient cannot cancel a properly incurred obligation, the division may provide for payment to the subrecipient to satisfy that part of an obligation that, but for the termination, would be payable with funds from the grant.

Either the subrecipient or the State may terminate the grant agreement in whole or in part with the consent of the other. In this case, the parties shall come to mutual agreement concerning the conditions of the termination, the effective date, and in the case of partial termination, the portion being terminated.

The division, with written notice, may terminate the grant agreement in whole or in part when it is in the best interest of the State. The State is liable for payment only for services rendered and reasonable costs incurred before the effective termination date.

Debarment

Grants will not be awarded to subrecipients who are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from conducting business with the State of Alaska or any federal department or agency.

DUN & Bradstreet Data Universal Numbering System (DUNS)

Applicable only to subrecipients awarded federal funds.

If a DUNS number has not already been issued to the organization, the subrecipient is responsible for obtaining a DUNS number provided by the commercial company D&B at no charge. A DUNS number can be obtained by calling the toll-free number (800) 234-3867. A DUNS number can also be obtained in one business day by accessing the [D&B website](#).

Federal Funding Accountability and Transparency Act (FFATA)

Applicable only to subrecipients awarded federal funds.

Subrecipient must comply with FFATA requirements as defined in [2 CFR 170.320](#) and report the names and total compensation of each of the subrecipient's five most highly compensated executives if requested by the division.

Internal Controls

Internal control systems are necessary in order to perform effective control, integrity, and accountability for program and financial activities. By defining and documenting processes with well-written policies and procedures along with records demonstrate process capability to perform in a consistent manner and related information and data captured and communicated efficiently.

Subrecipient is responsible for establishing and maintaining internal controls policies and/or procedures and shall be held accountable by the division for their financial and program performance. Subrecipient must develop and have established, internal operating procedures to protect against program fraud and abuse, nepotism, and conflicts of interest.

Lobbying

Subrecipient must assure no subaward funds will be used to influence or attempt to influence an officer, employee, or a member of any state or federal legislative, judicial or executive branch of government.

Protection of Minors

Minors 14-17 years of age may not be employed in any occupation nor under any conditions prohibited under [AS 23.10.325 – 23.10.370](#) and [8 AAC05.010–05.900](#) relating to the Employment of Minors. Subrecipients serving minors shall ensure the safety and protection of minors participating in programs, events, and activities funded with public funds.

The subrecipient must establish, implement, and train authorized adults, paid or unpaid, who in their official capacity interact with, supervise, chaperone, or oversee and have responsibility for minors in program activities that include but not limited to faculty, staff, volunteers, students, interns, temporary employees, and independent contractors and consultants state and federal policies that prevent individuals convicted of a crime, or an attempt, solicitation, or conspiracy to commit a crime, involving a minor from having contact with minors.

The established policies should include security and emergency measures for minors, including but not limited to:

- a. contractors, facilities, use agreements
- b. reporting/notification, and
- c. investigation.

Additional requirements regarding protection of minors may be specified in the Request for Grant Application and/or Scope of Work.

Unresolved Legal Proceedings

Subrecipients must assure the State that neither it, its designee, nor any subrecipient or contractor providing services under this subaward are involved in any ongoing or unresolved legal proceedings that may adversely affect the provision of services under this subaward.

Access to Records

The State reserves the right to access, review and/or examine any and all materials produced or connected with the project during the grant period.

Ownership of Copyright and Patents

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations.

Publicity

Funds provided under the award shall not be used for publicity or propaganda purposes designed to support or defeat legislation pending before the Congress, or the Alaska State Legislature except in presentation to the Congress or the Legislature itself; including but not limited to preparation, distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation. Award funds shall not be used to pay the salary or expenses of any subrecipient staff or agent acting for the subrecipient, related to any activity designed to influence legislation or appropriations pending before the Congress the Alaska Legislature or any tribal government in policymaking and administrative processes within the executive branch of that government.

Public Outreach

Outreach materials, publications, and activities developed in any medium with award funds must contain an acknowledgement of the division as the grantor. AAE grants are funded by both federal and state funds and the verbiage should be:

“This workforce product was funded in whole or in part by a grant awarded by the Alaska Department of Labor’s Employment and Training Services and the US Department of Education. The product was created by the recipient and does not necessarily reflect the official position of either entity. The Alaska Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.”

