



Skill UP

An initiative of the Mississippi
Community College Board
Office of Adult Education

Workforce Innovation & Opportunity Act – WIOA
Adult Education and Family Literacy Act – AEFLA
Bidder's Conference
February 14, 2025

Welcome

- Introductions
- Bidder's Conference
 - Presentation is being recorded
 - Available 2/19/25
 - Questions & answers will be available on the website.
- All grant information is located on the website at:

<https://www.mccb.edu/offices/adult-education/grant-opportunities>

*check back weekly for updated information

Objectives

- Provide a high-level overview of the Request for Proposal (RFP) process
- Answer questions



Section 1: Introduction

Background

Workforce Innovation & Opportunity Act, 2014

- Requires the alignment of workforce, education and economic development systems to support access to high-quality, comprehensive, and accessible workforce services for all individuals, including those with significant barriers to employment.

Mississippi Combined State Plan

- The Mississippi Combined Plan for the Workforce Innovation and Opportunity Act (WIOA) focuses on creating an integrated workforce development system that aligns services to enhance employment opportunities for residents while meeting employer needs.

MS Combined State Plan-Required Core Partners

- Title I – Adults, Youth and Dislocated Workers
 - U.S. Department of Labor, MS Department of Employment Security
- **Title II – Adult Education**
 - **U.S. Department of Education, MCCB, Office of Adult Education**
- Title III – Wagner-Peyser Employment Services
 - U.S. Department of Labor, MS Department of Employment Security
- Title IV – Vocational Rehabilitation Program
 - U.S. Department of Education, MS Rehabilitation Services
- MS included additional MDHS program (TANF)

Role of the MS Community College Board (MCCB), Office of Adult Education (OAE)

- Manage and distribute federal and state funds, provide leadership and technical assistance related to adult education and literacy instruction and oversee HSE testing
- Ensure the availability of high-quality adult education programs
- Ensure alignment of adult education and literacy activities with core programs and one-stop partners
- Provide high quality professional development to improve instruction, including essential components of reading instruction
- Provide technical assistance based on research-based instructional practices, one stop responsibilities and effective use of technology
- Monitor and evaluate adult education activities

Adult Education means....

- Academic instruction and education services below the postsecondary level that increases an individual's ability to:
 - 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;
 - transition to postsecondary education and training; and
 - obtain employment.



Section II: Grant Overview

Grant Funding Opportunities

- Adult Education & Family Literacy Act (AEFLA)
 - *WIOA, Section 231 Funds*
- Corrections Education & Other Institutionalized Individuals
 - *WIOA, Section 225 Funds*
- Integrated English Literacy and Civics Education (IELCE)
 - *WIOA, Section 243 Funds*

*****An eligible applicant may apply for Section 231, 225, and/or 243 funds. Applicants may apply for each section individually or in any combination.**

Eligible Providers (Applicants)

- An organization must be considered an ***eligible provider*** to receive federal adult education funding.
- An “eligible provider” is defined as an organization that has ***demonstrated effectiveness in providing adult education and literacy activities.***
- States must clearly determine whether or not an application is from an eligible provider of demonstrated effectiveness.

Eligible Provider (continued)

These organizations **may** include, but are not limited to (WIOA Title II Section 203(5); 34 CFR 463.23) a (an):

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

Grant Award Period Fiscal Years 26 -30

Period	Start Date	End Date
Initial Period of Performance	July 1, 2025	June 30, 2026
Renewal Period #1	July 1, 2026	June 30, 2027
Renewal Period #2	July 1, 2027	June 30, 2028
Renewal Period #3	July 1, 2028	June 30, 2029
Renewal Period #4	July 1, 2029	June 30, 2030

After the first year, renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant and demonstrated effectiveness as determined by outcomes and a risk assessment.

Direct & Equitable Access

WIOA, Section 231(C)

The competitive grant process ensures:

- All eligible providers will have direct and equitable access to apply and compete for grants;
- The same grant announcement and application processes are used for all eligible applicants in the State;
- All applicants must respond to the same thirteen (13) federal considerations. (See Section Y beginning on page 22 for a detailed list of the 13 Considerations.)

Priorities of Funding

As required by WIOA, funding is prioritized for the following applicants:

- who have demonstrated effectiveness in improving the literacy of eligible individuals, especially with respect to eligible individuals with low levels of literacy;
- whose services are aligned with local workforce strategies, priorities, and partners; and
- whose services are responsive to the needs of persons with barriers to employment.

