



**STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)
GRANT DOCUMENT- AMENDMENT #01**

TITLE: Adult Education and Literacy (AEL) Program

CONTACT PERSON: Sara Essary
(573) 751-1249
sara.essary@dese.mo.gov

ISSUE DATE: February 26, 2020

RETURN APPLICATION NO LATER THAN: 4:00 PM,
March 20, 2020

MAILING INSTRUCTIONS: Print or type AEL PROGRAM GRANT APPLICATION on the lower left hand corner of the envelope or package.

RETURN APPLICATION TO:
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
ADULT EDUCATION AND LITERACY SECTION
ATTN: AEL GRANT APPLICATION
205 JEFFERSON STREET
PO BOX 480
JEFFERSON CITY MO 65102-0480

GRANT PERIOD: July 1, 2020 through June 30, 2021 with renewals see 2.4.13

The applicant hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions in the grant application. The applicant further agrees that the language of this application shall govern in the event of a conflict with his/her application. The applicant further agrees that upon receipt of an authorized purchase order from the DESE or when this grant is countersigned by an authorized official of the State of Missouri, a binding grant shall exist between the applicant and the DESE.

SIGNATURE REQUIRED

AUTHORIZED SIGNATURE		DATE
PRINTED NAME		TITLE
COMPANY NAME		
MAILING ADDRESS		
CITY, STATE, ZIP		
VENDOR NO. (IF KNOWN)		FEDERAL EMPLOYER ID NO.
PHONE NO.	FAX NO.	E-MAIL ADDRESS
CONTRACTOR'S DUNN AND BRADSTREET (DUNS) NUMBER		

NOTICE OF AWARD (STATE USE ONLY)

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE	DATE

AMENDMENT #01 TO AEL PROGRAM GRANT DOCUMENT

CONTRACT PERIOD: July 1, 2020 through June 30, 2021 with renewals see 2.4.13

Applicants are hereby notified of the following changes and/or clarifications made within the grant specifications document):

3.1.1.E Submission of Application

Wording deleted: All four copies must be submitted...

Revised wording: All *five* copies must be submitted...

3.3.2.2 Past Effectiveness

Wording deleted: Include the number of instructional staff employed by the applicant in 2019

Revised wording: Include the number of instructional staff employed by the applicant *at the end of 2019*

3.3.2.3 Past Effectiveness

Wording added: For the ABE/ASE students *served in 2019*

3.3.2.4 Past Effectiveness

Wording added: For the ESL/ELL students *served in 2019*

3.3.3.A.1 Program Structure

Wording deleted: The intake process (including orientation, goal setting, and assessment processes)

Revised wording: The intake process (including *enrollment*, orientation, and assessment processes)

3.3.3.A.7 Program Structure

Wording deleted: What follow up will occur for served students who stop attending before goal attainment

Revised wording: What follow up will occur for served students who stop attending before *attainment of measurable skill gains*

3.3.3.B.5 Adult Education and Literacy Activities

Wording deleted: Describe how the program will ensure student attainment of

Revised wording: Describe how the program will *assist in* student attainment of

Attachment B-Integrated Education and Training, Three Required Components #3

Wording deleted: Students should be referred to Job Centers for workforce training. Adult Education should not use funds to pay tuition or hire teachers to teach specific occupations. Exceptions to this may be granted by the state AEL office.

Revised wording: *Adult Education should not use AEFLA funds to pay tuition for occupational training. Exceptions to this may be granted by the state AEL office.*

Attachment D Category I vs Category II, 3rd paragraph

Wording revised: WIOA Sec.233 defines administrative costs as *[program]* planning, administration (including carrying out the requirements of WIOA Sec. 116), *[costs to conduct]* professional development and the activities described in paragraph (3) and (5) of WIOA Sec. 232.

Attachment D Purchase and Inventory of Equipment, 5th paragraph

Wording deleted: If equipment purchased with AEL funds becomes unusable or no longer needed, the local entity must notify the state AEL office. If the equipment is unusable the local entity may dispose of this equipment in accord with local policies/procedures.

Wording revised: If equipment purchased with AEL funds becomes unusable or no longer needed, the local entity may dispose of this equipment in accord with local policies/procedures



**STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE)
GRANT DOCUMENT**

TITLE: Adult Education and Literacy (AEL) Program

CONTACT PERSON: Sara Essary
(573) 751-1249
sara.essary@dese.mo.gov

ISSUE DATE: December 13, 2019

RETURN APPLICATION NO LATER THAN: 4:00 PM,
March 20, 2020

MAILING INSTRUCTIONS: Print or type AEL PROGRAM GRANT APPLICATION on the lower left hand corner of the envelope or package.

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ADULT EDUCATION AND LITERACY SECTION
ATTN: AEL GRANT APPLICATION
205 JEFFERSON STREET
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JEFFERSON CITY MO 65102-0480

GRANT PERIOD: July 1, 2020 through June 30, 2021 with renewals see 2.4.13

The applicant hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions in the grant application. The applicant further agrees that the language of this application shall govern in the event of a conflict with his/her application. The applicant further agrees that upon receipt of an authorized purchase order from the DESE or when this grant is countersigned by an authorized official of the State of Missouri, a binding grant shall exist between the applicant and the DESE.

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1. Introduction and General Information

1.1 Introduction:

1.1.1 This document constitutes a request for competitive applications for the Adult Education and Literacy (AEL) Program.

1.1.2 Organization - This document, referred to as a Grant Application (Application) is divided into the following parts:

- Introduction and General Information
- Grant Requirements
- Submission Information
- Terms and Conditions
- Attachment A: Demonstrative Effectiveness Chart
- Attachment B: AEL Program Activities Description
- Attachment C: National Reporting System-Functioning Level Table Descriptions
- Attachment D: Financial Guidelines
- Attachment E: Program Proposal Submission Outline
- Attachment F: Past Performance Data Chart
- Attachment G: Detail Budget Example with Example of Detailed Budget Narrative
- Attachment H: Financial Object Codes
- Attachment I: IELCE Program Definition/Requirements

1.2 Pre-Application Meeting/Teleconference

1.2.1 A pre-application meeting/teleconference regarding this application will be held on Tuesday, January 21, 2020, from 10:00 a.m. to 12:00 p.m. at the Hawthorn Community Center located at 3600 Amazonas, Jefferson City, Missouri.

1. Applicants may opt to dial into the meeting by using the toll free number 650-479-3207; pin: 284187538
2. DESE asks that the caller(s) use a phone with mute capability so that background noise is minimized.
3. Applicants participating in the meeting via the telephone are requested to send an e-mail to sara.essary@dese.mo.gov after the pre-application meeting indicating their participation in the meeting.

1.2.2 All potential applicants are encouraged to participate in the meeting in order to ask questions and provide comments on the application. Participation is not required to submit a response; however, applicants are encouraged to participate since information relating to the application will be discussed in detail. The applicant should become familiar with the application and develop all questions prior to the meeting in order to ask questions and otherwise participate in the public communications regarding the application. Applicants should have a copy of the application with them for the meeting since it will be used as the agenda.

- A. Prior to the meeting, the applicant may submit written communications and/or questions via e-mail to sara.essary@dese.mo.gov regarding the application. Such prior communications will provide the DESE with insight into areas of the grant which may be brought up for discussion during the meeting and which may require clarification.
- B. During the meeting, questions received prior to the meeting will be addressed, but it may remain the sole responsibility of the applicants to ensure that all issues previously presented by the applicant, including any questions regarding the application or areas of the application requiring clarification, are addressed.
- C. Any changes needed to the application as a result of discussions from the meeting will be accomplished as an amendment to the application. Formal minutes of the meeting will not be maintained; however, a listing of questions and answers will be posted on the AEL Section website as a separate link to the application a few business days after the meeting. Name(s) shall not be disclosed on the document.
- D. Applicants are strongly encouraged to advise the DESE within five (5) working days of the scheduled meeting of any accommodations needed for disabled personnel participating in the conference so that these accommodations can be made.

1.3 Background Information

- 1.3.1 According to the Workforce Innovation and Opportunity Act (WIOA), Title II, Section 202 of the Adult Education and Family Literacy Act (AEFLA) the purpose of the Adult Education and Literacy Act is to provide adult and literacy activities to:
- A. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
 - B. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
 - C. Assist adults in attaining a secondary school diploma and in the transition to post-secondary education and training, including career pathways; and
 - D. Assist English language learners in improving literacy skills, mathematic skills and in acquiring an understanding of the American system of government, individual freedom, and responsibilities of citizenship.
- 1.3.2 The National Reporting System (NRS) is the accountability system for the federally funded and state-administered adult education program. It addresses the accountability requirements of the WIOA and regulations. The NRS creates the guidelines Missouri follows regarding data collection and reporting. Missouri's AEL Directors Guide incorporates all applicable NRS guidelines used in Missouri.
- 1.3.3 All grantees should familiarize themselves with the AEL Director's Guide which can be found at ael.mo.gov under "AEL Grant Competition", and with WIOA, Title II, and Federal Regulations (34 CFR Parts 462 and 463).

2. Grant Requirements

2.1 General Requirements

2.1.1 *Federal Requirement:* Only an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant. The applicant must provide performance data on its record of improving the skills of eligible individuals (see 2.1.3) in the content domains of reading, writing, mathematics, and/or English language acquisition. An applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Each applicant must complete the “Demonstrated Effectiveness Chart” (Attachment A) to ensure it is an organization of demonstrated effectiveness. A “yes” or “no” determination will be made, and only applications that have received a “yes” determination will be reviewed, scored, and considered for funding. All data items in Attachment A must be complete, and all data for Rows 1 and 2 must be numerically greater than 20 to result in a “yes” determination.

Organizations of demonstrated effectiveness that may apply include but are not limited to (WIOA Sec 203(5)) the following:

- A. A local educational agency;
- B. A community-based organization or faith-based organization;
- C. A volunteer literacy organization of demonstrated effectiveness;
- D. An institution of higher education;
- E. A public or private nonprofit agency;
- F. A library;
- G. A public housing authority;
- H. A nonprofit institution that is not described in any of subparagraphs A through G and has the ability to provide literacy services to adults and families;
- I. A consortium or coalition of the agencies, organization, institutions, libraries, or authorities described in any of subparagraphs A through H (see note below);
- J. A partnership between an employer and an entity described in any of subparagraphs A through I;
- K. Other organization types, even if not specifically listed, may apply if they meet the demonstrated effectiveness requirement.

Note: If the organization applying is a “consortium”, each member of the consortium must complete Attachment A and receive a “yes” determination in order for the consortium to be reviewed, scored, and considered for funding.

2.1.2 *Federal Requirement:* The adult education and literacy program activities include:

- A. Adult education
- B. Literacy
- C. Workplace adult education and literacy
- D. Family literacy (Note – Missouri will not be funding this activity.)

- E. English language acquisition
- F. Workforce preparation
- G. Integrated education and training

See Attachment B for a full description of these activities.

2.1.3 *Federal Requirement:* The grantee shall provide services and instruction to eligible individuals. WIOA Sec. 203(4) defines an eligible student of “adult education” as an individual who:

- A. Has attained 16 years of age – in Missouri a 16 year old must also have completed 16 units of high school credit or the individual must be at least 17 years of age.
- B. Is not enrolled or required to be enrolled in secondary school under State law; and
- C. Who -
 - 1. Is basic skills deficient – In Missouri, this could include individuals attending post-secondary education in need of remediation as well as individuals who need remediation preparing for post-secondary education (receive a Scale Score less than 800 using TABE 11/12).
 - 2. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - 3. Is an English language learner.

2.1.4 *State Requirement:* Serving the Disabled

Each grantee must provide facilities and instruction to eligible individuals so that it meets the requirements of the Americans with Disabilities Act of 1990 as amended. Services shall be provided to allow the individual to participate on an equal basis with non-disabled peers.

Local Procedure in Serving the Disabled:

- A. The individual declares he/she has a disability and requests a modified method for receiving services.
- B. The individual provides documentation from a qualified professional as to the nature and severity of the disability.
- C. The local program makes a determination as to whether or not the request is reasonable.
- D. If it is determined the request is reasonable, the local program will work with the student to determine the best method to provide accommodation.

2.1.5 *State Requirement:* AEL Teacher Requirements

- A. AEL Teachers must have a baccalaureate degree from an accredited college or university.
- B. AEL Teachers must have cleared a fingerprint/background check from DESE within the last 12 months prior to start date.
- C. To teach in a Missouri AEL funded program, teachers are required by state law to obtain a Missouri AEL Certificate of License to Teach.

1. AEL Program Director – Each AEL program director must be certified as an AEL teacher. If a new director does not have this certification, he/she must obtain this certification within 12 months of being hired as the AEL program director.
2. AEL Teacher Certification – AEL teachers (paid or volunteer) must be certified (having received certification verification from DESE) within 4 months of their hire date. Hire date is defined as the date that the teacher is officially on the payroll. For volunteer teachers, the start date is defined as the first day that the individual teaches.
3. Both the director and the teacher have responsibility in the certification process; however, it is ultimately the director’s responsibility to ensure that certification is kept up to date. It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with an AEL teacher not certified within 4 months of his/her hire date (12 months for directors), or for those teachers whose certification has expired.

2.1.6 *State Requirement:* The grantee must abide by all rules, regulations, and policies outlined in the Workforce Innovation and Opportunity Act (WIOA), Title II, and the Missouri AEL Local Program Directors’ Guide.

2.2 Program Operation Requirements – *All requirements in 2.2 are State Requirements*

2.2.1 Intake process - Intake Process shall include

- A. Collection of Demographic/Enrollment Information
- B. Orientation to the Program - An orientation process has the following elements:
 1. Information regarding Missouri Job Center Services
 2. Student expectations
 3. Program outcomes/expectations
 4. Attendance policies
 5. Introduction to the program and how the process will work
 6. Guidelines on how the class site operates, (i.e. site schedule, classroom rules, etc.)
 7. Information regarding additional services
 8. Discussion with student in establishing realistic student goals
 9. For programs that have one, discussion on the “Policy Regarding Serving Students Who Make No Gain”
- C. Administration of at least one subject area of the pre-test battery

2.2.2 Data and LACES

All AEL programs must use the Literacy, Adult and Community Education System (LACES) to report participants’ enrollment, demographics, student hours, and assessment data required by the National Reporting System.

