



North Carolina Title II Adult Education and Family Literacy Act Fiscal Years 2021 – 2025

Adult Education and Family Literacy Act (AEFLA)

Title II Competitive Grant Application Package for funding streams:

- **231 Adult Education and Family Literacy and Act**
- **225 Corrections and Other Institutionalized Individuals**
- **243 Integrated English Literacy and Civics Education**

**North Carolina Community College System
Academic and Program Services/College and Career Readiness
200 West Jones Street
Raleigh, NC 27603**

**Title II Competitive Grant Application
Part IA**



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FY 2021-25 North Carolina Adult Education Competitive Grant Application

ANNOUNCEMENT OF FUNDING AVAILABILITY

| | |
|---|--|
| ADMINISTRATIVE AGENCY: | North Carolina Community College System Academic and Program Services Office of College and Career Readiness 200 West Jones Street, Raleigh, North Carolina 27603 |
| FUNDING AUTHORITY: | Workforce Innovation and Opportunity ACT (WIOA) of 2014, Title II Adult Education and Family Literacy Act. |
| FUNDING YEARS: | July 1, 2021 – June 30, 2025 |
| BIDDERS' MEETING: | January 27, 2021 A virtual overview of the Title II Competitive Grant Application Package for 2021-2025 will be posted to https://www.nccommunitycolleges.edu/college-and-career-readiness |
| ELIGIBLE APPLICANTS: | <p>An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include: a local education agency; a community-based literacy organization or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously; a partnership between an employer and an entity described above. All funded providers are expected to meet or exceed the State negotiated target for measurable skill gains. To be considered an eligible applicant, demonstrated effectiveness is required. Demonstrated effectiveness is a requirement for the AEFLA - Title II, 231 grant. Eligible applicants must submit a fully completed application to be considered for funding.</p> <p>March 24, 2021 at 5:00 p.m.</p> |
| APPLICATION SUBMISSION DEADLINE: | All application inquiries must be in writing and emailed to the attention of Nancye Gaj, Assistant Director of Adult Education, at gajn@nccommunitycolleges.edu . Place in the subject line “ Title II, 231 Application Question. ” The question and answer period will begin on February 3, 2021 and end on February 10, 2021. Application questions and their answers from this period will be posted at http://www.nccommunitycolleges.edu/college-and-career-readiness/wioa-aepla by February 17, 2021 . Questions will not receive an individual email response. |
| INQUIRIES: | |

OVERVIEW OF FEDERAL AND STATE REGULATIONS

The [Workforce Innovation and Opportunity Act \(WIOA\)](#), 29 USC § 3101, et seq., signed into law on July 22, 2014, created a new vision for how America prepares an educated and skilled workforce that expands opportunities for workers and employers. The 21st century public workforce development system created through WIOA builds closer ties between business leaders, State and Local Workforce Development Boards (LWDB), labor unions, community colleges, nonprofit organizations, youth-serving organizations, and state and local officials to deliver a more job-driven approach to training and skills development.

Adult Education programs need to enhance and develop new, innovative opportunities through increased collaboration with core and non-core partners in creating and accelerating career pathways. By leveraging each agency's strengths and resources, each WIOA partner can do what it does best to contribute to a more robust service delivery that will increase performance and program outcomes. The State of North Carolina Unified Plan articulates these priorities. Please locate the State of North Carolina Unified Plan at <http://www.nccommunitycolleges.edu/college-and-career-readiness/wioa-aefta>. North Carolina Community College System (NCCCS), Academic and Program Services/College and Career Readiness (CCR), will award multiyear grants on a competitive basis to eligible providers within the State of North Carolina to develop, implement, and improve adult education and literacy in North Carolina. Funding is contingent upon the availability of funds from the United States Department of Education.

Application Instructions

Using this application packet, an applicant may apply for the one, or all three Title II funded grant opportunities.

All applicants must submit parts IA and IB to be considered for review. Part IB includes the grant application narrative (13 Considerations).

Please note, the 13 Considerations will satisfy the narrative requirements for AEFLA grant 231. Additionally, supplemental questions must be completed for 225 and 243 funding.

For AEFLA grant 231, applicants must submit the following materials:

- Completed 231 Budget Document
- Completed 231 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

For the Corrections and Other Institutionalized Individuals grant, applicants must submit the following materials:

- 225 Narrative - Supplemental Questions
- 225 Budget Document
- 225 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

For the Integrated English Literacy and Civics Education grant, applicants must submit the following materials:

- 243 Narrative - Supplemental Questions
- 243 Budget Document
- 243 Budget Narrative

Each funding stream application must be submitted as one separate PDF.

Local Workforce Development Board

All Title II 231 adult education applications are required to be aligned with all the WIOA LWDB plans within the workforce development region. The adult education application will be reviewed by the LWDBs in which the adult education provider serves students. The LWDB will review the adult education application to ascertain the extent to which the application addresses the adult education and literacy needs identified in the LWDB plans. An evaluation will be provided by the LWDB, indicating whether or not the applicant addresses the adult education and literacy needs identified in the LWDB's plan. The evaluation provided by the LWDB will be included as part of the overall review process.

The grant applications will then be returned to the NCCCS-CCR for evaluation by external grant reviewers. Each application will be evaluated using a rubric addressing the seven requirements and thirteen considerations of the WIOA Title II, Adult Education, and Family Literacy Act.

Application Review Process

A maximum of 52 points may be earned on the 231 application. A minimum of 36 points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 231 application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

A maximum of 20 points may be earned on the 225 Corrections and Other Institutionalized Individuals supplemental questions. A minimum of 14 points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 225 application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

A maximum of 20 points may be earned on the 243 Integrated English Literacy and Civics Education supplemental questions. A minimum of 14 points must be earned for the application to be funded. Each application will be read by a team of individuals who are professionals in adult education and literacy from outside the state of North Carolina. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted into the reviewers' portal. Next these scores will be averaged by the CCR Compliance Team, arriving at one final score for each 243 application. Reviewers will not provide written comments about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Records Maintenance

All documents related to the Title II Competitive Grant Application, including the application and review materials, will be maintained for five years from the application date in a secure location at the North Carolina Community College System Office.

GENERAL GUIDANCE FOR FISCAL YEARS 2021-25
AEFLA - Title II, Section 231
APPLICATION SUBMISSION GUIDELINES

APPLICATION SUBMISSION DEADLINE: An application containing all required materials must be submitted via the grant submission portal at <http://moodle.nccommunitycolleges.edu> **no later than 5 p.m. EST, March 24, 2021.** Applications not received by the March 24 deadline will not be reviewed. **A hard copy of this grant application will not be accepted.**

APPLICATION COMPONENTS: **Application components that must be submitted are:**

1. Cover page
2. Demonstrated Effectiveness Screening Tool
3. All Memoranda of Understanding with the Local Workforce Development Board(s)
4. Signed Federal and State Certifications and Assurances
5. Signed GEPA
6. Grant Application Narrative
7. Section Budget
8. Budget Narrative
9. Job Description for Data Manager Position
10. Sample Instructional Schedule (schedule should include information for Considerations 5 and 11.)

**AEFLA, TITLE II GRANT APPLICATION TIMELINE
FY 2021-25**

| Activity | Date |
|--|-----------------------|
| RFP Release Date | January 2021 |
| RFP Guidance Release | January 27, 2021 |
| Grant applications due to NCCCS-CCR | March 24, 2021 |
| Demonstrated Effectiveness Screening and Application Completion Review | March 31, 2021 |
| Applications and evaluation rubric sent to LWDB | April 7, 2021 |
| Deadline for LWDBs to return rubrics to NCCCS-CCR | April 21, 2021 |
| Evaluation of Applications | April 28-May 26, 2021 |
| Grant Award Effective Date | July 1, 2021 |

**FY 2021 – 2025 North Carolina Adult Education
COMPETITIVE GRANT APPLICATION
Cover Page**

Eligible Provider: _____

Program Director: _____

Email address: _____ Phone No.: _____

Local Workforce Development Board Region: _____

County(s) Served (select all that apply)

- | | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Alamance | <input type="checkbox"/> Chowan | <input type="checkbox"/> Guilford | <input type="checkbox"/> Mitchell | <input type="checkbox"/> Rutherford |
| <input type="checkbox"/> Alexander | <input type="checkbox"/> Clay | <input type="checkbox"/> Halifax | <input type="checkbox"/> Montgomery | <input type="checkbox"/> Sampson |
| <input type="checkbox"/> Alleghany | <input type="checkbox"/> Cleveland | <input type="checkbox"/> Harnett | <input type="checkbox"/> Moore | <input type="checkbox"/> Scotland |
| <input type="checkbox"/> Anson | <input type="checkbox"/> Columbus | <input type="checkbox"/> Haywood | <input type="checkbox"/> Nash | <input type="checkbox"/> Stanly |
| <input type="checkbox"/> Ashe | <input type="checkbox"/> Craven | <input type="checkbox"/> Henderson | <input type="checkbox"/> New Hanover | <input type="checkbox"/> Stokes |
| <input type="checkbox"/> Avery | <input type="checkbox"/> Cumberland | <input type="checkbox"/> Hertford | <input type="checkbox"/> Northampton | <input type="checkbox"/> Surry |
| <input type="checkbox"/> Beaufort | <input type="checkbox"/> Currituck | <input type="checkbox"/> Hoke | <input type="checkbox"/> Onslow | <input type="checkbox"/> Swain |
| <input type="checkbox"/> Bertie | <input type="checkbox"/> Dare | <input type="checkbox"/> Hyde | <input type="checkbox"/> Orange | <input type="checkbox"/> Transylvania |
| <input type="checkbox"/> Bladen | <input type="checkbox"/> Davidson | <input type="checkbox"/> Iredell | <input type="checkbox"/> Pamlico | <input type="checkbox"/> Tyrrell |
| <input type="checkbox"/> Brunswick | <input type="checkbox"/> Davie | <input type="checkbox"/> Jackson | <input type="checkbox"/> Pasquotank | <input type="checkbox"/> Union |
| <input type="checkbox"/> Buncombe | <input type="checkbox"/> Duplin | <input type="checkbox"/> Johnston | <input type="checkbox"/> Pender | <input type="checkbox"/> Vance |
| <input type="checkbox"/> Burke | <input type="checkbox"/> Durham | <input type="checkbox"/> Jones | <input type="checkbox"/> Perquimans | <input type="checkbox"/> Wake |
| <input type="checkbox"/> Cabarrus | <input type="checkbox"/> Edgecombe | <input type="checkbox"/> Lee | <input type="checkbox"/> Person | <input type="checkbox"/> Warren |
| <input type="checkbox"/> Caldwell | <input type="checkbox"/> Forsyth | <input type="checkbox"/> Lenoir | <input type="checkbox"/> Pitt | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Camden | <input type="checkbox"/> Franklin | <input type="checkbox"/> Lincoln | <input type="checkbox"/> Polk | <input type="checkbox"/> Watauga |
| <input type="checkbox"/> Carteret | <input type="checkbox"/> Gaston | <input type="checkbox"/> McDowell | <input type="checkbox"/> Randolph | <input type="checkbox"/> Wayne |
| <input type="checkbox"/> Caswell | <input type="checkbox"/> Gates | <input type="checkbox"/> Macon | <input type="checkbox"/> Richmond | <input type="checkbox"/> Wilkes |
| <input type="checkbox"/> Catawba | <input type="checkbox"/> Graham | <input type="checkbox"/> Madison | <input type="checkbox"/> Robeson | <input type="checkbox"/> Wilson |
| <input type="checkbox"/> Chatham | <input type="checkbox"/> Granville | <input type="checkbox"/> Martin | <input type="checkbox"/> Rockingham | <input type="checkbox"/> Yadkin |
| <input type="checkbox"/> Cherokee | <input type="checkbox"/> Greene | <input type="checkbox"/> Mecklenburg | <input type="checkbox"/> Rowan | <input type="checkbox"/> Yancey |