Demonstrated Effectiveness

Each submission will be reviewed during a pre-screen process to determine if the applicant agency meets the standard of demonstrated effectiveness to be considered eligible for an award.

To meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds.

See page Section 2 “Demonstrated Effectiveness” in the applications.

Demonstrated Effectiveness (continued)

To be considered eligible, 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. See WIOA Final Rules Subpart C, §463.24.

Applicants applying as a consortium must provide evidence of demonstrated effectiveness and submit performance data for each entity that is a consortium member.

Note: Eligible providers applying for multiple funding opportunities (Section 231, 243, and/or 225) must submit a demonstrated effectiveness table that encompasses **all eligible individuals. This table will be the same for each funding application, if applicable.**

See page Section 2 “Demonstrated Effectiveness” in the applications.

Demonstrated Effectiveness (continued)

To demonstrate effectiveness, applicants must show a two-year average participant progress rate in reading, writing, and mathematics at or above 40% of the PY23 MS OAE state negotiated MSG target.

Additionally, applicants must demonstrate a rate at or above 40% of the PY23 state negotiated target for each of the after-exit outcomes. The after-exit outcomes include Employment (2nd Quarter after exit), Employment (4th Quarter after exit), Median Wages (2nd Quarter after exit), and Credential Attainment.

See page Section 2 “Demonstrated Effectiveness” in the applications.

Demonstrated Effectiveness (continued)

Therefore, the average of outcomes over 2 years will be compared with the following criteria:

Outcome	PY23 Negotiated Target	40% Negotiated Target
Measurable Skill Gains (MSG)	52.5%	21.0%
Employment, Second Quarter After Exit	48%	19.2%
Employment, Fourth Quarter After Exit	48%	19.2%
Median Earnings, Second Quarter after Exit	\$3,150.00	\$1,260.00
Credential Attainment	40%	16.0%

See page Section 2 “Demonstrated Effectiveness” in the applications.

Demonstrated Effectiveness (continued)

Outcomes for the non-negotiated targets will be compared with the following criteria:

Outcome	Target
Attained Diploma/Equivalent	10%
Transition to Postsecondary Education or Training	1%

See page Section 2 “Demonstrated Effectiveness” in the applications.

Demonstrated Effectiveness Charts:

Demonstrated Effectiveness Chart for Applicants who **HAVE** previously been funded under WIOA for PY 22/23 and PY 23/24

- An eligible provider that has been funded under Title II of the Act must provide performance data required under WIOA Section 116 to demonstrate past effectiveness. (34 CFR 463.24(b)(1))

Demonstrated Effectiveness Chart for Applicants who **HAVE NOT** previously been funded under WIOA for PY 22/23 and PY 23/24

- An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of section 463.24, above. (34 CFR 463.24(b)(1))

Note: If the application is for a consortium, each consortium member must submit a separate demonstrated effectiveness table.

Data for Applicants Previously Funded

Data for Applicants <u>PREVIOUSLY</u> Funded under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Pulled from data reported to the NRS. MSG by Entry Level	Number of participants		Number who achieved at least one educational functioning level gain		Number who attained a Secondary School Diploma or its equivalent		Percentage of Periods of Participation with Measurable Skill Gains	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
ABE Level 1 (0-1)								
ABE Level 2 (2-3)								
ABE Level 3 (4-5)								
ABE Level 4 (6-8)								
ABE Level 5 (9-10)								
ABE Level 6 (11-12)								
ESL Level 1 (Beginning Pre-Literacy)								
ESL Level 2 (Beginning Low)								
ESL Level 3 (Beginning High)								
ESL Level 4 (Intermediate Low)								
ESL Level 5 (Intermediate High)								
ESL Level 6 (Advanced)								
Total (ABE+ESL)								

Data for Applicants Previously Funded

Data for Applicants PREVIOUSLY Funded under AEFLA, WIOA Title II

Core Follow-Up Outcome Achievement Pulled from data reported to the NRS. Primary Indicators of Performance	Number of participants who exited		Number of participants who exited achieving outcome		Percentage of participants in all periods of participation achieving outcome	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
	Employed Second Quarter After Exit					
Employed Fourth Quarter After Exit						
Median Earnings Second Quarter After Exit						
Attained Diploma/Equivalent						
Transitioned to Postsecondary Education or Training						
Credential Attainment Rate						

