



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

**Notice of Grant Opportunity**

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

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

This 5-year competitive grant application covers the following period:

*New Jersey State Fiscal Years 2026, 2027, 2028, 2029, 2030*

*(July 1, 2025 – June 30, 2026)*

*(July 1, 2026- June 30, 2027)*

*(July 1, 2027- June 30, 2028)*

*(July 1, 2028- June 30, 2029)*

*(July 1, 2029-June 30, 2030)*

**Announcement Date:** Monday, March 3, 2025

**Mandatory Bidder's Conference Technical Assistance Meeting via Teams:** Tuesday, March 11, 2025

**Application Due Date:** Friday, April 4, 2025

**TABLE OF CONTENTS**

<b>I. Notice of Grant Opportunity Overview .....</b>	<b>1</b>
Name of Grant Program.....	1
Purpose of AEFLA.....	1
<b>II. General Information.....</b>	<b>1</b>
AEFLA Populations Served.....	1
Available Funding and Allocations.....	2
Grant Period.....	2
<b>III. Eligible Applicants.....</b>	<b>3</b>
Demonstrated Effectiveness.....	3
NJ State Award Preconditions.....	3
<b>IV. Consortia and Single Entity Requirements.....</b>	<b>4</b>
<b>V. AEFLA Allowable Activities.....</b>	<b>4</b>
<b>VI. Direct and Equitable Access.....</b>	<b>5</b>
<b>VII. NGO Inquiries.....</b>	<b>6</b>
<b>VIII. Timeline.....</b>	<b>6</b>
<b>IX. Review and Selection Process.....</b>	<b>6</b>
Internal Review Process.....	6
Post-Review and Award Period.....	7
<b>X. Accountability.....</b>	<b>7</b>
National Reporting System.....	7
Compliance and Monitoring.....	8
<b>XI. Grant Obligations.....</b>	<b>8</b>
<b>XII. Additional Program/Planning Requirements.....</b>	<b>17</b>
<b>XIII. WIOA Performance Accountability.....</b>	<b>19</b>
<b>XIV. Basic Grant Section 231 Funding Application.....</b>	<b>19</b>
<b>XV. Section 243 Funding Application.....</b>	<b>25</b>
<b>XVI. IGX Application Process.....</b>	<b>27</b>
<b>XVII. Evaluation Criteria.....</b>	<b>28</b>
<b>XVIII. IGX Required Forms.....</b>	<b>28</b>
<b>XIX. Panel Review and Award Process.....</b>	<b>36</b>

**Guidance Appendices..... 37**

**Appendix A Past Performance Data Table 1 for NRS Data ..... 37**

**Appendix B Past Performance Data Table 2 for Non-NRS Data ..... 38**

**Appendix C New Jersey Statewide Performance Targets..... 40**

**Appendix D Workforce Development Board Application Review Sheets..... 41**

**Appendix E Letter of Intent to Apply..... 42**

**Appendix F Required Participant Program Forms..... 43**

**Appendix G NJ WIOA Title II Allowable and Unallowable Expenditures..... 44**

**Appendix H Demonstrated Effectiveness Process..... 47**

**Back Cover..... 49**

Take Notice that, in compliance with N.J.S.A. 52:14-34.4 et seq., the Department of Labor and Workforce Development (hereinafter “the Department” or “NJDOLE”) regularly publishes on its website all notices of fund availability pertaining to Federal or State grant funds, which may be awarded by the Department. The notices of fund availability may be found on the Department’s website under the heading “Research & Information” and the subheading “Grant Opportunities” <https://www.nj.gov/labor/research-info/grants.shtml>.

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

## **I. Overview**

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

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

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

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

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

## **II. General Information**

The information provided within this Notice of Grant Opportunity (NGO) is intended to assist eligible applicants in preparing the grant application in accordance with the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA). All applicants hereby acknowledge and understand that the information contained within this NGO and supporting documents is intended to provide the applicant with information only. It is the sole responsibility of the applicant to obtain, understand and interpret the required law, federal regulations and information to submit a qualifying application based on the required eligibility elements.

### **Populations Served**

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

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

**Additional Eligible Population to be served (S)** - Adults who *have* a HS diploma or its equivalent and who demonstrate skills at or below Educational Functioning Level (EFL) 4 as measured by tests approved by the NJ State Assessment Policy and require specific improvement in academic or basic skills to pursue postsecondary education, training, or obtain or maintain employment may be served with Title II funds. The inclusion of this population cannot result in the displacement of the primary target population: “*Adults who do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education.*” To ensure that displacement does not occur and that the State continues to meet its primary goal, the maximum percentage of students to be served in this category by an agency is 25 percent of their ABE enrollment.

**Available Funding**

The total funding expected to be available for State Fiscal Year 2026 (FY26) for the Consolidated Adult Basic Skills (ABS) and Integrated English Literacy and Civics Education (IELCE) Grant Program is \*\$19,807,439. This award amount is tentative and contingent upon final approval from the United States Department of Education (USED). For each successive fiscal year of the grant award the approved applicants will be notified by NJDOL of the available funds as confirmed by USED.

**Allocation of Funding (S)**

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

County/Multi-county Area	ABS/ESL Amount	ABS/ESL Lead Agency Coordination Fee Amount	ABS/ESL Professional Development Award Amount	IELCE Amount	IELCE Lead Agency Coordination Fee Amount	Total Award Amount
1 Atlantic/Cape May	\$606,000	\$12,120	\$7,878	\$174,000	\$1,740	<b>\$801,738</b>
2 Bergen	\$1,188,000	\$23,760	\$15,444	\$345,000	\$3,450	<b>\$1,575,654</b>
3 Burlington	\$612,000	\$12,240	\$7,956	\$177,000	\$1,770	<b>\$810,966</b>
4 Camden	\$909,000	\$18,180	\$11,817	\$264,000	\$2,640	<b>\$1,205,637</b>
5 Cumberland/Salem	\$495,000	\$9,900	\$6,435	\$144,000	\$1,440	<b>\$656,775</b>
6 Essex	\$1,389,000	\$27,780	\$18,057	\$399,000	\$3,990	<b>\$1,837,827</b>
7 Gloucester	\$369,000	\$7,380	\$4,797	\$102,000	\$1,020	<b>\$484,197</b>
8 Hudson	\$1,200,000	\$24,000	\$15,600	\$348,000	\$3,480	<b>\$1,591,080</b>
9 Hunterdon/Somerset	\$564,000	\$11,280	\$7,332	\$162,000	\$1,620	<b>\$746,232</b>
10 Mercer	\$543,000	\$10,860	\$7,059	\$156,000	\$1,560	<b>\$718,479</b>
11 Middlesex	\$1,344,000	\$26,880	\$17,472	\$390,000	\$3,900	<b>\$1,782,252</b>
12 Monmouth	\$918,000	\$18,360	\$11,934	\$267,000	\$2,670	<b>\$1,217,964</b>
13 Morris/Sussex/Warren	\$861,000	\$17,220	\$11,193	\$249,000	\$2,490	<b>\$1,140,903</b>
14 Ocean	\$831,000	\$16,620	\$10,803	\$240,000	\$2,400	<b>\$1,100,823</b>
15 Passaic	\$996,000	\$19,920	\$12,948	\$288,000	\$2,880	<b>\$1,319,748</b>
16 Union	\$1,056,000	\$21,120	\$13,728	\$306,000	\$3,060	<b>\$1,399,908</b>
17 State Agency	\$1,371,000	\$27,420	\$17,823	\$0	\$0	<b>\$1,416,243</b>
<b>Totals</b>	<b>\$15,252,000</b>	<b>\$305,040</b>	<b>\$198,276</b>	<b>\$4,011,000</b>	<b>\$40,110</b>	<b>\$19,806,426</b>

Source: 2023 American Community Survey (ACS) 1-Year Estimates Public Use Microdata Sample (PUMS)

Prepared by: NJ Department of Labor & Workforce Development, Division of Economic & Demographic Research, February 2025.