A student is to be entered into LACES when the student fills out an enrollment form. Student hours must be entered into LACES (for all contact hours earned) at the time the student starts class or at the time the student achieves 12 contact hours, whichever comes first. The date to

enter into LACES as the student's start date (enrollment date) is the first day of orientation. This is the day the student actually starts the program.

In AEL classrooms, students in attendance must sign in at the time of arrival and departure. Either daily or weekly student attendance hours must be entered into LACES at least on a monthly basis.

All "in range" tests administered (pretests and posttests) must be entered into LACES.

The program must have a system in place for effective data collection and transfer from classroom to data entry person.

2.2.3 Standardized Assessment

To measure educational gain, a vital part of determining program performance, standardized assessment tools must be used – see "Approved Assessment Instruments" below. Assessments are used to measure educational gain for both ABE/ASE and ELL students. Assessment (test) scores are tied to the NRS educational functioning levels for initial placement and for reporting student progress across levels.

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs. Program staff must be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and students. If assessments are not standardized, they will not accurately reflect a student's educational need.

For reference, ABE is Adult Basic Education (ABE NRS Levels 1-4); ASE is Adult Secondary Education (ASE NRS Levels 5 & 6); and ELL is English Language Learner (ESL NRS Levels 1 – 6). Refer to the Educational Functioning Level Table (Attachment C) for a full description. ELL and ESL are one in the same and the terms may be used interchangeably.

Approved Assessment Instruments

Only the assessments listed below are approved for measuring educational functioning level (EFL) gain and NRS reporting requirements. Other assessments may be used to serve participants' needs, but may not be used to report EFL gain.

A. Tests of Adult Basic Education (TABE) - Used with ABE and ASE students. The Locator is used first to determine which level of assessment tests are to be given to the student. The Reading, Mathematics, and Language assessments (the TABE forms are 11 and 12) are then given. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests.

- B. Tests of Adult Basic Education – Complete Language Assessment System English (CLAS E) – Used with ELL students. The locator is used initially to determine which level of assessment tests are to be given to the student. The locator test for CLAS E is administered in two sections – a locator interview and a locator test. Based on the results of the locator tests, the Reading, Writing, Listening, and Speaking tests (the CLAS E forms are A and B) are given.
- C. Comprehensive Adult Student Assessment System (CASAS) – CASAS may only be used with ELL students who receive a score of 2 or less on Part B (Reading and Writing) on the CLAS E Locator Interview or get 10 or less correct on the CLAS E, Level 1 Reading Test. If requirements are met, the Life Skills Reading may be given. Approved reading forms are: 27 and 28.

Assessment (Testing) Administration Requirements

- A. All assessments must be administered in compliance with instructions published by test developers. The publisher’s guidelines which include detailed instructions for administering, scoring, and interpreting the tests are set forth in the TABE, CLAS-E and CASAS Test Administration Manuals. Test administrators should familiarize themselves with the manuals for the assessments they use.
- B. All assessments must be administered by an individual that has been certified as having completed training on the proper administration of these instruments. This training must be provided by a trainer/entity that has been approved by the State AEL office. Training Guidelines for TABE and CLAS-E can be found under Professional Development at ael.mo.gov.
- C. Only certified teachers are permitted to interpret the results of the assessments or otherwise counsel students regarding their educational plan.
- D. At least one subject area of the pre-test battery must be given as part of the intake process and before reaching 12 hours. The remaining subject area tests can be given after starting class but must be given within 2 weeks of starting class.
- E. All subject areas of an assessment must be administered. However, where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. For example, if the ultimate purpose for attending the program is for the student to converse with their child’s teacher or read to their child, and the student has no intention of getting a job or attending post-secondary education, programs may give only the one appropriate test. If an individual comes to a program and has taken the HiSET and passed all subject areas except one, the program may pre-test in the most appropriate subject area(s). The program must document the justification when not giving a full battery.
- F. Students must go through a portion of orientation (preferably 3-4 hours) prior to pre-testing.
- G. Read all directions to the student; instructions should be read to the student prior to each test.
- H. Examinees must not be left alone with test materials.
- I. All tests must be timed, based on the rules of standardized tests. If the test is not timed, it is not considered a valid test. Un-timed tests also do not give a fair assessment of the student’s needs and can affect progress planning.

- J. All tests must be kept in a secure location, inaccessible to students and public.
- K. The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use.

2.2.4 Student Educational Gain

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. This is done by pre-testing in Reading, Math, and Language for ABE/ASE students (TABE); Reading, Writing, Listening and Speaking for ELL students (CLAS-E); and Reading (27 and 28) for ELL students (CASAS) who meet the requirements. After an appropriate amount of instruction, students are again assessed (post-tested) to determine their skill levels. If their skills have improved sufficiently to be placed one or more educational functioning levels higher, a “gain” is recorded for that student.

The “Educational Functioning Level (EFL)” of the student is determined for each of the subject areas. “Educational Functioning Level” and “NRS Level” are one and the same and the terms are used interchangeably. The student’s educational functioning level is determined by taking the raw scores from the pre-test and converting them to scale scores. The scale score is used to determine an Educational Functioning Level (Attachment C).

To determine gain for a student, the student may increase an educational level (NRS level) in any subject area(s). This is determined by post-testing.

Post-testing

Students must be post-tested using the same assessment tool as used for the pre-test (TABE, CLAS-E, or CASAS) to measure educational gain and NRS level attainments. The student must take a different form of the same level of test (pre-test TABE M11, post-test M12) or a higher level test (pre-test M11 and post-test D11). You may not post-test using a lower level test than what was used for the pre-test, unless a post-test score is “out-of-range” low. In this case, programs may use a lower level test.

If after alternating tests, the student needs to reuse a same form and level of test, there must be at least 3 months or 60 hours of instruction between the testing to be considered valid. This policy applies to TABE, CLAS-E and CASAS assessments.

Provide the necessary instruction to a student and post-test to measure lasting gain. A post-test (TABE, CLAS-E, or CASAS) should be used to measure how much progress a student has made after the student’s learning gain has been exhibited. The standardized post-test should not be used arbitrarily as an “end of lesson exercise” or “quiz” to see if a student has made gain.

- A. A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.
- B. A pre-tested student will receive an NRS level assignment. In LACES, this is based on their lowest test(s) scores or, if not all tests are given on the same date, then the LACES NRS level assignment would be based on the lowest test score given on the earliest date. Through informal assessment (not TABE, CLAS-E, or CASAS) a student should show mastery of those benchmarks prior to standardized post-testing.
- C. The local AEL program is required to follow the post-testing policy of the State AEL Office. However, a student is not necessarily ready for post-testing at any prescribed interval.

Local programs should use the following table to determine the minimum number of hours of instruction required before post-testing. The count of hours starts when the student begins orientation.

POST-TESTING TIME FRAMES		
TEST NAME	PUBLISHER RECOMMENDED	STATE MINIMUM
TABE	50 - 60 hours (Levels 1 - 4)	40 hours
	30 - 59 hours (Level 5)	30 hours
CLAS-E	60 - 95 hours (All Levels)	40 hours
CASAS	70 - 100 hours (All Levels)	40 hours

There are only two allowable exemptions from the “hours of instruction” requirement, (also known as “early post-testing”):

- A. There is documented mastery of appropriate benchmarks. In this case, documentation of mastery to be included in the student folder includes some type of informal assessment. Supporting evidence of readiness for post-testing may include classroom coursework, completed assignments, and homework.
- B. The student is exiting the program.

If a student is post-tested prior to the minimum hours of instruction, the program must document the reason that the post-test was administered, and this documentation must be retained.

2.2.5 Program Performance Requirements (see definitions below)

- A. The Program meets or exceeds state target for Measurable Skill Gains.
- B. The Program meets or exceeds state target for Employment Second Quarter After Exit.
- C. The Program meets or exceeds state target for Employment Fourth Quarter After Exit.
- D. The Program meets or exceeds state target for Median Earnings.
- E. The Program meets or exceeds state target for Credential Attainment.

The targets are negotiated every year between DESE and the federal government. For reference, this current year (July 2019 through June 2020) the state target for Measurable Skill Gains is 63%; this is the only target Adult Education has at this time. Spring 2020 DESE will be negotiating targets for all performance measures to be effective July 1, 2020.

- A. Measurable Skill Gains (MSG) – 2 categories of MSG:
 - 1. Educational Functioning Level (EFL) Gain – EFL Gain can be determined by pre- and post-testing; or after exit, by entry into postsecondary education by the end of the program year
 - 2. Attainment of a Secondary School Diploma or its recognized equivalent by the end of the program year
- B. Employment 2nd Qtr After Exit - employed at any point in the second quarter after exit
- C. Employment 4th Qtr After Exit - employed at any point in the fourth quarter after exit
- D. Median Earnings - The median earnings of participants employed during the 2nd Qtr after exit
- E. Credential Attainment – This includes 2 credentials:
 - 1. Participants at Level 5 and 6 (at entry or progressed into) who attained HSE **and** employed **or** enrolled in postsecondary education or training, within one year of exit
 - 2. AEL participants co-enrolled in postsecondary education that leads to a credential (including IET) and who exited from AEL and postsecondary who attained a postsecondary credential during the program year or within one year of exit

2.2.6 Student Learner’s Educational Guide/Classroom Instruction

Learner’s Educational Guide

A Learner’s Educational Guide will be developed for each student based upon the pretest results. This guide should be used as a tool to guide instruction and monitor student progress.

As a guide for instruction and study, the Learner’s Educational Guide focuses the student and teacher on instructional activities that align to the learning needs indicated on the pre-test and the goals of the student. The Learner’s Guide should be reviewed and updated frequently as the student meets his/her goals. Formative/informative assessments can be used to monitor progress.

Classroom Instruction

Instructional activities shall –

- A. Be built on a strong foundation of research and effective educational practice;
- B. Be of sufficient intensity and quality for participants to achieve substantial learning gains;
- C. Provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- D. Incorporate instructional practices that include the essential components of reading; and
- E. Effectively employ advances in technology, as appropriate, including the use of computers and distance learning.

2.2.7 Outreach and Community Partnerships Guidelines

Activities of the local AEL program must coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs and social service agencies. How the local program coordinates with the other available resources in the community must, at a minimum, meet what is described in the submitted grant application. Additional outreach and community partnership guidance -

- A. Program information should be exchanged with other agencies, programs, and organizations for referral purposes.
- B. The program should get support from the host agency beyond state funding including in-kind and/or monetary funding.
- C. The program should provide information to students about the availability of additional academic/vocational training.
- D. The program should develop the collaborations and partnerships identified in their most recent grant application.
- E. The program should have a plan for informing adults of services provided and the times and locations of classes.

2.2.8 Connect Students with Title I Services

- A. Missouri Job Center service information should be made available to all Adult Education students during Orientation.
- B. Refer for Co-enrollment - Students are to be referred to Job Centers when appropriate.

1. Services to Support AEL Attendance

- a. Supportive Services - Students should be referred to Missouri's Job Centers when supportive services are needed to overcome barriers to attendance. The Job Center will determine eligibility and assist in finding available supportive services.
- b. Employment - Unemployment/Underemployment can have a significant impact on student attendance. Students in this category should be referred to the local Job Center.

2. Career Services - As students obtain or get close to obtaining their HSE, it is expected that those seeking employment or post-secondary opportunities be referred to the local job center for career services.
3. Referral Process - Referrals must be entered into LACES every time a referral is made to the Job Center. Also, a referral form should be given to the student.
4. Co-enrollment is defined as an AEL “Served” student (Pre-tested and 12+ hours) who also enrolls in Title I at a Missouri Job Center during the reporting period. (jobs.mo.gov is not Title I enrollment).
5. Goal for Co-Enrollment - The expectation is that all appropriate AEL students be referred to Job Centers and be co-enrolled in Title I. This will be shown by data matching between Title I and II.

2.3 Fiscal Requirements (*State Requirements*) – See Financial Guidelines (Attachment D)

2.4 Other Grant Requirements – *All requirements in 2.4 are State Requirements*

- 2.4.1 Prior to becoming a reimbursable local AEL program, a grant agreement must be entered into by and between the applicant and DESE. This agreement will be for the upcoming fiscal year and must be renewed each year. The agreement will indicate the categories in which expenditures are authorized and the maximum amount of the grant. The agreement may be amended by subsequent supplemental grant agreements.
- 2.4.2 The firm, fixed price shall constitute the total amount available for the grantee for all services specified in the requirements of this document. However, reimbursement will be based on actual expenses.
- 2.4.3 The grantee shall submit all reports required or requested by the State AEL office along with any other reports which may be deemed necessary to improve the reporting of data to the National Reporting System. Failure to submit such reports is deemed sufficient cause for termination of funding.
- 2.4.4 The grantee shall not use any of its funds under this grant for religious workshops, instruction or proselytizing.
- 2.4.5 The grantee shall agree and understand that any amount funded per the grant is subject to appropriations made by the Federal Government, and the Missouri General Assembly and signed into law by the Governor. In addition, the total budget amount described herein is also subject to reduction by executive order and/or by administrative policy of the State AEL office when deemed in the best interest of the State AEL office.
- 2.4.6 The services shall be provided during the period of July 1, 2020 to June 30, 2021. The grant is for one (1) year with up to two (2) one-year renewals contingent on satisfactory performance; funding availability; and meeting requirements within the Workforce Innovation and Opportunity Act (WIOA) Title II. If WIOA reauthorization occurs within this period, all grantees must reapply for grants/grants based on the new legislation.

2.4.7 The grantee shall not bind, nor purport to bind, DESE for any agreed upon commitments in excess of the original grant period.