Eligible Provider (select one)

Other:

Note: This public body does not discriminate against faith-based organizations or against an applicant because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by State law relating to discrimination in employment.

Demonstrated Effectiveness

The only organizations that are defined as "eligible" to apply for Title II AEFLA funds through the competitive grant application process are those that have "demonstrated effectiveness" in providing adult education and literacy activities. These organizations may include but are not limited to a) local education agency; b) community-based 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 the subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or described in any of subparagraphs (A) through (H); and j) a partnership between an employer and an entity described in any of the subparagraphs (A) through (I). Section 463.24 of Title II further permits other organization types, even if not specifically listed, to apply if they meet the demonstrated effectiveness requirement. The intent of applying a demonstrated effectiveness measure is to ensure that organizations receiving AEFLA funds have proven they can provide activities to individuals in an effective manner and produce good outcomes.

Per 34 CFR § 463.23, NCCCS Office of College and Career Readiness CAN ONLY review applications for eligible organizations with a completed demonstrated effectiveness table. Demonstrated effectiveness is a federal requirement for scoring adult education and literacy activity applications.

Section 463.24 of Title 34 of the Code of Federal Regulations addresses how an applicant “demonstrates effectiveness.”

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

- a. For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

The Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA), P.L. 113-128, requires State eligible agencies to award multiyear grants or contracts to eligible providers within the State. 29 USC 3321, P.L. 113-128 § 231 34 CFR 463.20(a). The grants are awarded using a competitive process. To be eligible for an award, an applicant must be an “eligible provider” that has “demonstrated effectiveness” in providing adult education and literacy services. 29 USC 3272(5), P.L. 113-128 § 203(5).

Before an application is fully evaluated in the competitive process, the application is reviewed to determine if the applicant is an “eligible provider” that has “demonstrated effectiveness.”

Section 203(5) of WIOA, 29 USC 3172(5), provides that “[t]he term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

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

How demonstrated effectiveness is established:

1. An eligible provider must demonstrate effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of: reading; writing; mathematics; English language acquisition; and other subject areas relevant to the services contained in the state's application for funds.
2. An eligible provider must also provide information regarding its outcomes for participants related to: employment; attainment of secondary school diploma or its recognized equivalent; and transition to postsecondary education and training.

Two ways to demonstrate effectiveness:

1. An eligible provider that has been funded under AEFLA as authorized by WIOA must provide performance data required under section 116 to demonstrate effectiveness. This data is reported annually through the National Reporting System and is collected via Colleague, Benchmark, and any other system furnished by the North Carolina Community College System to funded providers.
2. An eligible provider that has not been previously funded under AEFLA as authorized by WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving the two types of outcomes listed above under the heading "How demonstrated effectiveness is established."

Title II Adult Education Grant Application Demonstrated Effectiveness Table

Applicant Name:

Reporting Period: 7/1/18 to 6/30/19

| | Performance Indicator | # of Students Served | % of Students Demonstrating Progress |
|--|---|--|--|
| <i>Improving the skills of eligible individuals who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application.</i> | Reading | | |
| | Writing | | |
| | Math | | |
| | English Language Acquisition | | |
| <i>Outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.</i> | | # of Unemployed at Program Entry | % of Unemployed Students Gaining Employment |
| | Employment | | |
| | | # of Students Seeking High School Equivalency | % of Students Earning a High School Equivalency |
| | Attainment of Secondary School Diploma or Equivalent | | |
| | | # of Students Served | % of Students Enrolling in Postsecondary Education and Training |
| | Transition to Secondary Education and Training | | |

Instructions

Per 34 CFR § 463.24, applicants must demonstrate effectiveness in providing adult education and literacy activities to individuals with low levels of literacy or English language learners. Prior to completing the application, each applicant must upload the Demonstrated Effectiveness Table by providing valid and reliable data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the following content domains:

- Reading,
- Writing,
- Mathematics,
- English language acquisition (if the applicant will offer an English language acquisition program), and
- Other subject areas relevant to the services contained in the State's application for funds.

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

- Employment
- Attainment of secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training.

FEDERAL STATEMENT OF ASSURANCES

2021 – 2025

The recipient hereby assures that:

1. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC §2000d - §2000d-4) and its implementing regulations (34 CFR Part 100), and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received Federal assistance.
2. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended (29 USC § 794), and its implementing regulations (34 CFR Part 104), which prohibits discrimination based on disability in programs and activities receiving Federal financial assistance.
3. It will comply with Title II of the Americans with Disabilities Act, (42 USC §12134, et seq.), and its implementing regulations (28 CFR Part 35), which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC §12181 et seq.), and its implementing regulations (28 CFR Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.
4. It will comply with Title IX of the Education Amendments of 1972, as amended (20 USC §1681- §1683), and its implementing regulations (34 CFR Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving Federal assistance.
5. It will comply with the Discrimination Act of 1975, as amended, (42 USC §6101, et seq.), and its implementing regulations (45 CFR Part 90), which prohibit discrimination on the basis of age in programs or activities receiving Federal financial assistance.
6. All contractors, subcontractors, sub-grantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above-cited statutes, regulations, guidelines and standards against those students or employees.
7. It will administer each program in accordance with all statutes, regulations, program plans, policies and applications applicable to that program.
8. It will adopt and use proper methods of administering each program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program, and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
9. It will cooperate in carrying out any evaluation of each program conducted by or for the NCCCS, the United States Department of Education or other Federal officials.
10. It will retain all records relating to a program for which Federal funds are received for a period of five years after the completion of the activity for which the funds are used or until such time greater than five years as all pending reviews or audits have been completed and resolved. The only exception to this rule is the indefinite maintenance of Adult High School (AHS) and High School Equivalency (HSE) records.
11. It has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974, (20 USC §1232g) and its regulations (34 CFR Part 99).

12. It shall repay all funds determined to be due to the Federal government because of a disallowance decision in a manner deemed reasonable by the State or the Federal government.
13. To the extent authorized by law, it shall indemnify, save, and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney's fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
14. It will maintain such records, including those pertaining to fiscal audit and program evaluation, and provide access to records upon request to representatives of the NCCCS or the United States Department of Education.
15. No smoking will occur within any indoor facility owned or leased or contracted for and utilized by it for provision of routine or regular kindergarten, elementary, or secondary education, library services, health care or early childhood development services to children.
16. It will make reports to the NCCCS or the United States Department of Education as may reasonably be necessary to enable those parties to perform their duties.
17. It certifies, by submission of this assurance form and by incorporating this form by reference in each of its re-applications for Federal funds, that neither it nor its principals:
 - Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction by any Federal department or agency.
 - Have within a three-year period preceding this re-application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection 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, falsification or destruction of records, making false statements, or receiving stolen property.
 - Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated above; and
 - Have not within a three-year period, preceding this re-application had any public transactions (Federal, State, or local) terminated for cause or default.
18. No Federal appropriated funds have been paid or will be paid, by or on behalf of the recipient, to any person for influencing or attempting to influence an officer or employee of an agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
19. It shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly. {Sources: Section 1352, Title 31 of the United States Code, 34 CFR Part 82}
20. The applicant has the necessary legal authority to apply for and receive the proposed grant.
21. The applicant's governing body, and the undersigned official, has been duly authorized to file this re-application in connection with this re-application.
22. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.

**FEDERAL STATEMENT OF ASSURANCES
2021 – 2025**

SIGNATURE OF AGREEMENT

Name of Agency

Printed Name of Community College President/Community-Based Organization Board Chair

Signature of Community College President/Community-Based Organization Board Chair

Date

***TO BE SIGNED AND RETURNED BY THE APPLICANT**

**COLLEGE AND CAREER READINESS (CCR)
STATEMENT OF ASSURANCES
2021 – 2025**

PROGRAM OPERATIONS

1. The Applicant agrees to use the data collection system(s) designated in the North Carolina College and Career Readiness Assessment Manual (LEIS and Benchmark Data Solutions© (as of April 2021) and adhere to the NCCCS-CCR and NRS requirements for data entry.
2. As a North Carolina CCR requirement, the applicant agrees to employ a professional member to serve as Data Manager. The Data Manager will have a clear understanding of how data is collected, data entry, attestation, and correcting errors and resolving data issues.
3. The applicant will abide by the NC Assessment Manual. NCCCS reserves the right to update policies throughout the year and the program agrees to commit to updated policies. The failure of a program to demonstrate compliance with the policy requirements in the NC Assessment Manual may have consequences, including but not limited to remedial action, withholding of funds, grant reduction, or grant termination.
4. The applicant agrees to employ a full-time staff member to serve as the local professional development coordinator.
5. The Applicant agrees to provide Distance Learning (DL) services to students who are seeking or may benefit from them.
6. The Applicant agrees to coordinate its program with other adult education stakeholders, including WIOA partners, to avoid duplication of services available through other programs serving adults.
7. Applicants will be designated as one-stop partners and are required to align and contribute to the one-stop delivery systems in Local Workforce Development Areas. Specifically, one-stop partners are required to enter into a local Memorandum of Understanding with the local board and the professional development staff person does not have to be a full-time staff member.
8. The Applicant agrees that the Program Director and all program staff will participate in all CCR required professional development activities scheduled during the term of this Grant award.
9. The Applicant agrees to provide ample staff development funds to ensure that the program employs and maintains a well-qualified staff, including teachers, counselors, and administrators.
10. The applicant agrees to employ staff who hold NRS approved certifications.
11. The Applicant agrees to fully cooperate with monitoring and evaluation activities required by NCCCS-CCR.
12. The Applicant agrees to obtain NCCCS-CCR approval prior to any programmatic changes that deviate from the submitted approved grant application.
13. The Applicant agrees to implement the 13 considerations as WIOA Title II requires.