Revised 3/7/25

## **Grant Period (S)**

The maximum subgrant period for this grant award is five years (July 1, 2025–June 30, 2030) and is subject to the availability of federal funds and the subgrantee and all partner agencies meeting all applicable program requirements. The year one subgrant period is July 1, 2025 – June 30, 2026.

## **III. Eligible Providers**

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

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

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

Per 34 CFR 463.24, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State’s application for funds.

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

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

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

## **(S) New Jersey State Award Preconditions**

In addition, as a precondition to any award of grant funds under this NGO, the applicant must be in full compliance with all laws enforced by NJDOL. Specifically, the applicant must not have any outstanding liabilities to NJDOL, including but not limited to, unpaid contributions to the unemployment compensation fund or the State disability benefits fund; to any individual on whose behalf the Department has issued a final order for the payment of wages or benefits; or for any penalties, fees or interest due to the Department pursuant to a final order issued under any of the statutes or rules that NJDOL enforces. Further, the applicant must not be on a debarment list, or any other list that prohibits them from public contracting, administered by NJDOL and the applicant must not be serving a suspension or revocation of their license, certificate, or registration issued by the NJDOL. Please be aware that

under N.J.S.A. 34:15-34D and N.J.A.C. 12:9-1.3., NJDOL will be cross-checking applicants against NJDOL records for any of these issues as part of the evaluation process. To avoid delay in the processing of applications, if applicants are aware of any outstanding liabilities they may owe NJDOL, or of any of the above issues that could impact their ability to do business with NJDOL, they are advised to reach out to NJDOL or the relevant Division thereof to resolve such issues promptly prior to submitting their application.

In order to conduct business with and receive reimbursement payments from the State of New Jersey, online registration of the W-9 is required either by calling the NJSTART help desk at 609-341-3500 or accessing NJSTART at <https://www.njstart.gov/bsol/>.

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

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

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

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

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

##### **Single Agency Applicant**

Applications that include *one agency* providing education will be considered a single agency application. The single applicant agency shall submit a proposal which outlines a plan to deliver adult education and literacy activities throughout the local workforce development area. The single applicant is the legally recognized fiscal agent for the grant project and as such, is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. The single entity applicant is subject to all terms and conditions of the grant award, federal requirements, and state policies.

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

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

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

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

Workforce Preparation activities (as described below) can be provided concurrently with ASE instruction.

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

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

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

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

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

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

### **Integrated English Literacy and Civics Education (IELCE Program; Section 243)**

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



IGX system.

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

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

## **VII. Inquiries**

Inquiries on content requirements contained in the grant and general questions pertaining to the NGO may be shared during the Technical Assistance webinar or via email [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov). Inquiries will be accepted until **March 17, 2025**. After this date, questions received will not be added for public view on the website and may not receive a written response.

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

Dr. Danielle B. Jubanyik  
State Director for Adult Education & Literacy Services  
NJ Department of Labor, Office of Adult Literacy  
609-292-6640  
[Danielle.Jubanyik@dol.nj.gov](mailto:Danielle.Jubanyik@dol.nj.gov)

## **VIII. Timeline (Events and dates are subject to change without notice)**

<b>EVENT</b>	<b>DATE</b>
5-Year Competitive NGO AEFLA Title II Posted	March 3, 2025
Deadline to submit letter of intent – see Appendix E (Received via email only)	March 7, 2025
<b>Mandatory Bidder’s Conference Technical Assistance Meeting</b> The purpose of the Technical Assistance Meeting is to answer questions, to clarify the NGO requirements, and provide supplemental information to assist potential eligible applicants in submitting responses to the NGO.	March 11, 2025  Via Teams 2-4pm
<b>Application Deadline: Grant Application Submittal Via IGX</b>	<b>April 4, 2025, at 3 pm</b>
Review and comment period for AEFLA Title II applications reviewed by Workforce Development Boards	April 9-April 16, 2025
Eligible Applicant Panel Review	May 14-15, 2025
Official award notification to successful applicants	June 10, 2025
WIOA Title II Adult Education Grant Period- <b>Year One (SFY26)</b>	July 1, 2025- June 30, 2026

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

### **Panel Review Process**

1. The NJDOL Office of Adult Literacy staff will check applications for completeness and compliance with the NGO instructions and determine if the demonstrated effectiveness eligibility requirement has been met.
  - Only grant applications received by the deadline and deemed eligible and complete will be

forwarded for panel review and funding consideration. All required materials including forms attached to this NGO and in IGX must be submitted for the application to be considered complete and eligible for review. Incomplete applications will not be forwarded to the selected reviewers or considered for funding.

2. Complete applications meeting the demonstrated effectiveness prerequisite will be forwarded to the respective local area WDBs.

- WDBs will utilize a common instrument provided by NJDOL literacy staff to review applications for alignment with the local WDB plan and will submit comments to the NJDOL State Director for Adult Education & Literacy Services by the required date.
- WDB comments will serve as *supplemental* information shared with panel members.
- Complete and eligible Title II applications which do not receive WDB feedback will not be penalized and will be forwarded to panel review.

3. Three panel reviewers from diverse backgrounds, without a vested interest in any applicant being funded will evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed project. These reviewers will use a separate scoring rubric to read and score each application independently. Each application will be evaluated using a rubric addressing the seven requirements and thirteen considerations of the WIOA Title II, Adult Education and Family Literacy Act.

4. After the panel reviewers have individually scored each application, the scores will be averaged. An application is considered passing (single applicant, partnership, or consortia) with a score of 70% or higher.

- Applications will be rank ordered by averaged scores high to low.

5. Successful applicants will receive a Notice of Award (NOA) with a resulting contract. Applications that are not chosen for funding will be notified via a letter from the State Director.

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

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

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

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

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

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

## **X. Accountability**

### **National Reporting System**

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

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

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

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

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

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

## **XI. Grant Obligations**

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

### **Supplement Not Supplant**

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

### **Administrative Cost Activities**

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

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including

promoting co-enrollment in programs and activities under title I, as appropriate; and  
(e) Carrying out the one-stop partner responsibilities described in §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

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

### **Allowable Expenses**

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

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

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

- Entertainment and/or refreshment costs;
- Graduation/Promotional/Convocational or Commencement Ceremony Costs;
- Cost of HSE tests
- Tuition payments and/or reimbursement for disciplines unrelated to the grant; and,
- Costs for construction or renovation.
- Other: See NJ Allowable/Unallowable Cost Guide for specific information.

**The New Jersey Office of Adult Literacy Allowable/Unallowable Cost Guide can be found in Appendix G (S)**

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

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

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

### **Professional Development and Lead Agency Coordination Awards (S)**

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

## **One-Stop System Integration**

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

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

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

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

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

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

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

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

simultaneous instruction and training.

