



THE VIRGIN ISLANDS DEPARTMENT OF
EDUCATION

**RFP-VIDE-2026-002: Announcement of Funding Availability
Competitive Sub-Grant Application for Adult Literacy Services**

**Adult Education and Family Literacy Act (AEFLA)
Workforce Innovation and Opportunity Act (WIOA) Title II**

Grant Period: July 1, 2024 to September 30, 2029

The Adult Education and Family Literacy Act programs are funded by *Title II: Adult Education and Family Literacy Act (AEFLA)*, authorized by Public Law 113-128, and administered by the Virgin Islands Department of Education

Instructions and general information outlined in this RFP applies to Title II Competitive Grant Application Package for funding streams:

- 231 Adult Education and Family Literacy and Act
- 225 Corrections and Other Institutionalized Individuals

Proposal Date: May 22, 2026

Application Due Date and Time: June 12, 2026 at 5:00 p.m. EST

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- Administrative Agency:** Virgin Islands Department of Education
State Office of Career, Technical and Adult Education
1834 Kongens Gade
St. Thomas, VI 00802
- Funding Authority:** Workforce Innovation and Opportunity ACT (WIOA) of 2014, Title II Adult Education and Family Literacy Act
- Funding Years:** July 1, 2024 to September 30, 2029
All grant periods are subject to one additional carryover year at the discretion of VIDE SOCTAE State Director. Carryover year automatically included in year one of each FY above.
- Funding is contingent upon the availability of funds from the US Department of Education**
- Bidder’s Meeting:** **May 28, 2026, 11:00 am -12:00 pm** -Virtual overview of the Title II Competitive Grant Application Package for 2024-2027 will be hosted via TEAMS.
- Eligible Applicants:** An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. The definition and requirements of demonstrated effectiveness, as outlined in this application packet can also be located at [34 CFR § 463.24 /section 116](#)
- Eligible applicants must submit a fully completed application to be considered for funding.
- Submission Deadline:** **Friday, June 12, 2026 at 5:00 p.m. EST**
- Inquiries:** All application inquiries must be in writing and emailed to the attention of The Division of Procurement, at bids@vide.vi. The subject line must reference “Title II, 231Application Question.” The question and answer period will begin on **May 22, 2026** and end on **May 29, 2026**. Application questions and their answers from this period will be posted on the Virgin Islands Department of Education’s [Division of Procurement – Request for Proposals \(RFP\) webpage at vide.vi](#) by **May 29, 2026**. **Questions will not receive an individual email response.**

Application Information

This part contains instructions, descriptions and information pertinent to full completion of the AEFLA Subgrant application. Please read this part in entirety. No responses are required in this information section.

Application Instructions

Using this application packet, an applicant may apply for one, or both of the Title II funded grant opportunities listed in this solicitation. **All applicants must submit parts I-A and I-B to be considered for review. Part I-B includes the grant application narrative (13 Considerations).**

Please note, *the 13 Considerations will satisfy the narrative requirements for AEFLA grant 231*. However, for section 225 Corrections and Other Institutionalized Individuals grant, in addition to completing the 13 considerations, all supplemental questions must be completed.

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

- Completed 231 Budget Document
- Completed 231 Budget Narrative

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

For the Corrections and Other Institutionalized Individuals grant 225, applicants must submit the following materials:

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

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

Local Workforce Development Board

Per 34 CFR 463.21, the state will consider the extent to which a provider's application aligns with the Local Workforce Development Board. All Title II, 231 and 225 adult education applications are required to be aligned with the USVI's WIOA Local Workforce Development Board (LWDB) [WIOA State Plan](#). Prior to evaluation and scoring, the adult education applications will be reviewed by the LWDB to ascertain the extent to which the application addresses the adult education and literacy needs identified in the LWDB plans. An evaluation will be provided by the LWDB, indicating whether, or not the applicant addresses the adult education and literacy needs identified in the LWDB's plan. The evaluation provided by the LWDB will be considered as part of the overall review process.

The grant applications will then be returned to the Virgin Islands Department of Education (VIDE) State Office of Career, Technical and Adult Education for evaluation by external grant reviewers. Each application will be evaluated using a rubric addressing the **seven requirements and thirteen considerations of the WIOA Title II, Adult Education, and Family Literacy Act**.

(Authority: 29 U.S.C. 3122(d)(11), 3321(e), 3322)

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Application Review Process

There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. The VIDE's State Office of Career, Technical and Adult Education (SOCTAE) will follow the Federal Secretary's guidance consistent with [34 CFR § 75.218](#) **Applications not evaluated or selected for funding** (Authority: 20 U.S.C. 1221e-3 and 3474).

Per [32 CFR § 200.332](#), VIDE will conduct Pre-Award Risk Assessment on the final slate of applicants once received from the WDB. To facilitate the risk assessment process, all applicants must complete the Risk Assessment Questionnaire (**APPENDIX A**) and submit:

- Two most recent audit reports
- A copy of their organization's fiscal policies and procedures, and
- Bank statement, or other evidence that the entity has sufficient funds to cover at least three months of adult education grant expenditures

VIDE may impose specific conditions on funded applicants. Per 2 CFR § 200.208, specific conditions may include, but are not limited to: regular desktop, or onsite monitoring, establishing additional prior approvals, and additional training, or technical assistance. Applicants on the Federal debarment list are ineligible to receive federal grant funds and will not be assigned a risk level; and therefore, will not be funded under this grant by VIDE.

The following chart outlines how VIDE will determine potential risk factors of high, medium, or low.

HIGH	<i>A score of < 120 require review for follow up and technical assistance. <u>If funded</u>, applicants at this risk level will automatically be imposed special conditions to ensure the appropriate use and implementation of the grant.</i> <i>Applicants scoring at less than 100 points will not be funded.</i>
MEDIUM	<i>A score of 120-159 requires evaluation of areas that require technical assistance to ensure the appropriate use and implementation of the grant award. If funded, special conditions may be imposed.</i>
LOW	<i>A score of 160-170 demonstrates a low risk for potential waste, mismanagement and noncompliance, or fraud.</i>

VIDE's SOCTAE will verify all applications for eligibility. **Ineligible applications will not be forwarded for funding consideration.** Applicants who are deemed ineligible for funding will be notified via e-mail and mailed correspondence, by VIDE's SOCTAE Director *within three business days* of applicant's verification of ineligibility. If an applicant requests an explanation of the reason its application was not evaluated or selected, the VIDE will provide that explanation *within 14 business days via e-mail and mailed correspondence*. All eligible applications will be submitted by VIDE to the LWDB for application review for consistency and alignment with the LWDB's plan. The LWDB will then make recommendations to VIDE's SOCTAE for consideration as explained in the respective section for the Workforce Board in this packet.

Each application will be evaluated solely on the criteria identified in this application. Receipt of a grant award in a previous competition is not, and should not be regarded as a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded from applying for funding in the current competition.

Section 231 Application

A maximum of 170 points may be earned on the 231 application. A minimum of 100 points must be earned for the application to be considered for funding. Each application will be read by a team of five individuals who are professionals in adult education and literacy, three of which will be from outside the USVI. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted to the VIDE’s Procurement Division.

Next, these scores will be averaged by the Procurement Compliance Team, arriving at one final score for each section 231 application.

Reviewers will not provide written comments to applicants about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Section 225 Application

A maximum of 170 points may be earned on the 225 Corrections and Other Institutionalized Individuals supplemental questions. A minimum of 100 points must be earned for the application to be considered for funding. Each application will be read by a team of five individuals who are professionals in adult education and literacy, three of which will be from outside the USVI. These readers will independently review and score each of the applications assigned to them. Their scores will be submitted to the VIDE’s Procurement Division.

Next these scores will be averaged by the Procurement Compliance Team, arriving at one final score for each section 225 application.

Reviewers will not provide written comments to applicants about the application responses. The scores arrived at through this process are considered final and may not be appealed.

Proposal Submission and Deadline



Submission Deadline

If you are e-mailing your application(s), application submission(s) must be emailed to bids@vide.vi. In addition to an applicant’s electronic submission(s), a hard copy of the original signature page(s) (page 1 of the RFP application) may be submitted to Procurement by email, or registered mail, postmarked no later than 5:00 pm of the submission deadline for the application:

Virgin Islands Department of Education
Attention: Procurement Division
#1834 Kongens Gade
St. Thomas, VI 00802

The deadline for application submission with all attachments is Friday, June 12, 2026 at 5:00 pm. Any applications submitted after the deadline **will not** be considered.

If you are mailing your application(s) via US mail, submit one (1) original and four (4) copies of each completed application with all attachments. Application packages ***MUST*** be postmarked no later than Friday, June 12, 2026 at 5:00 pm, to be eligible for consideration. Application packages should be mailed to:

Virgin Islands Department of Education
Attention: Procurement Division
#1834 Kongens Gade
St. Thomas, VI 00802

If you are hand delivering your application(s), submit one (1) original and four (4) copies of each completed application with attachments. The **application packets *must be sealed* and electronic date stamped by VIDE as being received no later than 5:00 pm on Friday June 12, 2026 at 5:00 pm**. All packets must be delivered to:

Virgin Islands Department of Education
Attention: Procurement Division
8268 Crown Bay Center
161A Subbase, 2nd Floor
St. Thomas, VI 00802

Notification of application receipt will be emailed within three (3) business day of receipt. If notification is not received within this time, please email procurement@vide.vi to ensure your application(s) was/were received.

This is a Federal award. The application(s) must be completed using the guidance of this RFP. In addition to its own Procurement guidance, the VIDE will follow the Secretary's guidance outlined in [34 CFR § 75.216](#) **Applications not evaluated for funding**. Applications that are representative of the following ***will not*** be evaluated.

- Hand-written applications
- Late applications may be accepted but they will not be evaluated.
- Ineligible applications
- Applications not complying with all of the procedural rules governing application submission
- Applications not containing information required under the program
- Proposed projects that cannot be funded under the authorizing statute, or implementing regulations for the program

Award Start and Duration of Grant

Grants will be awarded for a four-year term beginning with the 2024-2025 fiscal year. Funding is subject to continued Federal appropriations (**the State will allow for pre-award costs for funded programs under the FY 2024 award in accordance with [34 CFR Subtitle A-76.708\(c\)](#) and [§ 200.458 Pre-award costs.](#)**

- The FY 2024-2025 Period of Performance obligation period commenced July 1st, 2024 through September 30th, 2025 for obligations, with a liquidation period through December 31st, 2025.
 - Pursuant to 34 CFR Part 76.709, if all FY 2024 funding have not been obligated and liquidated by December 31st, 2024, the funding period will automatically carryover through September 30th, 2026 for obligations and December, 30th 2026 for liquidations. This is called the “Tydings Period”. Pre-award costs will be applied to FY 2024 for all funded subgrantees in accordance with [34 CFR Subtitle A-76.708\(c\)](#) and [§ 200.458 Pre-award costs.](#)
- The FY 2025-2026 Period of Performance commenced July 1st, 2025 through September 30th, 2026 for obligations, with a liquidation period through December 31st, 2026.

- Pursuant to 34 CFR Part 76.709, if all FY 2025 funding have not been obligated and liquidated by December 31st, 2026, the funding period will automatically carryover through September 30th, 2027 for obligations and December, 30th 2027 for liquidations. This is called the “Tydings Period”.
 - The FY 2026-2027 Period of Performance will start on July 1st. 2026 through September 30th, 2027 for obligations and all funds must be liquidated by December 31st, 2027.
 - Pursuant to 34 CFR Part 76.709, if all FY 2026 funding have not been obligated and liquidated by December 31st, 2027, the funding period will automatically carryover through September 30th, 2028 for obligations and December, 30th 2028 for liquidations. This is called the “Tydings Period”.
 - The FY 2027-2028 Period of Performance will start on July 1st. 2027 through September 30th, 2028 for obligations and all funds must be liquidated by December 31st, 2028.
 - Pursuant to 34 CFR Part 76.709, if all FY 2027 funding have not been obligated and liquidated by December 31st, 2028, the funding period will automatically carryover through September 30th, 2029 for obligations and December, 30th 2029 for liquidations. This is called the “Tydings Period”.
- All awards are subject to the receipt of Federal funding.
 - If funded, sub-grantees will receive an *Award Notification* that specifies timelines for each funding year.
 - If funded, sub-grantees will receive instructions on how to request funds through VIDE when all required signatures on the Subgrant Agreement are in place.