2.4.8 The grantee shall not charge students for services paid for with AEL funds.

2.4.9 Business Compliance:

The grantee must be in compliance with the laws regarding conducting business in the State of Missouri. The grantee certifies by signing the signature page of this original document and any amendment signature page(s) that the grantee and any proposed subcontractors either are presently in compliance with such laws or shall be in compliance with such laws prior to any resulting grant award. The grantee shall provide documentation of compliance upon request by the DESE. The compliance to conduct business in the state shall include, but not necessarily be limited to:

- A. Registration of business name (if applicable)
- B. Certificate of authority to transact business/certificate of good standing (if applicable)
- C. Taxes (e.g., city/county/state/federal)
- D. State and local certifications (e.g., professions/occupations/activities)
- E. Licenses and permits (e.g., city/county license, sales permits)
- F. Insurance (e.g., worker's compensation/unemployment compensation)

2.4.10 Grantee Language - The grantee understands and agrees that by signing the agreement, they certify the following:

The grantee shall only utilize personnel authorized to work in the United States in accordance with applicable federal and state laws. This includes, but is not limited to, the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) and INA Section 274A.

- A. If the grantee is found to be in violation of this requirement or the applicable state, federal and local laws and regulations, and if the State of Missouri has reasonable cause to believe that the grantee has knowingly employed individuals who are not eligible to work in the United States, the state shall have the right to cancel the grant immediately without penalty or recourse and suspend or debar the grantee from doing business with the state.
- B. The grantee shall agree to fully cooperate with any audit or investigation from federal, state or local law enforcement agencies.

2.4.11 Grant - A binding agreement shall consist of: (1) the Grant, amendments thereto; (2) the Grantee's application; (3) clarification of the application, if any; and (4) the DESE's acceptance of the application by "notice of award". All Exhibits and Attachments included in this grant application document shall be incorporated into the grant by reference.

The grant expresses the complete agreement of the parties and performance shall be governed solely by the specifications and requirements contained therein.

Any change to the grant, whether by modification and/or supplementation, must be accomplished by a formal grant amendment signed and approved by and between the duly authorized representative of the grantee and the DESE prior to the effective date of such modification. The grantee expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification to the grant.

2.4.12 Grant Period - The original grant period shall be as stated on page 1 of the Grant Application. The grant shall not bind, nor purport to bind, the state for any grant commitment in excess of the original grant period. The DESE shall have the right, at its sole option, to renew the grant for two additional one-year periods, or any portion thereof. In the event the DESE exercises such right, all terms and conditions, requirements and specifications of the grant shall remain the same and apply during the renewal period, pursuant to applicable option clauses of this document.

2.4.13 Renewal Periods - If the option for renewal is exercised by the DESE, DESE will decide the renewal amounts, if applicable, and provide those amounts to the grantee. The DESE does not automatically exercise its option for renewal based upon the maximum amount and reserves the right to offer or to request renewal of the grant at an amount less than the maximum price stated.

If the option for renewal is exercised, the budget offered to the AEL program for the renewal period will be based on the first year budget amount but may be modified up to ten percent (10%) based on performance data of the grantee.

2.4.14 Termination - The DESE reserves the right to terminate the grant at any time, for the convenience of the State of Missouri, without penalty or recourse, by giving written notice to the grantee at least thirty (30) calendar days prior to the effective date of such termination. In the event of termination pursuant to this paragraph, all documents, data, reports, supplies, equipment, and accomplishments prepared, furnished or completed by the grantee pursuant to the terms of the grant shall become the property of the State of Missouri. The grantee shall be entitled to receive just and equitable compensation for services and/or supplies delivered to and accepted by the State of Missouri pursuant to the grant prior to the effective date of termination.

2.4.15 Grantee Liability - The grantee shall be responsible for any and all personal injury (including death) or property damage as a result of the grantee's negligence involving any equipment or service provided under the terms and conditions, requirements and specifications of the grant. In addition, the grantee assumes the obligation to save the State of Missouri, including its agencies, employees, and assignees, from every expense, liability, or payment arising out of such negligent act.

The grantee also agrees to hold the State of Missouri, including its agencies, employees, and assignees, harmless for any negligent act or omission committed by any subcontractor or other person employed by or under the supervision of the grantee under the terms of the grant.

The grantee shall not be responsible for any injury or damage occurring as a result of any negligent act or omission committed by the State of Missouri, including its agencies, employees, and assignees.

Under no circumstances shall the grantee be liable for any of the following: (1) third party claims against the state for losses or damages (other than those listed above); or (2) economic consequential damages (including lost profits or savings) or incidental damages, even if the grantee is informed of their possibility.

- 2.4.16 Insurance - The grantee shall understand and agree that the State of Missouri cannot save and hold harmless and/or indemnify the grantee or employees against any liability incurred or arising as a result of any activity of the grantee or any activity of the grantee's employees related to the grantee's performance under the grant. Therefore, the grantee must acquire and maintain adequate liability insurance in the form(s) and amount(s) sufficient to protect the State of Missouri, its agencies, its employees, its clients, and the general public against any such loss, damage and/or expense related to his/her performance under the grant. The insurance shall include an endorsement that adds the State of Missouri as an additional insured.
- 2.4.17 Substitution of Personnel - The grantee agrees and understands that the State of Missouri's agreement to the grantee is predicated in part on the utilization of the specific key individual(s) and/or personnel qualifications identified in the proposal. Therefore, the grantee agrees that no substitution of such specific key individual(s) and/or personnel qualifications shall be made without the prior written approval of the state agency. The grantee further agrees that any substitution made pursuant to this paragraph must be equal or better than originally proposed and that the state agency's approval of a substitution shall not be construed as an acceptance of the substitution's performance potential. The State of Missouri agrees that an approval of a substitution will not be unreasonably withheld.
- 2.4.18 Grantee Status - The grantee represents himself or herself to be an independent grantee offering such services to the general public and shall not represent himself/herself or his/her employees to be an employee of the State of Missouri. Therefore, the grantee shall assume all legal and financial responsibility for taxes, FICA, employee fringe benefits, workers compensation, employee insurance, minimum wage requirements, overtime, etc., and agrees to indemnify, save, and hold the State of Missouri, its officers, agents, and employees, harmless from and against, any and all loss; cost (including attorney fees); and damage of any kind related to such matters.
- 2.4.19 Coordination - The grantee shall fully coordinate all grant activities with those activities of the state agency. As the work of the grantee progresses, advice and information on matters covered by the grant shall be made available by the grantee to the DESE throughout the effective period of the grant.
- 2.4.20 Property of State: All documents, data, reports, supplies, equipment, and accomplishments prepared, furnished, or completed by the contractor pursuant to the terms of the contract shall become the property of the DESE. Upon expiration, termination, or cancellation of the contract, said items shall become the property of the DESE.
- 2.4.21 Confidentiality - The grantee shall agree and understand that all discussions with the grantee and all information gained by the grant as a result of the grantee's performance under the grant shall be confidential and that no reports, documentation, or material prepared as required by the grant shall be released to the public without the prior written consent of the state agency.

2.4.22 Cash Management Improvement Act - The grantee ensures that they are in compliance with the Cash Management Improvement Act (CMIA).

2.4.23 Nondiscrimination:

It is the policy of the DESE not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990.

Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-9619. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

2.4.24 Grantee's Dunn and Bradstreet (Duns) Number:

By signing this grant you acknowledge a current registration with the Central Contractor Registration (CCR) organization.

3. Submission Information--All requirements in Section 3 are State Requirements.

3.1 Submission of Application:

- 3.1.1 When submitting an application, the applicant **MUST**
- A. Submit page one (signature page) from this grant document; OR if there is an amendment(s) to this document, submit the signature page from the most recent amendment.
 - B. Submit Attachment A (Demonstrated Effectiveness Chart)
 - C. Submit a completed proposal. Use the outline in Attachment E to write to the grant proposal requirements. This will create your proposal. (The signature page, Attachment A, and your proposal creates your total application.)
 - D. No duplex printing (print only on one side of the paper).
 - E. Include four (4) copies **in addition to** the original application (which must include an original signature) for a total of five (5). All ~~four~~ *five* copies must be submitted as paper copies, and all ~~four~~ *five* copies **MUST** be contained within the same envelope/box.
- 3.1.2 Electronic submission of proposals through the on-line bidding/vendor registration system web site is not available for this application. Faxed applications will not be accepted for this grant.
- 3.1.3 Any amendment issued will supersede any and all previous releases of this grant application.
- 3.1.4 Grant applications determined to be incomplete will not be evaluated.
- 3.1.5 The applicant is cautioned that it is the applicant's sole responsibility to submit information related to the evaluation categories and that the State AEL office is under no obligation to solicit such information if it is not included with the application. The applicant's failure to submit such information will cause an adverse impact on the evaluation of the application.
- 3.1.6 Applicant's Grant: applicants and their agents (including subcontractors, employees, consultants, or anyone else acting on their behalf) must direct all of their questions or comments regarding the grant application, the evaluation, etc. to the assigned contact person on page one of this document.

3.2 Evaluation Process:

3.2.1 After determining that an application satisfies the mandatory requirements stated in this grant application, the evaluator(s) shall use both objective analysis and subjective judgment in conducting a comparative assessment of the application in accordance with the evaluation criteria and detailed narrative description of activities to satisfy each criterion listed below.

Proposal Scoring – Core Grant:

General Information	15 points
Past Effectiveness	70 points
Program Operation	80 points
Budget	35 points
Total	200 Points

Proposal Scoring – IELCE Section, if applicable (This is a stand-alone score. It does not get “added” to the Core Grant score.)

Section 3.3.5 Items A through E	70 points
Section 3.3.6 Budget	30 points
Total	100 points

3.3 Grant Proposal Requirements

3.3.1 General Information:

For this section of the grant application, provide the following for the program being proposed:

- A. Applicant must submit a resume of the director. The director's resume must be submitted as an attachment to the grant application packet. If the position is vacant, write to the plan for filling the position and include a detailed job description.
- B. Applicant must provide the following information for each staff considered in a management or supervisory position, including the director, within the program. For any position not currently filled, answer 2, 5, 6 & 8.
 - 1. Name of Staff Member
 - 2. Job Title
 - 3. Educational Background
 - 4. Number of Years of Experience in AEL
 - 5. Job Duties in This Position
 - 6. Type of Contact with Students
 - 7. Special Skills, Credentials, etc. Staff Member Possesses
 - 8. Planned Percent of Time Devoted to AEL
- C. Applicant must submit an organizational chart for the proposed AEL program with the application.
- D. Briefly describe the geographic service area proposed to serve. Indicate counties and class locations. Indicate which, if any, are new counties/class locations ("new" meaning you've not served this area prior to July 1, 2020). Any overlap in services with another applicant will be evaluated on a case by case basis to determine funding.

3.3.2 Past Effectiveness

This section of the grant application gives the applicant an opportunity to provide compelling evidence of past effectiveness that the proposed program will be successful in improving the literacy skills of adults and families.

The applicant must complete the "Past Performance Data Chart" (Attachment F).

As it relates to the Past Performance Data Chart:

- 1. The applicant must provide a *brief* narrative indicating how it has defined each of the following data items: 2, 3, 4, 5, 6, 7, and 8; in other words, *briefly* define the denominator (who makes up the population included) and *briefly* define the numerator (what determines who achieves the measure). For item #9, provide the formula used to determine the cost per participant including the actual numbers used in the calculation. For item #2, briefly describe any

assessments that were used and how they were used. Also provide, for exited students (#s 3-8), how the information was obtained to verify employment, median earnings, attained HSE, enrolled in post- secondary, and/or attained a credential.

2. For 2017, 2018 and 2019, the applicant is to specify the source of the funds that were made available to provide the services to the individuals in #1 of the Past Performance Data Chart. Additionally, the applicant is to describe the flow of funds from its originating source to the instructional staff (the staff that provided the instruction to the eligible individuals in item #1 of the Past Performance Data Chart). Include the number of instructional staff employed by the applicant ~~in~~ *at the end of* 2019 to provide the services in item #1 of the Past Performance Data Chart.
3. For the ABE/ASE students *served in 2019*, indicate the subjects of instruction that were provided (reading, writing, and/or math). Also, indicate the *approximate* percentage of ABE/ASE students that received instruction in each subject taught.
4. For the ESL/ELL students *served in 2019*, indicate the subjects of instruction that were provided (reading, writing, speaking, and/or listening). Also indicate the *approximate* percentage of ESL/ELL students that received instruction in each subject taught.

3.3.3 Program Operation:

Each application will be reviewed to determine the quality of the program design and plan of operation for the program being proposed. The applicant must respond to A and B below.

A. Program Structure

The applicant shall provide a description of the overall structure of the proposed program. If the structure varies for different classes (e.g. class “A” has a different intake process than class “B”), only identify the specific variations. Items to be described must include:

1. The intake process (including *enrollment*, orientation, ~~goal setting~~ and assessment processes);
2. The data flow from the classroom to entering in the LACES system (method of tracking student contact hours; process of scoring and reporting results of assessments to LACES, teachers, and students);
3. How LACES reports will be used to impact program operations;
4. How assessment results will be tied to instruction;
5. How student progress will be monitored;
6. Criteria for determining post-testing; and
7. What follow up will occur for served students who stop attending before ~~goal~~ *attainment of measurable skill gains*.