Data for Applicants NOT Previously Funded

Data for Applicants NOT PREVIOUSLY Funded under AEFLA, WIOA Title II

Educational Content Domain Outcomes	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Reading						
Writing						
Mathematics						
English Language Acquisition						
<p>*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners</p>						

Data for Applicants NOT Previously Funded

Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	Number of Eligible Individuals enrolled		Number of Eligible Individuals who earned a certificate/diploma		Percentage of Eligible Individuals who earned a certificate/diploma	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement	Number of Eligible Individuals enrolled		Number of Eligible Individuals who achieved an outcome		Percentage of Eligible Individuals who achieved an outcome	
	PY 22/23	PY 23/24	PY 22/23	PY 23/24	PY 22/23	PY 23/24
Primary Indicators of Performance						
Transitioned to Employment within one year of exit						
Transitioned to Postsecondary Education or Training						
Median Earnings Second Quarter After Exit						
Credential Attainment Rate						
<p>*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners</p>						



If an applicant is found not to have demonstrated effectiveness, the applicant is determined ineligible to be considered, and the grant application will not be reviewed or scored. Ineligible applicants will receive notification of their application status no later than May 30, 2025.



Scope of Services & Allowable Activities

Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently.

Scope of Services

Grant recipients must use the Title II funds to establish or operate programs that provide adult education and literacy activities to eligible learners, including programs that provide such activities concurrently.

- Adult Education
- MS Works Smart Start Career Pathway Course
- Allowable Activities:
 - Section 231
 - Section 225
 - Section 243

Page 16-17 of Grant Application

See page 8 -11 of MS RFP Instructions & Guidelines for more details

Target Population:

Eligible Individuals for service under Title II mean an individual:

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under state law (MS Code 37-13-91);
- Who:
 - Is basic skills deficient;
 - does not have a secondary school diploma or its recognized equivalent; and
 - Is an English language learners (ELL).



Allowable Activities: Section 231

- Adult education,
- Literacy,
- Workplace adult education and literacy activities,
- Family literacy activities,
- English language acquisition activities, (civics education is not required***)
- Integrated English literacy and civics education (civics education required)
- Workforce preparation activities, or
- Integrated education and training (IET)

Allowable Activities: Section 225

- Adult education and literacy activities,
- Special education, as determined by the eligible agency
- Secondary school credit
- Integrated education and training (IET)
- Career pathways
- Concurrent enrollment
- Peer tutoring, and
- Transition to reentry initiatives and other post-release services with the goal of reducing recidivism

Allowable Activities: Section 243

- Adult education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States
- Instruction in literacy and English language acquisition and civics education and may include workforce training. In addition, the program must be provided in combination with an Integrated Education & Training Program.
- Civics education is a requirement for Section 243



Definitions

Adult Basic Education (ABE)

- A program of academic instruction and education services below the secondary level that increases an individual's ability to **read, write, and speak in English and perform mathematics** necessary to **attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.**
- Refers to *instruction at the 0-8.9 grade levels.*
 - National Reporting System (NRS) Educational Functioning Levels (EFL) 1, 2, 3 or 4.

Adult Secondary Education (ASE)

- A program of academic instruction and education services at the secondary level that increases an individual's ability to **read, write, and perform mathematics** necessary to **attain a secondary school diploma, or its recognized equivalent, transition to postsecondary education or training, and obtain employment.**
- Refers to *instruction at the 9.0 – 12.9* grade levels.
 - National Reporting System (NRS) Educational Functioning Levels (EFL) 5 or 6.

English Language Acquisition (ELA) Program

- A program of instruction designed to help eligible individuals who are English language learners (ELLs):
 - achieve competence in **reading, writing, speaking, and comprehension of the English language;**
 - attain a **secondary school diploma or its recognized equivalent;** and
 - **transition to postsecondary education, training or employment.**
- National Reporting System (NRS) Educational Functioning Levels (EFL) for ESL 1 -6.

Integrated Education and Training (IET)

A service approach that provides *adult education and literacy activities* **concurrently** and **contextually** with *workforce preparation activities and workforce training* **for a specific occupation or occupational cluster** for the purpose of educational and career advancement.

Definition from WIOA Section 203 (11)



Mississippi Integrated Basic Education and Training program: MIBEST

Integrated Education and Training (continued)

Instruction must occur concurrently, uses occupationally-relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement. An IET must include the following three components:

- a. Adult education and literacy activities;
- b. Workforce preparation activities; and
- c. Workforce training for a specific occupation or occupational cluster.

