



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

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

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

**Fiscal Year 18, 19, & 20
(July 1, 2017 – June 30, 2020)**

**Announcement Date: February 16, 2017
Technical Assistance Workshop Date: March 1, 2017**

Application Due Date: April 21, 2017

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Acting Commissioner**

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Take Notice that, in compliance with N.J.S.A. 52:14-34.4 et seq., the Department of Labor and Workforce Development (hereinafter “LWD”) regularly publishes on its website at <http://lwd.dol.state.nj.us/labor/> all notices of fund availability pertaining to Federal or State grant funds, which may be awarded by the Department. The notices of fund availability may be found on the Department’s website under the heading “Public Notices” and the subheading “Notice of Availability of Grant Program Funds.”

A. Name of the Grant Program

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

B. Purpose of the Grant

The purpose of the grant is to provide all required adult basic education, literacy, and English as a second language services consistent with the statutory requirements outlined in Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128). The primary goals of the program are to assist adults in becoming literate and acquire the knowledge and skills necessary in order to obtain/retain employment and become self-sufficient; to support adults with a desire to complete a secondary school education or industry valued credentials; and to assist adults who are parents to obtain the skills necessary to become partners in the education of their children.

C. Available Funding

Funds expected to be available for fiscal year (FY) 2018 for this grant program are \$14,569,570 (refer to Appendix to view the FY 2018 Potential Award Amounts document). This award amount is tentative and contingent upon final approval from the United States Department of Education (USDOE). For each successive year of the grant award the approved applicant will be notified by NJLWD of the available funds as confirmed by USDOE.

All grant applications require a financial match of 25 percent. An eligible agency’s **non-federal** contribution may be provided in cash or in-kind which is fairly evaluated and shall include only **non-federal and non-state funds** that are used for adult education and literacy activities in a manner that is consistent with the purpose of P. L. 113-128, Title II, Section 222.

D. Eligible Entities

This is a new three-year competitive grant program open to all eligible providers as outlined below. In accordance with Federal requirements of WIOA, Title II (Sec. 203, (5) (A)-(J)) the term eligible provider is an organization that has proven **demonstrated effectiveness** in providing adult literacy activities. Eligible applicants may include:

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

Eligible Training Provider List – In accordance with New Jersey state requirements, all approved entities must be listed on the Eligible Training Provider List prior to any contract award resulting from the application process.
[S] *

E. Requirements for Applicants to be Considered for Funding Under the Grant Program

Applicants must provide all required levels of service under the WIOA Title II grant program with year round availability. All applications are expected to provide services that are aligned to and meet the local Workforce Development Boards' (WDB) literacy service provision needs for the respective area an applicant submits to serve.

Under WIOA Title II a major requirement is to develop strong partnerships and program alignment within the community. In order to fulfill this requirement effective and efficient partnerships must be developed with local Workforce Development Boards (WDB) and local One-Stop Career Centers. These partnerships shall be formalized through the development of a Memorandum of Understanding (MOU). MOU's shall include such topics as; availability and delivery of services, referral process, coordination and planning efforts, career pathway development, and others as deemed appropriate by the parties.

The awarding of these competitive grants to eligible applicants will be based upon the educational attainment level for each local area (see Section C) and the following 13 elements listed below as specified in AEFLA, Section 231(e) of the WIOA of 2014 and the additional 2 elements required by LWD.

1. The degree to which the eligible provider would be responsive to
 - a. Local and Regional education needs as identified in the local WDB plan under section 108; **and**
 - b. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals
 - i. who have low levels of literacy skills; or
 - ii. who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities; including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy skills of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, specifically with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between the proposed activities and the service needs, including the strategy and goals, of the local WDB plan under section 108, as well as alignment to the activities and services of local One-Stop Career Centers and partners;
5. Whether the eligible provider's program
 - a. is of sufficient intensity and quality, based on the most rigorous research available allowing for participants to achieve substantial learning gains; and
 - b. utilizes instructional practices which include the essential components of reading instruction;
6. Whether the eligible provider's proposed activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

* [S] Denotes New Jersey requirements, policy, or standards not included in federal law or regulations but required by New Jersey code or regulation.

7. Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
10. Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by established strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. Whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition (ELA) programs and civics education programs.
14. Whether the eligible provider agrees to participate in State sponsored professional development activities including but not limited to formal use of the newly developed Career Connections digital platform developed by the NJLWD.^{[S] †}
15. Whether the eligible provider agrees to co-plan and coordinate local county/regional services along with their local WDB.^{[S] ‡}

E1. Program and Planning Requirements

Detailed below are the program and planning requirements which constitute the essential elements that must be addressed in the applicant’s narrative. Applicants must prepare their responses to the NGO using the bulleted sequence as listed in E1c.

E1a. Standards of Service

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

[†] [S] Denotes New Jersey requirements, policy, or standards not included in federal law or regulations but required by New Jersey code or regulation.

[‡] [S] Denotes New Jersey requirements, policy, or standards not included in federal law or regulations but required by New Jersey code or regulation.

E1b. Roles and Responsibilities of Participating Entities

1. **Workforce Development Board (WDB) Planning and Coordination Responsibility:** The relationship between the WDB and the Title II ABS/IELCE grant awardee is one of collaboration and cooperation. Title II grantees shall coordinate their proposed services plan within the framework of their local WDB service structure. If an MOU does not currently exist, or there is an existing MOU, it must be updated based on the new federal requirements, all MOU's must be completed prior to January 1, 2018. Details on what is necessary to be addressed within the MOU can be found at the following link to the [Program Requirement's](#) document. The WDB is not vested with the authority to oversee, determine or approve the adult education and literacy program and services contracted under the Federal Title II ABS and IELCE grant program. It is recognized that the WDB is responsible for the planning and coordination of literacy services and programs within their county/regional or local WDB areas, and it is important that all literacy service providers in the WDB area be aware of the literacy needs in their service delivery area and how their particular programs and services can assist in responding to area literacy needs.

In developing a proposal for this grant program, all applicants must consult with the local WDB for the area in which proposed services are expected to be provided in order to align their service proposal to locally determined priorities and gaps in service for the education levels defined in the Educational Functioning Level Tables. The Educational Functioning Level Tables document can be found in the appendix to this NGO document.

Additionally applicants must identify opportunities for collaboration of their proposed program within the WDB local area literacy plans. This collaboration effort shall include but not be limited to use of WIOA Title II funds, local WorkFirst New Jersey activity funds, GA/SNAP funds, and local Workforce Learning Link funds and shall include all eligible populations.^[S] §

2. **Role of One-Stop Career Center:** The One-Stop Career Center (OSCC) will serve as the primary recruitment and sourcing site for literacy services of the Title II program. Additionally the OSCC will provide all career planning services to enrolled participants of the Title II program. This will include but is not limited to providing Workforce Preparation/Career Integration services while acting as a sequential and simultaneous transition point for participants from the classroom setting to employment or occupational skills training. Additionally One-Stop Career Centers can serve as service delivery sites for the Title II program allowing for greater coordination of services and connections to career pathway opportunities.
3. **Role of Applicant Agency:** The applicant agency or lead agency (on behalf of a consortium) is expected to act on behalf of itself and its partners (if they are applying as a consortium), in a programmatic, legal, and fiscal capacity by providing management and leadership for the conduct and implementation of the adult education and literacy programs across the consortium of partners. The applicant agency is also required to provide all necessary fiscal information to the state for reporting purposes which are used to report to both the state and the federal government. A minimum of quarterly meetings shall be convened during the contract period and shall be hosted by the awardee and attended by all those partnering to provide the services under this grant. Such meetings shall include county and regional OSCC representation and a State Representative from the NJLWD, Division of Workforce Development and Economic Opportunity, Literacy Services unit. An outline of requirements is listed on the next page.