Records Maintenance

All documents related to the Title II Competitive Grant Application, including the application and review materials, will be maintained for five years from the application date in a secure location at the VIDE’s State Office of Career, Technical and Adult Education.

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Background

The Workforce Innovation Opportunity Act (WIOA), (a revision of the Workforce Investment Act of 1998 (WIA)), was signed into law in July 2014. WIOA supports innovative strategies to keep pace with changing economic conditions and seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education, and vocational rehabilitation activities. The four core programs under WIOA are:

- Adult, Dislocated Worker, and Youth formula programs administered by the Department of Labor (DOL) under Title I;
- Adult Education and Literacy program administered by the Department of Education (ED) under Title II;
- Wagner-Peyser Act employment services program administered by DOL under Title III; and
- Vocational Rehabilitation Act (programs under the Voc. Rehab Act), administered by ED under Title IV. [29 U.S. Code 3101](#), et seq. In the USVI, these programs are administered through the VI Department of Human Services.

The intent of WIOA is for increased coordination of the core programs. This is established through submission of a USVI Unified State Plan. Plans are available at <https://wioaplans.dol.gov/>. In the USVI WIOA State Plans benefits for Adult Education establish common performance measures across core programs such as: percentage of program participants in unsubsidized employment during the second and fourth quarter after exit; median earnings; percentage of participants who obtain a postsecondary credential or diploma during participation or within one year after exit; participants achieving measurable skill gains; and effectiveness in serving employers. Additional benefits of WIOA for Adult Education programs:

- Strengthen alignment between adult education, postsecondary education, and employers (WIOA recognizes that the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce)
- Support educational and career advancement for incarcerated individuals
- Encourage establishment of a high-quality local adult education delivery system
- Support professional development opportunities and innovative models to enhance adult education programs.
- Promote activities to improve the quality of adult education programs.
- Codifies the Integrated English Literacy and Civics Education (IELCE) program.

Introduction and Purpose

The United States Virgin Islands Department of Education (VIDE) State Office of Career, Technical & Adult Education (SOCTAE) is soliciting Requests for Proposals (RFP) from eligible providers within the United States Virgin Islands (USVI) to develop, implement, and improve adult education and literacy activities within the Territory. Eligible providers must use the funding to establish, or operate programs that provide adult education and literacy activities outlined within the scope of performance indicated in this RFP.

Title II of the Workforce Innovation and Opportunity Act (WIOA) Public Law 113-128 is the principal source of federal funding for states for adult education programs. The Office of Career, Technical, and Adult Education's (OCTAE) Division of Adult Education and Literacy (DAEL) administers the Adult Education Family and Literacy Act (AEFLA) through the US Department of Labor. [34 CFR. § 463.1](#) notes that the purpose of AEFLA's basic state grant program is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to -

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that -
 - (1) Are necessary to becoming full partners in the educational development of their children; and
 - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and

- (d) Assist immigrants and other individuals who are English language learners in -
- (1) Improving their -
 - (i) Reading, writing, speaking, and comprehension skills in English; and
 - (ii) Mathematics skills; and
 - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

(Authority: 29 U.S.C. 3271)

Section 231 (AEFLA), Service Activities

This section is designed to detail the types of services the proposed Adult Education program will provide to eligible individuals under WIOA Section 231.

Adult Education - academic instruction and education services below the postsecondary level that increase 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.

[29 U.S. Code 3272\(1\)](#)

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

[29 U.S. Code 3272\(13\)](#)

Workplace Adult Education and Literacy Activities - adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

[29 U.S. Code 3272\(16\)](#)

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

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

[29 U.S. Code 3272\(9\)](#)

Special Rule: *Subgrantees shall not use any funds made available under Title II for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals described in section 203(4), except that subgrantees may use such funds if the programs, services, or activities are related to family literacy activities. In providing family literacy activities under Title II, the subgrantee shall attempt to coordinate with non-AEFLA programs and services prior to using AEFLA funds for these programs, services, or activities.*

English Language Acquisition Activities - The term “English language acquisition program” means a program of instruction—

- 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
- That leads to—
 - i. Attainment of a secondary school diploma or its recognized equivalent; and
 - ii. Transition to postsecondary education and training; or
 - iii. Employment.

[34CFR 436.31](#)

Integrated English Literacy and Civics Education -

- a) Integrated English literacy and civics education services are 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.
- c) Such educational services must be delivered in combination with integrated education and training activities.

[34CFR 436.33](#) and [34CFR436.70](#)

Workforce Preparation Activities - include 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:

- a) Utilizing resources;
- b) Using information;
- c) Working with others;
- d) Understanding systems;
- e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- f) Other employability skills that increase an individual's preparation for the workforce.

[34CFR436.34](#)

Integrated Education and Training - refers to 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.

[34CFR436.35](#)

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AEFLA Unapproved Activities

This section provides examples of unapproved activities under WIOA Section 231. No responses are required in this section.

Grant recipients cannot use Section 231 funds to participate in, support, or encourage unapproved activities. Examples of unapproved activities include, but are not limited to:

- Providing continuing education or enrichment classes that do not promote the objectives of AEFLA
- Workforce Innovation and Opportunity Act (WIOA) to assist eligible individuals in meeting education and career goals not consistent with AEFLA approved activities
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing directly or indirectly any activity designed to influence the outcome of an election to any public office
- Impairing existing contracts for services or collective bargaining agreements
- Conducting high school equivalency testing, including using Section 231 funds to support costs associated with the testing proctor, the testing location, official test fees, or the delivery of tests to test-takers

This is not an exhaustive list of unapproved activities. Applicants must demonstrate that services provided meet the qualifications of one or more approved activities.

Section 225 (Programs for Corrections Education and the Education of other Institutionalized Individuals), Service Activities

[34 CFR § 463.60](#) Programs for Corrections Education and the Education of other Institutionalized

Individuals:

(a) Authorized under section 225 of the Act, programs for corrections education and the education of other institutionalized individuals require each eligible agency to carry out corrections education and education for other institutionalized individuals using funds provided under section 222 of the Act.

(b) The funds described in paragraph (a) of this section must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for -

- (1) Adult education and literacy activities;
 - (2) Special education, as determined by the eligible agency;
 - (3) Secondary school credit;
 - (4) Integrated education and training;
 - (5) Career pathways;
 - (6) Concurrent enrollment;
 - (7) Peer tutoring; and
 - (8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.
- (Authority: 29 U.S.C. 3302, 3305):

[34 CFR §463.62](#) Priority for programs that receive funding through programs for Corrections Education and Education of other Institutionalized Individuals:

Each eligible agency using funds provided under Programs for Corrections Education and Education of Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

(Authority: 29 U.S.C. 3305)

[34 CFR § 463.63](#) How funds under programs for Corrections Education and Education of other

Institutionalized Individuals may be used to support transition to re-entry initiatives and other post-release services with the goal of reducing recidivism:

Funds under Programs for Corrections Education and the Education of Other Institutionalized Individuals may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Such funds may not be used for costs for participation in post-release programs or services.

(Authority: 29 U.S.C. 3305)

Available Funds

Approximately \$494,484.16 is estimated to be available for AEFLA program instruction (WIOA Sec. 222(a)(1)) for the 2024-2025 fiscal year with no more than 20% of those funds available for programs for corrections education and other institutionalized individuals.

AEFLA Subgrant Floor - \$25,000

Corrections Subgrant Floor - \$20,000

AEFLA Subgrant Ceiling - \$100,000

Corrections Subgrant Ceiling - \$98,896.83

Approximately \$437,654.68 is estimated to be available for AEFLA program instruction (WIOA Sec. 222(a)(1)) for the 2025-2026 fiscal year with no more than 20% of those funds available for programs for corrections education and other institutionalized individuals.

AEFLA Subgrant Floor - \$25,000

Corrections Subgrant Floor - \$20,000

AEFLA Subgrant Ceiling - \$100,000

Corrections Subgrant Ceiling - \$87,530.94

Supplement not Supplant

Section 241 of WIOA specifies that Title II AEFLA funds must be used to supplement and not supplant other state, or local funds for adult education and literacy activities. Supplanting occurs when a funded organization deliberately reduces state, or local funds because it receives federal funds.

Eligible Applicants

[34 CFR § 463.23](#) Who is eligible to apply for a grant or contract for adult education and literacy activities? An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract.

- (a) A local educational agency;
- (b) A community-based organization or faith-based organization;
- (c) A volunteer literacy organization;
- (d) An institution of higher education;
- (e) A public or private nonprofit agency;
- (f) A library;
- (g) A public housing authority;
- (h) A nonprofit institution that is not described in any of [paragraphs \(a\)](#) through [\(g\)](#) of this section 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 [paragraphs \(a\)](#) through [\(h\)](#) of this section; and
- (j) A partnership between an employer and an entity described in any of [paragraphs \(a\)](#) through [\(i\)](#) of this section. (Authority: 29 U.S.C. 3272(5))

[34 CFR § 463.24](#) How must an eligible provider establish that it has demonstrated effectiveness?

- (a) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.
- (b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:
- (1) An eligible provider that has been funded under Title II of the Act must provide performance data required under [section 116](#) to demonstrate past effectiveness.
 - (2) An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section.

(Authority: 29 U.S.C. 3272(5))

Primary Indicators of Performance for the AEFLA program

[§ 463.155](#) What are the primary indicators of performance under the Workforce Innovation and Opportunity Act?'

There are six (6) primary indicators of performance for the AEFLA program. Responders are required to familiarize themselves with the primary indicators outlined in [34 CFR § 463.155](#)

Accessibility to Apply for Funding

[34 CFR Subpart C § 463.20 \(c\)\(1\)](#) All eligible providers will have direct access to apply and compete for the AEFLA grant.

Assignment and Subcontracting

Subgrantees may not subcontract, transfer, or assign any portion of the award as a result of this RFP without prior written approval from the State Office of Career, Technical and Adult Education. The State reserves the right to refuse approval, at its sole discretion, of any subcontract, transfer, or assignment.

- If a Respondent intends to use subcontractors if awarded, the response to this RFP must specifically identify the scope and portions of the work each subcontractor will perform in alignment with the approved application and required program regulations.
- Disclosure of subcontractors in response to this RFP will not be deemed as approved by the State. Approval will be expressed in the Subgrantees executed agreement with the State if awarded.
- A Subgrantee may only substitute an approved subcontractor at the discretion of the State and with the State's prior, written approval.
- Notwithstanding any State approval relating to subcontracts, Subgrantees who are awarded pursuant to this RFP will be responsible for all work under the Subgrant agreement.

Contractual Documents:

All applications and subsequent contract and supporting documents must reflect the legal name of the entity.

Supporting documents that must be submitted prior to contract execution and within the time established by the Government shall include, but not be limited to, the following:

- **Certificate of Resolution**, as to the authorized negotiator and signer of a contract.
- Current **Virgin Islands Business License** issued to the legal name of record of the entity by the Government of the Virgin Islands, Department of Licensing and Consumer Affairs; and if applicable, copy of current business license issued by state, city or county in which the foreign corporation is operating.
- Current **Certificate(s) of Good Standing/Existence**, in legal name of the Contractor by the Virgin Islands Office of the Lt. Governor, Division of Corporations and Trademarks; and if company is not locally formed, an original *Certificate of Good Standing*, *Certificate of Existence*, or *Certificate of Status* from the state of registration.
- **Certificate of Issuance or Renewal of Trade Name** issued by the Virgin Islands Office of the Lt. Governor, Division of Corporations and Trademarks, if applicable.
- **Articles of Incorporation or Organization**, as applicable; or documents governing operation.
- **Certificate of Liability Insurance** indicating proof of coverage of **General Liability/Public Liability Insurance** - each of no less than One Hundred Thousand Dollars (\$100,000.00) for any one occurrence. The Contractor must provide a *Certificate of Liability Insurance* and *Declaration/Endorsement* pages that indicating that the Government of the Virgin Islands, Department of Education, as “**certificate holder**” and an “**additional insured**” on the **General Liability/Public Liability Insurance**.
- **Certificate of Government Insurance/Copy of Certificate** providing firm/agents are covered by Workers’ Compensation Employee’s Liability.
- **System for Award Management (SAM)** certifying the Contractor’s’ eligibility to receive contract awards appropriated with federal funds; www.sam.gov.