FISCAL MANAGEMENT

1. The Applicant agrees to be the fiscal agent for the grant award received from NCCCS-CCR.
2. The Applicant agrees to provide timely and accurate reports which include:
 - a. Completion of budgets
 - b. Requests for reimbursement
 - c. Budget amendment requests
3. The Applicant agrees to require and maintain a certificate of the insurance for each of its program sites verifying that each building meets North Carolina building codes.
4. The Applicant agrees to maintain a record of actual expenditures of local, State, and Federal funds for activities allowed under WIOA Title II. The local, State, and Federal funds must be maintained as separate line items to maintain their separate identities for reporting and auditing purposes.

Commingling of these separate sources of funding is not allowed. The actual expenditures must reflect the amounts allocated for each line item in the annual budget approved by NCCCS-CCR.

5. As a North Carolina CCR requirement, the Applicant agrees not to use Federal or State funds to travel outside the country and to receive prior approval for travel outside North Carolina by virtue of inclusion in the local plan.
6. The Applicant agrees to maintain and submit time-and-effort records for all employees that provide" services through the WIOA AEFLA grant or who are funded wholly or in part funded through the"WIOA grant award or matching funds. These records must be submitted monthly and/or on a"semiannual basis to NCCCS-CCR.
- 90 The Applicant agrees to ensure that funds made available for Adult Education and Literacy activities" under this subtitle shall supplement and not supplant other Federal, State, or local public funds" expended for Adult Education and Literacy activities.
- : 0 The Applicant agrees that all budget amendments in any budget line item from the originally approved" budget must be approved in writing by NCCCS-CCR.
9. The Applicant agrees that not more than 5% of Federal funds will be used for administrative purposes. Unless 5% is too restrictive to accomplish the tasks, then a higher rate may be negotiated.
10. The Applicant agrees to retain all local program records and supporting documents for a minimum of five years from the date of submission of the final expenditure report.
11. The Applicant agrees to keep all State and local Adult High School transcripts and diplomas on file indefinitely.
12. The Applicant agrees that the amount of Federal funds allocated for services to incarcerated and/or institutionalized adults may not exceed 20% of the total Federal authorization.
13. The Applicant understands that funding is contingent on Federal and State legislation.

COLLEGE AND CAREER READINESS -STATEMENT OF ASSURANCES

2021 – 2025

SIGNATURE OF AGREEMENT

Name of Agency

Printed Name of Community College President/Community-Based Organization Board Chair

Date

***TO BE SIGNED AND RETURNED BY THE APPLICANT**

GENERAL EDUCATION PROVISIONS ACT

ATTACHMENT

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 (20 USC § 1228a(b)) Attestation – WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements.

If funded, the provider will take the following steps to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Project Director: (Name and Title) _____

Signature of Project Director: _____ Date: _____

***TO BE SIGNED, COMPLETED AND RETURNED BY THE APPLICANT**

**Title II Competitive Grant
Application Part IB (Section 231)**



AEFLA 231 COMPETITIVE GRANT APPLICATION QUESTIONS

All narrative responses will be reviewed based upon the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231, 29 USC § 3321. The following 13 Considerations and corresponding questions should be completed in the order listed. All applicants are not required to apply for the 231 grant award; however all applicants must furnish responses to the 13 consideration questions. The questions for the 13 consideration are required for the 231, 225 and 243 grant awards. Supplemental questions must be completed in order to apply for 225 and 243. Refer to pages 41 and 47 for the 225 and 243 supplemental questions.

Each consideration response should be limited to a 3,500-character maximum – approximately 750-word limit per question.

CAPACITY AND COMMITMENT

Consideration 1

The degree to which the eligible provider will be responsive to:

- (A) Regional needs as identified in the local plan under WIOA Section 108; and
- (B) Serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - (i) Have low levels of literacy skills; or
 - (ii) Are English language learners.

Please address the following:

- What are the local and/or regional workforce needs of the identified geographical/service delivery area as identified by the Local Workforce Plan? How does adult education fit into the workforce strategies identified in the plan?
- Detail the literacy needs of the provider's target population. Cite sources.
- How will the provider deliver services to meet the local and/or regional needs described above?
- How will the program provide services to meet the needs of the target population of the area? Specifically describe how the provider will meet the needs of persons with low levels of literacy and English language learners.
- Describe how the provider will provide services to meet the needs of special populations (i.e. individuals with disabilities, single parents, displaced homemakers, individuals with limited English proficiency, and individuals with multiple barriers to employment).

Consideration 2

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

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

Consideration 3

According to 34 CFR § 463.24, an eligible applicant must establish that it has demonstrated effectiveness. An eligible applicant must demonstrate past effectiveness by providing performance data on its records of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training:

- Describe the organization's past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.
- If your program did not meet the NRS performance target for program years 2017-2018 (38%) and 2018-2019 (39%), what strategies will you employ to meet the future NRS performance targets?
- Provide 3-5 strategies the provider will employ to meet the State's adjusted levels of performance. What resources will the provider employ to ensure that students achieve learning gains?
- What strategies will be used to improve gains for under-performing student groups?
- Address the needs of the target population to be served, and recruitment strategies utilize.
- Describe assessment processes to capture educational needs of your target population.

Consideration 4

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

- Describe how the provider will deliver services to align with the strategies and industry needs as identified in the applicable LWDB Plan(s).
- Describe how the program will align its services and work with the local NCWorks Center to meet the goals identified in the LWDB Plan(s).

INSTRUCTIONAL PRACTICES

Consideration 5

Whether the eligible provider's program –

- a. Is of sufficient intensity and quality, 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; and
- c. Uses NRS approved Levels(s); and
- d. Follows the College and Career Readiness Content Standards alignment; and
- e. Uses instructional objectives with activities that sufficiently meet the learning objectives

Please address the following:

- To demonstrate that a variety of class opportunities will be available, please submit a proposed schedule of classes, labs, and tutoring services. Also, please include a sample lesson plan.
- How does the provider incorporate essential components of reading instruction?
- Describe other rigorous research-based instructional practices the provider will use with students to achieve substantial learning gains.

Consideration 6

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

- Describe how the program uses rigorous research and evidence-based instruction for the various content components of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) (i.e. reading, writing, speaking, mathematics, and English language acquisition).
- Describe how the program uses the [NC Adult Education Content Standards](#).

Consideration 7

Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. Programs must have distance learning software available to support the instruction of adult learners;

- How will the provider integrate the use of technology into classroom instruction – to include software, internet resources, and other resources, and hardware such as computers, laptops, tablets, smartboards, smartphones, document cameras, and other resources?
- Describe how the provider will implement distance learning opportunities for students, including those with low levels of literacy and those with learning disabilities.

Consideration 8

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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

- How will the provider plan and implement IET opportunities for students? Provide specific details of these opportunities. How will students access and participate in the IET program?
- Describe how the provider will use IET or other models to accelerate the development skills required to advance in an educational setting, transition to post-secondary education, or become employed.
- How will the provider provide workplace readiness and occupational skills training?

Consideration 9

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

- Describe the provider's instructional staff, teachers, full-time, part-time teaching assistants, and tutors including teaching credentials for each one. Include all planned positions.
- Describe the program's professional development plan including how it will provide high quality professional development, both traditionally and through electronic means, to ensure that instructors and staff are knowledgeable of current research and best practices in adult education. How will the program's professional development plan support instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

SERVICE INTEGRATION AND MANAGEMENT

Consideration 10

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

Please address the following:

- Please describe the program's existing career pathways. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the North Carolina Unified State Plan? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.
- Describe how the program will partner with other providers to offer support services to students, to increase access to program services and ensure program completion. Include information on services such as childcare, transportation, mental health services, and career planning.

Consideration 11

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

- How will the program assess students' educational needs, and need for support services and accommodations? Include details regarding services such as childcare, transportation, mental health services, and career planning. How will the program identify and resolve barriers to student completion?

Consideration 12

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

- Describe the organization's data management practices for:
 1. Tracking student outcomes;
 2. Monitoring program performance;
 3. Maintaining quality in the data.
- How will the provider utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?
- As a North Carolina CCR requirement, please attach a job description for the Data Manager position.

Consideration 13

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;

- What is the English Language Learner (ELL) population in the local area? Provide the data source.
- Describe the local area's demonstrated need for a program that offers English Language Acquisition services.
- Describe the program's experience with and/or ability to provide instruction and services to English Language Learners.

Application components that must be submitted are:

- **Part I-A (include the following documents as one PDF)**

Part I-A must be submitted by all applicants.

- Cover page
- Demonstrated Effectiveness Screening Tool
- All Memoranda of Understanding with the Local Workforce Development Board(s)
- Signed Federal and State Certifications and Assurances
- Completed and Signed GEPA
- Job Description for Data Manager Position
- Instructional Schedule

- **Part I-B (include the following documents as one PDF)**

Part I-B must be submitted by all applicants.