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

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

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

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

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

- If part of a consortium or partnership, the lead agency must monitor all partner agencies both fiscally and programmatically to ensure compliance with all State and Federal regulations. They are held accountable for any and all citations found during State or Federal monitoring. Programs are expected to be responsive to NJDOL's technical assistance efforts which may include meetings, workshops, or trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through on them in a timely manner. (S)
- All awarded sole agencies or consortia must have a designated Title II director and an alternate Title II director on file annually. (S)
- The local program will accept liability for any failure to comply with the terms of the award and the fiscal requirements of the grant. NJDOL staff may, as it deems necessary, evaluate and provide guidance, technical assistance, and program support in conducting activities performed under this grant. However, failure of the NJDOL staff to evaluate and provide guidance, technical assistance, and program support will not relieve the fiscal agent of its liability. (S)
- NJDOL reserves the right to rescind unspent funds from sole agencies or consortia. (S)

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

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

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

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

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

Section 427 requires each applicant for funds (other than an individual person) to include in its application a

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

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

### **Record Retention and Access**

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years in the local program office and then four years in archive from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities. Please review the link for exceptions <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR4acc10e7e3b676f/section-200.334>

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

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

NJDOL requires grantees to document and contribute at least a **25 percent local match of the total funds needed, monetary and/or in-kind**. This match can include, but is not limited to, the following:

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

Amounts reported for acceptable matching must:

- be properly documented and verifiable from recipient records;
- be necessary and reasonable to accomplish program objectives;
- be allowable under the Uniform Guidance cost principles;

- not be included as contribution for other federally assisted programs; and,
- have the value supported by appropriate documentation of fair market value.

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

All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through NJDOL’s online grant system, IGX.

- Requests for reimbursement should be submitted by the 9<sup>th</sup> of the month and all documentation must be available upon request for review.
- All charges must be reported for the current grant period.
- Grant reimbursements are contingent upon satisfactory completion and timely submittal of all program deliverables, including required program and fiscal reports.

Grantees shall ensure that auditable and adequate records are maintained which support the expenditure of all funds received through a grant with NJDOL. Programs will submit to periodic fiscal audits, adhere to assurances, and submit to annual program review, monitoring, and/or on-site technical assistance visits.

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

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

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

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

Individual awards must provide adult basic skills instruction or services to adults within their county/multi-county area and will be based upon the following per-client amounts for ABE/ASE, ELA and IELCE: a cost per participant fee of \$3,000 for Adult Basic Skills and a cost per participant fee of \$3,000 for Integrated English Literacy and Civics Education for all educational functioning levels (EFLs) will be paid.

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

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

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

As part of the narrative, applicants must submit a description of the attendance policy and retention strategies to



be implemented at the start of each program year. The Attendance Policy must consider and/or address the following:

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

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

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

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

All class schedules must offer flexible year-round scheduling, including both day and evening instruction. If an agency is part of a consortium, the above applies to the consortium collectively. Classes must provide enough hours of instruction for a participant to qualify to take an approved post-assessment within the class term. On a weekly basis, twenty hours of instruction must be offered in the daytime and 12 hours offered in the evening (daytime shall mean the hours between 7 a.m. and 3 p.m. and evening shall mean 4 p.m. to 9 p.m.). A program participant should attend a minimum of 60 hours of instruction within a 10-week span. A schedule of days and hours of operation, including all delivery sites, must be attached utilizing the standardized Class Schedule form provided in IGX on the Title II Deliverables page and will be attached to the same page in IGX. Volunteer-based agencies must indicate on the schedule the days and hours tutoring will be offered. If or when changes are made to class schedules submitted with the application, providers must email OAL staff updated schedules.

**Instruction with Title II funds (S)** - WIOA definitions, including Adult Education and literacy, specify English language therefore, instruction with Title II funds should be provided in English only. It would be a reasonably acceptable pedagogical approach to occasionally explain certain linguistic constructs (grammar, syntax, spelling, etc.) in a student's native language. An instructor might be allowed to briefly explain certain concepts in a language that the student understands and helps them make progress in the class.

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

### **Waitlist (S)**

Organizations funded under this grant award will:

- maintain an active waitlist for applicants who are unable to enroll in instructional classes due to capacity constraints;

- contact students placed on the waitlist at least annually to determine whether they are still interested in services;
- remove the names of individuals who cannot be contacted or are no longer interested in services;
- make available an up-to-date participant waitlist to NJDOL and the local WDB on an annual basis.

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

Agencies must include a description of the alternative methods of service delivery being used to provide adult education instruction (e.g., hybrid learning, distance learning, etc.), alternative delivery sites (e.g., libraries), and/or use of advances in technology, including the use of computers, tablets, cell phones, and social media. Agencies are expected to offer more than one mode of educational delivery throughout the 5-year grant period.

### **Curriculum (S)**

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

Recipients of the grant will be required to participate in CCRS professional development activities when provided by the NJDOL. For more information about the CCRS visit: <https://lincs.ed.gov/professional-development/resource-collections/profile-9290>.

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

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

### **Reporting Requirements (S)**

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

### **Required Reporting in IGX (S)**

- Grant recipients are required to submit program and fiscal progress reports as a contingency of grant funding. Interim and final programmatic narrative activity reports are required. Fiscal reports are submitted monthly. All reports will be submitted through the IGX electronic grant application database.
- Interim Progress Report – A mid-year activity report is due by January 15, 2026, and on this date each year thereafter. The report will be completed in IGX and will contain the agency or consortium’s progress toward achievements of goals, any issues that the agency or consortium may be having with LACES, the need for professional development and any obstacles for the agency, consortium or an individual partner and the steps to address them.
- Final Narrative Activity Report – An end-of-year narrative report is due by October 15, 2026, and on this date each year thereafter. The report will be completed in IGX and will contain an overview of program year activity and the contributions of each agency or consortium.
- Fiscal Reports - Fiscal reports are to be submitted electronically monthly (no later than the 9<sup>th</sup> of the

following month in which the report is due). All reports must be done through IGX. Agencies will be paid on a monthly reimbursement method after the fiscal report has been submitted to and approved by the NJDOL.

- Any additional required reports as a result of grantee monitoring, corrective action plans, or at the request of NJDOL staff.

**Title II Directory (S)** - When staff or program contact information changes occur, please notify our team immediately as the directory is online/available to the public and often shared with federal and state partners and in-house NJ DOL program staff for various reasons.

**Student Identification (S)** - Programs are encouraged to ask for any type of ID, just as they are asked to provide social security numbers, but if someone doesn't have ID or a SSN it cannot prevent them from enrolling in a Title II program. Title II providers who encounter an individual without an ID are encouraged to connect the client with the appropriate additional support services/make the appropriate referrals for the client to gain an ID in certain situations where it could become useful.

**NJ Residency and AEFLA programs (S)** – Please be reminded of the following guidance regarding residency and Title II programs. According to the Federal WIOA Title II guidelines there is nothing in the statute or regulations that prevent a student from receiving services in 2 different states. *However*, local programs in border areas should coordinate and communicate with each other to ensure students aren't taking the same class in 2 places and to ensure that appropriate assessments(s) are taking place. If you choose to serve students that are not residents of New Jersey and your program lies in a border area, it is the program's responsibility to ensure that the student is not taking the same class and that an appropriate assessment is given/has been given according to NJ State policy (e.g. develop a relationship and communication system with the bordering area to verify non-enrollment in the same class or student sign-off indicating the same).

**Barriers to Employment** - Collecting barriers to employment is federally required and assists at the local, state, and federal level in identifying these subgroups of students to help programs address specific employment and educational needs of these groups. In addition, the WIOA law prioritizes service to populations that fall into those categories and at the federal level the number of participants served within these subgroups are factored into performance negotiations. *It is important that staff and students have access to and understand the definitions when completing this important section of the intake form during the provider's established orientation and intake process.*

### **Assessment**

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

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

**NJ Title II Assessment Policy link:** [NJ State Assessment Policy](#)

## **Professional Development (S)**

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

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

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

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

### **Standards of Service**

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

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

**WDB:** The relationship between the WDB and the Title II ABS/IELCE grant awardee is one of collaboration and cooperation. Title II grantees shall coordinate their proposed services plan within the framework of their local WDB service structure. An annual signed/approved MOU is required to be kept on file. All MOUs must be completed and uploaded on the Miscellaneous Attachments page in IGX at the time of application or no later than July 1<sup>st</sup> of the Program Year.