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Application Packet Requirements

Page setup

- Paper size: Standard US 8 ½" x 11
- Margin: at least one-half (0.5) inch margins (top, bottom, left, and right)
- No information should appear in the margins.

Font

- Font type: Times New Roman
- Font color: black
- Font size: 12 points
- A Symbol font may be used to insert Greek letters or special characters; the font size requirement still applies.

Type density

- No more than 15 characters per inch including characters and spaces
- No more than six lines per inch
In Word this means a minimum line spacing of 'exactly 12pt'. Make sure to check that ascenders and descenders don't run into each other (will depend on font and size). Consider using 13-14pt line spacing to improve readability.

Figures

- Figures do not need to follow font guidelines above, but must be readable as printed on an 8.5 x 11 inch page at normal (100%) scale.
- The maximum size of images to be included should be approximately 1200 x 1500 pixels using 256 colors. Must use image compression such as JPEG or PNG. Do not include figures or photographs as separate attachments either in the Appendix or elsewhere in the application.

Section I: Application Introduction (not scored)

- Part 1A: Cover Page – Applicant Information
- Part IB: Program Assurances Form
Table of Contents

Part IC: Demonstrated Effectiveness (no more than two pages)

Performance record and participant outcomes

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Section II: Narrative (13 Considerations, no more than 20 pages) The following outlines criteria, as specified in WIOA Sec. 231 that States are required by federal statute to consider when awarding AEFLA funds, will be used by reviewers to evaluate the application as a whole.

Executive Summary- Provide a brief description (no more than one page) of the applicant’s program to be funded by the AEFLA Grant Program. This summary does not count toward the narrative page limit.

- Section A: Needs Assessment
- Section B: Serving Individuals with Disabilities
- Section C: Past Effectiveness
- Section D: Alignment with One-Stop Partners and Coordination with Other Agencies
- Section E: Intensity, Duration, and Flexible Scheduling
- Section F: Evidence-Based Instructional Practices
- Section G: Effective Use of Technology and Distance Education
- Section H: Facilitate Learning in Context
- Section I: Qualified Instructors and Staff
- Section J: Partnerships
- Section K: Support Services
- Section L: High-Quality Information and Data Collection Systems
- Section M: Budget Narrative

Optional Narratives (no more than 3 pages each)

- Section N: Sec. 225 Corrections and/or Institutionalized Individuals (If Applicable)

Required Attachments:

- RFP- Budget Detail
- RFP- Budget Priorities Narrative

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APPLICATION

Application Checklists

This section will aid applicants in finalizing application materials and will not be reviewed.

Parts 1 – 3, Application Information and Applicant Eligibility Checklist

- Cover Page complete
- Organization Type complete
- Consortium Members complete, if applicable
- Demonstrated Effectiveness complete for each applicant or consortium member
- Service to Eligible Individuals complete
- General Education Provisions Act (GEPA) complete
- Program Income complete
- Controls and Spending complete
- Acknowledgements complete
- Pre-Award Risk Assessment Tool complete
- Signatures complete

Parts 4 – 6, WIOA Section 231 Adult Education and Family Literacy Act Checklist

- Cover Page complete
- Section 231 (AEFLA) Budget complete
- Section 231 (AEFLA) Signatures complete
- Section 231 (AEFLA) Sponsoring Institution complete
- Section 231 (AEFLA) Service Area Questions and Acknowledgements complete and map attached
- Section 231 (AEFLA) Service Activities Questions complete
- Section 231 (AEFLA) Personnel complete: Résumés attached, Job descriptions attached
- Section 231 (AEFLA) Locations complete
- Section 231 (AEFLA) Physical and Digital Resources complete
- Section 231 (AEFLA) Projected Enrollment complete
- Section 231 (AEFLA) WIOA Consideration 1 complete
- Section 231 (AEFLA) WIOA Consideration 2 complete
- Section 231 (AEFLA) WIOA Consideration 3 complete
- Section 231 (AEFLA) WIOA Consideration 4 complete and One-Stop MOU/letter attached
- Section 231 (AEFLA) WIOA Consideration 5 complete
- Section 231 (AEFLA) WIOA Consideration 6 complete
- Section 231 (AEFLA) WIOA Consideration 7 complete
- Section 231 (AEFLA) WIOA Consideration 8 complete
- Section 231 (AEFLA) WIOA Consideration 9 complete
- Section 231 (AEFLA) WIOA Consideration 10 complete with at least three (3) letters attached
- Section 231 (AEFLA) WIOA Consideration 11 complete
- Section 231 (AEFLA) WIOA Consideration 12 complete
- Section 231 (AEFLA) WIOA Consideration 13 complete

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Parts 7 – 9, WIOA Section 225 Corrections and Other Institutionalized Individuals Checklist

- Cover Page complete
- Section 225 (Corrections) Budget complete
- Section 225 (Corrections) Signatures complete
- Section 225 (Corrections) Sponsoring Institution complete
- Section 225 (Corrections) Service Facilities complete and map attached
- Section 225 (Corrections) Service Activities Questions complete
- Section 225 (Corrections) Personnel complete, Résumés attached, Job descriptions attached
- Section 225 (Corrections) Locations complete
- Section 225 (Corrections) Physical and Digital Resources complete
- Section 225 (Corrections) Projected Enrollment complete
- Section 225 (Corrections) WIOA Consideration 1 complete
- Section 225 (Corrections) WIOA Consideration 2 complete
- Section 225 (Corrections) WIOA Consideration 3 complete
- Section 225 (Corrections) WIOA Consideration 4 complete and One-Stop MOU/letter attached
- Section 225 (Corrections) WIOA Consideration 5 complete
- Section 225 (Corrections) WIOA Consideration 6 complete
- Section 225 (Corrections) WIOA Consideration 7 complete
- Section 225 (Corrections) WIOA Consideration 8 complete
- Section 225 (Corrections) WIOA Consideration 9 complete
- Section 225 (Corrections) WIOA Consideration 10 complete
- Section 225 (Corrections) WIOA Consideration 11 complete
- Section 225 (Corrections) WIOA Consideration 12 complete
- Section 225 (Corrections) WIOA Consideration 13 complete

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Part 1A: Applicant Cover Page Section 231

Complete the following tables in entirety. Do not insert *refer to other fields* in any section of any table. If an individual have multiple roles, fill in the duplicate information (e.g., if the head of a sponsoring institution provides direct oversight of the Adult Education program, please fill in each section with the individual’s information).

Applicant Information	
Program Name:	
Name of Sponsoring Institution:	
Sponsoring Institution Federal Unique Entity Identifier (UEI):	
Website:	
DUNS#:	
SAM Registration:	
Main Address of Sponsoring Institution:	
Head of Sponsoring Institution Name:	
Head of Sponsoring Institution Phone:	
Institution’s Direct Oversight of the Adult Education Program Name:	
Direct Oversight Email:	
Direct Oversight Phone:	
Director of the Adult Education Program (Name):	
Director of the Adult Education Program (Mailing Address):	
Director of the Adult Education Program (Telephone):	
Director of the Adult Education Program (Email):	

Check the box that best represents the provider type. Only one box can be selected

<input type="checkbox"/> Local education agency	<input type="checkbox"/> Institution of higher education
<input type="checkbox"/> Community-based or faith-based organization	<input type="checkbox"/> Public or private nonprofit organization
<input type="checkbox"/> Volunteer literacy organization	<input type="checkbox"/> Library
<input type="checkbox"/> Public housing authority	<input type="checkbox"/> Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities previously described
<input type="checkbox"/> Partnership between an employer and an entity previously described	<input type="checkbox"/> Nonprofit institution not previously described and has the ability to provide adult education and literacy activities to eligible individuals
<input type="checkbox"/> Other—Please explain:	

Program Manager Information (must be an employee of the applicant)

Name	
Mailing Address	
Telephone	
Title	
Email	

Sponsoring Institution Fiscal Manager Information

Name	
Mailing Address	
Telephone	
Title	
Email	

Applicant Organization intends to apply for (*mark one or more*):

- Basic AEFLA funding**
- Correction Education (Section 225)**

Projected total program participants to be served each FY:

ABE:
 ASE:
 ELA:
 Correction Education:

Corrections: (*enter number of AEFLA participants to be served in correctional settings; this is a sub-set, not additional learners*)

Amount Requested FY 24: Indicate the amount of funds being requested

AEFLA Floor \$25,000, Ceiling: \$100,000	CORRECTIONS Floor \$20,000, Ceiling \$98,896.83
2024-2025 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____
2025-2026 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____
2026-2027 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____

*** Amount requested may not be the amount provided. This subgrant is subject to the availability of funding..*

Amount Requested FY 25: Indicate the amount of funds being requested

AEFLA Floor \$25,000, Ceiling: \$100,000	CORRECTIONS Floor \$20,000, Ceiling \$87,530.94
2024-2025 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____
2025-2026 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____
2026-2027 Basic AEFLA funding: \$ _____	Correction Education funding: \$ _____

*** Amount requested may not be the amount provided. This subgrant is subject to the availability of funding..*

Part IB: Program Assurances Form

The appropriate authorized representative must sign below to indicate approval of the contents of the application for the Adult Education and Family Literacy Program, and if funded, receipt of program funds.

By submission of this application for funding, _____ hereby acknowledges that if awarded, in consideration of the receipt of these grant funds, the General Assurances for all federal grants, the program specific assurances for the AEFLA grant and the terms therein are specifically incorporated by reference in this application; and that all program and administrative requirements will be met including the following conditions of the AEFLA Grant Program funding:

- The applicant will not use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.
- The applicant will enter into a local memorandum of understanding with the Local Workforce Development Board which it services, relating to the operations of the one-stop system, and will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.
- The applicant will use a portion of the awarded funds to maintain the one-stop delivery center, in accordance with the methods agreed upon by the Local Workforce Development Board and described in a memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding.
- The applicant understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state, or local public funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements, including 2 CFR Part 200 Subpart E – Cost Principles
- The applicant will ensure that the Program Director has adequate time and resources to meet the expectations and fulfill the requirements of the management of the AEFLA grant-funded program.
- The applicant will provide a description of how funds awarded under this subtitle will be spent.
- The applicant understands and accepts that each program receiving a grant under this subtitle must maintain separate records of actual expenditures for each budget, and state, program income, local funds used for match or maintenance of effort.
- The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education and family literacy activities.
- The applicant will participate in annual program evaluation including but not limited to onsite reviews, data reviews, and desk monitoring processes.
- The applicant understands and accepts that not more than 5% of federal AEFLA funds secured through this application process may be used to fund administrative expenses unless otherwise negotiated in writing with the Virgin Islands Department of Education.

Name of Head of Agency/Organization

Signature of Head of Agency/Organization

Name of Fiscal Agent’s Authorized Representative

Signature of Fiscal Agent’s Authorized Representative

Determining Eligibility [34 CFR § 463.23](#)

The purpose of this section is to verify the applicant's eligibility to be a grant recipient in providing Adult Education & Family Literacy services. Applications that are incomplete, or cannot demonstrate eligibility will not be reviewed, scored, or considered for funding by the review committee.

Part IC: Demonstration of Past Effectiveness [34 CFR § 463.24 /section 116](#)

Directions: Indicate whether your organization has previously received funds under the Workforce Innovation & Opportunity Act (WIOA).

If your answer below is “Yes”, complete the Previously Funded section by filling in Table 1.1 and Table 1.2 by providing performance data required under WIOA §116 to demonstrate past effectiveness. This data must be obtained from performance data submitted by your program in LACES during your last Period of Performance.

If your answer below is “No”, complete the Not Previously Funded section by filling in Table 1.3 and Table 1.4 by providing performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals.

Organizations that have not previously received funds under WIOA Title II must have data in at least one section of the two data tables below. N/A may be indicated in areas that do not have data.

NOTE: Consortium entities, please complete and attach a Demonstrated Effectiveness for Consortia document with the performance data for each organization within the consortium. Eligibility will be determined for each individual entity, and *all entities must be eligible for the consortium to be eligible.*

Has your organization previously received funds under WIOA Title II (One box must be checked)?