B. Adult Education and Literacy Activities

1. Of the 7 activities referred to in Section 2.1.2, identify which of these adult education and literacy activities will be offered and provided. For those activities being provided, describe in detail the services being offered within each activity including how you will prepare and deliver the services. Explain which of the 7 activities will be offered concurrently.
2. Taking into consideration the activities being provided as responded to in #1, write to how your program plans to improve the reading, writing, and math skills through instruction for the ABE/ASE students (for those programs serving ABE/ASE students).
3. Taking into consideration the activities being provided as responded to in #1, write to how your program plans to improve the reading, writing, listening, and speaking skills through instruction for ELL students (for those programs serving ELL students).
4. Describe how the College and Career Readiness (CCR) standards are going to be incorporated into AEL instruction.
5. Describe how the program will ~~ensure~~ *assist in* student attainment of employment and/or post-secondary enrollment.
6. The applicant shall address each of the items below as per WIOA Sec 231. When writing to this section, write to each item below (a – k) separately, and clearly identify each item as “a, b, c, etc.” when responding.
 - a) The degree to which the applicant would be responsive to--
 - i. Regional needs as identified in the local workforce development plan; and
 - ii. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who--
 - (a) Have low levels of literacy skills; or
 - (b) Are English language learners;
 - b) The ability of the applicant to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
 - c) The extent to which the applicant demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;
 - d) Whether the applicant's program--
 - i. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - ii. Uses instructional practices that include the essential components of reading instruction;
 - e) Whether the applicant's activities, including whether reading, writing, speaking,

mathematics, and English language acquisition instruction delivered by the applicant, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;

- f) Whether the applicant'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;
 - g) Whether the applicant's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
 - h) Whether the applicant's activities are delivered by 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;
 - i) Whether the applicant coordinates 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 WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
 - j) Whether the applicant's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs; and
 - k) Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.
7. For the services being proposed, provide a detailed explanation as to why the budget being requested in 3.3.4 is reasonable as it relates to the services being proposed.

3.3.4. Budget – Core Grant

- A. Indicate the approximate number of adults proposed to be served by the program. Of the total # proposed to be served, indicate the planned number to be served in category A – ABE/ASE; and/or category B – English Language Acquisition services. “Served” is defined as students who have attended at least 12 hours and have been pre-tested with state approved assessments.

- B. All applicants must complete a detailed budget. An example of a detailed budget can be found in Attachment G. The applicant must submit their budget on the budget template (available on the AEL website: ael.mo.gov) along with this application. Object code definitions can be found in Attachment H.
- C. All applicants must provide a detailed budget narrative describing how funds requested with this grant will be used. The budget narrative must be a Microsoft Word document and submitted along with this application. The narrative should include:
1. If the percent for Category II, Administration, exceeds 5% of the total budget a detailed explanation must be given as to why the cost limits are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination. Category II, Administration, may not exceed 18% of the total budget. The 18% cap does not include funds used for job center one stop system (infrastructure) costs. Job Center one stop system (infrastructure) costs are administrative (Cat II) but, again, not included in the calculation to determine if program is exceeding the 18% cap.

See Attachment G for guidance to complete 2 & 3 below:

2. An explanation of the amounts requested in each object code (line item) of Category I and Category II. Specifics should be given on what the budgeted amounts will be used for. For supplies and materials, it is not acceptable to give detail on the amount requesting based on a per person amount.
3. If funding will be provided by sources other than the State AEL office the Applicant shall describe the sources of the funding and how the funding will be used in program operations. This must include but not be limited to funds provided by the host agency of the program.

3.3.5 Integrated English Literacy and Civics Education (IELCE) Programs - Optional

For those organizations applying for an IELCE grant, refer to Attachment I for IELCE program requirements. The intent is to award 3 IELCE grants at approximately \$150,000 each.

IELCE applicants must respond to A through E:

- A. Describe the education services to be provided that will enable English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- B. Describe how the services will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.
- C. Describe how the services are designed to prepare adults who are English Language Learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- D. Describe how the services are designed to integrate with the local workforce development system and its functions to carry out the activities of the program.
- E. Describe how the services will be delivered in combination with integrated education and training activities (IET). IET is described in Attachment B.
Note: Not every student is required to be enrolled in IET as explained in Attachment I.
- F. For the services being proposed, provide a detailed explanation as to why the budget being requested in 3.3.6 is reasonable as it relates to the services being proposed

3.3.6 Budget – IELCE Grant, if applicable

- A. Indicate the approximate number of adults to be served by the IELCE grant.
- B. Complete a detailed budget as described in 3.3.4.B above.
- C. Complete a budget narrative as described in 3.3.4.C above.

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TERMS AND CONDITIONS – GRANT DOCUMENT

1. TERMINOLOGY/DEFINITIONS

Whenever the following words and expressions appear in an application document or any amendment thereto, the definition or meaning described below shall apply.

- a. Agency and/or State Agency means the statutory unit of state government in the State of Missouri for which the equipment, supplies, and/or services are being purchased by the Department of Elementary and Secondary Education (DESE). The agency is also responsible for payment.
- b. Amendment means a written, official modification to a grant application.
- c. Attachment applies to all forms which are included with a grant application to incorporate any informational data or requirements related to the performance requirements and/or specifications. An attachment may also apply to forms which are included with a grant application for the applicant to complete and submit with the sealed application prior to the specified opening date and time.
- d. Grant Opening Date and Time and similar expressions mean the exact deadline required by the grant application for the receipt of sealed grants.
- e. Applicant means the person or organization that responds to this request for proposals by submitting a grant application with prices to provide the equipment, supplies, and/or services as required in this document.
- f. Buyer means the procurement staff member of the DESE. The Contact Person as referenced herein is usually the buyer.
- g. Grant means a legal and binding agreement between two or more competent parties, for a consideration for the procurement of equipment, supplies, and/or services.
- h. Grantee means a person or organization who is a successful applicant as a result of a grant application and who enters into a grant.
- i. Request for Proposals (RFP) means the solicitation document issued by the DESE to potential applicants for the purchase of equipment, supplies, and/or services as described in the document. The definition includes these Terms and Conditions as well as all Pricing Pages, Exhibits, Attachments, and Amendments thereto.
- j. May means that a certain feature, component, or action is permissible, but not required.
- k. Must means that a certain feature, component, or action is a mandatory condition. Failure to provide or comply will result in a grant application being considered non-responsive.
- l. Pricing Page(s) applies to the form(s) on which the applicant must state the price(s) applicable for the equipment, supplies, and/or services required in the grant application. The pricing pages must be completed and submitted by the applicant with the sealed grant prior to the specified grant application opening date and time.
- m. RSMo (Revised Statutes of Missouri) refers to the body of laws enacted by the legislature which govern the operations of all agencies of the State of Missouri. Chapter 34 of the statutes is the primary chapter governing the operations of DESE.
- n. Shall has the same meaning as the word must.
- o. Should means that a certain feature, component and/or action is desirable but not mandatory.

2. APPLICABLE LAWS AND REGULATIONS

- a. The grant shall be construed according to the laws of the State of Missouri. The grantee shall comply with all local, state, and federal laws and regulations related to the performance of the grant to the extent that the same may be applicable.
- b. To the extent that a provision of the grant is contrary to the Constitution or laws of the State of Missouri or of the United States, the provisions shall be void and unenforceable. However, the balance of the grant shall remain in force between the parties unless terminated by consent of both the grantee and the DESE.
- c. The grantee must be registered and maintain good standing with the Secretary of State of the State of Missouri and other regulatory agencies, as may be required by law or regulations.
- d. The grantee must timely file and pay all Missouri sales, withholding, corporate and any other required Missouri tax returns and taxes, including interest and additions to tax.
- e. The exclusive venue for any legal proceeding relating to or arising out of this document or resulting grant shall be in the Circuit Court of Cole County, Missouri.
- f. The grantee shall only utilize personnel authorized to work in the United States in accordance with applicable federal and state laws and Executive Order 07-13 for work performed in the United States.

3. OPEN COMPETITION/INVITATION FOR GRANT APPLICATION DOCUMENT

- a. It shall be the applicant's responsibility to ask questions, request changes or clarification, or otherwise advise the DESE if any language, specifications or requirements of a grant application appear to be ambiguous, contradictory, and/or arbitrary, or appear to inadvertently restrict or limit the requirements stated in the grant application to a single source. Any and all communication from applicants regarding specifications, requirements, competitive grant application process, etc., must be directed to the buyer from the DESE, unless the grant application specifically refers the applicant to another contact. Such communication should be received at least ten calendar days prior to the official grant application opening date.
- b. Every attempt shall be made to ensure that the applicant receives an adequate and prompt response. However, in order to maintain a fair and equitable grant application process, all applicants will be advised, via the issuance of an amendment to the grant application, of any relevant or pertinent information related to the procurement. Therefore, applicants are advised that unless specified elsewhere in the grant application, any questions received less than ten calendar days prior to the grant application opening date may not be answered.
- c. Applicants are cautioned that the only official position of the State of Missouri is that which is issued by the DESE in the grant application or an amendment thereto. No other means of communication, whether oral or written, shall be construed as a formal or official response or statement.
- d. The DESE monitors all procurement activities to detect any possibility of deliberate restraint of competition, collusion among applicants, price-fixing by applicants, or any other anticompetitive conduct by applicants which appears to violate state and federal antitrust laws. Any suspected violation shall be referred to the Missouri Attorney General's Office for appropriate action.
- e. The DESE reserves the right to officially amend or cancel a grant application after issuance.

4. PREPARATION OF GRANT APPLICATIONS

- a. Applicants must examine the entire grant application carefully. Failure to do so shall be at applicant's risk.
- b. Unless otherwise specifically stated in the grant application, all specifications and requirements constitute minimum requirements. All grant applications must meet or exceed the stated specifications and requirements.
- c. Unless otherwise specifically stated in the grant application, any manufacturer names, trade names, brand names, information and/or catalog numbers listed in a specification and/or requirement are for informational purposes only and are not intended to limit competition. The applicant may offer any brand which meets or exceeds the specification for any item, but must state the manufacturer's name and model number for any such brands in the grant application. In addition, the applicant shall explain, in detail, (1) the reasons why the proposed equivalent meets or exceeds the specifications and/or requirements, and (2) why the proposed equivalent should not be considered an exception thereto. Grant applications which do not comply with the requirements and specifications are subject to rejection without clarification.
- d. Grant applications lacking any indication of intent to propose an alternate brand or to take an exception shall be received and considered in complete compliance with the specifications and requirements as listed in the grant application.
- e. In the event that the applicant is an agency of state government or other such political subdivision which is prohibited by law or court decision from complying with certain provisions of an grant application, such an applicant may submit a grant application which contains a list of statutory limitations and identification of those prohibitive clauses which will be modified via a clarification conference between the DESE and the applicant, if such applicant is selected for grant award. The clarification conference will be conducted in order to agree to language that reflects the intent and compliance of such law and/or court order and the grant application. Any such applicant needs to include in the grant application, a complete list of statutory references and citations for each provision of the grant application which is affected by this paragraph.
- f. All equipment and supplies offered in a grant application must be new, of current production, and available for marketing by the manufacturer unless the grant application clearly specifies that used, reconditioned, or remanufactured equipment and supplies may be offered.
- g. Grant applications, including all pricing therein, shall remain valid for 90 days from grant application opening unless otherwise indicated. If the grant application is accepted, the entire grant application, including all prices, shall be firm for the specified grant period.
- h. Any foreign applicant not having an Employer Identification Number assigned by the United States Internal Revenue Service (IRS) must submit a completed IRS Form W-8 prior to or with the submission of their grant application in order to be considered for award.

5. SUBMISSION OF GRANT APPLICATIONS

- a. Applicants must submit hard copy grant applications delivered to the DESE office. Delivered grant applications must be sealed in an envelope or container, and received in the DESE office located (see cover page for address) no later than the exact opening time and date specified in the grant application. All grant applications must (1) be submitted by a duly authorized representative of the applicant's organization, (2) contain all information required by the grant application, and (3) be priced as required. Grant applications may be mailed to the DESE post office box address. However, it shall be the responsibility of the applicant to ensure their grant application is in the DESE office no later than the exact opening time and date specified in the grant application.
- b. A grant application which has been delivered to the DESE office may be modified by signed, written notice which has been received by the DESE prior to the official opening date and time specified. A grant application may also be modified in person by the applicant or its authorized representative before the official opening date and time. Telephone or telegraphic requests to modify a grant application shall not be honored.
- c. A grant application which has been delivered to the DESE office may only be withdrawn by a signed, written notice which has been received by the DESE prior to the official opening date and time specified. A grant application may also be withdrawn in person by the applicant or its authorized representative, provided proper identification is presented before the official opening date and time. Telephone, e-mail, or telegraphic requests to withdraw a grant application shall not be honored.
- d. Applicants delivering grant application to DESE must sign and return the grant application cover page or, if applicable, the cover page of the last amendment thereto in order to constitute acceptance by the applicant of all grant application terms and conditions. Failure to do so may result in rejection of the grant application unless the applicant's full compliance with those documents is indicated elsewhere within the applicant's response.
- e. Faxed grant applications shall not be accepted.

6. GRANT APPLICATION OPENING

- a. Grant application openings are public on the opening date and at the opening time specified on the grant application document. The DESE will not provide prices or other grant application information via the telephone.
- b. Grant applications which are not received in the DESE office prior to the official opening date and time shall be considered late, regardless of the degree of lateness, and normally will not be opened. Late grant applications may only be opened under extraordinary circumstances in accordance with 1 CSR 40-1.050.

7. PREFERENCES

- a. In the evaluation of grant applications, preferences shall be applied in accordance with Chapter 34 RSMo. Grantees should apply the same preferences in selecting subcontractors.
- b. By virtue of statutory authority, a preference will be given to materials, products, supplies, provisions, and all other articles produced, manufactured, made, or grown within the State of Missouri and to all firms, corporations, or individuals doing business as Missouri firms, corporations, or individuals. Such preference shall be given when quality is equal or better and delivered price is the same or less.
- c. In accordance with Executive Order 05-30, grantees are encouraged to utilize certified minority and women-owned businesses in selecting subcontractors.
- d. In the evaluation of grant applications, a service-disabled veteran business preference shall be applied in accordance with Section 34.074 RSMo.

8. EVALUATION/AWARD

- a. Any clerical error, apparent on its face, may be corrected by the buyer before grant award. Upon discovering an apparent clerical error, the buyer shall contact the applicant and request clarification of the intended grant application. The correction shall be incorporated in the notice of award. Examples of apparent clerical errors are: 1) misplacement of a decimal point, and 2) obvious mistake in designation of unit.
- b. Any pricing information submitted by an applicant shall be subject to evaluation if deemed by the DESE to be in the best interest of the State of Missouri.
- c. The applicant is encouraged to propose price discounts for prompt payment or propose other price discounts that would benefit the State of Missouri. However, unless otherwise specified in the grant application, pricing shall be evaluated at the maximum potential financial liability to the State of Missouri.