Integrated English Literacy & Civics Education (IELCE): Allowable Activities: Section 243

As one of the adult education & literacy activities:

- Educational services provided to adult English language learners, who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to **achieve competency in the English language and acquire the basic and advanced skills needed to function effectively as parents, workers, and citizens in the United States.**
- Such services 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 (Section 203 (12) of WIOA).

As a program, Section 243 is designed to:

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

Workforce Preparation Activities

All funded applicants are required to provide the Smart Start Course. (State Requirement)

The Smart Start Course meets the requirements of Workforce Preparation Activities defined as:

- Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (Section 203 (17) of WIOA).



Program Requirements

(Pause for 5-minute break and questions)

Personnel and Staffing

Adult education programs must be able to comply with all of the requirements of the state and federal grants. Programs are required to maintain certain program staffing to ensure the quality of grant administration; supervision; data collection, entry, and reporting; student support; and instruction. All staff must be properly qualified to fulfill the duties listed in their written job description through training, education, or experience and must complete required training and professional-development activities.

To ensure quality of programs and performance requirements, the OAE recommends the following minimum staff to support the adult education program:

- a. Adult Education Director/Administrator (1)
- b. College and Career Navigator (1) (based on student enrollment/need)
- c. Mentor/Lead Instructor (1) (based on student enrollment/need)
- d. Instructors: Full-time and/or part-time Instructors (10:1 student teacher ratio minimum per class)
- e. Academic Assistant (based on student enrollment/need)
- f. Data Manager and/or Data Specialist/Intake Specialist (1) (based on student enrollment/need)

See page 11 of MS RFP Instructions & Guidelines

For more information, see page Section 5 of the Program Guidelines

Standards and Instruction

- The OAE is committed to providing standards-based instruction through evidence-based researched strategies. The **College and Career Readiness Standards** (CCRS) should be the basis of lesson planning, classroom activities, assignments, and classroom assessments.
- Adult education instructors must have a thoughtful plan, with clearly articulated methods, as to how they will sequence lessons, use instructional materials, and design learning activities. Lesson plans and instructional strategies should make career awareness and workforce skills a central context for learning.