- Grant Application Narrative (231)
 - ❖ Please note, the narrative for this section are the 13 Considerations
- Section 231 Budget
- Section 231 Budget Narrative

- **Part II-231 AEFLA Grant Application**

(Include the following as documents as one PDF)

- Section 231 Budget
- Section 231 Budget Narrative

- **Part III-225 Corrections & Other Institutionalized Individuals**

(include the following documents as one PDF)

- Section 225 Narrative - Supplemental Questions
- Section 225 Budget
- Section 225 Budget Narrative

- **Part IV-243 IEL/CE Grant Application**

(include the following documents as one PDF)

- Section 243 Narrative - Supplemental Questions
- Section 243 Budget
- Section 243 Budget Narrative

Application Submission Instructions

1. To use the grant portal, please access <http://moodle.nccommunitycolleges.edu> (Moodle®).
2. Upon entering the website, click on the link entitled “Log in” located in the top right-hand corner.
3. Upon accessing the log-in screen, the USERNAME and PASSWORD boxes will pop-up. To access the website, a username and password are required. Your username and password will be provided to you by the Virtual Learning Community (VLC) via email. Send a request for your new username and password to howellj@nccommunitycolleges.edu. Place in the subject box “New Applicant Portal Access.” Please note, usernames and passwords are provided to new applicants via email for security purposes. DO NOT click on the “Create a new account” button, as accounts will be generated for new applicants. DO NOT click on the “Log in as a guest” button, as accounts will be generated for new applicants.
4. Upon entering your username and password, please click on the blue “Log in” button.
5. You will immediately be navigated to the home screen of the website.
6. Upon arriving to the main page of the site, click on the link at the top left corner that is entitled My Courses. Under My courses you will find the 2021-2025 Adult Education and Family Literacy Act (AEFLA) Federal grant award application; or, you can access the AEFLA page by scrolling down to the bottom of the home screen and clicking on the link entitled WIOA. Upon clicking the WIOA link, select the link entitled 2021-2025 AEFLA, Section 231 Grant.
7. At the beginning of the AEFLA page you will find the instructions required to complete and submit the Federal grant application.
8. To submit completed documents, click on the section entitled “Submit RFP Application”. Under the section entitled “Submit RFP Application”, click on the following links to submit all documents for this particular grant:

Application components that must be submitted are:

1. Cover page
2. Demonstrated Effectiveness Data
3. All Memoranda of Understanding with the Local Workforce Development Board(s)
4. Signed Federal and State Certifications and Assurances
5. Completed and Signed GEPA
6. Grant Application Narrative (13 Considerations)
7. Section 231 Budget Form
8. Budget Narrative
9. Job Description for Data Manager Position
10. Instructional Schedule

Whether you are submitting one grant or all three grants, each application must be submitted separately. All documents within each application must be submitted as one PDF. However, all documents must be completed and submitted by March 24, 2021 by 5:00 p.m.

Failure to meet the deadline via the portal will disqualify the applicant for funding consideration. Failure to complete all forms as directed will result in an incomplete application and, therefore, disqualification. No hard copies or email transmissions will be accepted.

**Title II Competitive Grant Application
Part II - 231 Budget and Budget Narrative**



**NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

Title II, AEFLA 231 BUDGET DOCUMENT

PROVIDER NAME / FEDERAL ID#

Effective Date: July 1, 2021 - June 30, 2022

| | NCCCS Federal Allocation | NC State Match | Category Total |
|--|--------------------------------|-------------------|----------------|
| A. Salaries, Instructional | | | |
| B. Salaries, Non-Instructional | | | |
| C. Employer's Retirement | | | |
| D. Employer's Social Security | | | |
| E. Employer's hospitalization | | | |
| F. Career Services | | | |
| G. Educational Supplies and Materials <=\$5,000 per unit price | | | |
| H. Equipment (must be pre-approved) >\$5,000 per unit price | | | |
| I. Contractual Services | | | |
| J. Staff Travel | | | |
| K. Administrative Costs/Indirect Costs | | | |
| Salaries (Director) \$ | | | |
| Other Expenses \$ | | | |
| L. Indirect Costs \$ | | | |
| Budget Total | | | |

| | | | |
|---|------|----------------------------------|----------------|
| Chief Fiscal Officer of Provider | Date | Assist. Adult Ed. State Director | Date |
| Adult Ed. Program Director/President | Date | Adult Ed. State Director | Date |
| *Administrative Cost are unallowable with State funds. | | | Updated 6/2020 |

TITLE II , AEFLA, Section 231
Budget Narrative
July 1, 2021 - June 30, 2022

Please provide a budget narrative for all line items. This document will be used help determine allocability, allowability, and reasonableness. In this narrative, all applicants must include the mathematical calculations used to arrive at the total for each line item. Make sure all calculations add up to the total budget listed on the budget page.

A. Salaries, Instructional

B. Salaries Non-Instructional

C. Employer's Retirement

D. Employer's Social Security

E. Employer's Hospitalization

F. Career Services

G. Educational Supplies and Materials

H.. Equipment (must be preapprovd)

I. Contractual Services

J. Staff Travel

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

**Title II Competitive Grant Application
Part III (Section 225)**



Provider Literacy Service Area Table

1. List separately each location where literacy services will be provided:

| | Name of facility or institution | Type of Facility: prison, jail, reformatory, work farm, day incarceration center, detention center, community-based rehabilitation center, workforce development center, halfway house, transition house, etc. | Type of service(s) provided: (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training, (5) career pathways, (6) concurrent enrollment, (7) peer tutoring, and (8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism. |
|---|---------------------------------|--|--|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Title II, AEFLA BUDGET APPROVAL
Grant 225

PROVIDER NAME & FEDERAL ID#
Effective Date: July 1, 2021 - June 30, 2022

| | | NCCCS Federal Allocation |
|---|------------------------------------|---------------------------------------|
| A. Salaries, Instructional | | A. |
| B. Salaries, Non-Instructional | | B. |
| C. Employer's Retirement | | C. |
| D. Employer's Social Security | | D. |
| E. Employer's hospitalization | | E. |
| F. Career Services | | F. |
| G. Educational Supplies and Materials | <=\$5,000 per unit price | G. |
| H. Equipment (must be pre-approved) | >\$5,000 per unit price | H. |
| I. Contractual Services | | |
| J. Staff Travel | | I. |
| K. Administrative Costs/Indirect Costs Salaries (Director) Other Expenses | | J. K. |
| L. Indirect Costs | | L. |
| Budget Total | | |
| | | |
| Chief Fiscal Officer of Provider | Date | Assist. Adult Ed. State Director Date |
| Adult Ed. Program Director/President | Date | Adult Ed. State Director Date Updated |
| *Administrative Cost are unallowable with State funds. | | 6/2020 |

AEFLA, Section 225 Budget Narrative
July 1, 2021 - June 30, 2022

Please provide a budget narrative for all line items. This document will be used help determine allocability, allowability, and reasonableness. In this narrative, all applicants must include the mathematical calculations used to arrive at the total for each line item. Make sure all calculations add up to the total budget listed on the budget page.

A. Salaries, Instructional

B. Salaries Non-Instructional

C. Employer's Retirement

D. Employer's Social Security

E. Employer's Hospitalization

F. Career Services

G. Educational Supplies and Materials

H. Equipment (must be preapproved)

I. Contractual Services

J. Staff Travel

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

**Title II Competitive Grant Application
Part IV (Section 243)**



1. Describe how students will be recruited for the Integrated English Literacy and Civics Education (IEL/CE) program. Also, please describe how students will be retained in the IEL/CE program.

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

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

3. Describe how English language instruction, including reading, writing, and comprehension skills in English, mathematics, and civics education are based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education. Please address the following:

- Please address the delivery of services for adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function more effectively as parents, workers, and citizens in the United States.
- Describe how all lessons and content will be aligned to the North Carolina Adult Education Content Standards.
- Describe how the instruction will be contextualized to meet the education and employment needs of participants.
- Describe how the civics education component of the IELCE program will be offered to participants. How will participants engage in activities and lessons that increase their awareness of the rights and responsibilities of citizenship and civic participation?
- Describe how the program plans to use technology to facilitate lessons and activities. Describe how technology will be used to help prepare students for the desired educational and occupational outcomes.

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

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

5. Describe the partnerships, collaborations and/or innovative projects that will be created to meet the needs of the IELCE program participants. Describe how the program will strengthen the partnerships with the LWDB. Please address the following:

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

**NORTH CAROLINA STATE BOARD OF
COMMUNITY COLLEGES NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM
Title II, AEFLA BUDGET DOCUMENT
Grant 243**

**PROVIDER NAME & FEDERAL ID# Effective Date:
July 1, 2021 - June 30, 2022**

| | NCCCS Federal Allocation |
|---|--------------------------|
| A. Salaries, Instructional | A. |
| B. Salaries, Non-Instructional | B. |
| C. Employer's Retirement | C. |
| D. Employer's Social Security | D. |
| E. Employer's hospitalization | E. |
| F. Career Services | F. |
| G. Educational Supplies and Materials <=\$5,000 per unit price | G. |
| H. Equipment (must be pre-approved) >\$5,000 per unit price | H. |
| I. Contractual Services | I. |
| J. Staff Travel | J. |
| K. Administrative Costs/Indirect Costs | K. |
| Salaries (Director) | |
| Other Expenses | |
| L. Indirect Costs | L. |

| | |
|---------------------|------------|
| Budget Total | \$0 |
|---------------------|------------|

| | | | |
|----------------------------------|------|----------------------------------|------|
| Chief Fiscal Officer of Provider | Date | Assist. Adult Ed. State Director | Date |
|----------------------------------|------|----------------------------------|------|

| | | | |
|--|------|--------------------------|--------------|
| Adult Ed. Program Director/President | Date | Adult Ed. State Director | Date Updated |
| *Administrative Cost are unallowable with State funds. | | | 6/2020 |

Section 243 Budget Narrative
July 1, 2021 - June 30, 2022

Please provide a budget narrative for all line items. This document will be used help determine allocability, allowability, and reasonableness. In this narrative, all applicants must include the mathematical calculations used to arrive at the total for each line item. Make sure all calculations add up to the total budget listed on the budget page.

A. Salaries, Instructional

B. Salaries Non-Instructional

C. Employer's Retirement

D. Employer's Social Security

E. Employer's Hospitalization

F. Career Services

G. Educational Supplies and Materials

H. Equipment (must be preapproved)

I. Contractual Services

J. Staff Travel

Neither State nor Federal guidelines require a calculation be provided for indirect costs in this budget narrative.