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

**Role of Applicant Provider:** The applicant agency or lead agency (on behalf of a consortium) is expected to act on behalf of itself and its partners (if they are applying as a consortium), in a programmatic, legal, and fiscal capacity by providing management and leadership for the conduct and implementation of the adult education and literacy programs across the consortium of partners. The applicant agency is also required to provide all necessary fiscal information to the state for reporting purposes which are used to report to both the state and the federal government.

- A minimum of quarterly meetings shall be convened during the contract period and shall be hosted by the awardee and attended by all those partnering to provide the services under this

grant. Such meetings shall include county and regional OSCC representation and a State Representative from NJDOL, Office of Adult Literacy.

**Applicant Agency Responsibilities (S)**

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

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

- Develop an articulation agreement with other members of the consortium to which funds will be transferred during the contract period covered by this NGO; and
- Monitor all partner agencies to ensure compliance with State and Federal regulations.
- Each articulation agreement must clearly:
  - Detail all services to be provided by the collaborating agency;
  - Set forth the process, timelines and actions the collaborative will use in the delivery of services, data collection, and maintaining and reporting both fiscal and program information to the NJDOL;
  - Specify the process to be used to make decisions to continue with collaborating partners or to remove collaborating partners from participation in the consortium;
  - Advise partners that reimbursements will not be made or will be delayed for those partners submitting incorrect or untimely program information;
  - Coordinate activities for partner agencies to deliver services in family literacy, including financial literacy and health literacy;
  - Serve as the single-point-of-contact for the NJDOL and assume fiscal, legal and programmatic responsibility for the consortium and its partners; and participate in state-sponsored activities and meetings, as required by the State agency.

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

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

**The partner/consortium agencies will:**

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

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

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

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

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

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

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

- applicant/organization's name;
- Adhere to the numbered format used for the narrative questions and respond in the order shared in this NGO;
  - Charts and graphs must be clearly labeled and described; and
  - Maximum of 30 pages.

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

**Consideration 1: Regional Needs Assessment**

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

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

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

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

*(ii) are English language learners;*

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

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

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

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

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

**Consideration 2: Serving Individuals with Disabilities**

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

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

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

**Consideration 3: Past Effectiveness**

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

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

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

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

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

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

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

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

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

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

*Whether the eligible provider's program—*



- a. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
- b. uses instructional practices that include the essential components of reading instruction;*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Consideration 8: Facilitate Learning in Context**

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

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

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

**Consideration 9: Qualified Instructors and Staff**

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

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

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

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

**Consideration 10: Partnerships**

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

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

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

### **Consideration 11: Support Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Corrections Education and Education of Other Institutionalized Individuals

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

*eligible individuals who are currently incarcerated.*

WIOA Section 225

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

1. Adult Education and Literacy;
2. Special education, as determined by the eligible state agency administering the grant;
3. Secondary school credit;
4. Integrated education and training;
5. Career pathways;
6. Concurrent enrollment;
7. Peer tutoring; and
8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

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

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

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

***243 Funding Application Directions***

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

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

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

- Describe how participants will access and participate in IET programs.
- Describe how the specific occupation or occupational cluster for your region has been chosen based on data and how the occupation or occupational cluster will align with the local WDB plan.
- Describe how the IET program will integrate adult education content, workforce preparation activities and workforce training competencies. Will all three components of the IET program be provided

simultaneously to participants of the IELCE program?

- Describe how occupationally relevant materials will be integrated into in-class content. Describe how the occupationally relevant materials are aligned to the English Language Proficiency (ELP) Standards for Adult Education.
- Describe how the IET program will prepare students to enter and succeed in unsubsidized employment for in-demand industries and occupations that lead to economic self-sufficiency.
- Provide a projection of the number of students that will engage in the IET program.

2. Describe how English language instruction, including reading, writing and comprehension skills in English, mathematics and civics education are based on the best practices derived from the most rigorous research available and are aligned with the English Language Proficiency (ELP) Standards for Adult Education. Please address the following: (500-words)

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

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

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

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

- Describe how the program will work with the local WDB to identify opportunities for the ELL population.
- Provide a detailed description about how the program will work with local agencies to provide services to alleviate barriers such as transportation, childcare, food and nutrition assistance. How will these programs be correlated to the retention efforts of the program?
- Describe how the program will work with the local or regional Workforce Development area providers to co-enroll participants in an IET program. (Section 243 or Section 231 funds can be used to support IET programs but must be indicated as such in the IGX application under the appropriate funding columns.)

- Describe how the program will partner with local employers to introduce participants to occupations that are available both regionally and state-wide.
- Describe how the program will develop and sustain relationships with employers that lead to job placements for participants.

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

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

- Interested applicants should submit the signed letter of intent form (available in **Appendix E**) as an attachment by March 7, 2025 via email to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov).
- Please indicate the names and emails of those planning on attending the mandatory Technical Assistance (TA) Teams meeting from your organization.
- Please use **AEFLA FY26 Intent to Apply** in the subject line of your email.

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

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

- Applicants without prior access to IGX must email [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov) & register at the following address in order to complete the grant application: <https://njdol.intelligrants.com/>
- You will receive an email message confirming that your account has been validated, and NJDOL will provide access to the online application upon receipt of the letter of intent to apply.
- The Letter of Intent receipt will then provide the Mandatory Technical Assistance (TA) Teams meeting logon information.
- Applicants are advised to complete necessary IGX registration as soon as possible.

### **STEP 3 – Plan to attend the Technical Assistance Bidder’s Conference Meeting**

- The meeting will be held via Teams on Tuesday, March 11, 2025, 2pm – 4pm.
- This meeting is required to apply for the grant.
- Recommended attendees include key fiscal staff and lead consortia or sole agency director. Please limit to no more than 4 attendees from one agency/consortia on the call.

**XVII. Evaluation Criteria (S)**

Criteria	Total Points
<p><b>Required Documents for proposal approval:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unique Entity Identified (UEI) number</a></li> <li>• FEIN number</li> <li>• <a href="https://www.irs.gov/businesses/small-businesses-self-employed/get-an-employer-identification-number">https://www.irs.gov/businesses/small-businesses-self-employed/get-an-employer-identification-number</a></li> <li>• <a href="#">Standard Assurances and Certifications and General Provisions</a></li> <li>• <a href="#">Tax Clearance Certificate</a> (all appropriate partners – if you are a NJ local school district, NJ public college/university you are not required to provide a tax clearance certificate)</li> <li>• <a href="#">Board Resolution</a></li> <li>• <a href="#">GEPA Attestation form</a></li> <li>• 3- Year Past Performance Data Table 1 or 2</li> </ul>	<b>0</b>
<p><b>Section 231/225 Funding:</b></p> <ul style="list-style-type: none"> <li>• 30-page Narrative Response</li> </ul>	<b>100</b>
<p><b>Section 243 Funding:</b></p> <ul style="list-style-type: none"> <li>• 15-page Narrative Response</li> </ul>	<b>50</b>

**A minimum average of 70% is required for each narrative to be considered for funding.**

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

Section 243 **35/50 points required**

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

IGX is not compatible with IE but works with Google Chrome, Edge or Firefox.

[IGX](#) has a 2-step verification process. If you have any issues logging into IGX, please email [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov) as some users may be inactive or may need to have their contact information updated in their profile.

Once you log into IGX you will see **My Opportunities**. Click on **Title II Adult Education and Literacy FY 2026** to access the application. A box will appear, and you will need to read the document and then click the **Agree** box if you agree. If you do not click this box, you will not be able to move forward with the application.

This will open the application and you will find the individual pages by hovering over or clicking on the **Forms** menu. Remember to click SAVE in the upper corner *BEFORE* moving onto another page and then go to the Forms menu on the left to access the next form you need to complete.