§ [S] Denotes New Jersey requirements, policy, or standards not included in federal law or regulations but required by New Jersey code or regulation.

The applicant agency will:

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

If applying as a consortium the lead agency will:

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

4. **Role of the Partner/Consortium Member (if applying as a consortium):** Partner/consortium agencies must adhere to programmatic, data and fiscal requests as deemed necessary and appropriate by the lead agency and respond to all requests for such data in a timely and comprehensive manner.

The partner/consortium agency will:

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

E1c. Project Description

Lead Agencies, please provide a **Program Narrative** (see page 9/12 for format requirements) which addresses the following:

1. How will you meet the [Program Requirements](#) for this grant? Include a detailed description of your program (from enrollment through follow-up) for all required levels of service under WIOA Title II.
2. How has your program incorporated the College and Career Readiness Standards (CCRS) into all areas/levels of instruction? If you are not currently utilizing CCRS what educational content standard is your curriculum based upon? What steps have you taken to begin the process to align your curriculum to the CCRS?
3. How will your program provide instruction and/or services in ALL of the following areas?
 - a) adult basic education
 - b) adult secondary education
 - c) English language acquisition
 - d) preparation for the workplace
 - e) preparation for post-secondary education
 - f) family literacy
 - g) civic education
4. What specific models of instruction and best practice teaching methods will your instructors use? Explain how these practices will be beneficial to students with various levels of need.
5. How will your program develop partnerships for career pathway programs?
6. What will your program do to ensure equal access and treatment for eligible participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability?
7. How will your program collaborate with the local WDB, other basic skill service providers, employers and any and all ancillary service providers within your community in order to better serve and support your students?
8. How will your program provide services that focus on career pathways, employer connections, Integrated Education and Training (IET) and workforce preparation?
9. How will your data collection process inform future program improvements?

The applicant must submit a unified program narrative that addresses all of the above. If applying as a consortium your project description must apply to the entire consortium. ***Do not provide a separate document for each partner.***

F. Application Process

a. STEP 1 – Complete Pre-Application Questionnaire

LWD manages all WIOA Title II grants electronically using (SAGE) the System for Administering Grants Electronically. Any potential applicant must first submit a Pre-application Questionnaire via the following hyperlink [Pre-Application Questionnaire Link](#). Access to the SAGE application is contingent upon submission of the pre-application questionnaire; therefore, applicants are advised to complete this questionnaire at their earliest convenience.

b. STEP 2 – Create an Account in SAGE if your organization does not have one

Applicants without prior access to SAGE must register at the following address: <https://njsagelegacy.intelligrants.com>. You will receive an email message confirming that your account has been validated, and LWD will provide access to the online application upon review of your Pre-application Questionnaire. Technical requirements for SAGE can be viewed at <https://njsagelegacy.intelligrants.com>. Applicants are advised to complete necessary SAGE registration immediately upon submission of the pre-application questionnaire.

The technical assistance workshop will be held in the LWD 13th Floor Auditorium at 10 a.m. on **March 1, 2017**. [Click here for directions](#). Please contact Kate Heil at (609) 292-3119 or Kathleen.Heil@dol.nj.gov to confirm your participation and to specify the names and titles of the individual(s) attending the technical assistance workshop.

A representative from each agency or consortium must attend the technical assistance workshop in order to qualify for this grant.

The information provided at the session will be limited to the factual contents of the NGO narrative including grant parameters, constraints, state/federal regulations, and all required forms. General guidance on completing the application will be provided along with direction on the SAGE database. It is recommended that both fiscal staff and program staff attend this session. The information provided will assist in the development of programs, budgets and reimbursement reporting requirements.