Professional Development

Annual Professional Development Requirements

Full-Time Staff	30 hours
Part-Time Staff	20 hours
Support Staff	10 hours

See page 11 of MS RFP Instructions & Guidelines

For more information, see page Section 5 of the Program Guidelines

Alignment with Local Workforce Plans

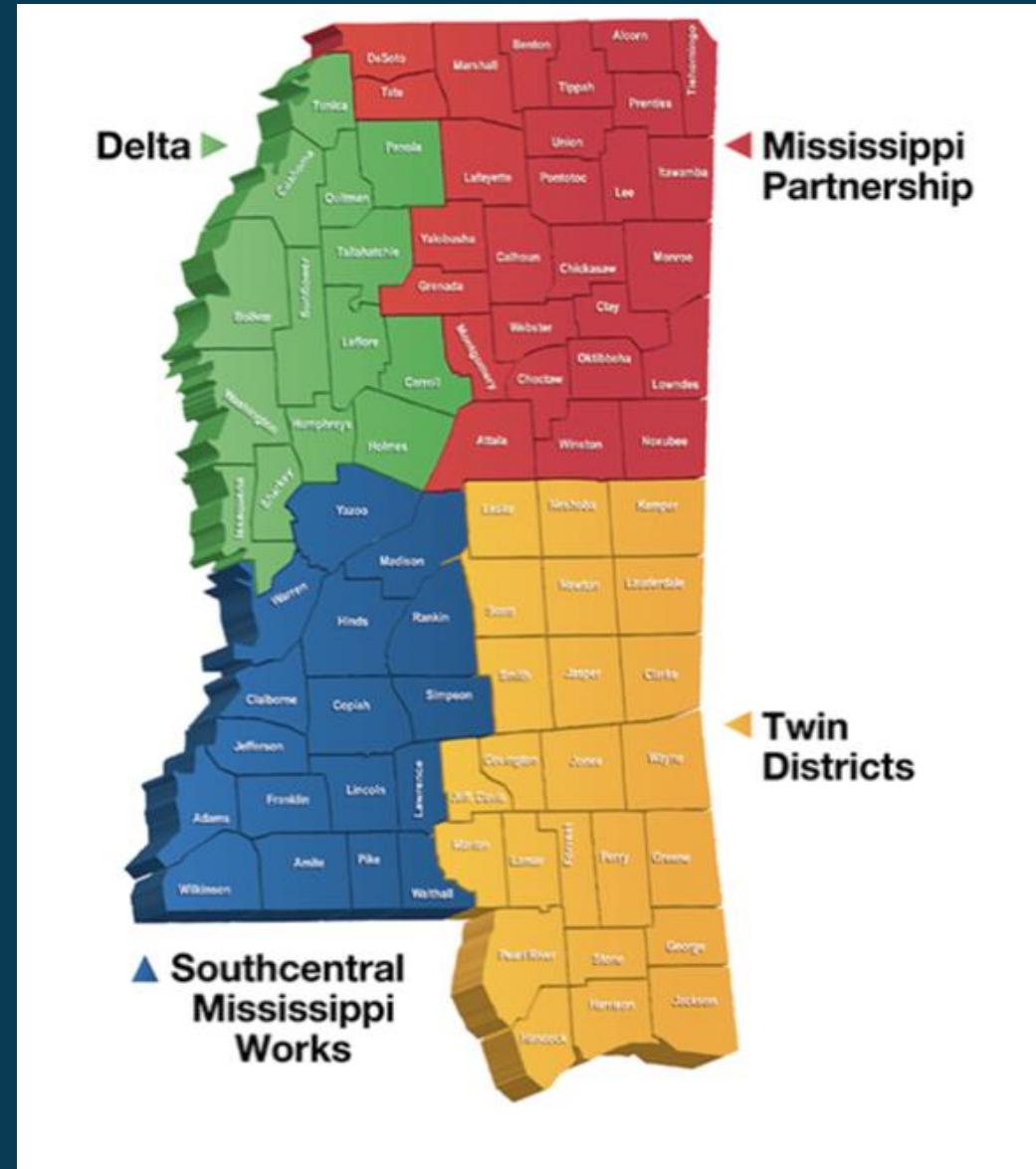
WIOA requires each eligible, seeking applicant to describe how services proposed in the application will align with applicable local workforce development plan(s), including the items shown below:

- The degree to which the Title II application responds to regional needs as identified in the Local Workforce Plan;
- The degree to which the Title II application responds to serving individuals in the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners;
- The extent to which the Title II applicant's proposed activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan;
- The extent to which the Title II applicant's proposed activities and services demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system.

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One-Stop Partner Requirements

- Adult education is a required one-stop partner and will be co-located in Comprehensive One-Stop Centers that provide access to the services of the Combined Plan programs and other partners in each of the four local workforce development areas.
- These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure access to information and services that will lead to positive employment outcomes is available to all participants.

Funding and Distribution

- Consistent with the approved WIOA Mississippi State Plan, adult education and literacy (WIOA Sec. 222(a)(1)) grant awards, will be distributed based on literacy needs, according to the American Community Survey, in the Local Workforce Development Areas.
- The MCCB, OAE will fund, at a minimum, one (1) grant per workforce area. Applicants may elect to serve an entire workforce area or selected counties within a workforce area. Applicants must serve entire county(ies) and must ensure all county residents have access. If an applicant elects to serve more than one workforce area, an explanation must be provided.

Supplement not Supplant

- Title II funds must **supplement** and not **supplant** other state or local public funds expended for adult education and literacy activities.
- Supplement, not supplant means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available.

Match Requirement

- Applicants must demonstrate a match of 25% of the funds requested. Federal funds may not be used for matching funds.
 - May include both in-kind and cash matches.
 - State dollars, local-dollars, private dollars, or in-kind support.

Time & Effort Reporting

- Uniform Guidance (2 CFR Sec. 200.430) requires time distribution records must be maintained for all employees whose salary is paid in whole or in part with federal funds or is used to meet a match or cost share requirement for a grant.
- Time and effort reporting is a federal compliance requirement and is almost always requested and reviewed by federal auditors when grants are under review.

Financial Management

- **All grantees must meet the requirements of the Education Department General Administrative Regulations (EDGAR):**
 - Federal regulations that govern all federal grants awarded by the U.S. Department of Education.
www.ed.gov/policy/fund/reg/edgarReg/edgar.html
- All awarded funds will be allocated on a cost-reimbursement basis. All grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the MCCB.
- Requests for reimbursement must be submitted monthly (unless specified otherwise) and all documentation must be available upon request.
- Grantees shall ensure auditable and adequate records are maintained which support the expenditure of all funds received through a contract with the MCCB, OAE.
- Grantees will submit to periodic fiscal audits, adhere to assurances and will submit to periodic program review, monitoring, and/or technical assistance on-site visits.