**IMPORTANT:**

- The *plus + sign* that you see at the end of a row on the pages will add a new box or row.
- The **Add** button that you see on the top right of the pages will add a page for you to begin adding information for a new partner.

Fields with a red asterisk are required fields. If you cannot see the whole screen/page please use the gray scroll bars on the right side and bottom of your screen.

The following is a list of the pages and forms in IGX that an organization must complete to submit their application.

Many of these pages have error checks and are directly connected to other pages to ensure that you have properly completed each section.

**Helpful Hint** when completing budgets - you don't have to do this, but several staff "wrote over" information that they already completed for an agency in their application in past years by not "adding" a page; and instead selecting a different agency/partner from the dropdown. To prevent this, you may wish to *create* schedule A, B, and/or C pages and **save them** for each agency and *then* go back to the created pages and enter the information. This may be especially helpful for **staff that are new** to completing an application in IGX. Lead and partner agencies must keep budget documents on-site and available for fiscal and program monitoring.

### **1. Applicant Information page**

You will see the lead agency's name, FEIN number and UEI number pre-populated. Please verify that this information is correct. Please select the lead agency's Legal Entity Status utilizing the drop down. Each grantee must designate a program director in the Project Director field, to provide oversight of the Adult Education program. This role may include a combination of administrative and instructional duties. The individual's overall duties do not need to be exclusive to this grant; however, personnel reimbursements from grant funds must be associated with time spent on grant activities. Indicate the Project Director, Alternate Approved Director in case of the director's absence; and CEO contact/Authorized Official (AO) and click SAVE, then verify that the contact fields that automatically populate are correct. If they are *not* correct, that information would need to be corrected in the staff member's profile. Then come back to the Applicant Information page and re-save it so it updates with the new information and click SAVE.

### **2. Funding Levels by Source page**

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

### **3. Project Location page**

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

### **4. Consortium Partners page**

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

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

**Note: Section 243 IELCE funds should only be allocated to agencies running Integrated Education and Training (IET) programs.** Section 231 ABE/ESL Basic Grant funds *can* be used for IET programs for Section 231 ABE/ESL programs/students, but it is not required. Also, be mindful of the funding stream when selecting the *Occupational*



*Training cost category* on the budget pages. Most programs will not use the Occupational Training cost category for ABE/ESL programs (blue and yellow columns on the budget schedules) unless they are running an IET with Section 231 ABE/ESL funding for Section 231 funded programs/students as indicated in the LACES database. It is more common to have IETs funded with 243 IELCE funds and therefore only the green columns on the budget schedules would have the occupational training category selected. If you are unsure, please email a member of our team.

### 5. Title II Deliverables page

For all sole/individual agency applicants, requested grant amounts and contracted service levels that are listed on the Consortium Partners page will automatically be pulled to this page. Standardized blank class schedule forms and blank IET planning forms can be accessed by clicking on the hyperlinks on this page and must be uploaded next to each agency by clicking the respective Browse button. *Multiple class schedules for an agency must be uploaded as one document. If an agency is offering more than one IET, the planning forms must also be uploaded as 1 document. \*Agencies receiving Section 243 IELCE funding as indicated on the bottom of the consortium partner page must have at least one IET planning form uploaded at the time of application.*

### 6. Statement of Need page

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

### 7. Program Narrative(s) page

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

### 8. Budget Forms pages

Please note that once your partner pages have been created, navigating/moving between agency budget schedules should only be done using/hovering over then clicking on the blue menu on the left side of the page, *NOT* the partner drop down box on the actual schedules as this will overwrite previously saved work.

While not required, you may upload a document to the Miscellaneous Attachments page like the sample shown at the end of this section as this may reduce the back and forth and request(s) for clarification of items during the budget review process.

### Schedule A – Personnel Costs

Applicants will list staff funded under career services, occupational training, *local* corrections education, and state funds, if applicable, on schedule A pages. Staff *not* funded as career services, occupational training, local corrections education, or state funding should be designated as “personnel”. Please utilize the drop down to select the applicable cost category. If a position requires funding to be split between 2 or more categories, e.g., funded 50% to personnel and 50% to career services, please indicate this by utilizing 2 separate lines.

Cost Category	Position Title
Personnel	Director 8 of 100
Career Services	HSE Instructor 14 of 100
Occupational Training	CNA Instructor 14 of 100
Local Corrections Educator	ABE Instructor 14 of 100
State Funds	ESL Instructor 14 of 100

There is a cost category on the schedule A pages titled “**Career Services**” and another cost category called “**Occupational Training**”. If your agency plans to use Title II funds for staff that provide any AEFLA defined career service or training instruction associated with an IET, you must choose the career services or occupational training cost category as applicable for that staff member when completing your budget. Please click on the memo link [OCTAE Memo 17-2](#) and go to Attachment 7, Table C on page 61 to view the AEFLA definition for Career Services and Training Services. The occupational training line item should only be selected for IET related costs and instruction.

Please note that if your IET is funded with Section 243 dollars for IELCE students, then occupational training costs should be listed in the green columns in the budget. If your IET is funded with Section 231 basic grant dollars and is for ABE/ESL basic grant students not IELCE students, then occupational training costs should be listed in the blue or yellow columns in your budget. Most IETs are funded under IELCE and costs associated with the IETs are entered into the green columns, not the blue and yellow columns.

NJ DOL is required to report the costs that local providers identify as Career Services and Occupational Training Services on the annual Statewide Performance Report (SPR); this report is in addition to the required National Reporting System (NRS) tables/reports. NJ DOL is required to separately track the amount of Title II funds that are spent on Career Services and Training Services therefore it is important that you use these cost category designations accurately.

In addition, there is a cost category titled “**Local Corrections Education**”. If you are not a correctional agency, as indicated by your legal entity status on either the applicant information page or the consortium partner page but are providing services using WIOA Title II funds for serving incarcerated individuals, please be sure the local corrections education cost category for staff associated with correctional instruction. This information is required for accurate Federal Financial Reporting or FFR reporting completed by the NJ DOL Office of Budget and Accounting.

**Job descriptions** must be entered in the boxes next to each staff member on the bottom portion of the page on Schedule A pages – *they should be brief and only list what pertains to Title II duties*. Do not list other duties unrelated to Title II in this box.

**Resumes** for all positions, *except* match, volunteer and positions not associated with program services, such as accountants, custodians, security, etc. must be uploaded as **one document** or **one PDF**. If there are 5 program staff members on a page, there should be 5 resumes uploaded as 1 document or PDF. If there are 3 staff members, 1 custodian and 1 accountant, then there should be 3 resumes uploaded as 1 document or PDF. For volunteer and match staff, resumes are not required to be uploaded to the application, but they must be kept on site and available upon request.

- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and then select the partner that they want to enter information for.
- ONLY staff that are spending 100% of their time on the grant belong on **Schedule A – Full Time**. This doesn’t mean the person has to work full-time hours. It just means that they don’t do any other work for the agency, just Title II work.
- Staff who are spending less than 100% of their time on the grant belong on **Schedule A – Part Time**. They could be a full-time employee at the agency, but they only work part of their time on the Title II grant.

- **Schedule A – No Fringe** is to be used for staff that are *either* Full Time or Part Time on the grant but that *do not* receive any fringe benefits.
- The **Schedule A – Fringe** page will have all Full Time and Part Time personnel listed. Each person listed will need their fringe *percentage* added and Fringe Benefits – Grant section completed.
- Match *automatically* populates for Schedule A. State funds are not required to be matched.