Yes

No

Threshold for Demonstration of Effectiveness

To demonstrate effectiveness, applicants must meet the threshold of one percent for all applicable performance indicators in the requested fiscal years. Current providers that are required to report median earnings data must meet the threshold of \$500 for each FY.

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Previously Funded- TABLE 1.1

Number of Participants* by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**							
Integrated Education and Training Program							
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition/ESL****							
Integrated Education and Training Program							
Integrated Education and Training Program							
Total							

Enter the number of participants by program type and age, non-duplicated.

Please refer to **Attachment-A NRS Test Benchmarks** for a descriptive of the Test of Adult Basic Education Levels for ABE, ASE and ESL.

Previously Funded- TABLE 1.2

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Educational Functioning Level Data - Currently Funded AEFLA Programs														
Educational Functioning Level (Grade Level Estimate) NRS Table 4	Number of Participants		Number with EFL Gain For ELA/Literacy or ELP by pre-post testing		Percentage Achieving ELA/Literacy or ELP EFL Gains		Number with EFL Gain For Mathematics by pre-post testing		Percentage Achieving Mathematics EFL Gains		Number with EFL Gain by Transition to Post-secondary Education		Percentage Achieving EFL Gain by Transition to Postsecondary Education	
	PY 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25
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														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														

Previously Funded- TABLE 1.3

CORE Follow-Up Measures -AEFLA (List Percentages)								
Core Follow-Up Outcome Achievement	Core Follow-Up Outcome		Core Follow-Up Outcome		Core Follow-Up Outcome		Core Follow-Up Outcome	
	Achievement 23/24	Achievement 24/25	Achievement 23/24	Achievement 24/25	Achievement 23/24	Achievement 24/25	Achievement 23/24	Achievement 24/25
Employed second quarter after exit								
Employed fourth quarter after exit								
Attained diploma/equivalent and enrolled in Post-secondary/Training within one year of exit								
Attained diploma/equivalent and employed within one year of exit								
Attained a postsecondary credential while enrolled or within one year of exit								

Not Previously Funded- TABLE 1.4

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

Educational Content	Number of Eligible Individuals* enrolled and receiving instruction in the Education Content		Number of Eligible Individuals* with demonstrated improvement of skills in Educational Content		Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Content	
	Achievement 23/24	Achievement 24/25	Achievement 23/24	Achievement 24/25	Achievement 23/24	Achievement 24/25
Reading						
Writing						
Math						
English Language Acquisition						
Civics/Citizenship Education Workforce Prep/employability skills						

*Eligible Individuals are learners who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under USVI Law, AND are basic skills deficient, or do not have a secondary diploma, or are English Language Learners.

Not Previously Funded-- TABLE 1.5

Data for Applicants NOT 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 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25
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 23/24	PY 24/25	PY 23/24	PY 24/25	PY 23/24	PY 24/25
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						

*Eligible Individuals are learners who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under USVI Law, AND are basic skills deficient, or do not have a secondary diploma, or are English Language Learners.

Not Previously Funded—Explanation of Data Collection

Please use this space to describe your method of data collection if you were not previously funded under AEFLA, WIOA Title II

[Empty text area for data collection explanation]



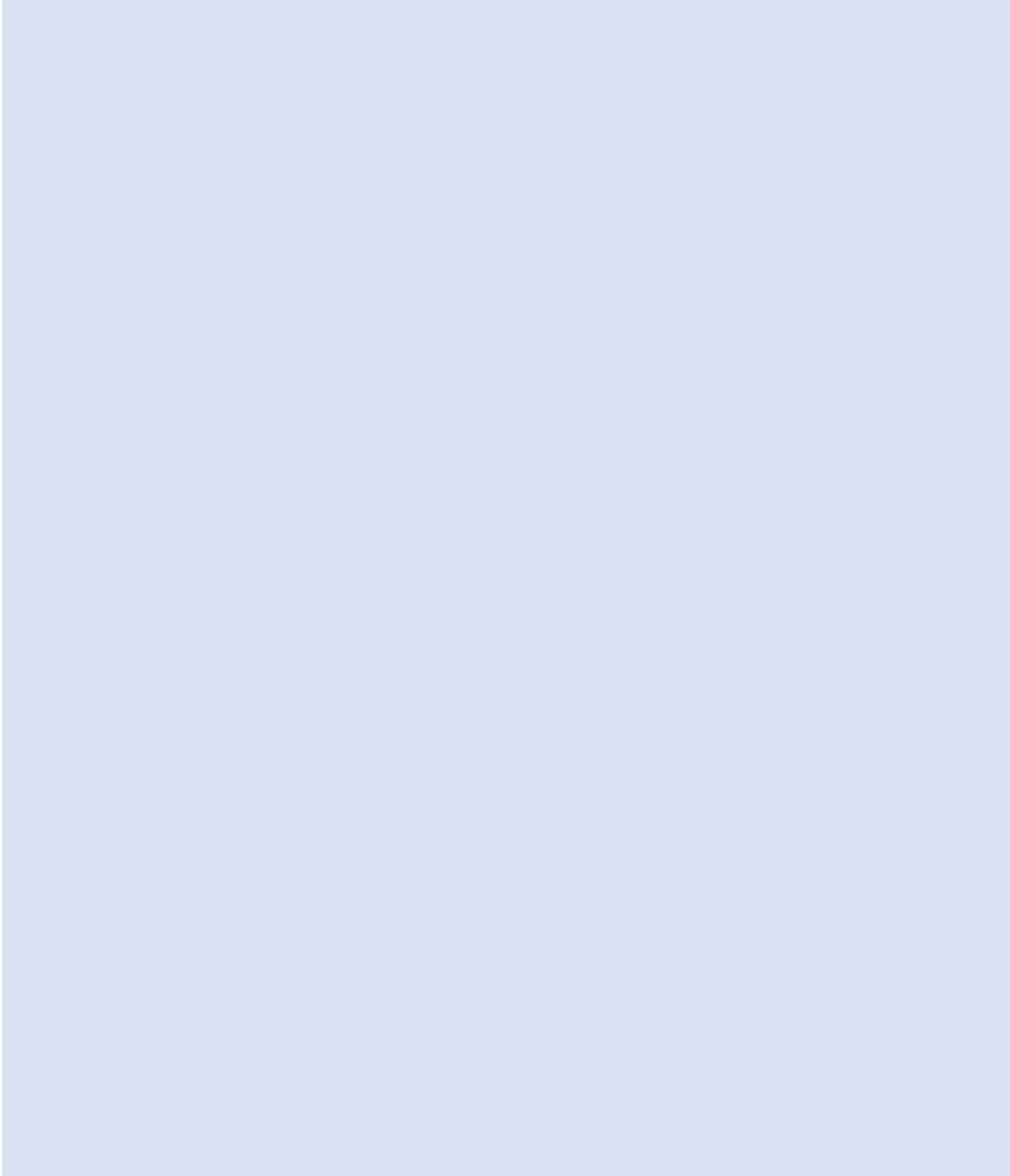
If you are unable to provide the required *Demonstration of Past Effectiveness* data, this means you are not eligible for the AEFLA grant. Please stop now and do not proceed with the grant application. *Ineligible applications will not be reviewed, scored, or considered for funding.*

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Section II: Application Narrative –WIOA 432 [34 CFR § 463.20](#) (No more than 20 Pages)

All narrative responses will be reviewed based on the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231, 29 USC § 3321.

Part II A: Executive Summary- Provide a brief description (no more than one page) of the applicant’s program to be funded by the AEFLA Grant Program. This summary does not count toward the narrative page limit.



Part II B: The following 13 Considerations and corresponding questions should be completed in the order listed. Applicants are not required to apply for the 231 grant award; however all applicants must furnish responses to the 13 consideration questions. The questions for the 13 consideration are required for the 231 and 225 grant awards.

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

Consideration 1

The degree to which the eligible provider 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;

Please address the following:

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

Consideration 2

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

- Describe how the program’s policy will comply with the American Disabilities Act of 1990?
- How will the program ensure that individuals with disabilities have equitable access to programs, activities and related services?
- How will the program identify and provide services to students with physical, emotional, mental, and learning disabilities?
- Explain program’s method for ensuring staff is properly trained on the measures in this section.

Consideration 3

The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State adjusted levels of performance for the primary indicators of performance described in § 677.155;

In compliance with 34 CFR § 463.24, For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for

participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

(1) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

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

- Describe the programs' past effectiveness in meeting the needs of the target population(s) identified under Consideration 3. Include service to Adult Basic Education ABE/ASE as well as ELA students.
- If you are a previously funded program and your program did not meet the NRS performance target for the previous two (2) program years, what strategies will you employ to meet the VIDE's future NRS performance targets?
- Provide 3-5 strategies the provider will employ to meet the State's adjusted levels of performance.
- What resources will the provider employ to ensure that learners achieve learning gains?
- What strategies will be used to improve gains for under-performing learners?
- Address the needs of the target population to be served, and recruitment strategies utilized.
- Describe the assessment processes the program uses/ will use to capture educational needs of your target population and measure educational gain.

Consideration 4

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

- Describe how the program will deliver services to align with the strategies and industry needs as identified in the applicable LWDB Plan.
- Describe how the program will align its services and work with the USVI Department of Labor One Stop to meet the goals identified in the LWDB Plan and provide any copies of current Agreements, or Partnerships

Consideration 5

Whether the eligible provider'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;

- Please provide a copy of the program's proposed weekly schedule of classes, labs, and tutoring services and a copy of a sample lesson plan.
- How does the program incorporate essential components of reading instruction?
- How does the program incorporate college and career readiness across ABE 1-4 and across ASE 5 and 6
- How are the NRS levels integrated with each EFL?
- Describe other rigorous research-based instructional practices the provider will use with learners to achieve substantial learning gains.

Consideration 6

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

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

Consideration 7

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

- How will the use of technology be integrated into classroom instruction (e.g. use of software, internet resources, distance learning resources, other resources, and hardware such as computers, laptops, tablets, smartboards, smartphones, document cameras, etc.)
- Describe how the program will implement distance learning opportunities for students, to include learners TABE Testing at low educational functioning levels and those with learning disabilities.

Consideration 8

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

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

Consideration 9

Whether the eligible provider’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;

- Describe the program’s organizational structure with a very brief synopsis of each employee’s role (e.g. instructional staff, teachers, full-time, part-time teaching assistants, and tutors) including teaching credentials for each one. Include all planned positions.
- Describe the program’s professional development plan including how the program will provide high quality professional development, both traditionally and through electronic means, to ensure that instructors and staff are knowledgeable of current research and best practices in adult education.
- How will the program’s professional development plan support instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes?

Consideration 10

Whether the eligible provider 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;

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

Consideration 11

(11) Whether the eligible provider’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;

- How will the program assess the individual learners’ need(s) to ensure that he/she receive fair and equitable access to education, support services and accommodations? Include details regarding services such as childcare, transportation, mental health services, and career planning. How will the program identify and coordinate with all parties to resolve barriers to the learner’s EFL gain attainment, or program completion?

Consideration 12

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section § 666.100) and to monitor program performance;

Please describe the Program’s data management practices for:

- Tracking student outcomes;
- Monitoring program performance;
- Maintaining quality in the data.
- How will the program utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?
- How will the program utilize staff in capturing, entering and tracking data? Please list staff responsible for this function and what types of data will they be required to capture, enter and track to ensure program’s success.
- Please identify who will be responsible for the overall data collection and list the Title, and a brief description of the role as it relates to data.

Consideration 13

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. (Authority: 29 U.S.C. 3321)

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

Part II C: Supplemental Questions

These questions are designed to assist evaluators with better understanding your programmatic approach. Please be clear and concise in your responses.

1. Describe how funds awarded under this title will be spent consistent with the requirements of Title II of AEFLA
2. Describe any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. Describe how the eligible provider will provide services in alignment with the local Workforce Development Board plan, including how such provider will promote concurrent enrollment in programs and activities under Title I (Perkins V/CTE), as appropriate;
4. Describe how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;
5. Describe how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - (i) Provide access through the one-stop delivery system to adult education and literacy activities;
 - (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;
 - (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
 - (v) Provide representation to the State board;
6. Describe how the eligible provider will provide services in a manner that meets the needs of eligible individuals;

Adult Education Program Personnel

Funding from sources outside WIOA Title II that is not used as matching funds will not be reported to the state, but all personnel working with WIOA Section 231 participants will be required to abide by all applicable federal, state, and local policies, including state requirements for professional development, to ensure high-quality service to eligible individuals.