- d. Awards shall be made to the applicant whose grant application (1) complies with all mandatory specifications and requirements of the grant application, (2) is the lowest and best grant application, considering price, responsibility of the applicant, and all other evaluation criteria specified in the grant application, and (3) complies with Sections 34.010 and 34.070 RSMo and Executive Order 04-09.
- e. In the event all applicants fail to meet the same mandatory requirement in a grant application, DESE reserves the right, at its sole discretion, to waive that requirement for all applicants and to proceed with the evaluation. In addition, the DESE reserves the right to waive any minor irregularity or technicality found in any individual grant application.
- f. The DESE reserves the right to reject any and all grant applications.
- g. When evaluating a grant application, the State of Missouri reserves the right to consider relevant information and fact, whether gained from a grant application, from an applicant, from applicant's references, or from any other source.
- h. Any information submitted with the grant application, regardless of the format or placement of such information, may be considered in making decisions related to the responsiveness and merit of a grant application and the award of a grant.
- i. Any award of a grant shall be made by notification from the DESE to the successful applicant. The DESE reserves the right to make awards by item, group of items, or an all or none basis. The grouping of items awarded shall be determined by DESE based upon factors such as item similarity, location, administrative efficiency, or other considerations in the best interest of the State of Missouri.
- j. All grant applications and associated documentation which were submitted on or before the official opening date and time will be considered open records pursuant to Section 610.021 RSMo following the official opening of grant applications.
- k. The DESE reserves the right to request clarification of any portion of the applicant's response in order to verify the intent of the applicant. The applicant is cautioned, however, that its response may be subject to acceptance or rejection without further clarification.
- l. Any grant award protest must be received within ten (10) calendar days after the date of award in accordance with the requirements of 1 CSR 40-1.050 (10).
- m. The final determination of grant award(s) shall be made by DESE.

9. GRANT/PURCHASE ORDER

- a. By submitting a grant application, the applicant agrees to furnish any and all equipment, supplies and/or services specified in the grant application, at the prices quoted, pursuant to all requirements and specifications contained therein.
- b. A binding agreement shall consist of: (1) the grant application and any amendments thereto, (2) the grantee's response to the grant application, (3) clarification of the grant application, if any, and (4) DESE's acceptance of the response (grant application) by "notice of award" or by "purchase order." All exhibits and attachments included in the GRANT APPLICATION shall be incorporated into the grant by reference.
- c. A notice of award issued by the State of Missouri does not constitute an authorization for shipment of equipment or supplies or a directive to proceed with services. Before providing equipment, supplies and/or services for the State of Missouri, the grantee must receive a properly authorized purchase order or other form of authorization given to the grantee at the discretion of the state agency.
- d. The grant expresses the complete agreement of the parties and performance shall be governed solely by the specifications and requirements contained therein. Any change to the grant, whether by modification and/or supplementation, must be accomplished by a formal grant amendment signed and approved by and between the duly authorized representative of the grantee and the DESE or by a modified purchase order prior to the effective date of such modification. The grantee expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification to the grant.

10. INVOICING AND PAYMENT

- a. The State of Missouri does not pay state or federal taxes unless otherwise required under law or regulation.
- b. The grantee shall not transfer any interest in the grant, whether by assignment or otherwise, without the prior written consent of the DESE.
- c. Payment for all equipment, supplies, and/or services required herein shall be made in arrears unless otherwise indicated in the grant application.
- d. The State of Missouri assumes no obligation for equipment, supplies, and/or services shipped or provided in excess of the quantity ordered. Any unauthorized quantity is subject to the state's rejection and shall be returned at the grantee's expense.

11. REMEDIES AND RIGHTS

- a. No provision in the grant shall be construed, expressly or implied, as a waiver by the State of Missouri of any existing or future right and/or remedy available by law in the event of any claim by the State of Missouri of the grantee's default or breach of grant.
- b. The grantee agrees and understands that the grant shall constitute an assignment by the grantee to the State of Missouri of all rights, title and interest in and to all causes of action that the grantee may have under the antitrust laws of the United States or the State of Missouri for which causes of action have accrued or will accrue as the result of or in relation to the particular equipment, supplies, and/or services purchased or procured by the grantee in the fulfillment of the grant with the State of Missouri.

12. CANCELLATION OF GRANT

- a. In the event of material breach of the obligations by the grantee, the DESE may cancel the grant. At its sole discretion, the DESE may give the grantee an opportunity to cure the breach or to explain how the breach will be cured. The actual cure must be completed within no more than 10 working days from notification, or at a minimum the grantee must provide DESE within 10 working days from notification a written plan detailing how the grantee intends to cure the breach.
- b. If the grantee fails to cure the breach or if circumstances demand immediate action, the DESE will issue a notice of cancellation terminating the grant immediately.
- c. If DESE cancels the grant for breach, DESE reserves the right to obtain the equipment, supplies, and/or services to be provided pursuant to the grant from other sources and upon such terms and in such manner as DESE deems appropriate and charge the grantee for any additional costs incurred thereby.
- d. The grantee understands and agrees that funds required to fund the grant must be appropriated by the General Assembly of the State of Missouri for each fiscal year included within the grant period. The grant shall not be binding upon the state for any period in which funds have not been appropriated, and the state shall not be liable for any costs associated with termination caused by lack of appropriations.

13. COMMUNICATIONS AND NOTICES

Any notice to the applicant/grantee shall be deemed sufficient when deposited in the United States mail postage prepaid, transmitted by facsimile, transmitted by e-mail or hand-carried and presented to an authorized employee of the applicant/grantee.

14. BANKRUPTCY OR INSOLVENCY

- a. Upon filing for any bankruptcy or insolvency proceeding by or against the grantee, whether voluntary or involuntary, or upon the appointment of a receiver, trustee, or assignee for the benefit of creditors, the grantee must notify DESE immediately.
- b. Upon learning of any such actions, DESE reserves the right, at its sole discretion, to either cancel the grant or affirm the grant and hold the grantee responsible for damages.

15. INVENTIONS, PATENTS AND COPYRIGHTS

The grantee shall defend, protect, and hold harmless the State of Missouri, its officers, agents, and employees against all suits of law or in equity resulting from patent and copyright infringement concerning the grantee's performance or products produced under the terms of the grant.

16. NON-DISCRIMINATION AND AFFIRMATIVE ACTION

In connection with the furnishing of equipment, supplies, and/or services under the grant, the grantee and all subcontractors shall agree not to discriminate against recipients of services or employees or applicants for employment on the basis of race, color, religion, national origin, sex, age, disability, or veteran status unless otherwise provided by law. If the grantee or subcontractor employs at least 50 persons, they shall have and maintain an affirmative action program which shall include:

- a. A written policy statement committing the organization to affirmative action and assigning management responsibilities and procedures for evaluation and dissemination;
- b. The identification of a person designated to handle affirmative action;
- c. The establishment of non-discriminatory selection standards, objective measures to analyze recruitment, an upward mobility system, a wage and salary structure, and standards applicable to layoff, recall, discharge, demotion, and discipline;
- d. The exclusion of discrimination from all collective bargaining agreements; and
- e. Performance of an internal audit of the reporting system to monitor execution and to provide for future planning.

If discrimination by a grantee is found to exist, DESE shall take appropriate enforcement action which may include, but not necessarily be limited to, cancellation of the grant, suspension, or debarment by DESE until corrective action by the grantee is made and ensured, and referral to the Attorney General's Office, whichever enforcement action may be deemed most appropriate.

17. AMERICANS WITH DISABILITIES ACT

In connection with the furnishing of equipment, supplies, and/or services under the grant, the grantee and all subcontractors shall comply with all applicable requirements and provisions of the Americans with Disabilities Act (ADA).

18. FILING AND PAYMENT OF TAXES

The commissioner of administration and other agencies to which the state purchasing law applies shall not grant for goods or services with a vendor if the vendor or an affiliate of the vendor makes sales at retail of tangible personal property or for the purpose of storage, use, or consumption in this state but fails to collect and properly pay the tax as provided in chapter 144, RSMo. For the purposes of this section, "affiliate of the vendor" shall mean any person or entity that is controlled by or is under common control with the vendor, whether through stock ownership or otherwise. Therefore applicant's failure to maintain compliance with chapter 144, RSMo may eliminate their Grant application from consideration for award.

19. TITLES

Titles of paragraphs used herein are for the purpose of facilitating reference only and shall not be construed to infer a binding construction of language.

Terms and Conditions Revised 01-2-13

Attachment A: Demonstrated Effectiveness Chart

Item #	Item Descriptor	2017 Year (calendar or fiscal)	2018 Year (calendar or fiscal)	2019 Year (calendar or fiscal)
1	Total # of eligible individuals (2.1.3) for whom reading, writing, math, and/or English Language Acquisition Services were provided			
2	Of the eligible individuals in #1 above, total number who made an educational gain in reading, writing, math, or English Language Acquisition or achieved HSE within the calendar or fiscal year.			
3	# students obtained secondary school diploma or its recognized equivalent (HSE); must have been obtained within 1 year from last date of service			
4	# of students transitioned to post-secondary; must have enrolled within 1 year from last date of service			
5	# of students obtained employment; must have been obtained within 1 year from last date of service			

ATTACHMENT B: Adult Education and Literacy Program Activities

The adult education and literacy program activities include:

- A. Adult education
- B. Literacy
- C. Workplace adult education and literacy
- D. Family literacy (Note – Missouri will not be funding this activity)
- E. English language acquisition
- F. Workforce preparation
- G. Integrated education and training.

- A. Adult Education – The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—
 - 1. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
 - 2. transition to postsecondary education and training; and
 - 3. obtain employment.
- B. Literacy – The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
- C. Workplace Adult Education and Literacy– The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce
- D. Family Literacy– Missouri will not be funding this activity.
- E. English Language Acquisition – The term “English Language Acquisition” means a program of instruction—
 - 1. That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
 - 2. That leads to--
 - a. Attainment of a secondary school diploma or its recognized equivalent; and
 - b. Transition to postsecondary education and training; or
Employment

Note: The requirement that the English language acquisition program must lead to...does not preclude serving eligible individuals whose primary motivation for participating in the program is to support the educational development of their children.

The English language acquisition programs should not discourage or exclude eligible individuals from participation, regardless of whether they are seeking a secondary school diploma or its recognized equivalent, or transition to postsecondary education or training or employment.

A program that offers educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment meets the requirement

that the program lead to an attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment

- F. Workforce Preparation – The term “workforce preparation activities” means - Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:
- Utilizing resources;
 - Using information;
 - Working with others;
 - Understanding systems;
 - Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
 - Other employability skills that increase an individual’s preparation for the workforce.

Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Within the NRS for adult education, educational functioning level descriptors were recently revised to align with rigorous college and career readiness standards, which include much of the knowledge and skills listed under workforce preparation activities. Therefore, workforce preparation activities are assessed broadly through the assessment of educational functioning levels.

Employability Skills “...it is important to provide learners at all levels with opportunities to master employability skills and encourage eligible providers to incorporate workforce preparation activities into all adult education and literacy activities, as appropriate.”

Coordination with Employers “...new adult education and literacy activities such as workforce preparation activities and integrated education and training offer adult educators new opportunities to enhance and expand engagement efforts with employers so that adult education services meet the needs of job seekers and employers.”

- G. Integrated Education and Training (IET) – The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Note: AEFLA does not require all eligible providers to provide integrated education and training. A through G in this Section lists the programs, activities, and services that are allowable adult education and literacy activities. Integrated education and training is only one activity of several listed.

It is not anticipated that all eligible individuals served by a local program will immediately be ready for or need integrated education and training. Some eligible individuals--depending upon local economic conditions or individual characteristics--may be best served first through other adult education and literacy activities prior to, and in preparation for, subsequent enrollment in

an integrated education and training program.

What are the required components of an integrated education and training program funded under title II?

Three Required Components:

- 1. Adult education and literacy activities as described in this section.*
- 2. Workforce preparation activities as described in F.*
- 3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (See list at the end of this section.)*

~~Students should be referred to Job Centers for workforce training. Adult Education should not use AEFLA funds to pay tuition for occupational training. funds to pay for tuition or hire teachers to teach specific occupations.~~ Exceptions to this may be granted by the state AEL office.

Services must be provided concurrently and contextually such that—

- A. The adult education and literacy activities, workforce preparation activities, and workforce training:
 1. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
 2. Occur simultaneously; and
 3. Use occupationally relevant instructional materials.
- B. The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

Note: The intention is to ensure that each of the required components of an integrated education and training program be of sufficient quality and intensity.

Integrated education and training is part of a career pathway and, the adult education and literacy activities, workforce preparation activities, and occupational training should occur simultaneously and not sequentially.

For those eligible individuals who need, and are ready for, integrated education and training services, occupationally relevant instructional materials are to be used, as appropriate, across the three required components of the integrated education and training program.

Substituting general employability instructional materials for occupationally relevant instructional materials is not consistent with the statutory requirement.

Key Concepts

- It is important to integrate workforce preparation activities into all adult education services.
- IET programs have three required components.
- Each component must be of sufficient quality and intensity and use occupationally contextualized materials.
- Each component must be provided throughout the overall scope of the program.
- An IET program must be designed for both educational and career advancement.
- Not all students are required to be enrolled in IET programs.