**Schedule B – Non-Personnel Costs**

**Schedule B line items are administrative costs, non-personnel costs.**

- When a line item/cost category description is available in the drop-down box for an item, that should always be chosen first as opposed to choosing “Other”.
- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and select the partner they want to enter information for.
- When completing **all** line items, please make sure it is clear and makes sense for fiscal review purposes. OAL and the Department’s Fiscal Office must be able to clearly follow all grant cost requests, or you will be asked to revise the budget. Math should *not* have to be checked by Department staff within the Item box under the Justification for Cost.
- Match *automatically* populates for Schedule B.

**Schedule C – Direct Student Services**

**Schedule C line items are for costs that are directly to be used for student services.**

- When a line-item/cost category description is available in the drop-down box for an item, that should always be chosen first as opposed to choosing “Other”.
- Agencies need to save the page once they complete it for the lead agency or partner agency. Once the page is saved, agencies can *add a new page* and select the partner they want to enter information for.
- When completing **all** line items, please make sure it is clear and makes sense for fiscal review purposes. OAL and the Department’s Fiscal Office must be able to clearly follow all grant cost requests, or you will be asked to revise the budget. Math should *not* have to be checked by Department staff within the Item box under the Justification for Cost. A clear budget example is provided below as some providers struggle with the utilization of 1 line item for describing multiple costs associated with the following “umbrella” line cost categories - career services, occupational training and/or local corrections education.

If other selected, list below: <input type="text" value="Occupational Training"/>					
0 of 100					
Justification for Cost					
Item	Number of Units	Cost Per Unit	Total Itemized Cost	Match	Total Funds Needed
CNA Supplies- Uniforms 22 of 42	6	\$ 15.00	\$306	\$0	\$306
CNA Supplies Books 18 of 42	6	\$ 14.00	Grant Funds Requested		
CNA Supplies Test Fees 22 of 42	6	\$ 22.00	ABE Levels 1-4 ESL Levels 1-6	ABE Levels 5-6	IELCE Levels 1-6
0 of 42		\$	\$ 0	\$ 0	\$ 306

- There is a line item on schedule C titled “**Career Services**”. If your agency is using Title II funds for any AEFLA defined career services (Attachment 7 Table C, page 61 of [OCTAE Memo 17-2](#)), you must choose the career services line item when completing your budget. NJ DOL is required to report the costs that their local providers identify as Career Services on the annual Statewide Performance Report (SPR); this report is in addition to the required National Reporting System (NRS) tables/reports. NJ DOL is required to separately track the amount of Title II funds that are spent on Career Services and on Training Services.
- There is a line item titled “**Occupational Training**” that should be selected if your agency is using WIOA Title II funds for occupational training costs associated with an IET, which may include credentials, certificates, licenses, etc. The occupational training line item should only be selected for IET related costs. In addition, if your IET is funded with Section 243 dollars, then occupational training costs should be listed in the green columns under Section 243 in the budget. If your IET is funded with Section 231 dollars, then occupational training costs should be listed in the blue or yellow columns under Section 231 in your budget.
- There is a line item titled “**Local Corrections Education**”. If you are not a correctional agency, as indicated by your legal entity status on either the applicant information page or the consortium partner page but are providing services using WIOA Title II funds for serving incarcerated individuals, please be sure the local corrections education line item is used to budget for all costs associated with these services. This information is required for accurate FFR reporting completed by the NJ DOL Office of Budget and Accounting.
- Match *automatically* populates for Schedule C. State funds are not required to be matched.

### Cost Summary

- On all the Cost Summaries (the main cost summary and the individual agency cost summaries if applicable) please ensure that the ABE/ESL and IELCE Admin Percentage does not exceed 5% (if 5% is too restrictive applicants may negotiate above the 5% in writing to the State Director) and that the Match Percentage is at least 25.00% but not over 25.99%. If State funds are or become available, they are not required to be matched and won't affect the admin percentages.

### Required Attachments

1. **Board Resolution Form (S)** - The standardized Board Resolution form can be found on the Required Attachments page and must be uploaded to the same.
2. **Tax Clearance Certificate (S)** - Where applicable, Tax Clearance Certificates must be uploaded onto the Required Attachments page.
3. **GEPA Form (S)** - The standardized GEPA form can be found on the Required Attachments page and must be uploaded to the same.

### Miscellaneous Attachments

1. **MOU (S)** – *Current* MOUs between the Title II provider and the Workforce Development Board/One-Stop must be uploaded to this page.

### Application Submission (S)

**Complete grant applications must be submitted via IGX by 3 p.m. Friday, April 4, 2025 for consideration.** Proposals must be submitted online by changing the status under the Status Options section of the application to ***Application Submitted*** at: <https://njdol.intelligrants.com/IGXLogin>. Do not click on *Application Cancelled* unless you do not wish to apply for the grant/submit your application. Submission of your agency’s application can be verified under **Tools** by viewing the *Document Status* section on the **Landing Page** or under **Status History**.

▼ Status Options	▼ Tools
Application Submitted	Landing Page
Application Cancelled	Add/Edit People
	Status History

For information or questions regarding IGX please contact [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov).

**SAMPLE**

<b>Justification for Cost (include cost basis calculation)</b>				<b>Budget Narrative</b>
<b>Description</b>	<b># of units</b>	<b>Cost Per Unit</b>	<b>Total</b>	
Books- New Readers Press/McGraw Hill	104	\$ 37.50	\$ 3,900.00	Provides adult learners with improvement of literacy and life skills with ESL, ABE, and HSE learning materials for reading, writing, math, science and more.
Books- Easy English News	1893	\$ 1.60	\$ 3,028.80	Provides adult immigrant ESL education through a monthly newspaper written in simple English by expert ESL writers.
Books-DK Publishing	90	\$ 18.00	\$ 1,620.00	Provides access to English for Everyone course that allows adult learners to learn English in a visual format.
Survey Monkey Subscription	1	\$ 400.00	\$ 400.00	Survey software 12-month subscription is used to obtain follow-up survey information for program reporting and feedback purposes.
Burlington English	42	\$ 96.93	\$ 4,071.06	Web based curriculum that integrates grammar, life skills, and career skills with an emphasis on IET and IELCE.
Supplies- Epsom Markers	10	\$ 40.00	\$ 400.00	10 boxes of dry erase markers for classroom instruction and interactive student participation.
Supplies- Notebooks	89	\$ 2.50	\$ 222.50	Notebooks for student use in the classroom.
Supplies- Pens	15	\$ 3.39	\$ 50.85	15 boxes of pens for student use in the classroom.
Supplies- Paper	4	\$ 33.00	\$ 132.00	4 boxes of paper for use printing instruction materials and student work within the classroom.
Calculators	60	\$ 16.11	\$ 966.60	Calculators to support students with math skills.
Ink and Toner	4	\$ 250.00	\$ 1,000.00	Ink and Toner to allow printing of instructional materials and student work.
Full Time Team Coordinator	1	\$39,946.02	\$ 39,946.02	The team coordinator is a full-time role that supports program registration, data management, and test proctor assistance. The coordinator also manages student data, attendance, and student follow-up.
Fringe for Team Coord. @45%	1	\$17,975.71	\$ 17,975.71	Full time fringe benefits for employee calculated at 45% of \$39,946.02.
ESL Instructor - \$30.61/hour, 8hrs/week, 13weeks a semester and 12% fringe	1 1	\$ 3,183.44 \$ 382.01	\$ 3,183.44 \$ 382.01	Part time instructor of ESL. Pay \$30.61 per hour x 8 hours for 13 weeks.  Fringe benefits for employee, calculated at 12% of \$3,183.44 salary.
LVA- NorthStar Digital Literacy	1	\$400.00	\$400.00	The software enables students to utilize online modules that asses their current abilities in basic computer skills, essential software skills, and use of technology in daily life