Clearly and completely respond to all five (5) questions in this section. Include all requested attachments.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Attachments might be the same but should be included in each applicable attachment group. Applicants should review the responses and attachments and make any necessary updates applicable to this section.

To ensure that all programs have the necessary staff to operate an effective Adult Education Program, the SOCTAE require each program hire staff that will fulfill the essential job functions listed below. This is not all inclusive, but SOCTAE believes that these positions are critical to operate a successful AE program:

Position	Essential Duties	Minimum Required FTE	Minimum Qualifications
Program Administrator	<ul style="list-style-type: none"> • Liaise between SOCTAE and the program • Build capacity of staff through training/pd, coaching and evaluation • Foster partnerships: WIOA core partners, community organizations, WDB and One Stop • Manage AE program budget • Ensures all federal and state compliance • Utilizes program data to identify and address program improvement 	40 hour weekly FTE, unless the State issues an approved waiver for more, or less FTE	Four year College/University degree
Data Coordinator/Manager	<ul style="list-style-type: none"> • Conducts regular data audits to verify validity, accuracy of LACES data and identify areas for program improvement • Enter student and instructor data into LACES and/or oversees data entry activities • Train current and new instructors and program staff on state and program specific data policies and procedures and ensure compliance 	Varies based on the need and size of the program (State elects to determine reasonableness)	High School diploma/equivalent
Career Services Specialist	<ul style="list-style-type: none"> • Develop partnerships with local education and training providers, employers, etc. to enable students successful transition into workforce/post-secondary • Implement a student transition plan for all students. • Foster students self-efficacy and persistence in achieving academic and career goals through various measures 	Varies based on the need and size of the program (State elects to determine reasonableness)	Minimum: High School diploma/equivalent

IET/Workplace Literacy Coordinator	<ul style="list-style-type: none"> Oversight of IET and workplace literacy program implementation Collaborates with AE teachers and Career Services Specialist Work with employers to tailor job-specific skills. Ensure alignment with workforce demands and learner needs 	Varies based on the need and size of the program (State elects to determine reasonableness)	Degree from a four year college, or university with a preference with a degree in education, Adult education, or Workforce Development
Instructional Lead	<ul style="list-style-type: none"> Plan and deliver PD to ensure instructors are implementing evidence based instructional strategies that lead to student achievement Monitor instruction and provide feedback to ensure instructors are teaching high quality, evidence based instructional strategies that lead to positive student outcomes Mentor and provide TA related to program goals and objectives Ensure program offers instruction through a variety of delivery methods that meet all student's needs (inclusive of students with disabilities). <p>NOTE: Volunteers cannot be LEAD INSTRUCTORS</p>	Varies based on the need and size of the program (State elects to determine reasonableness)	Degree from a four year college, or university with a CFR 200.501
Instructors (Fulltime and Part-time)	<ul style="list-style-type: none"> Plan and deliver high quality, evidence based instruction Differentiates instructional methods to ensure they meet all students' needs, including those with disabilities Develops targeted plan of instruction for students 	Varies based on the need and size of the program (State elects to determine reasonableness). PT and FT instructor salaries must be equivalent to \$22 per hour minimum	Degree from a four year college, or University

Complete the table below with current or anticipated staff. Indicate when résumés are attached for existing staff and provide the page number of each attachment. Attachments will be titled “Personnel, Fig. 1,” “Personnel, Fig. 2,” etc.

- Résumés for all existing Program Leaders must be attached.
- For all other categories, applicants are permitted to attach up to three (3) résumés of existing staff in each role.
- Résumés should be clearly labeled with the individual's role(s), including clearly demonstrating division of duties if the individual has multiple roles.
- If the number of hours per week varies for roles filled by multiple personnel, such as Instructors, enter the range of hours.
- Report all personnel in the roles listed, even if personnel will be paid from sources outside federal, state, or local match funding.

Role	Number of Personnel Filling Role	Number of Hours Per Week	Percent of Time Devoted to Role	Salary, Including Benefits if Applicable	Resume Attached?
Program Administrator					
IET/Career Services Coordinator					
Instructional Lead					
Instructor					
Data Specialist					
Transition Specialist					
Administrative					

Attach job descriptions for Program Leaders, Instructors, Data Specialists, Transition Specialist(s), and Administrative Assistants.

- a. Include each description with substantial differences (e.g., a job description for a GED preparation instructor might differ substantially from the description of an ELA and ABE instructor, but ELA and ABE instructors at two different locations might not substantially differ).
- b. Include job descriptions even if the position is currently filled.
- c. It is understood job descriptions might alter slightly over time.
- d. Optionally, include information about attached job descriptions in the narrative you will be writing below. If no additional information is needed, it is acceptable to not include.

For any roles not currently filled, describe the expected timeline for filling these positions if funded.

Describe how the program will ensure adequate time and personnel are devoted to the responsibilities of each role

Describe how time and effort of personnel will be accurately tracked to determine time devoted to WIOA Section 231 activities.

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Section 231 (AEFLA), Locations

This section is designed to identify the known locations of the proposed Adult Education program for services under WIOA Section 231.

It will be the responsibility of the grantee to maintain an updated list of locations, including addresses, services provided at each location, and personnel for each location, including supervisors. This updated list of locations will be submitted annually to the state or upon request from the state. Any location changes during a fiscal year, such as the closing of a site or opening of a new location, must be submitted to the state using the documentation procedure provided to grantees.

List all known and proposed AEFLA locations in the tables below. Enter the location address (street, city, state, ZIP code). List the services that will be provided at each location. Mark whether the location is permanent or intermittent/temporary. The primary location must be listed first; all other locations, if applicable, may be listed in any order. Clearly and completely respond to all five (5) questions in this section.

Primary Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary	
	Name of Location	Address	Services at Location

Satellite Adult Education Location	<input type="checkbox"/> Permanent	<input type="checkbox"/> Intermittent/Temporary	
	Name of Location	Address	Services at Location

Describe the space available for Adult Education records and files to be kept. Include security and privacy considerations.

[Redacted area]

Describe the space available for Adult Education classes and other services. Include information about accessibility and physical accommodations. Include security and privacy considerations.

[Redacted area]

Describe the space available for Adult Education offices and administrative services. Include information about accessibility and physical accommodations. Include security and privacy considerations.

[Redacted area]

Describe transportation and access to the Adult Education locations. Examples include, but are not limited to, the location having adequate free parking, the location having paid parking at a reasonable cost, the location being on or near a public transportation route, and/or the location being near residential areas such that walking or bicycling to the location is convenient.

[Redacted area]

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Section III -Budget

Section I: Administrative cost requirement and definition

§ 463.25 What are the requirements related to local administrative cost limits?

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases, the eligible provider must negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes.

(Authority: [29 U.S.C. 3323](#))

§ 463.26 What activities are considered local administrative costs?

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

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in [§ 678.420](#), including contributing to the infrastructure costs of the one-stop delivery system.

(Authority: [29 U.S.C. 3323](#), [3322](#), [3151](#))

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Budget Template-AEFLA

Virgin Islands Department of Education State Office of Career, Technical and Adult Education			
Title II AEFLA 231 Budget Document			
Provider Name:		Federal ID:	
Effective Date: July 1, 2024 to September 30, 2026			
	Grant Allocation	Program Allocation	Total
A. Salaries, Instructional (Per Diem).....			
B. Salaries, Non-Instructional.....			
C. Employer's Retirement.....			
D. Employer's Social Security.....			
E. Employer Medicare.....			
F. Career Services.....			
G. Educational Supplies and Materials <=\$5,000 (per unit price)..			
H. Equipment (must be pre-approved) per unit price.....			
I. Contractual Services.....			
J. Travel.....			
K. Administrative Costs/Indirect Costs (=5% of budget).....			
Salaries (Director) \$			
TOTAL			
Projected Program Income \$			
Program's Chief Fiscal Officer _____ Date _____			
Adult Education Program Director _____ Date _____			
VIDE SOCTAE Program Manager _____ Date _____			
VIDE SOCTAE State Director _____ Date _____			

III A - Budget Narrative TITLE II, AEFLA, Section 231

July 1, 2024 - September 30, 2026

Applicants must provide written, signed and notified assurance that they have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursement payments.

Please provide a budget narrative for all line items to help determine allocability, allowability and reasonableness. Include mathematical calculations used to arrive at the total for each line item. Calculations must add up to the sum of the total budget listed on the budget page.

A. Salaries, Instructional TITLE II, AEFLA, Section 231

[Redacted]

B. Salaries, Non-Instructional TITLE II, AEFLA, Section 231

[Redacted]

C. Employer's Retirement TITLE II, AEFLA, Section 231

[Redacted]

D. Employer's Social Security TITLE II, AEFLA, Section 231

[Redacted]

E. Employer Medicare TITLE II, AEFLA, Section 231

[Redacted]

F. Career Services TITLE II, AEFLA, Section 231

[Redacted]

G. Educational Supplies and Materials <=\$5,000 (per unit price) TITLE II, AEFLA, Section 231

[Redacted]

H. Equipment (must be pre-approved) per unit price TITLE II, AEFLA, Section 231

[Redacted]

I. Contractual Services TITLE II, AEFLA, Section 231

[Redacted]

J. Travel TITLE II, AEFLA, Section 231

[Redacted]

K. Administrative Costs/Indirect Costs (=5% of budget) TITLE II, AEFLA, Section 231

[Redacted]

No calculations are required for indirect cost

Part III B - Program Income:

This section describes program income. Applicants must respond to all three (3) questions in this section. This section must be completed for the application to be considered complete, but completion of this section is not a guarantee of award.

Program income means gross income received by the grantee or subgrantee directly generated by a grant-supported activity or earned only as a result of the grant agreement during the grant period. (29 CFR 1470.25) Program Income may be added to the grant and used for the purposes and under the conditions of the grant agreement.

Adult Education program income can be used only for Adult Education and not for any other activities, services, or costs. Adult Education providers have the authority to charge fees to learners for enrollment, services, or materials, if the local program or the sponsoring institution has a local policy allowing or recommending the collection of such fees. Such fees must be necessary and reasonable and must not impose a barrier to participation that might exclude economically disadvantaged learners. Providers are advised to have standard processes to reduce or waive fees based on the need of eligible individuals, including plans for funding such waivers.

Fees charged to learners are program income and are subject to the same WIOA Title II regulations as other funding. Student fees paid by a sponsoring business or organization are included as part of Program income.

Services provided for a fee to non-participants are included as part of Program income. Examples include, but are not limited to, permitting non-participants to pay a fee to join Adult Education participants in an AEFLA-funded class or permitting a WIOA partner to pay for a certain number of non-participants to join Adult Education participants in IELCE-funded service activities.

Program income is not part of Local Match funding. Program Income is a separate category and must be accurately managed and reported to the state. Program Income must be expended on costs allowable under WIOA Title II.

Program income must be reported and must be expended in the same fiscal year in which it is received.

Clearly and completely respond to all three (3) questions in this section.

Describe anticipated costs to eligible individuals, if any. Describe the purpose of these costs and how these costs have been determined to be reasonable. If the applicant anticipates zero costs to eligible individuals, explain how this decision was made.

Describe the program’s method of reducing or waiving fees, including the method of disseminating information about reduced or waived fees. If the applicant will not charge fees, enter “Not Applicable.”

Describe how the program will use Program Income on allowable costs and how the program will ensure Program Income is expended in the same fiscal year it is received. If the applicant will collect no Program Income, enter “Not Applicable.”

III. C - Provider Literacy Service Area Table AEFLA Section 225

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

Service Area Definitions

- This section provides definitions used to determine service areas. Carefully review definitions to define your services in your proposal. No responses are required in this section. Need in the Service Area is defined as per data captured by the US Census and Kids Count
- Percentage of population 18+ years of age with less than a high school diploma
- Percentage of population 18+ years of age speaking English less than “very well”
- Individuals with income below 125% poverty level

Service Area is defined as the local areas to which the Adult Education program provides access to services. Access includes at least one of the following:

A permanent, regularly staffed physical location- A permanent physical location is owned, leased, rented, or otherwise under the control of the Adult Education program, or its sponsoring institution for the duration of the grant, or a physical location under the control of a partner agency with whom the Adult Education program has an agreement for usage for the duration of the grant.