Evaluation Criteria

| Criteria | Total Points |
|---|--------------|
| <p>Required Documents for proposal approval: (No Points)</p> <ul style="list-style-type: none"> • DUNS Number • Federal Employer ID Number • Assurances and Certifications and General Provisions (signed by the Chief School Administrator (CSA) or Chief Executive Officer (CEO) of the lead agency) • Tax Clearance Certificates (all appropriate partners) • Board Resolution to Apply • Pre-application Questionnaire • 3 Year Data Comparison Spreadsheet | 0 |
| <p>Statement of Need:</p> <ul style="list-style-type: none"> • Describe the literacy service needs of your local WDB area, as outlined in the local WDB plan, for Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition (ELA) and Civic instruction. | 10 |

| | |
|---|-----------|
| <p>Program Narrative (Questions that are required to be answered are found in section E1c):</p> <ul style="list-style-type: none"> • Detail your enrollment and retention process, flexibility in course offerings, case management and transitional activities designed to meet the needs of students. • Describe the alignment of your program’s curriculum with the College and Career Readiness Standards (e.g. innovative classroom activities, utilization of technology and research based best practice implementation) designed to meet the needs of learners of all EFL levels including those with disabilities and other special needs. • Describe the best practices and innovative instructional methods instructors will utilize to meet the needs of all learners. • Provide strategies for the development of local partnerships to share and optimize resources, including the development of career pathway opportunities, to enhance the likelihood of the participants obtaining a positive educational outcome, obtain employment and to streamline the provision of basic skills instruction in your community. • Describe how you intend to align your services in order to collaborate with your local WDB, other basic skills service providers, employers, and any and all ancillary service providers within your community. • Describe how your program services focus on career pathways, employer connections, Integrated Education and Training programs (IET) and workforce preparations. • Describe how you will utilize the LACES database for data collection, data analysis and program improvement. | 60 |
| <p>Achievement/Outcome Indicators:</p> <ul style="list-style-type: none"> • Provide the strategies (including formal and informal assessment tools) utilized to meet participants’ goals and overall grant outcomes. • Explain how past performance of your participants is utilized for program improvement. | 10 |
| <p>Professional Development Plan:</p> <ul style="list-style-type: none"> • Describe appropriate professional development activities specific to meeting the needs of the program and its participants. • Describe the needs assessment process utilized to develop your plan. | 10 |
| <p>Organizational Commitment and Capacity:</p> <ul style="list-style-type: none"> • Utilize the 3-year data comparison spreadsheet to show past effectiveness by summarizing your program’s trends, strengths and weaknesses. New potential grantees should provide a brief narrative describing any demonstrated program successes serving the literacy needs of adults. • Describe the supports your organization will provide to enable participants’ successful completion of the program and to ensure the overall quality of the program itself. | 10 |

TOTAL POSSIBLE POINTS = 100 / Minimum of 70% Total Points Required

Planning and Needs Assessment process: All applicants must complete an assessment of the county/multi-county adult education and literacy needs and develop a plan that aligns with literacy plans of the local WDB Literacy Planning Committee. This process should include (1) the assessment and prioritization of needs, and (2) the identification of programs, services and resources required to meet these needs.

SAGE Application process: The following is a listing of the pages that your organization must complete to submit your application. Many of these pages have error checks and are directly connected to other pages to ensure that you have properly completed each section.

Funding Levels by Source

List the amount of funding requested from each of the funding streams including both ABE/ELA and IELCE lead agency coordination and professional development awards. The amount must not exceed what is designated as available in the attached FY 2018 Consolidated ABS and IELCE grant program award amounts.

Project Location

Choose the county/counties that the program will serve. Hold the CTRL key to select multiple counties. Statewide programs must check the designated box.

Consortium Partners

Provide the names, addresses, phone numbers and email addresses of the participating agencies. Provide the number of participants and the corresponding amount of funding that each agency is contracting to serve for ABE/ELA and IELCE.