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

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

## GUIDANCE APPENDICES

### Appendix A Past Performance Data Table for NRS Data - Option 1

**For applicants that have National Reporting System (NRS) data**

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

Educational Gains NRS Table 4	Year 1 – PY21/FY22		Year 2 – PY22/FY23		Year 3 – PY23/FY24	
	Target %	Actual %	Target %	Actual %	Target %	Actual %
ABE Level 1	52%		37%		38%	
ABE Level 2	51%		38%		39%	
ABE Level 3	51%		31%		35%	
ABE Level 4	48%		39%		40%	
ABE Level 5	59%		39%		41%	
ABE Level 6	53%		40%		41%	
ESL Level 1	58%		57%		58%	
ESL Level 2	57%		63%		65%	
ESL Level 3	58%		63%		64%	
ESL Level 4	58%		58%		59%	
ESL Level 5	46%		53%		54%	
ESL Level 6	41%		47%		48%	
Overall MSG	<b>54%</b>		<b>50%</b>		<b>51.5%</b>	
<b>*Total 3 Year AVERAGE Overall MSG % =</b>						

**\*Calculation = year 1 Overall MSG % + year 2 Overall MSG % + year 3 Overall MSG % divided by 3 = Total 3 Year AVERAGE Overall MSG%**

Performance Indicators NRS Table 5 (NRS Table 10 for Corrections)	PY21/FY22		PY22/FY23		PY23/FY24	
	Target %	Actual %	Target %	Actual %	Target %	Actual %
Employed 2nd quarter after exit	46%		44%		46%	
Employed 4th quarter after exit	44%		43%		45%	
Median Earnings 2nd quarter after exit	\$4,833		\$5,900		\$6,100	
Attained Secondary School Diploma and Enrolled in Postsecondary Education/Training within 1 year of exit	n/a		n/a		n/a	
Attained Secondary School Diploma and Employed within 1 year of exit	n/a		n/a		n/a	
Attained a Postsecondary credential while enrolled or within 1 year of exit	n/a		n/a		n/a	
Attained any credential unduplicated	28%		36%		37%	



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

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

Performance Outcomes Educational Gains	Number Enrolled ( <i>Section A</i> )			Number Improved reading, writing, math or English language (for ESL students) skills ( <i>Section B</i> )			Percentage Improved reading, writing, math or English language (for ESL students) skills ( <i>Section C</i> )		
	Year 1 – PY21/FY22	Year 2 – PY22/FY23	Year 3 – PY23/FY24	Year 1 – PY21/FY22	Year 2 – PY22/FY23	Year 3 – PY23/FY24	Year 1 – PY21/FY22	Year 2 – PY22/FY23	Year 3 – PY23/FY24
ABE Level 1 - Beginning Literacy									
ABE Level 2 - Beginning Basic									
ABE Level 3 - Low Intermediate									
ABE Level 4 - High Intermediate									
ABE Level 5 - Low Adult Secondary									
ABE Level 6 - High Adult Secondary									
ESL Level 1 - Beginning ESL Literacy									
ESL Level 2 - Low Beginning ESL									
ESL Level 3 - High Beginning ESL									
ESL Level 4 - Low Intermediate ESL									
ESL Level 5 - High Intermediate ESL									
ESL Level 6 - Advanced ESL									
<b>*Totals</b>									
<b>***Total 3 Year AVERAGE % =</b>							<b>**Yr 1 Avg %</b>	<b>**Yr 2 Avg %</b>	<b>**Yr 3 Avg %</b>

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

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

\*\*\*Enter the 3-year average in the green box by dividing the sum of the 3-year average %'s from section C by 3.

	Number of Achieved Outcomes			Percentage of Achieved Outcomes		
	Year 1 – PY21/FY22	Year 2 – PY22/FY23	Year 3 – PY23/FY24	Year 1 – PY21/FY22	Year 2 – PY22/FY23	Year 3 – PY23/FY24
<b>Employment, Secondary School Diploma (SSD)/Recognized Equivalent, and Postsecondary Education (PSE) Outcomes</b>						
Entered Employment within the fiscal year						
Secondary School Diploma/Recognized Equivalent within the fiscal year						
Entered Postsecondary Education or Occupational Training within the fiscal year						

Appendix C Performance Targets – FY26

**FY 2026 Performance Targets**

<p><u>Measurable Skill Gains (MSGs)</u>  <u>NRS Table 4</u>            Educational Functioning Level (EFL) Gain - demonstrated improvement in reading, writing and speaking in English, computing and solving problems, English language acquisition and other literacy skills, HSE attainment, or PSE/Occupational Training entry.</p> <p>For Integrated Education and Training (IET) students, additional MSG types include transcripts, milestones, or exams.</p> <p>Please review <i>OCTAE Program Memorandum 17-2</i> for detail and definitions of the MSGs indicated above.</p>	<p><u>Measurement:</u>            Percentage of Periods of Participation (PoP) with Measurable Skill Gains.            NRS Table 4, Column O</p> <p>Includes students who increased their EFL based upon a post-test with an NRS approved assessment, passed an HSE exam, or exited the program <i>and</i> entered postsecondary education or occupational training during the fiscal year.</p> <p>For IET students, additional MSG types include secondary or postsecondary transcripts, progress toward milestones, or passing technical or occupational skills exams.</p>
<p><b>Overall Measurable Skill Gains (MSGs)</b></p>	<p><b>57 %</b></p>
<p><u>Exit Based Primary Indicators of Performance</u>  <u>NRS Table 5 and NRS Table 10 for Corrections</u>            Demonstrated achievement in employment, earnings, secondary school diploma (SSD) attainment, enrollment in postsecondary education (PSE) or training and postsecondary credential attainment.</p>	<p><u>Measurement:</u>            Percentage of PoPs achieving the outcome based on data match (employment and earnings only) and/or survey data.</p>
<p><b>Employment Second Quarter after exit</b></p>	<p><b>45 %</b></p>
<p><b>Employment Fourth Quarter after exit</b></p>	<p><b>46.5 %</b></p>
<p><b>Median Earnings Second Quarter after exit</b></p>	<p><b>\$6,600</b></p>
<p><b>Credential Attainment Rate</b></p>	<p><b>37 %</b></p>
<p><u>Outcome Achievement for IELCE participants</u>  <u>NRS Table 9</u>            Assist immigrants and others who are English Language Learners to acquire an understanding of the American system of Government, individual freedom, and responsibilities of citizenship.</p>	<p><u>Measurement:</u>            Percentage of IELCE students who achieve the outcome, based upon survey data.</p>
<p><i>Obtained citizenship*</i></p>	<p>20 %</p>
<p>Achieved Citizenship Skills</p>	<p>70 %</p>
<p>Vote or Register to Vote</p>	<p>50 %</p>
<p>Increase Involvement in Community activities</p>	<p>60 %</p>

\*NJ State Goal

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

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

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

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

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

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

Additional Comments for Consideration:

Appendix E (S):

SFY26 - SFY30



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

Please email this form to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov) by the specified date in the NGO.

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

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

## Appendix F

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

- ***Intake Form:*** Grantees are required to collect the required demographic and performance data for all participants served, as required by the NRS for Adult Education. Please use the standard NJDOL Literacy Intake Form.
- ***Consent of Non-Enrollment in School for Students age 16 to 21:*** The agency must obtain a certification, signed by either the participant if they are over the age of 18 or the parent/guardian and participant for ages 16 and 17 for each of the participants enrolled in their program stating that the participant is not currently enrolled in a secondary regular or special education program. Such certification shall be maintained on file with the program and a copy of each certification shall be made available during monitoring and/or provided to the NJDOL upon request.
- ***Release of Information Form:*** Release of information forms must be collected and kept in participant files. These forms shall be made available during monitoring and provided to the NJDOL upon request.
- ***IET Waiver:*** The purpose of the IET waiver is to verify that an individual was offered the opportunity to enroll in the agency's IET program but declined or was not qualified. Each fiscal year, a signed IET waiver must be resigned by the student and kept on file for any individual served with IELCE Section 243 funds who ***does not*** enroll in an IET program offered by the agency.