Training Services-Title I Section 134(c)(3)(D)

- Occupational Skills Training
- On-the-Job Training (OJT)
- Incumbent Worker Training
- Workplace Training with Related Instruction
- Training Operated by Private Sector
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Job Readiness Training
- AEL
- Customized Training

Attachment C

AEL EDUCATIONAL FUNCTIONING LEVEL TABLE

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
<i>Literacy Level</i>	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: TABE(11–12) Scale scores (grade level 0–1): Reading: 300–441 Mathematics: 300–448 Language: 300–457</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education

Attachment C

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
<i>Literacy Level</i>	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education

Attachment C
AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
<i>Literacy Level</i>	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Mathematics: 596–656 Language: 584–630</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Mathematics: 657–800 Language: 631–800</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education

Attachment C
AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
<i>Literacy Level</i>	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark:</p> <p>CASAS Scale Scores Reading 180 and Below</p> <p>CLAS-E scale scores Reading: 250-392 Writing: 200-396 Listening: 230-389 Speaking: 230-425</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p>Test benchmark:</p> <p>CASAS Scale Scores Reading 181-190</p> <p>CLAS-E scale scores Reading: 393-436 Writing: 397-445 Listening: 390-437 Speaking: 426-460</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 CLAS-E = Complete Language Assessment System--English

Attachment C
AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
<i>Literacy Level</i>	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Beginning ESL</p> <p>Test benchmark:</p> <p>CASAS Scale Scores Reading 191-200</p> <p>CLAS-E scale scores Reading: 437-476 Writing: 446-488 Listening: 438-468 Speaking: 461-501</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark:</p> <p>CASAS Scale Scores Reading 201-202</p> <p>CLAS-E scale scores Reading: 477-508 Writing: 489-520 Listening: 469-514 Speaking: 502-536</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 CLAS-E = Complete Language Assessment System--English

Attachment C

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
<i>Literacy Level</i>	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p>Test Benchmark:</p> <p>CLAS-E scale scores Reading: 509-557 Writing: 521-555 Listening: 515-549 Speaking: 537-567</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p>Advanced ESL</p> <p>Test Benchmark:</p> <p>CLAS-E scale scores Reading: 558-588 Writing: 556-612 Listening: 550-607 Speaking: 568-594</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 CLAS-E = Complete Language Assessment System--English

ATTACHMENT D

Financial Guidelines

When receiving federal funds, programs must comply with the Code of Federal Regulations, Uniform Grant Guidance; therefore, programs should be familiar with those documents.

The program shall agree and understand that the State of Missouri does not make advanced payments for any services performed or goods purchased or provided.

The program must ensure that all services have been provided and costs have been incurred or encumbered prior to submitting an invoice to the State AEL office for payment/reimbursement from the state agency.

Expense Reporting Instructions

- A. An e-mail is sent out monthly informing the programs when the expense reports are due (usually around the 1st or 2nd of the month for the prior month). If expenses are submitted after that deadline, expenses must be reported in the next month's column. For example, an e-mail will be sent at the end of August telling you that your August expenses are due September 2. Expenses reported, by noon on September 2, get reported in the August column. Expenses reported after the deadline of noon, September 2, MUST be reported in the September column.
- B. Payments are made, based on the amount reported on the expense report, around the 20th of each month.
- C. Before submitting (e-mailing) your reports, always make sure the YTD totals on the expense report match the YTD totals in your accounting system.
- D. At the first part of each month all expenses reported for the prior month are processed and entered into the Department's payment system. As soon as this is done, the reports for the prior month are closed out and corrections to those reports cannot be made. If you have a correction to a report previously submitted, the correction must be made in the current month's report – DO NOT go back to a prior month and make the changes.
- E. Expenses will need to be reported, at the minimum, on a quarterly basis. If you are reporting expenses on a quarterly basis, enter all expenses in the current month's column. For example, if you report July, August, and September on October 1, you will submit all 3 months in the September column.
- F. If you are late in reporting your expenses, enter the expenses in the current month's column. For example, if you report September's expenses on October 8, you will need to submit the expenses in the October column. September's expenses are closed out, and the next payment will be for the month of October.

- G. Line item transfers: If you need to move money between line items (over \$100), you must submit a request to the AEL financial officer prior to making the transfer. You must provide an explanation as to why you need extra funds in the line item you are moving it to and why you have available funds in the line item you are moving it from. Once approved, you must make the changes on your Excel expense reporting form in the budget column and e-mail to the financial officer. When e-mailing the form with the transfers, indicate in the e-mail that you have made transfers based on prior approval. When moving money, you may not go over your total budget and you may not exceed the approved administrative percent from your grant for administration (Category II).

Monthly/quarterly and year-to-date (YTD) expenses reported to the state AEL office must tie directly back to the program's accounting system.

The program's accounting system must track YTD expenses by line item. The line item YTD expenses reported to DESE must match the YTD expenses of the host agency's accounting system.

All costs must have appropriate documentation to support the expenses being reported. There must be documentation to support salaries, benefits, travel, supplies, etc.

If the program is receiving funds from other sources, the program must track the expenditure and receipt of those funds separately within its organization. AEL grant recipients must maintain records which adequately identify the source and application of federal funds. These records must contain financial information pertaining to the grant award/contract which identifies that grant/contract's activities. Grant/contract revenues, expenditures, etc. must be separately identified with codes and must not be comingled with other state, federal, and local funds.

Starting July 2017, the administrative budget/expenses (Category II) may not exceed 18% (if requested and approved over 5% - per grant requirements) of the total budget/expenses.

All the expenses reported are allowable in accordance with the Code of Federal Regulations, Uniform Grant Guidance publication. All costs must be directly attributable to the program for which you are reporting. For example, if you travel to Jefferson City for a Missouri Options workshop, you cannot charge your travel costs for this workshop to your AEL program.

Basic Guidelines of Allowable Expenses:

To be allowable under a federal award, costs must meet the following general criteria:

- A. Be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles.
- B. Be authorized or not prohibited under state or local laws or regulations.
- C. Conform to any limitations or exclusions set forth in these principles, federal laws, or other governing limitations as to types or amounts of cost items.

- D. Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit.
- E. Be accorded consistent treatment. Consequently, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
- F. Be determined in accordance with generally accepted accounting principles appropriate to the circumstances.
- G. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-supported activity in either the current or a prior period.
- H. Be net of all applicable credits.
- I. Be adequately documented.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration shall be given to:

- A. Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the governmental unit and efficient performance of the federal award.
- B. The restraints or requirements imposed by such factors as sound business practices, arms-length bargaining, federal, state and other laws and regulations, and terms and conditions of the federal awards.
- C. Market prices for comparable goods or services.
- D. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large and the federal government.
- E. Significant deviations from the established practices of the governmental unit which may unjustifiably increase the federal awards cost.

Examples of Allowable Costs/Non-allowable Costs Specific to AEL

- A. AEL funds are to be used for instructing and preparing students for the HSE test. Expenses to cover HSE testing are not allowable. AEL funds cannot be used to pay for test fees, purchase HSE graduation gowns, food or beverages for a HSE graduation reception, etc.
- B. Food/treats/beverages cannot be purchased with AEL funds when hosting a meeting or workshop.
- C. Due to the limitations of funds, the program may not use AEL funds for rent or lease payments. However, the program may use AEL funds to pay for cost (i.e. rent) associated with co-location at Job Center.
- D. Incentives and bonuses for staff, students or a speaker are not allowable. You can pay “salary” for a speaker or a contracted dollar amount but not give them an incentive or gift.

- E. Memberships, subscriptions, and professional activity costs are allowable.
- F. Child care costs and transportation costs for students are allowable – support services that are necessary to enable individuals to attend and complete programs are allowable. To reimburse a student for child care costs, the attached “Reimbursement for Child Care Expense” form must be used. To assist in transportation costs, follow the attached “Transportation Support Assistance Guidance” document.
- G. Fingerprinting costs are allowable as a reimbursable cost; however, the teacher must be hired in order to reimburse them for these costs.
- H. Paying for teacher planning time is allowable. However, it must be based on actual hours worked and those hours must be documented. It cannot be based on an assumption of time.

Category I (Instruction) vs. Category II (Administration)

Costs may be charged to Instruction if it “*directly*” benefits instruction and/or when there is direct contact with students. For example, orientation with students, talking to students on the phone, etc. can be charged to Instruction. A teacher’s time for attending a PD workshop can be charged to instruction.

If it does not directly benefit instruction it should, generally, be charged to admin. For example, LACES entry is admin; oversight of teacher activities is admin. These things may ultimately benefit instruction, but there is not a direct benefit to instruction.

WIOA Sec. 233 defines administrative costs as *[program]* planning, administration (including carrying out the requirements of WIOA Sec. 116), *[costs to conduct]* professional development and the activities described in paragraph (3) and (5) of WIOA Sec. 232.

Time and Effort

Staff will fall into one of three categories to determine appropriate documentation to record Time and Effort. The below outlines these 3 categories. For more detail on Time and Effort documentation, see items A and B within this section.

1. For “salaried” staff who spend 100% of their time on AEL Admin or spend 100% of their time on AEL Instruction, and paid with AEL funds, the program must keep semi-annual certifications for those staff members.
2. For “salaried” staff who work on more than one program (e.g. AEL and Alternative Education) or cost objective* (e.g. instruction and administration) and are paid with AEL funds, the program keeps time sheets (PAR reports if an LEA) for those staff.
*An employee can be working on two activities that can be considered a single cost objective (timesheets not required) such as English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IEL/CE). The key to determining

whether an employee is working on a single cost objective is whether the employee's salary and wages can be supported in full from each of the Federal awards on which the employee is working. For example, are the IEL/CE activities allowable under the ELA grant? Are the ELA activities allowable under the IEL/CE grant? If yes to both, then it can be considered a single cost objective. If considered a single cost objective, this must be documented. Include in the documentation that while it is a single cost objective the expenditures are tracked separately since the funds are awarded separately.

3. For "hourly paid" staff, the program keeps documentation to support the number of hours an employee is paid in a pay period.

After recording time and effort, the payroll office must be provided with this time and effort documentation to ensure that salaries are appropriately funded based on actual time spent on a specific activity. The purpose of keeping time and effort records and tracking an individual's time to a particular federal grant is to determine the funding source to be used to pay an individual's salary. For example, if a timesheet shows 60% time towards AEL and 40% to Community Education, 60% of the salary is to be paid from AEL funds and 40% Community Education funding. It is allowable to process payroll based on how an individual's time is budgeted, but then the program MUST reconcile with that individual's actual time towards a particular activity and make appropriate adjustments. This reconciliation should be done at least quarterly.

The following describes the time and effort requirements, as detailed in the Code of Federal Regulations, Uniform Grant Guidance.

A. Time and Effort Documentation for LEAs, Non-Profits and Community Based Organizations

Time and Effort: Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program. For example, any staff member that works on more than one program (AEL, EL Civics, Community Education, etc.) must track time related to each program

Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually.

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or

matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards.

B. Time and Effort Documentation for Institutions of Higher Learning (IHE)

Time and Effort: Any employee at an Institution of Higher Education (Universities and Community Colleges) whose salary (wage) is funded in whole or in part by federal funds must complete a time and effort report.

For professorial and professional staff paid from federal funds, the time and effort reports must be prepared each academic semester, but no less frequently than every six months. For non-professional and other staff, the time and effort reports must be prepared no less frequently than monthly. The time and effort reports must:

1. Reflect the distribution of activity expended by the employee (must indicate all of the federal and non-federal activities the employee worked on).
2. Reflect an after-the-fact reporting of the percentage distribution of activity of the employee (must be based on how the employee actually worked). Charges may be made initially on the basis of estimates made before the services are performed, provided that such charges are promptly adjusted if differences are indicated by the time and effort reports.
3. To confirm that the distribution of activity represents a reasonable estimate of the work performed during the reporting period, the employee accomplishing the work should sign the report. Reports may be signed by the employee, principle investigator, or responsible official(s) using suitable means of verification that the work was performed.

Stipends and Extra-Duty Pay

When a local program pays for extra work beyond an employee's regular contract, then the local program must develop a written agreement with the employee that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid to the employee (hourly rate or "lump sum for "job"). The agreement must also be signed by the local program and the employee to show the acceptance of the terms.

In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract. This documentation could be a semi-annual time certification (if being paid as "lump sum") or monthly personnel activity reports (if paid an hourly rate) monthly personnel activity reports, or a time and effort reports.

An example of this might be where an employee receives compensation to attend a PD workshop and this is not part of that employee's regular contract.

Purchase and Inventory of Equipment

All equipment purchases must be consistent with the approved budget and have been approved by the state AEL office. Equipment purchased with AEL funds is reported on the expenditure report under the “capital outlay” line item.

Purchase of equipment (defined as costing over \$1000 per unit and having a useful life of a year or more) must have prior written approval of the State AEL office. The AEL-4 must be completed and e-mailed to: ael@dese.mo.gov for approval. This form can be found at: <https://dese.mo.gov/sites/default/files/AEL-4.pdf>

Items with an acquisition cost of under \$1,000 per unit which are considered attractive or easily pilfered are subject to the inventory management and control requirements. These items include, but are not limited to: audio-visual equipment, PDAs, digital cameras, laptops, television sets, DVD players, iPads, cell phones, power tools, computers, computer accessories and computer software (license costing \$5,000 or more).

In the event an AEL program is discontinued/defunded, the State AEL office may request that all supplies, materials and equipment, purchased with AEL funds be returned to the State AEL office.

If equipment purchased with AEL funds becomes unusable or no longer needed, the local entity ~~must notify the State AEL office. If the equipment is unusable the local entity~~ may dispose of this equipment in accord with local policies/procedures. If the equipment is no longer needed, the State AEL office may facilitate in locating another AEL program that can use the equipment. It will be the responsibility of the two local programs to complete the transfer.

An inventory list of all equipment purchased with AEL funds must maintained.

Equipment records must include:

- A. Description of the property/equipment
- B. Serial number or other identification number
- C. Funding source of property
- D. Who holds the title, if applicable
- E. Acquisition date
- F. Cost of the equipment
- G. Percentage of federal participation
- H. Location, use and condition of the property
- I. Any ultimate disposition data including the date of disposal and sale price of the property.

A physical inventory of the property must be taken and documented at least once every two years. A control system must be developed to prevent loss, theft, or damage. Adequate maintenance procedures must be developed to keep the equipment in good condition.

Record Retention

AEL grant recipients must keep records that fully disclose the amount and use of those funds, the total cost of the activity for which the funds are used, the share of cost provided from other sources, and other pertinent information which will facilitate an effective financial or programmatic audit.

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and the final action taken, or until the end of the three year period, whichever is later.