- a. Regularly staffed means at least one (1) Adult Education staff member is present in the location no less than two (2) times per month for a total of not less than eight (8) hours in the location.

An intermittent, regularly staffed physical location is one the Adult Education program can access at regular or scheduled times for the purposes of providing services to adult learners, but which is not under the control of the Adult Education program or its sponsoring institution. Access to an intermittent physical location might be sustained for the duration of the grant or might be for short, temporary, or specified periods.

- a. Examples include, but are not limited to, public libraries, community centers, and elementary or secondary school buildings.

Regularly staffed means during the period the location is being used by Adult Education, at least one (1) Adult Education staff member is present in the location no less than two (2) times per month for a total of not less than eight (8) hours in the location.

A mobile service-delivery system regularly travels to or within a remote area. This means at least one (1) Adult Education staff member travels with the mobile service-delivery system to, or within the island providing Adult Education services to eligible individuals.

- a. Examples of mobile learning environments include no less than two (2) times per month for a total of not less than eight (8) hours for the purpose of, but are not limited to, buses, vans, and movable structures designed to provide services to adult learners.

Distance education opportunities are available to residents of the USVI who are in areas that do not have adult literacy programs. Distance education opportunities include, but are not limited to, initial intake conducted via phone, or online meeting platform; initial and ongoing assessment conducted via online testing software; and instruction provided at a distance, whether synchronously or asynchronously must be structured and the program’s platform must be approved by the State. To include distance education opportunities in a program, it must be provided in combination with consistent outreach and/or consistent communication or collaboration with partners. The areas for which distance education opportunities are allowed must have internet connectivity and the program must have a structured program and the ability to loan electronic devices, or partner with organizations in the area to ensure learners have necessary equipment to engage in distance education.

Consistent outreach within a county to attract eligible individuals to the Adult Education program must be planned for no less than two (2) times per year for the duration of the grant. Outreach activities include, but are not limited to, information disseminated via social media or other online platforms, information disseminated via local television, radio, newspaper, or other local print or traditional media; information disseminated via visual media such as billboards, flyers, cards, and other static or mobile mechanisms; and information disseminated in person, whether in groups or individually.

Consistent communication or collaboration with partners *must be planned with specific focus on recruitment, enrollment, and retention and program outcomes, no less than two (2) times per year for the duration of the grant.* Collaboration activities include, but are not limited to, job fairs; multi-partner outreach events; and partner meetings to discuss opportunities, barriers, and services for the purpose of expanding or enhancing access to and participation in Adult Education services. Adult Education programs in the USVI are not restricted to servicing only participants on one island. They may serve eligible individuals in a distance education capacity, or in partnership/collaboration with another entity, from any USVI as full participants of their program.

Identify your program’s intended service areas for the duration of this grant cycle below:

Adult Education Program Declared Service Area(s)				
Area	Island	Number of Students to be served	Type of Program	Type of Access

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Section 225, Corrections and Other Institutionalized Individuals (Corrections)

Overview, Budget, and Signature

This section should only be completed by applicants applying for funding under WIOA Section 225, Corrections and Other Institutionalized Individuals. This application will only be reviewed and scored for applicants that have met the eligibility requirements in Parts 1 – 3.

A maximum of 170 points are possible for the Section 225 Corrections application. A minimum score of 120 is required for the applicant to be awarded Section 225 funding. Average scores of zero (0) for any response will remove the applicant from funding consideration. If multiple applicants have scores of 50 or higher and have applied to serve the same facilities with the same or similar services, the applicant with the higher score will be awarded. In the unlikely event that multiple applicants serving the same facilities with the same or similar services have identical scores, the applicant with higher Demonstrated Effectiveness will be awarded.

Applicants also applying for funding in Adult Education Section 231 might have some sections in each application that are identical, or very similar and therefore copying and pasting is acceptable (making any necessary changes or updates), but *an application should not indicate “refer to”* any other application(s).

Funding Formula for WIOA Section 225 Corrections

This section provides the funding formula used for federal and state funds for WIOA Section 225 (Corrections). No responses are required in this section.

WIOA Section 225 (Corrections) FY 2026-FY 2030 Funding Formula		
Category	Percentage	Description
Need in Service Facility	20%	Need is calculated based on partner report of eligible recipients/adults in the served facilities.
Enrollment	80%	Enrollment is calculated annually at the end of the third (3 rd) quarter for each FY and averaged by the partner.

WIOA Section 225 (Corrections) funding is provided to Corrections grantees and can only be used to serve eligible individuals in activities described under WIOA Section 225/ [34 CFR, Subtitle B, Chapter IV, Part 463 Subpart F § 463.60](#).

Enrollment is part of the funding formula to support providers in serving Corrections participants. Need in Service Facilities is part of the funding formula to assess the needs for Adult Education services in correctional facilities. Need is calculated at the beginning of the award period based on the total adults served facilities during previous funding year experiencing Measurable Skills Gains.

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Part 1A: Applicant Cover Page Section 225

Complete the following tables in entirety. Do not insert *refer to other fields* in any section of any table. If an individual have multiple roles, fill in the duplicate information (e.g., if the head of a sponsoring institution provides direct oversight of the Adult Education program, please fill in each section with the individual’s information).

Applicant Information	
Program Name:	
Name of Sponsoring Institution:	
Sponsoring Institution Federal Unique Entity Identifier (UEI):	
Website (if applicable):	
DUNS#:	
SAM Registration:	
Main Address of Sponsoring Institution:	
Head of Sponsoring Institution Name:	
Head of Sponsoring Institution Phone:	
Institution’s Direct Oversight of the Corrections Education Program Name:	
Direct Oversight Email:	
Direct Oversight Phone:	
Director of the Corrections Education Program (Name):	
Director of the Corrections Education Program (Mailing Address):	
Director of the Corrections Education Program (Telephone):	
Director of the Corrections Education Program (Email):	

Program Manager Information (must be an employee of the applicant)	
Name	
Mailing Address	
Telephone	
Title	
Email	

Sponsoring Institution Fiscal Manager Information	
Name	
Mailing Address	
Telephone	
Title	
Email	

Section 225 (Corrections) Budget

This section is designed for applicants to anticipate costs for WIOA Section 225 (Corrections). Applicants might find it helpful to complete other sections in this application before this section to determine the best estimates possible. Responses are required for two (2) tables below. Estimate the cost per participant (eligible individual retained with the program for 12 or more hours) and briefly describe the applicant’s reasoning. Factors might include, but are not limited to, personnel costs, location costs, outreach costs, equipment and supplies costs, anticipated retention rate, and more.

Projected Cost Per Participant	Reasoning for Projected Cost

Based on projected enrollment, estimate expenditures for each applicable category in the table below and describe expenditures. It is acceptable to enter \$0 if no WIOA Title II funds will be used to support a specific category under Section 225 – explain in the description field.

Virgin Islands Department of Education State Office of Career, Technical and Adult Education			
Title II AEFLA 231 Budget Document			
Provider Name:		Federal ID:	
Effective Date: July 1, 2024 to September 30, 2026			
	Grant Allocation	Program Allocation	Total
A. Salaries, Instructional (Per Diem).....			
B. Salaries, Non-Instructional.....			
C. Employer's Retirement.....			
D. Employer's Social Security.....			
E. Employer Medicare.....			
F. Career Services.....			
G. Educational Supplies and Materials <=\$5,000 (per unit price)..			
H. Equipment (must be pre-approved) per unit price.....			
I. Contractual Services.....			
J. Travel.....			
K. Administrative Costs/Indirect Costs (=5% of budget).....			
Salaries (Director) \$			
TOTAL			
Projected Program Income \$			
Program’s Chief Fiscal Officer _____		Date _____	
Adult Education Program Director _____		Date _____	
VIDE SOCTAE Program Manager _____		Date _____	
VIDE SOCTAE State Director _____		Date _____	

Section 225 Budget Narrative

A. Salaries, Instructional TITLE II, AEFLA, Section 225

[Redacted]

B. Salaries, Non-Instructional TITLE II, AEFLA, Section 225

[Redacted]

C. Employer's Retirement TITLE II, AEFLA, Section 225

[Redacted]

D. Employer's Social Security TITLE II, AEFLA, Section 225

[Redacted]

E. Employer Medicare TITLE II, AEFLA, Section 225

[Redacted]

F. Career Services TITLE II, AEFLA, Section 225

[Redacted]

G. Educational Supplies and Materials <=\$5,000 (per unit price) TITLE II, AEFLA, Section 225

[Redacted]

H. Equipment (must be pre-approved) per unit price TITLE II, AEFLA, Section 225

[Redacted]

I. Contractual Services TITLE II, AEFLA, Section 225

[Redacted]

J. Travel TITLE II, AEFLA, Section 225

[Redacted]

K. Administrative Costs/Indirect Costs (=5% of budget) TITLE II, AEFLA, Section 225

[Redacted]

No calculations are required for indirect cost

Section 225 (Corrections) Signatures

This section is for applicant signatures. One (1) signature is required in this section. **The head of the sponsoring institution, named on the *Applicant Cover Page*, must sign this application.**

The undersigned affirms the accuracy of this document and submits this application in good faith. The undersigned agrees to abide by all relevant federal and state regulations, statutes, and policies, and to meet all requirements mandated by the Virgin Islands Department of Education’s State Office of Career, Technical and Adult Education for Adult Education.

Name of Applicant	
Name of Head of Sponsoring Institution	
Title of Head of Sponsoring Institution	
Signature of Head of Sponsoring Institution	
Date	

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Section 225 (Corrections), Applicant Information

This part is for Corrections applicants to provide information about infrastructure, services, staff, and other program supports. This part also includes a section for applicants to project enrollment in the first year of the grant. All sections must be completed.

Section 225 (Corrections), Sponsoring Institution

This section is designed to demonstrate collaboration between the proposed Corrections Education program and the sponsoring institution. Clearly and completely respond to all five (5) questions in this section. For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section. Note that question #5 is different among applications

1. Provide the mission and/or vision statement of the sponsoring institution. If different, also provide the mission and/or vision statement of the proposed Corrections Education program. If the institution does not have a mission or vision statement, describe the organization's purpose, ideals, or core beliefs.

2. Describe how the activities provided by the proposed Corrections Education program align with the mission, vision, purpose, ideals, or core beliefs of the sponsoring institution.

3. Describe the non-financial support and/or resources the sponsoring institution will provide to Corrections Education staff and the methods of access to such resources. Examples include, but are not limited to, technology, indoor/outdoor physical space, professional development, mental health services, public relations or marketing services, and instructional and office supplies.

4. Describe the non-financial support and/or resources the sponsoring institution will provide to Corrections Education learners and the methods of access to such resources. Examples include, but are not limited to, disabilities services, technology, indoor/outdoor physical space, student events, way-finding signage or technology, and educational supplies

5. Local match is not required for WIOA Section 225 federal funds, but sponsoring institutions have the option to provide additional financial support. If the sponsoring institution intends to provide additional financial support for Corrections Education learners, staff, or activities, describe this financial support and how it will be used. It is acceptable to state the sponsoring institution does not intend to provide additional financial support or that intentions are not yet known.

Section 225 (Corrections), Service Facilities

This section is designed for applicants to describe proposed facilities of service under WIOA Section 225. Clearly and completely respond to all four (4) questions in this section.

The term “eligible individual” means an individual—

- (a) who has attained 16 years of age;
- (b) who is not enrolled or required to be enrolled in secondary school under state law; and
- (c) who—
 - a. is basic skills deficient;
 - b. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - c. is an English language learner.

[29 U.S. Code 3272\(4\)](#)

The term “correctional institution” means any—

- (a) prison;
- (b) jail;
- (c) reformatory;
- (d) work farm;
- (e) detention center; or
- (f) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

[29 U.S. Code 3305](#)

The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

[29 U.S. Code 3305\(e\)\(2\)](#)

Complete the table below with each USVI facility name and type, including additional relevant information such as “minimum security,” as applicable. Enter the average number of adults in each proposed service facility during a fiscal year. Include the method(s) of obtaining these numbers or the source of these numbers. This information will be used in the calculation of funding.