**Title II Competitive Grant
Application Rubrics
Part V**



Title II Adult Education Grant Application Rubric

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

| Grant/Funding Stream | Applicant Points Received | Total Points Available |
|---------------------------------------|---------------------------|------------------------|
| Title II Adult Education (231) | | 52 |

Capacity and Commitment - Consideration 1

The degree to which the eligible provider will be responsive to:

- (A) Regional needs as identified in the local plan under WIOA Section 108; and
- (B) Serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who:
 - (i) Have low levels of literacy skills; or
 - (ii) Are English language learners.

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|--|---|---|
| <p>The applicant will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant explicitly describes how it will serve individuals most in need.</p> <p>The applicant's program will address an identified, but unfilled need, in its region and its approach strongly aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.</p> | <p>The applicant will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant generally describes how it will serve individuals most in need.</p> <p>The applicant's program will address an identified, but unfilled need, in its region and its approach strongly aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.</p> | <p>The application will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant somewhat describes how it will serve individuals most in need.</p> <p>The applicant's program will somewhat address a need in its region and its approach somewhat aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.</p> | <p>The applicant indicates it will serve individuals that are not eligible to receive AEFLA services.</p> <p>Applicant does not describe how it will serve individuals most in need.</p> <p>The applicant's program does not address a specific need in its region, and this approach does not or minimally aligns with LWDB's local plan. The applicant addressed how it will serve adult learners with low level of literacy skills or English Language Learners.</p> |

Capacity and Commitment - Consideration 2

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|--|---|--|
| <p>The applicant will serve individuals with disabilities, including eligible individuals with learning disabilities.</p> <p>Applicant explicitly describes how it will serve individuals with disabilities.</p> | <p>The applicant will serve individuals with disabilities, including eligible individuals with learning disabilities.</p> <p>Applicant generally describes how it will serve individuals with disabilities.</p> | <p>The applicant will serve individuals with disabilities, including eligible individuals with learning disabilities.</p> <p>Applicant somewhat describes how it will serve individuals with disabilities.</p> | <p>The applicant will serve individuals with disabilities, including eligible individuals with learning disabilities.</p> <p>Applicant does not describe how it will serve individuals with disabilities.</p> |

Capacity and Commitment - Consideration 3

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|---|---|--|
| <p>Applicant demonstrated skill growth exceeded state target of 39% for 2018-2019.</p> <p>Applicant explicitly describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.</p> <p>Applicant explicitly describes the organization’s past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.</p> <p>Applicant explicitly describes resources the provider will employ to ensure that students achieve learning gains.</p> <p>The applicant explicitly describes how they address the needs of the target population to be served, and recruitment strategies utilized.</p> <p>The applicant explicitly describes assessment processes to capture educational needs of your target population.</p> | <p>The applicant’s demonstrated skill growth met the target of 39% for 2018-2019.</p> <p>Applicant generally describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.</p> <p>Applicant generally describes the organization’s past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.</p> <p>Applicant generally describes resources the provider will employ to ensure that students achieve learning gains.</p> <p>The applicant generally describes how they address the needs of the target population to be served, and recruitment strategies utilized.</p> <p>The applicant generally describes assessment processes to capture educational needs of your target population.</p> | <p>The applicant’s demonstrated skill growth is between 31% and 38% (which is 80% of the 2018-19 MSG target)</p> <p>Applicant somewhat describes how it will improve the skill gains of those subgroups of students who have traditionally under performed.</p> <p>Applicant somewhat describes the organization’s past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.</p> <p>Applicant somewhat describes resources the provider will employ to ensure that students achieve learning gains.</p> <p>The applicant somewhat describes how they address the needs of the target population to be served, and recruitment strategies utilized.</p> <p>The applicant somewhat describes assessment processes to capture educational needs of your target population.</p> | <p>The applicant does not achieve a 31% growth rate. (less than 80% of the 2018-19 target)</p> <p>Applicant does not describe how it will improve the skill gains of those subgroups of students who have traditionally under performed.</p> <p>Applicant does not describe the organization’s past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.</p> <p>Applicant does not describe resources the provider will employ to ensure that students achieve learning gains.</p> <p>The applicant does not describe how they address the needs of the target population to be served, and recruitment strategies utilized.</p> <p>The applicant does not describe assessment processes to capture educational needs of your target population.</p> |

Capacity and Commitment - Consideration 4

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|--|---|---|
| <p>The applicant explicitly describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.</p> <p>The applicant explicitly describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).</p> <p>The applicant explicitly describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).</p> | <p>The applicant generally describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.</p> <p>The applicant generally describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).</p> <p>The applicant generally describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).</p> | <p>The applicant somewhat describes alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.</p> <p>The applicant somewhat describes how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).</p> <p>The applicant somewhat describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).</p> | <p>The applicant does not describe alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108.</p> <p>The applicant does not describe how its work will align with the NC Works Center to meet the goals identified in the LWDB Plan(s).</p> <p>The applicant does not describes how it will deliver services to align with the strategies and regional industry needs as identified in the LWDB Plan(s).</p> |

Instructional Practices - Consideration 5

Whether the eligible provider's program –

- A) Is of sufficient intensity and quality, 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; and
- C) Uses NRS approved Levels(s); and
- D) Follows the College and Career Readiness Content Standards alignment; and
- E) Uses instructional objectives with activities that sufficiently meet the learning objectives

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|--|--|--|
| <p>The applicant's course schedule will have a minimum of six instructional hours per week.</p> <p>All of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.</p> <p>The applicant explicitly bases instruction on the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.</p> | <p>The applicant's course schedule will have a minimum of four instructional hours per week.</p> <p>Several of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.</p> <p>The applicant describes in general terms how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.</p> | <p>The applicant's course schedule will have a minimum of two instructional hours per week.</p> <p>Only two of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.</p> <p>The applicant somewhat describes how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.</p> | <p>The applicant's course schedule will have a minimum of one instructional hour per week.</p> <p>None of the applicant's instructional methods are supported with a strong research base, which includes the Essential Components of Reading.</p> <p>The applicant does not describe how instruction will be based upon the College and Career Readiness Content Standards. The lesson plans will include appropriate NRS levels as well as CCR standard benchmarks.</p> |

Instructional Practices - Consideration 6

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|--|---|--|
| <p>All of the applicant’s instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.</p> <p>The applicant explicitly describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p> | <p>Several of the applicant’s instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.</p> <p>The applicant describes in general terms how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p> | <p>Only two of the applicant’s instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.</p> <p>The applicant somewhat describes how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p> | <p>None of the applicant’s instructional methods and activities are supported with the most rigorous research available and best practices in the areas of reading, writing, speaking, mathematics, and English Language Acquisition.</p> <p>The applicant does not describe how it will provide instruction in reading, writing, mathematics, and English Language Acquisition based upon the most rigorous research available.</p> |

Instructional Practices - Consideration 7

Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance. Programs must have distance learning software available to support the instruction of adult learners;

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|---|---|--|
| The applicant explicitly explains how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs. | The applicant describes in general terms how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs. | The applicant somewhat describes how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs. | The applicant does not describe how it will strategically apply technology to improve the quality of instruction and will strategically utilize distance learning, if applicable, to provide quality learning experiences for students enrolled in Title II programs. |

Instructional Practices - Consideration 8

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 an advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|---|--|---|
| <p>The applicant will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant explicitly describes how it will serve individuals most in need.</p> | <p>The applicant will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant generally describes how it will serve individuals most in need.</p> | <p>The application will serve a population of individuals eligible to receive AEFLA services.</p> <p>Applicant somewhat describes how it will serve individuals most in need.</p> | <p>The applicant indicates it will serve individuals that are not eligible to receive AEFLA services.</p> <p>Applicant does not describe how it will serve individuals most in need.</p> |

Instructional Practices - Consideration 9

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|---|--|--|
| <p>The applicant explicitly explains how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office. All Title II funded staff members must have at least a baccalaureate degree.</p> <p>The applicant explicitly explains how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.</p> <p>The applicant indicates at least 50% of its instructors hold a teaching credential as recognized by the National Reporting System</p> | <p>The applicant describes in general terms how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office. All Title II funded staff members must have at least a baccalaureate degree.</p> <p>The applicant describes in general terms how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.</p> <p>The applicant indicates at least 35%-50% of its instructors hold a teaching credential as recognized by the National Reporting System</p> | <p>The applicant somewhat describes how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office. All Title II funded staff members must have at least a baccalaureate degree.</p> <p>The applicant somewhat describes how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.</p> <p>The applicant indicates between 15%-34% of its instructors hold a teaching credential as recognized by the National Reporting System</p> | <p>The applicant does not describe how it will staff its program with well-trained, highly qualified staff and volunteers that meet or exceed qualifications established by the System Office. All Title II funded staff members must have at least a baccalaureate degree.</p> <p>The applicant does not describe how it will offer professional development to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.</p> <p>The applicant indicates less than 15% of its instructors hold a teaching credential as recognized by the National Reporting System</p> |

Service Integration and Management - Consideration 10

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|---|---|--|
| <p>The applicant explicitly describes how it will coordinate activities with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways.</p> <p>The applicant explicitly explains how it will coordinate</p> | <p>The applicant describes in general terms how it will coordinate activities with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways.</p> <p>The applicant describes in general terms how it will</p> | <p>The applicant somewhat describes how it will coordinate activities with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways.</p> <p>The applicant somewhat describes how it will</p> | <p>The applicant does not describe how it will coordinate activities with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways.</p> <p>The applicant does not describe how it will coordinate</p> |

| | | | |
|---|---|--|--|
| <p>with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p> <p>The applicant explicitly describes how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p> <p>Include information on services such as childcare, transportation, mental health services, and career planning.</p> | <p>coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan ? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p> <p>The applicant describes in general terms how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p> <p>Include information on services such as childcare, transportation, mental health services, and career planning.</p> | <p>coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p> <p>The applicant somewhat describes how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p> <p>Include information on services such as childcare, transportation, mental health services, and career planning.</p> | <p>with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Workforce Development Plan ? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.</p> <p>The applicant does not describe how it will partner with other providers to offer support services to students, to increase access to program services and ensure program completion.</p> <p>Include information on services such as childcare, transportation, mental health services, and career planning</p> |
|---|---|--|--|