To help clarify which programmatic information must be retained the following guideline is provided:

Programs are not required to keep documents such as the progress plan, homework, and informal testing papers/results unless they are being used to justify early post-testing. (See the “State AEL Post-Testing Policy” in the Post Testing section). These documents can be given to the student, destroyed, etc.

Programs must retain documents such as:

- A. Student enrollment form
- B. Signed non-disclosure statement
- C. Student Individual Education Plans (IEP) from a school district
- D. Diagnostic results, i.e., PowerPath, Washington Learning Needs Screening Tool (Washington 13)

You must also retain documentation that directly supports the information in LACES regarding the student. This means attendance records must be retained; formal testing results (scores), i.e., TABE, CASAS and TABE CLAS-E scores must be retained (answer sheets do not need to be retained). This documentation must also be kept for a minimum of 3 years and the record retention guidelines must be followed.

“Supplement not Supplant” Guidelines

Under the federal “supplement, not supplant” requirement, non-Federal entities may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may non-Federal entities use federal program funds to supplant (take the place of) funds from non-federal sources.

Supplement, not supplant provisions generally operate the same way for all programs.

Supplanting is presumed to occur in the following instances:

- A. The non-Federal entity uses federal funds to provide services that it is required to make available under other federal, state or local laws.
- B. The non-Federal entity uses federal funds to provide services that were provided with non-federal funds in the prior year.

These presumptions are rebuttable if the non-Federal entity can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available. For example, a non-Federal entity in the past year had used state or local funds to pay the salaries of certain personnel. The non-Federal entity then experiences significant loss of revenue. In the next year that non-Federal entity may be able to demonstrate that the use of current year federal program funds to pay for the salary costs would not be supplanting because, without the federal funds, it would not have the resources needed to maintain these positions. This exception can also be used where the services are mandated by state law, but the state provides no funds for it.

When using this rebuttable exception it is very important that the non-Federal entity maintains good fiscal records and documentation from their Management (School Board, Board of Directors, Authorized Representatives, etc.) that will permit an auditor or program monitor to conclude that they have not supplanted.

In particular, a non-Federal entity that believes it could not maintain services previously paid with state or local funds had federal program funds not been available should:

- A. Be able to demonstrate a decrease of state and local funds from the prior year, and the maintenance or increase in standard operating costs (salaries, benefits, supplies, etc.) from the prior year;
OR
Be able to demonstrate that any increase in state and local funds is less than increases of the standard operating costs, and state/local funds have not been redirected to a new activity;
AND
- B. Be able to demonstrate that Management is on record as deciding to eliminate the activity under question unless a new source of funds is made available from non-state and non-local funds (in the absence of state and local funds), and the activities to be funded under a particular federal program are clearly consistent with the purpose of that program.

Subrecipient/Subgrantee Guidelines

A local program may enter into an agreement with a subrecipient/subgrantee for the purpose of carrying out a portion of the AEL grant/contract.

For programs entering into a Subrecipient/Subgrantee agreement, the agreement must have the following:

- A. The responsibilities of the subrecipient/subgrantee must be clearly identified;
- B. The requirements of the subrecipient/subgrantee must be clearly identified as it relates to adhering to applicable AEL requirements to carry its portion of the AEL grant/contract. This would include program performance expectations.
- C. The monitoring that will be conducted of the subrecipient/subgrantee to ensure program requirements and performance measures are being met.

Prior to entering into a subrecipient/subgrantee agreement, the AEL program must obtain written approval from the State AEL office. For any subrecipient/subgrantee agreement you must provide to us via e-mail:

- A. Name of entity/agency with which you are entering into an agreement with;
- B. Subrecipient/subgrantee amount, and
- C. A general summary of the responsibilities of the subrecipient/subgrant.

Examples of subrecipient/subgrantee arrangements vs a vendor/contract arrangement:

- A. Paying another entity/agency to perform the function of AEL instruction would be a subcontract.

Contracting with an agency to provide orientation services is a subcontract.

- B. Paying a one-stop center for building usage would NOT be a subcontract.

Contracting with a marketing firm to develop marketing materials would NOT be a subcontract.

ATTACHMENT E – State Requirement

Adult Education and Literacy (AEL) Program Proposal Submission Outline

Create a document that provides the following information as requested in Sections 3.3.1 through 3.3.4 of the grant; and if applying for IEL/CE, Sections 3.3.5 and 3.3.6 of the grant. Print only on one side of the paper; no duplex printing. Number each page.

On Page 1 provide the following information (on subsequent pages only provide the program name):

PROGRAM NAME:
PROGRAM CONTACT NAME:
PROGRAM PHONE NUMBER:

General Information (3.3.1):

- A. Applicant must submit a resume of the director. The director’s resume must be submitted as an attachment to the grant application packet. If the position is vacant, write to the plan for filling the position and include a detailed job description. (3.3.1.A) – 2 page maximum resume
- B. Provide the information as required for each staff considered to be in a management or supervisory position, including the director, within the program. (3.3.1.B) – ½ page maximum per individual
- C. Submit an organization chart for the proposed AEL program. (3.3.1.C)
- D. Briefly describe the geographic service area. Indicate counties and class locations. Indicate which, if any, are new counties/class locations (“new” meaning you’ve not served this area prior to July 1, 2020). Any overlap in services with another applicant will be evaluated on a case by case basis to determine funding. (3.3.1.D)

Past Effectiveness (3.3.2):

Address the requirements in 3.3.2 including the Past Performance Data Chart. (Attachment F).

Program Operation (3.3.3):

- A. Provide the Overall Structure of the proposed program writing to 1 through 7 as requested in 3.3.3.A. Label each item you are writing to, for example, you must indicate item #1 when writing to the “Intake Process”, item #2, when writing to the “data flow”, etc.
- B. Write to the Adult Education and Literacy Activities per 3.3.3.B of the Grant. Address items 1 through 7. When responding to this section, label each item you are writing to, for example, you must indicate item #1, item #2, etc. When responding to 3.3.3.B.6, indicate which item you are writing to, for example, indicate Item #6.a.i.; item #6.a.ii; item #6.b., etc.

Budget (3.3.4):

- A. Indicate the approximate number of adults to be served by the program as described in 3.3.4.A
- B. Complete a detailed budget as described 3.3.4.B using the budget template
- C. Provide a detailed budget narrative as described in 3.3.4.C

IELCE

IELCE (3.3.5) – Optional

Respond to Items A through F. When responding to this section, indicate which item you are writing to, for example, you must indicate item #A, item #B, etc.

IELCE Budget (3.3.6) - Optional

- A. Indicate the approximate number of adults to be served by the IELCE program
- B. Complete a detailed budget as described in 3.3.4.B
- C. Provide a detailed budget narrative as described in 3.3.4.C

Attachment F: Past Performance Data Chart

Item #	Item Descriptor	2017 Year (calendar or fiscal)	2018 Year (calendar or fiscal)	2019 Year (calendar or fiscal)
1	Total # of eligible individuals (2.1.3) for whom reading, writing, math, and/or English Language Acquisition Services were provided			
2	Of the eligible individuals in #1 above, total number who achieved a Measurable Skill Gains			
3	# students employed 2nd Qtr after exit			
4	# students employed 4th Qtr after exit			
5	Median earnings of students employed in 2nd Qtr after exit			
6	# students attained a secondary school diploma/recognized equivalent and enrolled in post-secondary education within 1 year of exit			
7	# students attained a secondary school diploma/recognized equivalent and employed within one year of exit			
8	# students attained a post-secondary credential while enrolled or within one year of exit			
9	Cost per participant of students identified in #1 above			

ATTACHMENT G

Detailed Budget (3.3.4.B) and Budget Narrative (3.3.4.C.3&4) Guidance

This attachment is to provide guidance for submitting a detailed budget (required in 3.3.4.B) and the corresponding narrative (required in 3.3.4.C.2&3). Requirements of 3.3.4.C.1 are not covered in this attachment.

The applicant must submit a budget and narrative along with their application. A template is provided for the budget, however there is not a template provided for the budget narrative. The budget narrative is to be developed by the applicant.

Attachment G.1 is a sample from an actual AEL program of a detailed budget and budget narrative. While this sample is not 100% perfect, this is a sample of a “good” budget. DESE made notes in this sample budget narrative where a couple of mistakes were made (in italics). To assist in developing the budget and narrative, general suggestions and specific guidance related to salaries are provided below.

Refer to Attachment D for guidance on Category I (Instruction) vs Category II (Administration).

General Suggestions

When completing the budget, programs should explain specifically how they arrived at the dollar amount they have requested. How was the dollar amount calculated? You want the reviewers to be able to answer, “How did they come up with the dollar amount requested?” Example: as part of the Supplies category: “16-Number Power Books @ \$16.50 each = \$264.00” This shows how many, of what, and at what price. Example of what is not acceptable: supplies are figured at \$15 per student for a total cost of \$7500.

What NOT to include: Do not go into detail about your program’s operation in your budget, the place for that is in the actual proposal. Example of what NOT to include in budget: “We provide over 75,000 contact hours to over 1,500 residents in our school district.”

Salaries

Since salaries are typically the largest cost item, we are providing specific guidance regarding salaries. We suggest that you organize the salary information into Hourly and Salaried employees and present it either “by teacher” or “by site”.

By Teacher

Presenting it by teachers for hourly employees would include the number of teachers, rate of pay, and how many hours expected to teach per year. Presenting it for salaried teachers would include the number of teachers and pay rate.

By Site

Presenting it by site for hourly employees would include listing each site, the number of days open each week, the hours open each week, the number of weeks planned to be open,

and the average pay rate for that site. Presenting it for salaried teachers would include the site or sites for each teacher and their salary.

ATTACHMENT G.1 – Detailed Budget Sample

2020-2021 BUDGET REQUEST				
Program Name	Program A			
CATEGORY I		Totals	DESE AEL Request*	Local Resources**
<u>6100 Salaries</u>		\$143,269.00	\$143,269.00	\$0.00
	Hourly Employees - See Narrative	\$133,981.00	\$133,981.00	
	Salaried Employees - See Narrative	\$9,288.00	\$9,288.00	
		Totals	DESE AEL Request*	Local Resources**
<u>6200 Benefits</u>		\$17,688.27	\$17,688.27	\$0.00
Full Time Benefits	Retirement, Medical, Medicare	\$9,653.10	\$9,653.10	
Part Time Benefits	FICA, Medicare	\$8,035.17	\$8,035.17	
		Totals	DESE AEL Request*	Local Resources**
<u>6300 Purchased Services</u>		\$19,601.72	\$7,554.12	\$12,110.00
	Workplace Readiness Workshop	\$2,200.00	\$2,200.00	
	Prof. Dev. Conferences, Workshops	\$1,920.00	\$1,920.00	
	In-District Mileage for ABC Class	\$1,149.12	\$1,149.12	
	Deaf Interpreter Services	\$1,750.00	\$1,750.00	
	Scanner maintenance	\$535.00	\$535.00	
	Mass Copies	\$7,700.00		\$7,700.00
	Space and Operational Expenses	\$3,519.60		\$3,582.00

	Computer Technician Service	\$828.00		\$828.00	
		Totals	DESE AEL Request*	Local Resources**	
<u>6400 Supplies & Materials</u>		\$5,575.24	\$5,575.24	\$0.00	
	Student Workbooks	\$3,423.24	\$3,423.24		
	CompuScan Test Answer Sheets	\$1,200.00	\$1,200.00		
	General Classroom Supplies	\$952.00	\$952.00		
		Totals	DESE AEL Request*	Local Resources**	
<u>6500 Capital Outlay</u>		\$1,486.00	\$1,486.00	\$0.00	
	4 Folding Tables @ \$159 ea	\$636.00	\$636.00		
	1 Dell Desktop Computer	\$850.00	\$850.00		
	<u>Category I Totals</u>	Totals	DESE AEL Request*	Local Resources**	
		<u>\$187,620.23</u>	<u>\$175,572.63</u>	<u>\$12,110.00</u>	
CATEGORY II		Totals	DESE AEL Request*	Local Resources**	
<u>6100 Salaries</u>		\$27,240.00	\$27,240.00	\$0.00	
	Director (50% of Salary)	\$16,440.00	\$16,440.00		
	Administrative Assistant	\$10,800.00	\$10,800.00		
		Totals	DESE AEL Request*	Local Resources**	
<u>6200 Benefits</u>		\$5,230.74	\$5,230.74	\$0.00	
Full Time	Director	\$4,216.73	\$4,216.73		
Part Time	Administrative Assistant	\$1,014.01	\$1,014.01		

		Grand Total	DESE AEL Request*	Local Resources**	
	<u>PROGRAM TOTALS</u>	<u>\$224,398.08</u>	<u>\$212,350.48</u>	<u>\$12,423.00</u>	
		Admin	16.94%		
*DESE AEL Request refers to the amount the program is asking to be funded by DESE.					
**Local Resources refers to the amount that is funded by local resources, i.e., school district contributions and/or local donations					
***To keep formulas accurate, make sure to insert any additional lines between the two existing description lines.					

ATTACHMENT G.1 – Budget Narrative Sample

CATEGORY I

Category I 6100 Salaries \$143,269

The teachers below teach at six different sites and classes within our program in the A, B, C, and D school districts. We offer classes five days a week at two sites, M&T at one site, M&W at one site, T&TH at two sites, and two spring and fall Monday night Fast Track sessions in School District B, with an average of three hours per class. The Missouri Career Center (MCC) site operates all year.. The AEL Learning Center and School District C sites close a total of six weeks for spring, summer, and Christmas breaks. The Early Head Start and School District D classes are open September-May.

There are a total of 11 teachers: ten with regular hours and one who receives an hourly wage for teaching to low-level learners and ESL students on an as-needed basis. One instructor teaches full time.

Hourly Employees

The salary information is organized by hourly rate. The AEL program director will teach 3.5 hours Monday through Friday at \$21.35 per hour; 50% of her salary amount is instructional.