Facility Name	Facility Type	Average Number of Adults in the Facility	Data Source(s)

Describe how the identified facility(ies) was/were selected.

[Redacted area]

Describe the partnerships that exist to enable the applicant to access these facilities and provide service to eligible individuals.

[Redacted area]

Describe the support, both financial and non-financial, that will be provided by partners to provide service to eligible individuals in these facilities.

[Redacted area]

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Section 225 (Corrections), Service Activities

This section is designed to detail the types of services the proposed Adult Education program will provide to eligible individuals under WIOA Section 225

Corrections Education Service Activities Definitions

This section provides service activity definitions. Carefully review. No responses are required in this section.

Educational Services

Educational programs for criminal offenders in correctional institutions and other institutionalized individuals include:

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

[34 CFR 463.60](#)

Transition to Re-Entry Activities

Funds under Programs for Corrections Education and the Education of Other Institutionalized

Individuals may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services. Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of reentering students. Such funds may not be used for costs for participation in post-release programs or services.

[34 CFR 463.63](#)

Priority of Service

Each eligible agency using funds provided under Programs for Corrections Education and Education of Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

[34 CFR 463.62](#)

Corrections Education Unapproved Activities

This section provides examples of unapproved activities under WIOA Section 225. No responses are required in this section.

Grant recipients cannot use Section 225 funds to participate in, support, or encourage unapproved activities.

Examples of unapproved activities include, but are not limited to:

- Providing continuing education or enrichment classes that do not promote the objectives of the Workforce Innovation and Opportunity Act (WIOA) to assist eligible individuals in meeting education and career goals
- Providing religious instruction, conducting worship services, or engaging in any form of proselytization
- Assisting, promoting, or deterring union organizing
- Financing directly or indirectly any activity designed to influence the outcome of an election to any public office

- Impairing existing contracts for services or collective bargaining agreements
- Conducting high school equivalency testing, including using Section 225 funds to support costs associated with the testing proctor, the testing location, official test fees, or the delivery of tests to test-takers

This is not an exhaustive list of unapproved activities. Applicants must demonstrate that services provided meet the qualifications of one or more approved activities.

Section 225 Corrections Education Service Activities Questions

This section is designed for the applicant to describe proposed service activities under WIOA Section 225. Clearly and completely respond to all five (5) questions in this section. For applicants applying for multiple funding streams, some responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Applicants should review responses and make any necessary updates applicable to this section.

1. Describe the services the applicant intends to provide to criminal offenders in correctional institutions and other institutionalized individuals. If awarded, grantees can add service activities not listed in this application at any time that need in the facilities require, as resources are available. However, grantees must not remove service activities listed in this application until the reasons for the change and plans for the service provider are shared with and approved by the state.

2. Describe the method of delivery of services.

3. Describe how the applicant will ensure each service activity can begin within the first quarter of the grant award period.

4. Describe how eligible individuals will be informed of and placed in relevant services.

5. Describe how the applicant will give priority of service to eligible individuals who are likely to leave the correctional institution within five (5) years of participation in the program.

Section 225 (Corrections), Corrections Education Personnel

This section is designed to identify key personnel needed for the operation of the proposed Corrections Education program under WIOA Section 225 and to detail personnel qualifications. Carefully review the attached Practitioner Roles Descriptions document.

Funding from sources outside WIOA Title II that are not used as matching funds will not be reported to the state, but all personnel working with WIOA Section 225 participants will be required to abide by all applicable federal, state, and local policies, including state requirements for professional development, to ensure high-quality service to eligible individuals.

Clearly and completely respond to all five (5) questions in this section. Include all requested attachments.

For applicants applying for multiple funding streams, responses in this section might be the same or similar among applications. Copying and pasting is acceptable, but do not refer to other applications. Attachments might be the same but should be included in each applicable attachment group. Applicants should review the responses and attachments and make any necessary updates applicable to this section.

Complete the table below with current or anticipated staff. Indicate when résumés are attached for existing staff and provide the page number of each attachment.

Attachments will be titled “Corrections Education Section 225 Resumes”.

- Résumés for all existing Program Leaders must be attached.
- For all other categories, applicants are permitted to attach up to three (3) résumés of existing staff in each role.
- Résumés should be clearly labeled with the individual’s role(s), including clearly demonstrating division of duties if the individual has multiple roles.
- If the number of hours per week varies for roles filled by multiple personnel, such as Instructors, enter the range of hours.
- Report all personnel in the roles listed, even if personnel will be paid from sources outside federal, state, or local match funding.

Role	Number of Personnel filling Role	Number of Hours Per Week	Percent of Time Devoted to Role	Salary, Including Benefits if applicable		Resume attached (Yes, or NO)
				Local	Federal	
Program Director						
Assistant Director, Coordinator, or other Leadership Title						
Instructors						
Data Specialist						
Career Navigator						
Administrative Assistant/Secretary						

APPENDIX A
State Office of Career, Technical and Adult Education Grant Competition:
Pre- Award Risk Assessment

Applicant Name:
Date:
Type of Organization
Amount of Funding Requested:

Question	Highlight/Circle Answer	This area for VIDE SOCTAE only			
		Points	Score	Weight (Multiplier)	Result
1. Is the applicant’s organization on the Federal suspension or debarment list?	Yes	If “Yes,” entity is ineligible		N/A	N/A
	No				
2. Has your organization ever had a grant terminated by federal awarding agency, pass through entity, or other funder? <i>If yes, list the federal awarding agency, pass through entity, or funder, date of the termination, name and amount of the grant, reason for the termination, actions taken to remedy the circumstances that lead to termination.</i>	Yes			0-4	0
	No				
2. If yes, does the applicant’s explanation and reason for termination indicate the grant applicant can successfully manage an AEFLA grant without significant risk of fraud, waste and abuse or the risk can be mitigated with special conditions per 2 CFR 200.208?	Yes or N/A			0-4	0
	No				
3. Within the past five years (since 2019), has your organization managed other federal grants of similar amount and complexity as the adult education grant for which you are applying? <i>If yes, please list grants received, including the federal awarding agency or pass through entity name and the amount of the grant.</i>	Yes			0-1	0
	No				
4. Upload (two most recent audit reports): Do the applicant’s most recent audit reports contain any findings that may impact its ability	Yes			0-2	0
	No				

to appropriately manage AEFLA grant funds?					
5. Does your organization have a history of suspected fraud in the past 24 months (i.e., Office of Inspector General or other official investigations)? If yes, please list the investigating body and outcome, if the investigation has concluded.	Yes			0-3	0
	No				
6. Has your organization been the subject of Equal Opportunity or discrimination complaints in the past 24 months? If yes, please describe the complaint, if the investigation is ongoing, and/or the result of the investigation.	Yes			0-2	0
	No				
7. What is your organization's total operating budget?	Grant request is less than 25% of operating budget			0-4	
	Grant request is between 26-50% of operating budget				
	Grant request is between 51 and a 75% of operating budget				
	Grant request is more than 75% of operating budget				
8. Upload (bank statement): Does the applicant demonstrate it has sufficient funding to cover at least three months of adult education grant expenses?	Yes			0-1	0
	No				
9. Has the finance staff person who will be responsible for managing this grant had at least three years of experience managing federal grants?	Yes			0-3	0
	No				

10. Has the program administrator responsible for managing this grant had at least three years of experience managing federal grants?	Yes			0-3	0
	No				
11. Is the organization financial management system able to track actual expenditures and outlays with budgeted amounts for each grant award? Summarize the organization’s process for tracking expenditures, including tracking budgeted versus actual amounts.	Yes			0-1	0
	No				
12. Upload (fiscal policies and procedures): Does the applicant demonstrate, through its fiscal policies and procedures or a written response, that it has the appropriate internal controls in place to ensure AEFLA grant funds will: (a) only be used to support AEFLA purposes, and (b) will be used in accordance with federal and state statutes and regulations, including AEFLA, the Uniform Guidance and Edgar?	Yes			0-1	0
	No				
13. Does the applicant or any of its employees, agents, or board members have any potential personal or organizational conflicts of interest related to the possible receipt of AEFLA award funds? Applicants are required to disclose in writing any potential conflicts of interest to their awarding agency. If yes, please describe the potential conflict(s) of interest.	Yes			0-1	
	No				
Total Points					
Risk Level					

APPENDIX B
ALLOWABLE AND UNALLOWABLE EXPENSES (Not all inclusive)

ALLOWABLE	UNALLOWABLE
Salaries for AE staff	Alcohol
Assistive and adaptive equipment , or special printed materials for students with learning needs	Audit costs if the agency does not receive \$1,000,000, or more per year in Federal funding
Audit costs for entities that receive \$1,000,000 or more	Food for conferences, or meetings subgrantee is hosting (without prior approval from State)
Course supplies and materials	Commencement and convocation costs
Computers, supplies and equipment for AE program (require pre approval by SOCTAE)	Cost for GED testing and HSE activities
Indirect costs (must be limited to 5%)	Entertainment
Costs of implementing an Integrated Education and Training Program (IET) (must be developed in alignment with SOCTAE’s IET policy Manual)	Expenses unrelated to AE programming, or objectives
Learning Software (i.e. Pearson, ALEKS, Essential Ed, etc...)	Gifts, door prizes, rewards and promotional materials, or “swag” items such as (t-shirts, pens, cups, key chains and book bags).
Advertising and promotion for recruitment	Marketing expenses to promote the entire organization as opposed to just promotion of the AE program
One-Stop infrastructure costs	
Rent and utilities for buildings where classes and AE activities occur (must not supplant, amount paid from grant must be reasonable, allocable and method of allocation must be documented). <i>Subject to State review and approval.</i>	Bad debts. Bad debts (debts determined to be uncollectable), including losses (whether actual or estimated) arising from uncollectable accounts and other claims, are unallowable. Related collection costs, and related legal costs, arising from such debts are also unallowable. See § 200.428.
Test preparation materials	
Travel (mileage, lodging and per diem up to \$75 per day). Travel must align with local organization’s travel policy. Subgrantees not affiliated with an organization must adopt VIDE’s travel policies to ensure compliance.	Alumni activities. Costs incurred by IHEs for, or in support of, alumni activities are unallowable.
Dependent care and transportation costs in alignment with the Government of the Virgin Islands Department of Human Services and/or Department of Labor’s dependent care policy and transportation policy	
https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E	
WHEN IN DOUBT ASK THE VIDE’S STATE DIRECTOR OF CTAE 340-774-0100	

APPENDIX C
PROGRAMMATIC vs. ADMINISTRATIVE COSTS

PROGRAMMATIC	ADMINISTRATIVE
Instructor, Instructional lead, Instructional aide salaries	Administrative staff (i.e. Program Administrator)
Career Services/Transition coordinator salary	**Indirect costs
Student course materials and equipment (books, laptops, etc.)	Planning, budgeting, grant writing, grant renewal, clerical/bookkeeping, etc.)
Instructor equipment and supplies	Salary related to data entry
Rent and utilities for buildings where classes are held	One-Stop infrastructure costs
Salary for staff members directly tied to instruction (intake, orientation, or provide other support directly to students)	Professional development
Coordinating strategic partnerships with community organizations	Rent and utilities for buildings that house administrative staff

****Indirect Costs** are incurred for a common purpose that are not directly or easily attributable to one program, or initiative.

Supplement not Supplant – Section 241 of WIOA specifies that Title II AEFLA funds must be used to supplement and not supplant other state, or local funds expended for adult education and literacy activities. Supplanting occurs when an organization deliberately reduces state, or local funds because it receives Federal funds.