Executive Summary

Describe the proposed service model that summarizes the need for the services and projected outcomes for every EFL/MSG required under WIOA Title II. The Executive Summary must accurately reflect the information included in the applicant's Statement of Need and Program Narrative (below).

Statement of Need

Explain the need for the program in relation to the NGO and local WDB services plan. A need is defined as the difference between the current status and the outcomes and/or standard(s) that the applicant would like to achieve. Provide documentation to substantiate the stated need, e.g. demographics, test data, target population(s), participant data, personnel data and research.

Program Narrative

Submit a unified project plan that will cover the full grant program. If the applicant is a part of a consortium the program narrative must integrate the project of each consortium member into one document; ***do not provide a separate one for each partner***. See E1c on pages 5 and 6 for more information.

Applicants will upload a copy of their Program Narrative to the SAGE application in this section. The uploaded document must adhere to the following format requirements:

- Font – Times New Roman, 12 point;
- Spacing – Single spaced;
- Margins – 1” top and bottom and 1” side margins;
- Pages must be numbered – 1 of X pages, centered at the bottom of the page;
- Charts and graphs must be clearly labeled and described;
- Applicant/organization's name must be listed on each page; and
- Maximum of 10 pages.

Achievement/Outcome Indicators

In accordance with WIOA Title II (Sec. 212), LWD must ensure continuous improvement in performance. LWD has agreed with the United States Department of Education (USDOE) during annual performance measure negotiations to meet the performance levels outlined in the following link for the [Core Indicators of](#)

[Performance](#) for FY 2018. Each local program must project performance levels on the core indicators that will contribute to New Jersey's success in meeting or exceeding the agreed upon performance levels and must also project continuous improvement in performance.

Applicants must establish indicators of success for each project goal and corresponding objectives(s). In constructing the indicators, applicants must describe the methods to be used to evaluate the progress toward achievement of the goals and objectives, as well as the overall grant project outcomes. Applicants must describe for each indicator the measures and instrumentation to be used and how results will be utilized for program improvement. If the applicant chooses, additional goals and objectives consistent with the purpose of this grant program as outlined in this NGO and within the outlined purposes of the AEFLA may be added.

Professional Development Plan

Applicants are required to submit a comprehensive plan for professional development with the 2018-2020 NGO application. The requirements for your Professional Development plan can be found within the [Program Requirements](#) document.

Organizational Commitment and Capacity

- Applicants who have received previous funding under WIOA, Title II (PL 113-128) must complete and submit a Three Year Data Comparison Spreadsheet which can be found in the appendix of this NGO and uploaded in the *miscellaneous forms* section of your SAGE application. This spreadsheet shall be utilized to document the program's effectiveness and success in meeting the needs of adults whom you serve as part of the Title II, ABS or IELCE Programs. Summarize your program's trends, strengths, and weaknesses, using this spreadsheet as evidence.
- Applicants who (1) have never received funding under WIOA, Title II (PL 113-128), or (2) have received previous State, Federal or funding from other sources must provide a narrative describing their organizational capacity, resources, commitment and any demonstrated program successes in serving the literacy needs of adults.
- Applicants must describe their commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project, as well as previous experience implementing similar types of projects and the outcomes of those projects.
- Applicants must confirm their capability to utilize the LACES data management system.

Attendance Policy

Applicants must submit a description of the attendance policy and retention strategies to be implemented. The Attendance Policy must consider and/or address: 1) the amount of time that is necessary and required to meet program objectives; 2) participant attendance in relationship to the minimum 60 hours of instruction within a 10 week span; 3) the maximum number of absences allowed before the adult learner is removed from enrollment; and 4) identify the method to be used for recording and maintaining daily attendance.

Budget Requirements:

A Budget Summary and Narrative that reflects the full proposed budget for the applicant or partnership/consortium must be completed and filed as part of your application. ***Any and all budget modification requests must be made no later than December 31st of the service year to be modified. No budget modifications will be accepted after this date. If the budget modification is approved all adjustments to the budget must be completed and submitted to LWD no later than January 31st of the following year.***

All grant applications require a financial match of 25 percent.