Service Integration and Management - Consideration 11

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|--|---|--|
| <p>The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.</p> <p>Schedule displays a variety of days, times, and locations that provide access across the entire service area.</p> | <p>The applicant supplied a schedule that demonstrates multiple opportunities and locations for learning.</p> <p>Schedules display a variety of days, times, and that provide access across the most service area.</p> | <p>The applicant supplied a schedule that demonstrates few opportunities and locations for learning.</p> <p>Schedules display a variety of days, times, and locations that provide access across the some service area.</p> | <p>The applicant supplied a schedule that demonstrates few opportunities and locations for learning.</p> <p>The schedule does not display a variety of days, times, and locations.</p> |

Service Integration and Management - Consideration 12

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

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|---|---|--|---|
| <p>The applicant has a detailed plan to collect valid data for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.</p> <p>The applicant will regularly collect, using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.</p> <p>The applicant's Data Manager works with a team of people who will regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.</p> | <p>The applicant has a strong plan to collect valid data for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.</p> <p>The applicant will periodically collect, using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.</p> <p>The applicant's Data Manager works with one other person (director, coordinator, lead instructor) to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.</p> | <p>The applicant has a general plan to collect valid data for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.</p> <p>The applicant will collect data twice per year, using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.</p> <p>The applicant's Data Manager works independently to regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.</p> | <p>The applicant has a weak plan to collect valid data for all of the WIOA performance indicators listed in Section 116. The plan includes ensuring appropriate staff are trained.</p> <p>The applicant will not collect data using both formal and informal methods, meaningful feedback from students, instructors, staff, and partner organizations.</p> <p>The applicant's Data Manager does not regularly analyze qualitative and quantitative data from Benchmark and other Management Information Systems (MIS) data collection systems provided through the System Office.</p> |

Service Integration and Management - Consideration 13

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;

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|---|--|---|
| <p>The applicant explicitly describes how it will work with the English Language Learner population in its service area.</p> <p>The applicant explicitly describes the extent of the need in its area for English Language Acquisition services.</p> <p>The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.</p> | <p>The applicant describes in general terms how it will work with the English Language Learner population in its service area.</p> <p>The applicant describes in general terms the extent of the need in its area for English Language Acquisition services</p> <p>The program has 15 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.</p> | <p>The applicant somewhat describes how it will work with the English Language Learner population in its service area.</p> <p>The applicant somewhat describes the extent of the need in its area for English Language Acquisition services</p> <p>The program has 10-14 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.</p> | <p>The applicant does not describe how it will work with the English Language Learner population in its service area.</p> <p>The applicant does not describe the extent of the need in its area for English Language Acquisition services</p> <p>The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among English Language Learners.</p> |

Local Workforce Development Board Evaluation

To be reviewed by the local workforce development board - this form is for informational purposes only and does not need to be completed by the application reviewer.

| Questions | Does the applicant meet the criteria as listed on the document? | Please make comments here to be included in the final review. |
|---|--|--|
| Does the application align adult education and literacy activities with the education and training objectives and activities of the local workforce plan and the Workforce Development System, including concurrent enrollment in Title I and Title II programs under WIOA, as appropriate? | Yes or No | |
| Does the applicant describe its plan and strategies for effectively working with workforce partners, identified by the local plan, to share resources and contribute to regional education and training efforts, including career pathway programs? | Yes or No | |
| Does the applicant document activities that integrate the IET programs with the Workforce Development System? | Yes or No | |

The comments above will serve as a consideration in the determination of funding.

225 Corrections and Other Institutionalized Individuals

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

| Grant/Funding Stream | Applicant Points Received | Total Points Available |
|--|----------------------------------|-------------------------------|
| 225 Corrections and Other Institutionalized Individuals | | 20 |

| 1. List separately each location where literacy services will be provided. | | | |
|--|-----------------|--------------------|---|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| The applicant explicitly lists locations where services will be provided. | | | The applicant does not describe the locations where services will be provided. |

| 2. Describe how the program provides or will provide educational programming for criminal offenders in correctional institutions and other institutionalized individuals. The following activities must be offered: a. Adult education and literacy activities (ABE, ASE, ELA), b. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism | | | |
|---|--|--|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how it will provide educational programming for justice involved individuals and other institutionalized individuals.</p> <p>The applicant explicitly describes how it will offer adult education, literacy activities, transition to re-entry initiatives, and other post-release services.</p> <p>The program has more than 15 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.</p> | <p>The applicant describes in general terms how it will provide educational programming for justice involved individuals and other institutionalized individuals.</p> <p>The applicant describes in general terms how it will offer a dult education, literacy activities, transition to re-entry initiatives, and other post-release services.</p> <p>The program has 15 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.</p> | <p>The applicant somewhat describes how it will provide educational programming for justice involved individuals and other institutionalized individuals.</p> <p>The applicant somewhat describes how it will offer adult education, literacy activities, transition to re-entry initiatives, and other post-release services.</p> <p>The program has 10-14 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals.</p> | <p>The applicant does not describe how it will provide educational programming for justice involved individuals and other institutionalized individuals.</p> <p>The applicant does not describe how it will offer adult education, literacy activities, transition to re-entry initiatives, and other post-release services.</p> <p>The program has less than 10 years of experience providing high-quality instruction, which leads to skill growth among justice involved individuals and other institutionalized individuals .</p> |

3. Describe how the program currently provides or will expand services to include post-release transition services. Each eligible agency using funds provided under Section 225 to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within five years of participating in the program.

| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
|--|---|--|--|
| <p>The applicant explicitly describes how it currently provides or will expand services to include post-release transition services.</p> <p>The applicant explicitly describes how it will recruit and serve justice involved individuals and other institutionalized individuals.</p> | <p>The applicant describes in in general terms how it currently provides or will expand services to include post-release transition services.</p> <p>The applicant describes in general terms how it will recruit and serve justice involved individuals and other institutionalized individuals.</p> | <p>The applicant somewhat describes how it currently provides or will expand services to include post-release transition services.</p> <p>The applicant somewhat describes how it will recruit and serve justice involved individuals and other institutionalized individuals.</p> | <p>The applicant does not describe how it currently provides or will expand services to include post-release transition services.</p> <p>The applicant does not describe how it will recruit and serve justice involved individuals and other institutionalized individuals.</p> |

| 4. Describe how the program prepares instructors to meet the unique needs of incarcerated populations. | | | |
|--|---|--|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| The applicant explicitly describes how instructors are meet the unique needs of justice involved populations. | The applicant describes in general terms how instructors are to meet the unique needs of justice involved populations. | The applicant somewhat describes how instructors are prepared to meet the unique needs of justice involved populations. | The applicant does not describe how instructors are prepared to meet the unique needs of justice involved populations.. |

| 5. Describe how the program incorporates or will incorporate services to include IET in corrections settings. Include how the program will align with the labor market for jobs that do not have criminal history restrictions. | | | |
|---|--|---|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how instructors are prepared to meet the unique needs of justice involved populations.</p> <p>The applicant explicitly states how it will incorporate IET services in correctional settings.</p> <p>The applicant explicitly states how it will align with the labor market information for jobs that do not have criminal history restrictions.</p> | <p>The applicant describes in general terms how instructors are prepared to meet the unique needs of justice involved populations.</p> <p>The applicant describes in general terms how it will incorporate IET services in correctional settings.</p> <p>The applicant describes in general terms how it will align with the labor market information for jobs that do not have criminal history restrictions.</p> | <p>The applicant somewhat describes how instructors are prepared to meet the unique needs of justice involved populations.</p> <p>The applicant somewhat describes how it will incorporate IET services in correctional settings.</p> <p>The applicant somewhat describes how it will align with the labor market information for jobs that do not have criminal history restrictions.</p> | <p>The applicant does not describe how instructors are prepared to meet the unique needs of justice involved populations.</p> <p>The applicant does not describe how it will incorporate IET services in correctional settings.</p> <p>The applicant does not describe how it will align with the labor market information for jobs that do not have criminal history restrictions.</p> |

243 Integrated English Literacy and Civics Education

Applicant Information

Applicant Name: _____

Applicant Scoring Summary

| Grant/Funding Stream | Applicant Points Received | Total Points Available |
|--|---------------------------|------------------------|
| 243 Integrated English Literacy and Civics Education | | 20 |

| 1. Describe how students will be recruited for the Integrated English Literacy and Civics Education (IEL/CE) program. Also, please describe how students will be retained in the IEL/CE program. | | | |
|--|--|--|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how it will recruit students for the Integrated English Literacy and Civics Education (IEL/CE) program.</p> <p>The applicant explicitly describes how students will be retained in the IEL/CE program.</p> | <p>The applicant describes in general terms how it will recruit students for the Integrated English Literacy and Civics Education (IEL/CE) program.</p> <p>The applicant describes in general terms how students will be retained in the IEL/CE program.</p> | <p>The applicant somewhat describes how it will recruit students for the Integrated English Literacy and Civics Education (IEL/CE) program.</p> <p>The applicant somewhat describes how students will be retained in the IEL/CE program.</p> | <p>The applicant does not describe how it will recruit students for the Integrated English Literacy and Civics Education (IEL/CE) program.</p> <p>The applicant does not describe how students will be retained in the IEL/CE program.</p> |

| 2. Describe how the IELCE program will be delivered in combination with IET. For this question, please provide data that supports the information submitted. | | | |
|--|---|---|---|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how the IELCE program will be delivered in combination with IET programs.</p> <p>The applicant provides multiple sources of data that support the information submitted.</p> | <p>The applicant describes in general terms how the IELCE program will be delivered in combination with IET programs.</p> <p>The applicant provides three sources of data that support the information submitted.</p> | <p>The applicant somewhat describes how the IELCE program will be delivered in combination with IET programs.</p> <p>The applicant provides two sources of data that support the information submitted.</p> | <p>The applicant does not describe how the IELCE program will be delivered in combination with IET programs.</p> <p>The applicant provides no data that supports the information submitted.</p> |

| 3. Describe how English language instruction, including reading, writing, and comprehension skills in English, mathematics, and civics education are based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education | | | |
|--|---|---|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| The applicant explicitly describes how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education. | The applicant describes in general terms how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education. | The applicant somewhat describes how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education. | The applicant does not describe how instruction is based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency Standards for Adult Education. |