## Appendix G

### NJ WIOA TITLE II ADULT EDUCATION ALLOWABLE AND UNALLOWABLE EXPENDITURES

**This is not a complete list of allowable/unallowable costs as it relates to Adult Education and Family Literacy Act grants and will be updated often. The allowability of a particular expenditure should be determined by considering the Adult identified need and requirements of the Adult, and any pertinent Federal and State cost guidelines. All costs must be directly tied to the Adult program as approved in the local Adult application plan.**

**Costs must be “Necessary, Reasonable, Allowable, and Allocable” - When in doubt, ASK!**

#### ALLOWABLE EXPENDITURES

- Indirect Costs/Administrative Costs (up to 5%)
- Salaries and fringe benefits
- Equipment for approved Adult IET programs with enrollment
- Travel, conferences, etc. for approved Adult instruction purposes
- Communication/recruitment costs (publications, postage)
- Professional development costs
- Program evaluation
- Publication and printing costs
- Tuition and fees for approved IET industry certification(s) paid on behalf of student(s) by school
- Contracted services
- Audit costs
- Remedial services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices)
- Adult skill assessments (industry recognized certification exams/assessments)
- Transportation costs (\* with restrictions- ensure a policy for this expenditure is approved by NJDOL prior to implementation and kept on file with receipts/logs)
- Substitute teachers (salary and benefits)
- Stipends/supplemental pay
- Marketing/recruitment/outreach activities within reasonable amounts only (newspapers, radio/TV, magazines) (Ensure copies of simple advertising paid for with AEFLA dollars are provided to OAL within 30 days). *This is limited and must be deemed reasonable and not supplanting; see note at end of this document for further guidance. Please use TEGl for guidance: TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 03-23*
- GED instructional and practice tests materials
- Adult instructional materials and supplies including for approved IET
- Curriculum development
- Adult Education Meetings and conferences
- Student transcript evaluation
- Software (\*with restrictions and prior approval of rationale provided to State Director for consideration)
- Technology hardware for Title II Distance Instruction (\*with restrictions and documented policies in place, i.e. laptop loan program for State Director consideration)
- Classroom Furniture – Student chairs, tables/desk (\*with restrictions and prior approval of State Director. NJ will allow a 1x purchase per competitive cycle within reason, with the understanding that any furniture purchased with AEFLA dollars will be retained by NJDOL at the end of the grant award)

#### **Memberships**

- Membership must be for the position/agency, not the person

## UNALLOWABLE EXPENDITURES

- Advertising not directly tied to the Adult Education program
- Gifts, door prizes, etc.
- Purchase or lease of passenger vehicles or other modes of transportation
- Contributions and donations
- Contingency or “petty cash” funds
- Commencement and convocation costs
- Lobbying and other political activities
- Entertainment
- Purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities
- Copyrights/patents
- Monetary awards
- Pre-award costs
- Advisory councils
- Goods or services for personal use
- Alcoholic beverages
- Bad debts (losses from uncollectible accounts)
- Equipment and supplies for building maintenance
- Fundraising
- Non-instructional furniture (bookcases, drawers, file cabinets, lateral files - \*TBD by OAL staff/State Director)
- Equipment solely for use by the administrator or other staff members

### **Unallowable Student Costs**

- Food/drink
- Maintenance contracts or agreements unrelated to instructional equipment
- Fines and penalties
- Interest and other financial costs
- Payments to students (stipend, tuition, or ongoing)
- Equipment or supplies not used directly to teach skills to Title II students
- Promotional materials (t-shirts, pens, cups, key chains, book bags)
- Alumni/ae activities
- Scholarships/incentives paid directly to students
- Childcare for non-Adult Education enrolled students
- Items retained by students (supplies, clothing/uniform, tools, PDAs, calculators)
- GED /HSE tests

### **Construction**

- Consumable supplies to be made into products to be sold or to be used
- Cost associated with altering building structure, or moving of dirt are unallowable with Adult funds
- Expenditures that supplant
- Standard classroom furniture, files, and equipment not specific and unique to the instructional program (tables, chairs, desks)
- Dues/memberships to professional organizations or societies (for individuals)
- Construction, renovation, and/or remodeling of facilities



## A FINAL NOTE:

- What is the purpose of the supplement, not supplant provision?

**Answer:** The purpose of the supplement not supplant provision is to ensure that state and other non-federal funds for supporting the AEFLA programs are not replaced by AEFLA funds. An AEFLA provider must use AEFLA funds only to supplement state and other non-federal funds available from non-federal sources for the education of students participating in AEFLA programs.

- What situations would suggest supplanting has taken place within my AEFLA program?

**Answer:** A supplanting violation is presumed when an AEFLA provider uses AEFLA funds to provide services that are required to be made available under state mandate or local board policies. The Office of Management and Budget (OMB) Compliance Supplement presumes supplanting in the following situations: AEFLA funds used to provide services that the AEFLA provider is required to make available under other state mandate or local board policy, or AEFLA funds used to provide services that were provided with fiscal support from state or local public funds in the prior year.

## Appendix H

### Demonstrated Effectiveness

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

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

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

The components in the tables mentioned below and contained in Appendix A and B of the Notice of Grant Opportunity (NGO) correspond to the National Reporting System (NRS), the federal accountability system for AEFLA. The content domains considered are reading, writing, mathematics, and English language acquisition. An applicant must also provide information regarding its outcomes related to employment, attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training.

Demonstrated effectiveness is a screening process to determine whether an application will be reviewed, scored and considered for funding. Applications must include these effectiveness tables in order to be eligible to be evaluated for AEFLA funds. Applications submitted without Appendix A or B tables completed *will not* be evaluated. All providers, including **all** the agencies that are part of a partnership or consortium application must meet the demonstrated effectiveness criteria in order to be considered eligible for the grant.

For the FY 26 – FY 30 competition, the state has set a minimum performance target of 15% of the state’s Overall Measurable Skill Gains (MSGs) performance target. In order for an agency’s application to be reviewed their 3-year average from FY 22, FY 23, and FY 24 must be 15% or greater. If applying as a partnership or as part of a consortia all agencies must meet the 15% demonstrated effectiveness criteria in order for the application to be considered eligible.

Additional follow up/post-exit indicators are required to be included as requested in Appendix A and B; however, these measures will not be used for demonstrated effectiveness for the FY 26-FY 30 competition.

An applicant that has previously received AEFLA funding must provide performance data required under Section 116 of WIOA to demonstrate past effectiveness. Previous providers must complete the table in the NGO in

Appendix A. This table requires previous providers to enter their actual performance percentages for the three previous years of final data from NRS table 4, column O and NRS table 5, column G.

An applicant that has not been previously funded under AEFLA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient individuals. Agencies that were not previous WIOA Title II providers must complete the table in the NGO in Appendix B, Past Performance Data for applicants ***WITHOUT*** NRS data – Option 2.

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

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

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

Questions about completing the Demonstrated Effectiveness Tables or about the competitive grant application must be submitted in writing by 3/17/25 to [AdultLiteracy@dol.nj.gov](mailto:AdultLiteracy@dol.nj.gov). Questions and answers received by 3/17/25 will be posted online on the NJDOL webpage [https://www.nj.gov/labor/research-info/wioa/adult\\_ed.shtml](https://www.nj.gov/labor/research-info/wioa/adult_ed.shtml).

## BACK COVER