The eligible agency's non-federal contribution may be provided in cash or in kind which is fairly evaluated and shall include only non-federal and non-state funds that are used for adult education and literacy activities

in a manner that is consistent with the purpose of P.L. 113-128, Title II, Section 222.

Agencies are capped at a 5% administrative cost. This 5% does not include the Lead Agency Coordination or Professional Development Award. Administrative costs would include all costs not directly connected to a student or classroom.

Grant funds must be used to supplement, not supplant, existing federal, state and local funds. In addition, not more than 5% of the total grant funds may be used for planning, administration, professional development and interagency coordination. Professional development costs for staff training are administrative and must be included in the 5% administrative cap.

The professional development award amount is in addition to the ABE/ELA and IELCE award amounts. For lead agencies receiving coordination funds as a part of their award, the amount is not to be included in your 5% administrative cap. A Lead Agency Coordination award is available to Lead Agencies to help defray the specific costs related to the coordination of activities in the consortium. Lead agencies receiving grant funds for coordination may not charge their consortium members coordination fees. Lead agency coordination awards are only available to those grantees who are applying as a consortium with partner agencies. If you are not applying as a consortium the funding allocated as lead agency coordination award will be added to either the ABE/ESL or IELCE award amount.

Of the 95% of the grant award for program services, 25% may be used for the costs of support services (e.g., child care, transportation, etc.) necessary for enrollees to participate in and complete the ABS program.

Grant funds may not be expended for the following:

- Entertainment and/or refreshment costs;
- Graduation/Promotional/Convocational or Commencement Ceremony Costs;
- Costs of memberships to associations or organizations;
- Tuition payments and/or reimbursement for disciplines unrelated to the grant; and,
- Costs for construction or renovation.

Individual awards must provide adult basic skills instruction or services to adults within their county/multicounty area, and will be based upon the following per-client amounts for ABE/ASE, ELA and IELCE: **a per participant fee of \$1000 for both Adult Basic Skills and Integrated English Literacy and Civics Education for all educational functioning levels (EFLs) will be paid.** ^[S]**

Board Resolution

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

** [S] Denotes New Jersey requirements, policy, or standards not included in federal law or regulations but required by New Jersey code or regulation.

Consortium Partner Agreements

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

Class Schedule

All class schedules must offer flexible scheduling including both day and evening availabilities. Class schedule guidelines can be found within the [Program Requirements](#) document.

Reporting Requirements:

Grant recipients are required to submit periodic program and fiscal progress reports as a contingency of grant funding. Detailed reporting information can be found within the [Program Requirements](#) document.

G. Address to Which Proposals Must Be Submitted

Proposals must be submitted online at: <http://tinyurl.com/SAGE-NJ> as described in section F, Application Process, on pages 6 & 7. For information, contact Kate Heil: Kathleen.Heil@dol.nj.gov

H. Application Submission

Grant applications must be submitted by 5 p.m. April 21, 2017.

I. Date by Which Applicants Shall Be Notified

Award Process: All grants are awarded through a competitive process. LWD will conduct an internal review of each grant application. An internal review team will evaluate the application on the basis of quality, comprehensiveness, completeness, accuracy and adherence to the guidelines and requirements of this NGO.

Panel Review Process: All applications are subject to a department panel review and final approval by the Commissioner of Labor and Workforce Development. The panel review date is expected to occur by the week of May 22, 2017. Within 20 business days following the panel review date, applicants will be notified of the status of their application and any requested revisions.

Appendix

- Proposed FY 2018 Award Amounts
- Sample Class Schedule
- Educational Functioning Level Tables
- Definitions Pertaining to Title II Program Goals
- Helpful NRS/ Title II Program Definitions
- Three Year Data Comparison Spreadsheet
- Program Forms