| 4. Describe how the program will be responsive to the regional needs of the ELL population as identified by the LWDB. Provide a detailed description of how the program plans to serve and identify eligible individuals to participate in the IELCE program. For this question, please provide data that supports the information submitted. | | | |
|---|---|--|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how it will be responsive to the regional needs of the ELL population as identified by the LWDB.</p> <p>The applicant provides a very detailed plan that describes how it will identify and serve eligible individuals to participate in the IELCE program.</p> <p>The applicant provides multiple sources of data that support the information submitted.</p> | <p>The applicant describes in general terms how it will be responsive to the regional needs of the ELL population as identified by the LWDB.</p> <p>The applicant provides a detailed plan that describes how it will identify and serve eligible individuals to participate in the IELCE program.</p> <p>The applicant provides three sources of data that support the information submitted.</p> | <p>The applicant somewhat describes how it will be responsive to the regional needs of the ELL population as identified by the LWDB.</p> <p>The applicant provides a somewhat detailed plan that describes how it will identify and serve eligible individuals to participate in the IELCE program.</p> <p>The applicant provides two sources of data that support the information submitted.</p> | <p>The applicant does not describe how it will be responsive to the regional needs of the ELL population as identified by the LWDB.</p> <p>The applicant does not provide a detailed plan that describes how it will identify and serve eligible individuals to participate in the IELCE program.</p> <p>The applicant provides no data that supports the information submitted.</p> |

| 5. Describe the partnerships, collaborations and/or innovative projects that will be created to meet the needs of the IELCE program participants. Describe how the program will strengthen the partnerships with the LWDB. | | | |
|--|--|--|--|
| Excellent (4 points) | Good (3 points) | Average (2 points) | Poor (1 points) |
| <p>The applicant explicitly describes how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.</p> <p>The applicant explicitly describes how the program will strengthen the partnerships with the LWDB.</p> | <p>The applicant describes in general terms how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.</p> <p>The applicant describes in general terms how the program will strengthen the partnerships with the LWDB.</p> | <p>The applicant somewhat describes how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.</p> <p>The applicant somewhat describes how the program will strengthen the partnerships with the LWDB.</p> | <p>The applicant does not describe how partnerships, collaborations and/or innovative projects will be created to meet the needs of the IELCE program participants.</p> <p>The applicant does not describe how the program will strengthen the partnerships with the LWDB.</p> |



TITLE II COMPETITIVE GRANT APPLICATION

Reference and Resource Materials

FOR COMPLETING TITLE II GRANT APPLICATIONS

Title II Competitive Grant Application Package:

- 231 Adult Education and Family Literacy and Act Funding**
- 225 Corrections and Other Institutionalized Individuals Funding**
- 243 Integrated English Literacy and Civics Education Funding**

2021-2025

Adult Education and Family Literacy Act (AEFLA)

WIOA AND AEFLA, TITLE I AND TITLE II FINAL REGULATIONS, DEFINITIONS

Adult Basic Education (ABE) — Instructional programs that provide basic skills for adults who are performing below the ninth-grade level in reading, writing, mathematics, and other basic skills. Many of these activities include pre-high school equivalency preparatory components or transition from English language acquisition to ABE instructional programs.

Adult Education — Academic instruction and education services below the postsecondary level that increase an individual’s ability to --

- (A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (B) transition to postsecondary education and training; and
- (C) obtain employment.

Adult Education and Literacy Activities — Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Adult Secondary Education (ASE) — Instructional programs to serve learners performing between the ninth-grade and twelfth-grade-and-nine-months levels.

Basic Skills Deficient — With respect to an individual

- (A) who is a youth, that the individual has English reading, writing, or computing skills are at or below the 8th-grade level on a generally accepted standardized test; or
- (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

Career Pathway — A combination of rigorous and high-quality education, training, and other services that --

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937, (commonly known as the “National Apprenticeship Act,” 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 171 [29 USCS § 3226];
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

Civics Education — Instruction on the rights and responsibilities of citizenship and civic participation.

Concurrent — 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.

Correctional Institution - Any

- (A) prison;
- (B) jail;
- (C) reformatory;
- (D) work farm;
- (E) detention center; or
- (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

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

Demonstrated Effectiveness — An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

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

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

Providers are responsible for collecting data that will be used to evaluate their effectiveness in enabling students to make educational gains, earn workforce credentials, and obtain and retain employment. Providers will be expected to meet federal and state performance targets.

Digital Literacy and Use of Technology — Skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. Technology should be used to enhance teaching and learning, including the use of effective distance education technology and instructional software.

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.

Eligible Individual — An individual—

- (A) who has attained 16 years of age;
- (B) who is not enrolled or required to be enrolled in secondary school under State law; and
- (C) who

- (i) is basic skills deficient;
- (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- (iii) is an English language learner.

Eligible Provider — An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include a--

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

English as a Second Language (ESL) — Instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table. (The acronym ESL is used only for NRS educational functioning levels.)

English Language Acquisition (ELA) program — A program of instruction -

- (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (B) that leads to –
 - (I) attainment of a secondary school diploma or its recognized equivalent; and
 - (II) transition to postsecondary education and training; or
 - (III) employment.

English Language Learner (ELL) — When used with respect to an eligible individual, an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and -

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

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

- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- (B) Interactive literacy activities between parents or family members and their children.
- (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

Incumbent Worker — An individual who has an established employment history with the employer for six months or more.

Incumbent Worker Training — Training by an employer or a training provider in close partnership with an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides the knowledge or skills essential to the full and adequate performance of the occupation;
- provides reimbursement to the employer for the costs of providing the training and additional supervision related to the training;
- is limited in duration as appropriate to the occupation for which the participant is being trained;
- is intended to meet the requirements of an employer or group of employers to retain a skilled workforce or avert layoffs of employees by assisting the workers in obtaining the skills necessary to retain employment.

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 LWDB plans.

The IET program must include three components:

- (a) adult education and literacy activities;
- (b) workforce preparation activities; and
- (c) workforce training for a specific occupation or occupational cluster

In order to meet the required three components, services must be provided concurrently and contextually such that

- (a) within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
 - (1) 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;
 - (2) occur simultaneously; and
 - (3) use occupationally relevant instructional materials.
- (b) 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 educational and career advancement if:

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

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

- (a) co-enrolling participants in an IET program provided through a local or regional workforce development partner
- (b) using section 243 funds to establish the IET program as part of an Integrated English Literacy and Civics Education program
- (c) enrolling participants in a Basic Skills Plus program at a local community college.

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

- **IELCE Activities:** Education services provided to English language learners under section 243 of the 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.
- . This is the definition of IELCE services in Section 203. It applies to both IELCE activities/services under Section 231 as well as Section 243. Programs may provide these IELCE activities/services under Section 231.

Includes:

- (1) instruction in literacy and English language acquisition,
 - (2) instruction on the rights and responsibilities of citizenship and civic participation, and
 - (3) **may** include workforce training.
- **IELCE Program:** Education services for English language learners under section 243 of the 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
 - (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.

For Section 243, services shall include:

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

For Section 231, services shall include:

- (1) English language acquisition only,
- (2) English language acquisition integrated with Civics education, and
- (3) English language acquisition integrated with Civics education that includes workforce training.

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

Measurable Skills Gain (MSG) - The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.

Postsecondary educational institution —

- (A) An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Recidivism —A person's 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.

Unsubsidized employment — Unsubsidized employment is work with earnings provided by an employer who does not receive a subsidy for the creation and maintenance of the employment position.

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.

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.

Workforce training — Services may include:

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. incumbent worker training (see definition, above);
4. programs that combine workplace training with related instruction, which may include cooperative education programs;
5. training programs operated by the private sector;
6. skill upgrading and retraining;
7. entrepreneurial training;
8. transitional jobs;
9. job readiness training provided in combination with services described in any of the items 1-8 above;
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1-7 above; and
11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

COMPETITIVE GRANT APPLICATION

Purpose and Definitions

Purpose of Title II [Federal Requirement]

In accordance with the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the purpose of this funding opportunity is to assist eligible applicants to develop, implement, and improve adult education and literacy that provides concurrent services that focus on the following:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship. (Workforce Innovation and Opportunity Act, 2014. <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>)

Eligible Adult Education and Family Literacy Participants

The Title II funds can be used for activities assisting eligible adults 16 years and older; Not enrolled or required to be enrolled in secondary school under state law; And who

1. Are basic skills deficient or;
2. Do not have a secondary school diploma, or its equivalent or have not achieved an equivalent level of education or;
3. Are English Language Learners

These participants are provided with opportunities to obtain postsecondary education, training, or employment. Title II funds serve individuals with barriers to employment, including English language learners, low-income individuals, and immigrants.

Priority of AEFLA [Federal Requirement]

The adult education program and the LWDB) will work closely together to address the specific identified workforce needs of the region. In addition, adult education will become a vital part of the integrated workforce system by its presence in One-Stop Centers, a workforce system administered by the LWDB.

Activities [State and Federal Requirement]

1. Approved Local Activities

Eligible providers are required to be a full-service adult education program providing instruction at all six ABE and ASE EFLs, plus ELA and IELCE activities based on identified needs of the region. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment. Services and instruction offered are below the postsecondary level.

Eligible providers are required to offer these activities, per the North Carolina Unified State Plan:

- a. Adult Education;
- b. English language acquisition activities;
- c. Literacy;
- d. Workforce preparation activities.

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- a. Integrated English Literacy and Civics Education;
- b. Workplace adult education and literacy activities;
- c. Family literacy activities;
- d. Integrated education and training.

2. Unapproved Local Activities (2 CFR 200.420)

Eligible providers are required to be a full-service adult education program providing instruction at all six ABE and ASE EFLs, plus ELA and IELCE activities based on identified needs of the region. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment. Services and instruction offered are below the postsecondary level.

Eligible providers are required to offer these activities, per the North Carolina Unified State Plan:

- a. Adult Education;
- b. English language acquisition activities;
- c. Literacy;
- d. Workforce preparation activities.

Eligible providers may also offer any of the following, as needed, per 34 CFR Part 463.30, Subpart D:

- a. Integrated English Literacy and Civics Education;
- b. Workplace adult education and literacy activities;
- c. Family literacy activities;
- d. Integrated education and training.

Grant recipients may not use funds to participate in, support, or encourage unapproved activities, including, but not limited to:

- Providing continuing education or enrichment classes that do not have workforce focus;
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization;
- Assisting, promoting, or deterring union organizing;
- Financing directly or indirectly, any activity designed to influence the outcome of an election to any public office;
- Impairing existing contracts for services or collective bargaining agreements; and
- Conducting high school equivalency testing.