Uniform Guidance 2 CFR Part 200

Uniform Administrative Requirements, Cost Principles, & Audit Requirements for Federal Awards

- **Allowable:** refers to items of cost, that in general, are costs that can be funded with federal grant dollars as long as the cost fits within a framework of responsible stewardship of public funds.
- **Allocable:** the cost of the item is proportional to the benefit the program will receive from the cost (especially important when it comes to salaries)
- **Reasonable:** A cost is “reasonable” if, in its nature and amount, it does not exceed that which would be incurred by a prudent person
- **Necessary:** A cost is “necessary” if it meets an important program objective - it must address an existing need.

Allowable Expenditures

- **Administration Costs: 5% limit**
 - Includes administrator salary and benefits, operational costs, indirect costs, and the infrastructure funding agreement costs.
 - Special Rule: In cases where five percent is too restrictive to allow for federal administrative activities, the recipient may negotiate with the OAE to determine an adequate level of funds to be used for non-instructional purposes.
 - The Administrative Cost Negotiation Form can be found at:
<https://www.mccb.edu/offices/adult-education/grantopportunities>.

Allowable Expenditures (continued)

- Salary and Benefits
- Instructional Material
- Assessments
- Professional Development Activities

Unallowable Activities Examples

- Capital improvements which add permanent value;
- General purpose equipment; (e. g. furniture, microwaves, air conditioning, appliances)
- Food-related expenses;
- Scholarships and student aid costs;
- Lobbying;
- Gifts for instructors or students;
- Entertainment;
- Graduation expenses;
- Travel for anything other than approved adult education business;
- Expenses for anyone other than adult education staff.

Equipment

Grant recipients must have written policies and procedures for purchasing and expenditures to support allowable activities. All equipment purchases must be consistent with the requests in the approved budget. Inventory is subject to periodic program review and monitoring.

All equipment purchased with adult education funds shall remain the property of the State of Mississippi and is subject to the rules and regulations of the Mississippi Department of Finance Administration (DFA), through the life and disposition of said property. If equipment purchased with federal funds becomes unusable, equipment may be disposed in accord with local policies/procedures. If the equipment is no longer needed, the OAE office will assign the equipment to another Mississippi AEFLA program. It will be the responsibility of the two local grant recipient to complete the transfer.

Facilities

- The eligible provider shall provide suitable American Disabilities Act compliant space conducive to adult learning for the local literacy program.
- The facility shall include office space(s), adequate classrooms for instruction and separate space for orientation and testing.
- The learning environment must be in good condition and properly maintained. (State Requirement)

Monitoring & Technical Assistance

Fiscal and compliance monitoring is conducted throughout the year to determine compliance with federal and State Requirements.

- **Desk Top Monitoring/Data Reviews**
 - One hundred percent (100%) of AEFLA funded programs will be monitored annually
- **Monitoring Visits/On-Site Program Reviews**

Accountability and Performance

Outcomes

- **Employment Rate – 2nd Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Employment Rate – 4th Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program
- **Median Earnings – 2nd Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Accountability and Performance

Credential Attainment:

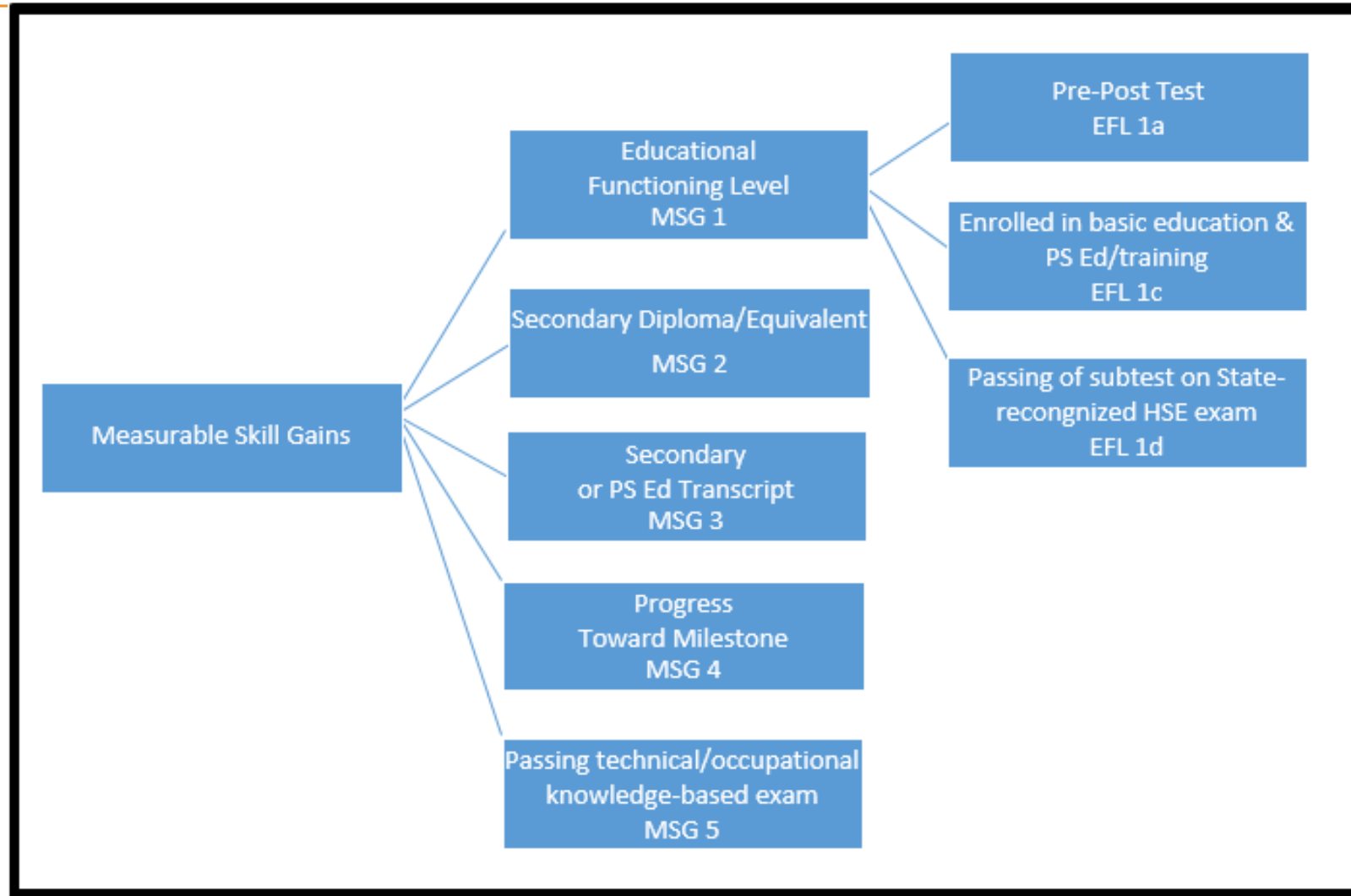
The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

Accountability and Performance

Measurable Skill Gains:

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

5 Types of Measurable Skill Gains



See page Section 2 of the Program Guidelines

Approved Assessments

Assessment Instruments	Adult Education Program Areas	
TABE CLAS-E	<ul style="list-style-type: none"> English as a Second Language (ESL) 	<ul style="list-style-type: none"> Integrated English Literacy and Civics Education (IELCE)
TABE	<ul style="list-style-type: none"> Adult Basic Education (ABE) 	<ul style="list-style-type: none"> Adult Secondary Education (ASE)
ACT [®] Applied Math	<ul style="list-style-type: none"> EFL 1-6 	
ACT [®] Workplace Documents	<ul style="list-style-type: none"> EFL 2-6 	

See page 5-6 of Assessment Policy

PY 2025 Negotiated Levels

Performance Indicators:	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	58.0%
Employment (Fourth Quarter After Exit)	59.5%
Median Earnings (Second Quarter After Exit)	\$4,200
Credential Attainment Rate	41.0%
Measurable Skill Gains	56.5%
Effectiveness in Serving Employers	Not Applicable

Pre-Award Risk Assessment Tool

- A risk assessment tool is used to select providers annually for a comprehensive compliance review, using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records.
- The Risk Assessment Tool is available on the website at:
<https://www.mccb.edu/offices/adult-education/grant-opportunities>

Federal Considerations

The thirteen considerations described in WIOA, Title II, Sec. 231 (e) are federal factors required to be considered to evaluate applications and determine funding decisions.