Hold Harmless

This section does not apply to awards with State of Alaska agencies or entities.

The subrecipient, its employees, agents, representatives, assigns, and successors in interest shall hold and save the department and its agents, employees, and successors in interest harmless from liability of any kind, including costs and expenses from any and all suits or damages of any nature sustained by any person(s) or property by virtue of the subrecipient's performance of the grant.

Indemnification

This section does not apply to awards with State of Alaska agencies or entities.

The subrecipient shall indemnify, save harmless, and defend the State from and against any claim of, or liability for error, omission or negligent act of the subrecipient under the agreement. The subrecipient shall not be required to indemnify the State for a claim of, or liability for, the joint negligent error or omission of the subrecipient and the independent negligence of the State, the indemnification and hold harmless obligation shall be apportioned on a comparative fault basis. “Subrecipient” and “State,” as used within this section and in the provisions to the grant agreement, include the employees, agents and other contractors who are directly responsible, respectively, to each. The term “independent negligence” is negligence other than the State’s selection, administration, monitoring, or controlling of the subrecipient and in approving or accepting the subrecipient’s work.

_____	_____
Authorization's Signature (Has authority to legally bind the proposing applicant)	Date
_____	_____
Printed Name of Authorized Official	Representing Agency/Institution

As required by Executive Order 12549, Debarment and Suspension, and implemented for prospective participants in primary covered transactions, as defined in [2 CFR Part 180](#) and [2 CFR Part 3485](#).

The Applicant certifies that it and its Principals:

- A. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.
- B. Have not, within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offence in connections with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, or falsification or destruction of records, making false statements or receiving stolen property.
- C. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph B of this certification.
- D. Have not, within a three-year-period preceding this application, had one or more public transactions (federal, state, or local) terminated for cause of default.

Name of Applicant

Project Name

Signature

Date

Printed Name and Title of Authorized Representative

The following is provided to assist grant recipients with an estimated timeline of due dates for required submission of documentation and program expectations. Grant funds will not be distributed if reports are not submitted in a timely manner.

Ongoing Deliverables and Program Expectations

- Student recruitment
- Program orientation
- Integration of College and Career Readiness Standards
- Transition to postsecondary education, training, and employment
- Professional development

Monthly Deliverables

- Attendance due by 15th of each month
- New staff personnel records entered and verified
- Data collection of federal and state mandated information
 - Pre/post-assessment
 - Intake information
- Programs requesting monthly financial reimbursement
 - Request for Reimbursement of Grant Expenditure – Form 165A
 - Record & Report of Local Expenditures – Form 165B
 - Program narrative report

Quarterly Deliverables

- Programs requesting quarterly financial reimbursement
 - Request for Reimbursement of Grant Expenditure – Form 165A
 - Record & Report of Local Expenditures – Form 165B
 - Program narrative report
- Program income report (if applicable)
- Program income report (quarterly reimbursable, if applicable)
- Success stories

Annual Deliverables

- Current Personnel Records verified by September 15th
- July 15: deadline to enter prior program year information into statewide system
- Professional development staff hours report
- Grant renewal package for continuation
- Final program income report and back up documentation of expenditures

1. **Adult Education:** Instructional programs to help adults obtain basic skills they need including reading, writing, math, English language proficiency, and problem-solving to be productive workers, family members, and citizens.
2. **Adult Education and Literacy Activities:** Assists:
 - adults to become literate and obtain the knowledge and skill necessary for employment and economic self-sufficiency;
 - adults who are parents or family members to obtain education and skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in economic opportunities for their family;
 - adults in attaining secondary school diploma and in the transition to postsecondary education and training including career pathways; or
 - immigrants and other individuals who are English language learners in improving their English reading, writing, speaking, and comprehension skills, mathematics skills, and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
3. **Basic Skills & Pre-Secondary Education:** Providing instruction to improve students' skills in preparation of higher education or obtain/retain employment. Curricula includes, but is not limited to, reading, writing, mathematics, science, and social studies. Basic skills and pre-secondary education is instruction comparable to educational levels first through eighth grade and are designed to prepare students for secondary education courses.
4. **Basic Skills Deficient:** With respect to an individual who
 - is a youth whose English reading, writing, or computing skills are at or below the eighth-grade level on a generally accepted standardized test; or
 - is a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.
5. **Career Pathway:** A combination of rigorous and high-quality education, training, and other services that:
 - aligns with the skill needs of industries in the economy of the state or regional economy involved;
 - prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
 - includes counseling to support an individual in achieving the individual's education and career goals;
 - includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 - enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
 - helps an individual enter or advance within a specific occupation or occupational cluster.
6. **Civics Education:** Instruction on the rights and responsibilities of citizenship and civic participation.
7. **Co-enrollment:** Refers to an eligible individual's participation or enrollment in multiple activities or programs that occur simultaneously, not sequentially, for the purpose of accelerating the attainment of educational and training outcomes.
8. **Correctional Institutions:** Any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.
9. **Criminal Offender:** Any individual who is charged with or convicted of any criminal offense.
10. **Demonstrated Effectiveness:** An eligible provider must provide performance data on their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the following content domains: reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds.