Experience and credential information reported to the National Reporting System

Table 7 Adult Education Personnel by Function and Job Status

SAMPLE

| | | | |
|--|------------------------|------------------------------|--------------------------|
| Program Year: 2018 | | | |
| State: North Carolina | | | |
| Table 7: Adult Education Personnel by Function and Job Status | | | |
| | Total Number of | Total Number of Full- | |
| Function | Part-time | time Personnel | Unpaid Volunteers |
| State-level Administrative/Supervisory/Ancillary Services | 0 | 9 | 0 |
| Local-level Administrative/Supervisory/Ancillary Services | 173 | 340 | 9 |
| Local Counselors | 4 | 9 | 0 |
| Local Paraprofessionals | 99 | 23 | 109 |
| Local Teachers | 1,937 | 246 | 922 |
| Teacher Experience in Adult Education | | | |
| Less than one year | 237 | 5 | |
| One to three years | 672 | 34 | |
| More than three years | 1,028 | 207 | |
| Teacher Certification | | | |
| No Certification | 593 | 40 | |
| Adult Education Certification | 1,150 | 368 | |
| K-12 Certification | 574 | 34 | |
| Special Education Certification | 99 | 4 | |
| TESOL Certification | 273 | 31 | |

NRS Definitions of Educational Functioning Levels

| Educational Functioning Level Descriptors—English as a Second Language Levels | | | |
|---|---|---|---|
| Literacy Level | Listening and Speaking | Basic Reading and Writing | Functional and Workplace Skills |
| <p>Beginning ESL Literacy Test Benchmark: CASAS scale scores:</p> <ul style="list-style-type: none"> ● Reading: 180 and below ● Listening: 180 and below <p>Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)</p> | <p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p> | <p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p> | <p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p> |
| <p>Low Beginning ESL Test Benchmark: CASAS scale scores</p> <ul style="list-style-type: none"> ● Reading: 181–190 ● Listening: 181–190 ● Writing: 136–145 <p>Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)</p> | <p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p> | <p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p> | <p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p> |
| <p>High Beginning ESL Test Benchmark: CASAS scale scores</p> <ul style="list-style-type: none"> ● Reading: 191–200 ● Listening: 191–200 ● Writing: 146–200 <p>Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)</p> | <p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p> | <p>Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent rereading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p> | <p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p> |

Educational Functioning Level Descriptors—English as a Second Language Levels

| Literacy Level | Listening and Speaking | Basic Reading and Writing | Functional and Workplace Skills |
|---|---|--|--|
| <p>Low Intermediate ESL Test Benchmark: CASAS scale scores:</p> <ul style="list-style-type: none"> ● Reading: 201–210 ● Listening: 201–210 ● Writing: 201–225 <p>Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p> | <p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p> | <p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p> | <p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p> |
| <p>High Intermediate ESL Test Benchmark: CASAS scale scores:</p> <ul style="list-style-type: none"> ● Reading: 211–220 ● Listening: 211–220 ● Writing: 226–242 <p>Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p> | <p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p> | <p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p> | <p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p> |

| | | | |
|---|--|--|---|
| <p>Advanced ESL Test Benchmark: CASAS scale scores:</p> <ul style="list-style-type: none"> ● Reading: 221–235 ● Listening: 221–235 ● Writing: 243–260 <p>Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)</p> <p>Exit Criteria:</p> <ul style="list-style-type: none"> ● CASAS Reading and Listening: 236 and above ● CASAS Writing: 261 and above ● Oral BEST 65 and above (SPL 7) ● BEST Plus: 541 and above (SPL 7) | <p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p> | <p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p> | <p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p> |
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Source. National Reporting System: Implementation Guidelines. Retrieved April 4, 2008 from www.nrsonline.org/reference/index.html?chapter=2§ion=1&topic=1&subtopic=0

LOCAL WORKFORCE DEVELOPMENT BOARDS AND THE COUNTIES THEY SERVE

| Workforce Development Board | Service Area(s) |
|--|---|
| Mountain Area Workforce Development Board | Buncombe & Madison Counties |
| Regional Partnership Workforce Development Board | Alamance County |
| Northeastern Workforce Development Board | Hyde, Tyrell, & Washington Counties |
| Region Q Workforce Development Board | Beaufort County |
| Cape Fear Workforce Development Board | Bladen & Columbus Counties |
| Lumber River Workforce Development Board | Robeson County |
| Mountain Area Workforce Development Board | Henderson & Transylvania Counties |
| Cape Fear Workforce Development Board | Brunswick County |
| Western Piedmont Workforce Development Board | Burke County |
| High Country Workforce Development Board | Watauga County |
| Western Piedmont Workforce Development Board | Caldwell County |
| Cape Fear Workforce Development Board | New Hanover & Pender Counties |
| Cape Fear Workforce Development Board | New Hanover, Pender, & Brunswick Counties |
| Eastern Carolina Workforce Development Board | Carteret County |
| Western Piedmont Workforce Development Board | Catawba & Alexander Counties |
| Triangle South Workforce Development Board | Chatham, Harnett, & Lee Counties |
| Charlotte Works | Mecklenburg County |
| Region C Workforce Development Board | Cleveland County |
| Northeastern Workforce Development Board | Camden, Chowan, Currituck, Dare, Gates, Pasquotank, & Perquimans Counties |
| Eastern Carolina Workforce Development Board | Onslow County |
| Eastern Carolina Workforce Development Board | Craven County |
| Eastern Carolina Workforce Development Board | Craven, Jones, & Pamlico Counties |
| DavidsonWorks, Inc., Workforce Development Board | Davidson County |
| Northwest Piedmont Workforce Development Board | Davie County |
| Durham Workforce Development Board | Durham County |
| Regional Partnership Workforce Development Board | Orange County |

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| Turning Point Workforce Development Board | Edgecombe County |
| Cumberland County Workforce Development Board | Cumberland County |
| Northwest Piedmont Workforce Development Board | Forsyth & Stokes Counties |
| Gaston County Workforce Development Board | Gaston County |
| Centralina Workforce Development Board | Lincoln County |
| Charlotte Works | Mecklenburg County |
| Region C Workforce Development Board | Cleveland County |
| Greensboro/High Point/Guilford Workforce Development Board | Guilford County |
| Turning Point Workforce Development Board | Halifax & Northampton Counties |
| Southwestern Workforce Development Board | Haywood County |
| Region C Workforce Development Board | Rutherford & Polk Counties |
| Eastern Carolina Workforce Development Board | Duplin County |
| Capital Area Workforce Development Board | Johnston County |
| Eastern Carolina Workforce Development Board | Lenoir, Greene, & Jones Counties |
| Mountain Area Workforce Development Board | Buncombe County |
| Region Q Workforce Development Board | Martin & Bertie Counties |
| High Country Workforce Development Board | Avery, Mitchell, & Yancey Counties |
| Region C Workforce Development Board | McDowell County |
| Centralina Workforce Development Board | Iredell County |
| Regional Partnership Workforce Development Board | Montgomery County |
| Capital Area Workforce Development Board | Wake County |
| Turning Point Workforce Development Board | Nash |
| Regional Partnership Workforce Development Board | Orange & Alamance Counties |
| Eastern Carolina Workforce Development Board | Pamlico County |
| Kerr-Tar Workforce Development Board | Person & Caswell Counties |
| Region Q Workforce Development Board | Pitt County |
| Regional Partnership Workforce Development Board | Randolph County |
| Greensboro/High Point/Guilford Workforce Development Board | Guilford County |
| Northwest Piedmont Workforce Development Board | Forsyth County |
| Regional Partnership Workforce Development Board | Randolph County |
| Lumber River Workforce Development Board | Richmond & Scotland Counties |
| Region Q Workforce Development Board | Hertford & Bertie Counties |
| Turning Point Workforce Development Board | Northampton County |
| Lumber River Workforce Development Board | Robeson County |
| Northwest Piedmont Workforce Development Board | Rockingham County |

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| Centralina Workforce Development Board | Rowan & Cabarrus Counties |
| Triangle South Workforce Development Board | Sampson County |
| Lumber River Workforce Development Board | Hoke County |
| Regional Partnership Workforce Development | Moore County |
| Centralina Workforce Development Board | Anson & Union Counties |
| Cape Fear Workforce Development Board | Columbus County |
| Southwestern Workforce Development Board | Jackson, Macon, Swain, & Cherokee Counties |
| Centralina Workforce Development Board | Stanly County |
| Northwest Piedmont Workforce Development | Surry & Yadkin Counties |
| Capital Area Workforce Development Board Durham Workforce Development Board | Wake & Durham Counties |
| Southwestern Workforce Development Board | Cherokee, Graham, & Clay Counties |
| Kerr-Tar Workforce Development Board | Vance, Granville, Franklin, & Warren Counties |
| Capital Area Workforce Development Board | Wake County |
| Eastern Carolina Workforce Development Board | Wayne County |
| Western Piedmont Workforce Development Board | Burke County |
| High Country Workforce Development Board | Wilkes, Ashe, & Alleghany Counties |
| Turning Point Workforce Development Board | Wilson County |
| Northwest Piedmont Workforce Development Board | Forsyth County |

Administrative Structure for Consortium Application

1. Participation in Consortium

Two or more providers may elect to apply as a consortium to maximize efficiencies, broaden services, and strengthen partnerships. A consortium will be considered as a single entity for funding and monitoring. One agency must be designated to serve as the lead for fiscal, data, and programmatic practices.

2. Consortium Fiscal Agency

Applications must identify the entity that will act as the fiscal agency for a consortium comprised of two or more providers. The fiscal agency will be the single point of contact for the NCCCS-CCR. The fiscal agency is expected to oversee the implementation of all aspects of the grant such as program monitoring, data reporting, and fiscal management among the participating agencies. Funding allocations to the consortium will be made to the fiscal agency.

3. Consortium Program Manager

Each consortium must employ a full-time program manager who is responsible for managing the grant in accordance with all criteria as outlined under Title II of WIOA and all applicable State laws and regulations. The program manager will also determine the administrative and support staffing needs of the consortium.

**North Carolina Community College System
Academic and Program Services/College and Career Readiness
200 West Jones Street
Raleigh, NC 27603**