	Number of Teachers	Number of Hours	Amount
Director/Instructor @ \$21.35 per hour	1	770	\$16,440
Teachers @ \$18.55 per hour	1	559	\$10,369
Teachers @ \$17.98 per hour	2	2,185	\$39,286
Teachers @ \$16.81 per hour	1	578	\$9,716
Teachers @ \$14.71 per hour	5	3,249	\$47,792
Teachers @ \$14.14 per hour	1	734	\$10,378
	11	Total	\$133,981

Salaried Employee

AEL holds a subcontract with ALA Read. Our literacy coordinator serves AEL 16.5 hours per week. She has a salaried, part-time job matching students with tutors and administering pre- and post-tests to ABE Level 1 & 2 students and ESL Level 1-6 students. She also fills out a time sheet for teaching STAR vocabulary classes to ESL students approximately 23 hours per month. (The remainder of her salary is paid by ALA Read.)

1 – Literacy Coordinator – Salaried Teacher	\$774 x 12 mos.	\$9,288
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Explanation of Salaries

New instructors are hired at \$14 per hour. The pay scale ranges from \$14 per hour to \$21.35 per hour. Program A School District allows AEL to receive the same pay raise percentage as the school district instructors. They will receive a 1% raise in July 2013 and remain at that rate for two more years.

Category I 6200 Benefits **\$17,688.27**

Explanation of benefits:

The school district gives teacher retirement at 17 hours. One of our AEL teachers works only 12 hours per week but receives retirement because she also teaches full time with the school district. Four teachers currently receive teacher retirement benefits. There is a .5% increase (from 13.5% to 14.0%) anticipated for certified teacher retirement benefits for next year. The cost for teacher retirement will be \$10,318.85.

There is a .13% increase (from 6.5% to 6.63%) anticipated for non-teacher retirement benefits for next year. At present, none of our instructors receive non-teacher retirement benefits.

Other payroll tax rates will remain the same next year.

The school district pays FICA (6.2%) for six teachers. The cost for FICA in Category I for hourly employees will be \$3,717.97.

The school district pays Medicare (1.45%) for ten teachers. The cost for Medicare in Category I for hourly employees will be \$1,974.62.

Working seven hours per day makes certified teachers eligible for health insurance at a reduced cost. The district pays 10.2% for the program director's medical insurance premiums. The district board will vote on health insurance rates in May. The anticipated cost for medical in Category I for one hourly employee is \$1,676.83.

Summary of benefits:

Total benefits for full-time employees: \$9,653.10

Total benefits for part-time employees: \$8,035.17

Category I 6300 Purchased Services **\$7,554.12**

Workplace Readiness Workshop \$2,200

A qualified (non-AEL certified) workplace development instructor teaches a four-day Workplace Readiness Workshop at the Missouri Career Center through AEL. The content includes self-assessment, goal setting, stress management, resumes, cover letters, and interviewing. Instructor

“TJ” receives \$440 per workshop. He conducts the workshops in September, October, February, March, and April.

5 months x \$440 = \$2,200

Professional Development Travel/Mileage/Meals for Instructional Staff - \$1,920

Professional development is important to the success of AEL programs. Experienced teachers must have the opportunity to attend math institutes, reading and writing workshops, and literacy conferences so that they can stay abreast of the latest instructional practices and improve their knowledge in all areas of AEL content standards. For AEL certified teachers, the cost for completing the required 20 hours of professional development per year is reduced because of the increased amount of online workshops and presentations held at our own site whenever possible.

The cost to send six teachers to the Missouri Adult Continuing Community Education (MAACCE) conference is \$810.

The cost to send our literacy coordinator to Columbia, MO for a conference is \$199.20.

We must budget travel expenses for one new teacher to attend a Pre-Certification Workshop and Beginning Teachers Assistance Program held in Columbia, MO, which is located 240 miles away. (Four one-way trips x 240 miles x .38 = \$364.80 plus \$26 for meals = \$390.80.)

The remaining amount budgeted for AEL workshops which are held in the local area, based upon previous years, is \$520.

In-District Mileage for FastTrack class - \$1,149.12

We plan to hold one fall and one spring Fast Track GED class session on Monday nights from 6:00pm to 8:00pm at the B Area Vo-Tech. The travel expense of \$287.28 each month from our schools district to B Area Vo-Tech is considered in-district mileage by our school district. The class will be in operation four months.

4 mos. x \$287.28 = \$1,149.12

Deaf Interpreter Services - \$1,750

We offer deaf interpreter services for any students requiring the service as long as the student maintains consistent attendance and shows continuous progress. Last year Program A AEL paid \$25 per hour to a deaf interpreter for a total of 70 hours, and we wish to offer the same reasonable accommodations in FY2014.

70 hrs. x \$25 = \$1,750

Machine maintenance - \$535

The cost for one Scantron scanner repair is \$535.

Local Resources**\$12,110**

Class space, utilities, computer usage, and custodial service are provided at the Early Head Start, Junction Alternative School, Area Vo-Tech, and City Public Library satellite sites as in-kind contributions to the program.

Our host agency provides class space, computer maintenance, mass copies, interdepartmental mail service and postage at the main AEL Learning Center building. In addition, we are provided two phone lines, one fax line, and a voice mailbox. Program services are advertised on the Schools website and brochures. We receive internet access, the First Class email account, and free technological support on 12 Dell computers.

The approximate amounts contributed by the School District of \$7,700 for mass instructional worksheet copies, \$3,582 for operational expenses, and \$828 for computer technician service saves our program an estimated amount of **\$12,110** per year.

Category I 6400 Supplies and Materials**\$5,575.24**

Quality educational materials are essential for student success. A total of \$3,423.24 is budgeted for student workbooks, \$1,200 for Compuscan test answer sheets, and the remainder of \$952 for general supplies (listed below).

Student Workbooks - \$3,423.24

Low-level consumable books from JR Learning – 20 books @ \$10.00 each = \$200.00

Math and English Exercises 10-packs – 21 sets @ \$40.29 each = \$846.09

Contemporary Number Power Series – 30 books @ 14.91 each = \$447.30

Steck-Vaughn America’s Story – 10 books @ \$20.40 each = \$204.00

Steck-Vaughn Language Exercises – 20 books @ \$19.58 each = \$391.60

Steck-Vaughn Vocabulary Connections – 18 books @ \$16.95 each = \$305.10

New Readers Press News for You – 48 weeks for \$249.95

Steck Vaughn Administrator’s Guide – 6 books @ 52.00 each = \$312.00

GED Practice Test Answer Sheets – 6 packages @ \$26.00 each = \$156.00

10% shipping charge on above items: \$311.20

Compuscan Test Answer Sheets – 1,200

Compuscan test answer sheets cost per package. Our program uses packages per year for pre- and post-testing on the Test of Adult Basic Education (TABE).

General Supplies - \$952

Student folders, TZ labels, pencils, pens, erasers, tissues, batteries, - \$370

Toner for two Scantron Testmate test-grading machines - \$287

Copy paper and colored copies - \$165

Printer cartridge refills - \$100

Projector bulb - \$30

Category I 6500 Capital Outlay \$1,486

This item provides for the purchase of four new tables for the Orientation room @ \$159 each and one Dell computer for the ESL classroom for \$850 using the School discount.

DESE note – this would actually go under Supplies and Materials since the cost is under \$1000 ea

CATEGORY II

Category II 6100 Salaries \$27,240

Director	Hourly	770 hours	\$21.35/hour	\$16,440
Administrative Assistant	Hourly	900 hours	\$12/hour	\$10,800

Administrative staff includes a full-time director and a part-time administrative assistant.

The program director supervises instruction at 6 sites which includes staff of 11 teachers, a secretary, literacy coordinator, and 35 literacy volunteers. She receives an hourly wage and works 11 months out of the year. She spends 50% of her time performing administrative duties. She teaches 3.5 hours five days a week from 8:30am to 12:30pm, and she works 3.5 administrative hours five afternoons a week from 1:00pm to 4:30pm at the AEL Learning Center, a total of 7 hours per day. Her hourly wage is currently \$21.14, and she will receive a 1% raise in FY2011 for a wage of \$21.35 per hour.

$770 \text{ hours} \times \$21.35 = \$16,440$

The secretary enters LACES data and performs other important duties such as answering the phone, greeting students, taking attendance, typing, and filing. She works 4 hours per day, 225 days out of the year. Her hourly wage is currently \$12,
 $225 \text{ days} \times 4 \text{ hours} \times \$12 \text{ per hour} = \$10,800$

Category II 6200 Benefits \$5,230.74

For full-time, hourly employees, the district currently pays 1.45% Medicare and 13.5% Retirement. There is a .5% increase (from 13.5% to 14.0%) anticipated for certified teacher retirement benefits for next year. The school district also pays 10.2% medical insurance for the director that purchases medical insurance at a reduced cost. Costs for the program director's benefits will be \$238.37 for Medicare, \$2,301.53 for Retirement, and \$1,676.83 for Medical benefits, totaling \$4,216.73.

For part-time hourly employees the district pays 6.2% for FICA and 1.45% for Medicare. Costs for the administrative assistant's benefits will be \$821.81 for FICA and \$192.20 for Medicare, totaling \$1,014.01.

Category II 6300 Purchased Services \$3,667.11

Travel/Mileage for Administrative Staff – The program director attends the spring and fall directors’ conferences for a cost of \$298.40. She attends two regional directors’ meetings for a cost of \$93.48. One trip to Jefferson City costs \$298.75. The estimated cost for the director’s travel is \$690.63.

It is necessary for the public to find our location and contact us by phone. The cost of an advertisement in the Names and Numbers telephone book for a year is \$638.48.

Our annual copy service agreement costs \$1,202 for two machines: one at the Missouri Career Center and one at the AEL Learning Center.

Our AEL program created a website through BILR Technology Services in March 2010, complete with a “Contact Us” form. The monthly fee for use of Contros website management to add/edit/delete text is \$25 per month. The yearly fee for website service will be \$300.

The cost for registration and a display table at MSSU’s annual Education Job Fair is \$20.

Category II 6400 Supplies and Materials \$640

Office printers and fax machine cartridge refills/replacements are budgeted at \$250.

AEL promotional flyers (5,000) are budgeted at \$290.

The remaining \$100 is budgeted for general office supplies.

Category II 6500 Capital Outlay \$0

No capital outlay purchases will be necessary.

Other Support (Local Resources) \$313

The school district covers the cost of postage for HSE graduation invitations and letters to absent students in the amount of \$313 per year. No attempt was made to estimate the value of minimal school district costs for payroll services and audit fieldwork; nor was an attempt made to estimate the value of the support provided by partner agencies such as counseling, transportation, and referring clients to our services.

DESE note – this is not actually an allowable “in-kind” contribution. Costs for HSE graduation are not allowable costs.

ATTACHMENT H

LINE ITEM/OBJECT CODE DESCRIPTIONS

6100 Salaries - Amounts paid to employees of the LEA who are considered to be in a position of permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the LEAs.

6200 Employee Benefits - Amounts paid by the LEA on behalf of employees. These amounts are not included in the gross salary, but are over and above. Such payments are fringe benefits; and while not paid directly to employees, nevertheless are part of the cost of salaries and benefits. These charges should be distributed to functions in accordance with the salary function of the employee or group of employees. If materiality prevents, charge to Function 1110, Elementary Instruction.

6300 Purchased Services - Amounts paid for services rendered by personnel who are not on the payroll of the LEA and for other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired result.

6400 Supplies and Materials - Amounts paid for material items of an expendable nature that are consumed, worn-out, deteriorated in use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

6500 Capital Outlay - The State AEL Section defines equipment as those items costing over \$1000 and having a useful life of a year or more.

Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings; improvements of grounds; construction of buildings; additions to buildings; remodeling of buildings; initial equipment; additional equipment; and replacement of equipment. Lease purchase principal and interest with intent to acquire title must be treated as Capital Outlay. It is important to differentiate between Expenditure Object 6500, Capital Outlay and Function 2540, Operation and Maintenance of Plant. Capital Outlay is an expenditure object, or what is purchased. Using the multidimensional coding structure, Capital Outlay may be related to all functions and subject matter areas should it be so desired. For clarification of maintenance costs see Function 2540, Operation and Maintenance of Plant, and Expenditure Object 6332, Repairs and Maintenance. For improvement costs see Function 4000, Facilities Acquisition and Construction, and Expenditure Object 6521, Buildings, or Expenditure Object 6531, Improvements Other Than Buildings.

ATTACHMENT I

Integrated English Literacy and Civics Education (IELCE) Program

What is the Integrated English Literacy and Civics Education (IELCE) program?

- A. Refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
- B. Delivers educational services as described in the definition below for Integrated English Literacy and Civics Education.
- C. Services must be delivered in combination with integrated education and training activities as described in the “integrated education and training” section.

Integrated English Literacy and Civics Education (IELCE) – The term “Integrated English Literacy and Civics Education” means

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

English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program.

The Act requires that local programs receiving funds under Section 243 provide IEL/CE services in combination with integrated education and training.

What are the requirements for eligible providers that receive funding through the IELCE program?

Eligible providers must provide services that—

- A. Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and

B. Are designed to:

1. Prepare adults who are English Language Learners (ELLs) for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET?

Two Options for Meeting the Requirement:

- A. Co-enrolling participants in integrated education and training that is provided within the local workforce development area from sources other than section 243
- B. Using section 243 funds to support integrated education and training activities

Note: Not all students seeking services under section 243 of the Act will require employment related services and therefore may have no need to be co-enrolled in occupational training.

Some students who have employment related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training.

The Act does not require all participants enrolled in integrated English literacy and civics education programs under section 243 to be receiving integrated education and training services.

The Act does require that eligible providers receiving funds under section 243 use those funds for integrated English literacy and civics education in combination with integrated education and training activities. Thus, participants for whom integrated education and training services are appropriate will have access to those services.

Who is eligible to receive education services through the IELCE program?

English language learners, including professionals with degrees and credentials obtained in their native countries.

Key Concepts:

- Section 243 funds (IELCE Program) must be used in combination with IET.
- The requirement is on the program and not the individual participants.
- There are two options for meeting the requirement.
- Students without credential attainment or employment related goals should not be dissuaded from participating in the program.