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

- An eligible provider that has been funded under Title II of WIOA must provide performance data required under section 116 to demonstrate past effectiveness.

- An eligible provider that has not been previously funded under Title II WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills-deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

11. Educational Functioning Levels (EFL): A set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas. Levels included are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels.

12. Eligible Individual: A learner:

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

13. Eligible provider: An organization that has demonstrated effectiveness (see above) in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

- local educational agency;
- community-based organization or faith-based organization;
- volunteer literacy organization;
- institution of higher education;
- public or private nonprofit agency;
- library;
- public housing authority;
- nonprofit institution that is not described in (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;
- consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h); and
- partnership between an employer and an entity described in (a) through (i).

14. English Language Acquisition: The process by which English learners and immigrant students attain English proficiency and achieve academic success.

15. English as a Second Language (ESL): Instruction specially designed for adult whose primary language is not English. ESL instruction is captured on the NRS tables as an EFL proficiency level.

16. English Language Learner (ELL): An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language.

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

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

18. Financial Aid Assistance: Assistance in establishing eligibility for financial aid programs not provided under WIOA.

19. Integrated Education and Training (IET): A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. As a part of a career pathway, the design of an IET program should support the local workforce development board plans.

The IET program must include three components:

- adult education and literacy activities;
- workforce preparation activities; and
- workforce training for a specific occupation or occupational cluster.

To meet the required three components, services must be provided concurrently and contextually such that within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

- are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- occur simultaneously; and
- use occupationally relevant instructional materials.

The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

A provider meets the requirement that the integrated education and training program provided is for the purpose of educational and career advancement if:

- the adult education component of the program is aligned with the College and Career Readiness Standards for adult education as described in the Combined State Plan and
- the integrated education and training program is part of a career pathway.

There are two options for a local provider in offering IET:

- co-enrolling participants in an IET program provided through a local or regional workforce development partner
- using section 243 funds to establish the IET program.

20. IELCE Activities: Education services provided to English language learners under Title II section 231 of WIOA who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Such services shall include:

- instruction in literacy and English language acquisition,
- instruction on the rights and responsibilities of citizenship and civic participation, and
- may include workforce training.

21. IELCE Program: Education services for English language learners under Title II, section 243 of WIOA who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Programs are designed to

- prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- integrate with the local workforce development system and its functions to carry out the activities of the program.

Such services shall include instruction in:

- literacy and English language acquisition,
- instruction on the rights and responsibilities of citizenship and civic participation, and
- must include Integrated Education and Training (see definition).

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

23. Outreach and Orientation: Information on and access to services in the Alaska Job Center Network and WIOA partners.

24. Partner Referrals: Referrals to and coordination with programs and services within the Alaska Job Center Network and other workforce programs.

25. Postsecondary Educational Institution:

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

26. Recidivism: relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release.

- 27. Skills Assessment:** Initial assessment of skill levels including literacy, numeracy, English language proficiency, and aptitudes and abilities (including skills gaps).
- 28. Supportive Services Information:** Information relating to the availability of supportive services such as childcare and transportation, and referrals to supportive service programs, as needed.
- 29. Training Services:** Access to training services such as:
- occupational skills training;
 - on-the-job training;
 - incumbent worker training;
 - integrated education and training;
 - entrepreneurial training;
 - adult education and literacy activities, including activities of English language acquisition; and
 - customized training.
- 30. Workplace Adult Education and Literacy Activities:** Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- 31. Workforce Preparation Activities:** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical-thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.