The 13 Considerations and corresponding questions are included as part of the RFP Application/s.

See page 22-23 of MS RFP Instructions & Guidelines and Application/s beginning with Section C.

Grant Assurances

The eligible provider accepts overall responsibility for ensuring grant funds are expended in accordance with the Workforce Innovation and Opportunity Act (WIOA)/Adult Education and Family Literacy Act (AEFLA), the General Education Provisions Act (GEPA), and other statutes applicable to the execution of a federally funded workforce/education program.

The applicant must sign and submit the Grant Assurance form found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.



Section III: Application Guidelines

RFP Format

The applicant is asked to be brief and concise in responding to the RFP questions and instructions.

Proposal Format

- a. Times New Roman or Calibri font, 12-point font, single-spaced, 1-inch margins and numbered pages.
- b. The signature page must include original signatures of the Authorized Representative, Program Administrator and Fiscal Manager in **BLUE INK**.
- c. No handwritten applications will be accepted.
- d. Incomplete application packages will not be considered.
- e. Adhere to word limits indicated after each criterion.
- f. PDF format.

Submission Deadline

March 31, 2025, 4:00 p.m., local time.

Applicants must submit three (3) complete copies of the RFP package.

One (1) electronic copy emailed in PDF format to adulthoodeducation@mccb.edu

Two (2) paper copies bearing original signatures in BLUE INK

Mail Paper Copies to:
Mississippi Community College Board
Office of Adult Education
Attn: Nikitna Barnes
3825 Ridgewood Road
Jackson, MS 39211

Timeline (page 30)

Date

FY 2026-2030 Request for Proposal (RFP) Released

January 1, 2025

Grant Application Bidders' Conference

February 14, 2025

Submit RFP Questions From Provider

March 10, 2025

Deadline to Submit Completed Grant Application Package

March 31, 2025

**Application Pre-Screen, Evaluation and Negotiation Processes
(including review by Local Workforce Development Boards)**

**April 1 – April 25, 2025
(LWDB Review: April 10 – April 25)**

Applicants Notified of Award Decisions

May 2025

Finalized Program List Released

June 2025

Official Letters Sent to Successful Applicants

June 2025

Appeal Due (If Applicable)

15 Days Post Rejection

Year One of Grant Contract Begins

July 1, 2025



Section IV: Application Review & Evaluation Process

Pre-Screening Process

All Grant Applications submitted by March 31, 2025, will be pre-screened prior to review to verify that the following criteria have been met:

- Complete application is submitted by the required due date and
- Demonstrated effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided.

Review Process – 3-Part Process

1. Applications will be reviewed by applicable Local Workforce Development Board(s) regarding the proposal's alignment with the local workforce development plan and the Boards will provide recommendations to the OAE to promote such alignment.
2. A review panel comprised of individuals with expertise in adult education and literacy will evaluate proposals, using a rubric-based evaluation tool. The panel will provide recommendations to the OAE regarding consideration for funding.
3. Pre-Award Risk Assessment Tool– (document available in the Resource Section on grant website)

Scoring Process

The request for proposal includes three funding sections:

- Section 231 (700 points),
- Section 225 (800 points), and
- Section 243 (800 points).

Refer to the scoring rubric for evaluation criteria.

Budget Review Process

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by the OAE and are subject to a negotiation process between OAE and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.

Appeal Process

Any person(s) aggrieved by the award decision that results from this RFP may appeal the decision to the State Director for Adult Education & High School Equivalency at the Mississippi Community College Board. The appeal must be submitted in writing within 15 calendar days of receipt of notification of award or rejection. Submit appeal to:

Mississippi Community College Board,
Office of Adult Education
Attn. Beth Little
3825 Ridgewood Road Jackson, MS 39211

In addition, a copy of the Official Letter of Appeal must be sent via email to adulthoodeducation@mccb.edu with the subject line: Official Letter of Appeal.

Resources

Applicants need to be familiar with the:

- Workforce Innovation & Opportunity Act, 2014
- Title II, Adult Education & Family Literacy Act
- MS Combined State Plan
- Local Workforce Development Plans
- RFP Instructions & Guidelines
- Education Department General Administrative Regulations (EDGAR)
- Office of Adult Education Program Guidelines
- Assessment Policy

***** RFP Definitions/Acronyms**



A **Smart Start** to your career.

Questions?