APPENDIX D

State Office of Career, Technical and Adult Education Dependent and Transportation Care Policy

Programs may use the Title II Adult Education and Family Literacy Act (AEFLA) federal, or State matching funds for child/dependent care and transportation assistance for students, per the following requirements:

1. Programs must use **AEFLA funds to supplement and not supplant. Federal, State, or local funds previously used for child/dependent care and transportation assistance**, or that are required by Federal, state, or local law to be used for such purposes.
2. Programs must maintain appropriate internal controls to prevent fraud, waste and abuse of AEFLA funds used for child/dependent care and transportation assistance.
3. Child/dependent care and transportation funds should not be used as a substitute for flexible class scheduling and distance education (i.e. if a student has a transportation barrier and they can attend class online, then the student should be enrolled in the online class). In such cases, childcare would not qualify as necessary to the federal grant.
4. A student can only receive assistance for the costs necessary to participate in the AEFLA program.
 - a. Programs must ensure that the attributed childcare amount for the student only covers the period of time they traveled to, from **and was in attendance** at the AEFLA program.
 - b. The cost of the service must be consistent with the market rate for childcare in the USVI as indicated by the most recent VI DHS CAPS rate.
 - c. Amounts exceeding the local CAPS rate will not be considered for approval.
 - d. Transportation assistance can only cover the student's cost of travelling to and from class.
5. Transportation assistance for students to attend the program can be provided by public transportation cards (if available), or by a provider, or service that engages into a contract for services and directly bills the program for the services.
6. Child/dependent care and transportation assistance for students **cannot extend past three months per individual students**. All services are based on demonstration of need via the state application (which programs are mandated to use). Students who express extenuating circumstances can apply for an additional three month extension and provide proof that they were ineligible for services elsewhere (i.e. DHS, WIB, Housing Authority, nonprofit, etc.). During the time of receipt of assistance, the program's Counselor/Transition Specialist must assist the student with identifying support services for childcare and transportation through WIOA partners.
7. To be eligible for receipt of assistance, students must sign an affidavit attesting that without assistance, they would be unable to attend class, and that they do not have any other comparable state, or local resources.

8. Programs must complete and retain signed copies of the **State's Child/Dependent Care and Transportation Request Form** for each instance in which assistance is being sought. Programs are required to maintain all supporting applications, docs and a running internal log of approved assistance provided, including the name and ID of the student receiving the assistance, dollar amount date approved and period approved for.
9. Child/dependent care and transportation assistance must be distributed to students on weekly, or class by class basis. Programs are required to follow their own policy for distribution allowability.
10. Students must be attending regularly to qualify for assistance.
11. All funds provided for child/dependent care for attendance at a center, or facility must be provided **only to a VI State licensed facility, or a facility that have a State approved license exemption through the proper USVI regulatory entities.**
12. The SOCTAE require programs to ensure that the total expenditures for child/dependent care and transportation costs are necessary, allocable and reasonable in proportion to the total amount of the grant for the purposes of administering the program.

Related Authority:

[Program Memorandum OCTAE 24-3](#)

[Internal Revenue Service Child and Dependent Care Expenses](#)

[USVI Department of Human Services – Office of Childcare and Regulatory Services](#)

APPENDIX E GRANT AWARD NOTIFICATION REQUIREMENTS

Please note: The following language is representative of the terms and conditions that awarded applicants will be required to sign and agree to over the term of their grant award. Please note that these terms may be subject to change based on evolving federal and state regulations.

By accepting and signing this sub-award, the subrecipient agrees to comply with the following federal and state requirements.

FISCAL & GRANT MANAGEMENT REQUIREMENTS

1. The subrecipient will use its grant funds to fulfill the purposes and meet the requirements of the Workforce Innovation and Opportunity Act (WIOA), including Title II, the Adult Education and Family Literacy Act (AEFLA), and any other statutes pertaining to a federally-funded workforce education program, including but not limited to:
 - a) Aligning its activities to its Local Workforce Development Board's (LWDB) local and regional plans.²⁰
 - b) Collaborating with its LWDB to provide supportive services and promote concurrent enrollment with Title I, III and IV programs; and,
 - c) Providing adult education and literacy activities only to eligible individuals as outlined in WIOA Section 203(4).
2. The subrecipient will comply with the regulations listed in [2 CFR Part 200](#), the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
3. The subrecipient will comply with the [General Education Provisions Act \(GEPA\)](#) and implement measures to remove barriers to access and participation in the program's services. The sub-recipient will give specific consideration to persons who may experience a barrier based upon factors such as gender, race, national origin, color, disability, or age.
4. The subrecipient agrees to comply with [2 CFR § 200.216](#), which prohibits procuring or obtaining, extending or renewing a contract to procure or obtain, or entering into a contract to procure or obtain telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
5. The subrecipient agrees to disclose in writing, within 72 hours, any potential conflict of interest to the Federal awarding agency of pass-through entity per [2 CFR §200.112](#).
6. The subrecipient agrees to disclose in writing, within 72 hours, to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award per [2 CFR § 200.113](#).

7. The United States Department of Education has adopted the requirements outlined in [2 CFR § 200.175](#). Under this condition, your sub-award may be terminated if you or an employee:
 - a) Engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - b) Procure a commercial sex act during the period of time that the award is in effect; or
 - c) Use forced labor in the performance of the award or sub-awards under the award.
8. The subrecipient agrees that it will comply with sections 8301 through 8303 of the Buy American Act. (41 U.S.C. 8301-8303)
9. The subrecipient agrees that it will provide The Virgin Islands Department of Education (VIDE) and auditors access to its financial statements and all other records pertaining to this contract as needed for The Virgin Islands Department of Education (VIDE) to meet its requirements under WIOA, the Uniform Grant Guidance, and any other applicable state or federal laws, policies or regulations. ([2 CFR § 200.332](#))
10. The subrecipient agrees to comply with all federal and state grant closeout requirements included but not limited to:
 - a) The subrecipient will submit all financial, performance, and other requested reports no later than 90 days after the end date of this contract's period of performance. ([2 CFR §200.344](#)).
 - b) The subrecipient will liquidate all obligations incurred under this award within 90 days after the end date of this contract's period of performance. All funds not liquidated by this date must be returned to The Virgin Islands Department of Education (VIDE). ([2 CFR §200.344](#)).
 - c) The subrecipient must account for any real and personal property acquired with Federal funds or received from the Federal Government in accordance with [2 CFR §200.310](#) (Insurance coverage) through [2 CFR § 200.316](#) (Property trust relationship) and [2 CFR §200.330](#) (Reporting on real property).
11. Per [2 CFR § 200.334](#) and [34 CFR 76.730 – 34 CFR 76.740](#) subrecipient must retain all grant- related documentation, including financial records and supporting documentation, statistical records, student records, and other programmatic records, for a period of three years from the date of the final financial report. Additionally, sub recipients must adhere to the following:
 - a) The records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken if any litigation, claim, or audit is started before the expiration of the three-year period.
 - b) When the sub recipient is notified in writing by the Federal agency or pass-through entity, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs to extend the retention period
 - c) The records for property and equipment acquired with the support of Federal funds must be retained for three years after final disposition.

- d) The three-year retention requirement does not apply to the subrecipient when records are the records for program income earned after the period of performance these records must be retained for transferal to or maintained by the Federal agency.
- e) The records for program income earned after the period of the performance must be retained for three years from the end of the sub recipient's fiscal year in which the program income is earned. This only applies if the Federal agency or pass-through entity requires the sub recipient to report on the program income earned after the period of performance in the terms and conditions of the Federal Award.
- f) The records for indirect cost rate computations or proposals, cost allocation plans and any similar accounting computations of rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefits rates) must be retained according to the applicable options provided below:
 - i) If submitted for negotiation. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three- year retention period for its supporting records starts from the date of submission.
 - ii) If not submitted for negotiation. When a proposal, plan, or other computation is not required to be submitted to the Federal Government to form the basis for negotiation of an indirect cost rate (or other standard rates), then the three-year retention period for its supporting records starts from the end of the fiscal year (or other accounting period) covered by the proposal, plan, or other computation.

Per [2 CFR § 200.336](#), programs may maintain electronic records if they remain readable and cannot be altered.

12. Per [2 CFR § 200.332](#) and [34 CFR § 76.563](#), The Virgin Islands Department of Education (VIDE), as a pass-through entity of federal funds, must provide subrecipient the opportunity to use a restricted indirect cost rate for their Title II Adult Education and Family Literacy Act (AEFLA) funds. If an organization has a **current Federal negotiated, restricted cost rate** agreement (including provisional rate), then that rate must be utilized for indirect costs (***The Restricted Indirect Cost Rate for the USVI Department of Education's AEFLA program is 5%***).
13. The funds provided in this award must be used to supplement, not supplant, local funds. (29 U.S. Code §3331, WIOA Section 241).
14. All items purchased with AEFLA federal, or state matching dollars must be allowable, allocable, reasonable, and necessary. The VIDE SOCTAE reserves the right to disallow or require repayment of costs that do not meet these criteria. ([2 CFR § 200.403-405](#), [2 CFR § 200.339](#)).
15. The subrecipient must use no more than 5% of its Adult Education & Family Literacy Act funds for administrative costs as outlined in WIOA Section 233. Administrative costs include: planning, administration (including carrying out the requirements of section 116), professional development, and the activities described in paragraphs (3) and (5) of WIOA section 232. Please note that sub recipients are required to offer professional development.

16. The subrecipient agrees to meet the single audit requirements set forth in [2 CFR § 200.501 Audit requirements](#).
17. Subrecipients are responsible for following the financial management regulations and maintaining internal controls over their federal award. ([2 CFR § 200.302 Financial management](#) and [2 CFR § 200.303 Internal controls](#)).
18. Per state requirement, the subrecipient agrees that funding provided from the Virgin Islands Department of Education pursuant to this contract is provided on a 30-day reimbursement basis via ACH (electronic funds transfer) payment only. The sub recipient agrees that it will only request funds for reimbursement for items that have been liquidated, are within the sub recipient's approved budget or subsequent approved budget amendments, and are an allowable, allocable, reasonable, and necessary use of state and federal funds. The reimbursement request (either the cash draw for VIDE entities or a funds requisition request for non-entities) is due on or before the 15th of the month for the prior month's expenses. Program that repeatedly miss the deadline are subject to specific conditions or sanctions per [2 CFR § 200.208 Specific Conditions](#) and [2 CFR § 200.339 - 343](#).
19. Per state requirement, the subrecipient agrees that it will follow VIDE's fiscal management procedures, including, but not limited to the procedures for monthly financial tracking and budget and project amendments. Training will be provided,
20. Costs associated with High School Equivalency (HSE) HiSET, GED, Online High Schools, etc.) tests, test administration, proctoring, travel, or any other activity relating to the actual HSE test process ***are not allowable and cannot be reimbursed with federal or state matching grant funds. The only allowable costs are those associated with test preparation (e.g. instruction, materials for instruction).***
21. Alcoholic beverages, entertainment costs, and costs incurred for commencement and any other commencement or convocation are not an allowable use of federal or state dollars. ([2 CFR §200.423 Alcoholic Beverages](#), [2 CFR §200.438 Entertainment and Prizes](#), and [2 CFR § 200.429 Commencement and Convocation Costs](#))
22. Per [2 CFR §200.456 Participant Support Costs](#) and OCTAE Program Memo 24-3, sub recipients may use federal and state matching grant funds to support dependent care and transportation costs for adult education participants. Programs spending grant funds on dependent care and transportation costs must ensure the funds are spent in accordance with TS's Adult Education Dependent and Child Care Transportation policy.
23. The sub recipient agrees that it will follow its organization's local travel policy and that its policy complies with the regulations listed in [2 CFR § 200.475 Travel Costs](#). Sub recipients may choose to adopt the VI Department of Education's travel policy. If a sub recipient adopts the Virgin Islands Department of Education travel policy, it must be noted in its agency travel policy.

24. The subrecipient agrees it will follow its organization's local procurement procedures and that those procedures meet the requirements outlined in [2 CFR § 200.318 General Procurement Standards](#) – [2 CFR § 200.326 Bonding Requirements](#) and [2 CFR § 200.317 Procurements by States and Indian Tribes](#), state agencies must utilize the same policies and procedures they use for procurements from non-federal funds.
25. Per state requirement, under this sub award, the subrecipient may not subcontract any direct program or instructional services to a third party.
26. The subrecipient must maintain inventory records for all equipment that is over \$10,000 in value or "inferable" supplies such as computing devices in alignment with [2 CFR § 200.313 Equipment](#). These records must include the information noted in 2 CFR § 200.313(d) (1). Per state requirement, the subrecipient must maintain inventory records in our applicable local inventory management and system.
27. The subrecipient agrees to maintain use of VIDE’s Time and Effort Certification Forms for all employees paid in full or in part with federal or state matching adult education grant funds. The Time and Effort Certification Forms must comply with [2 CFR § 200.430 Compensation-personal services](#) and VIDE’s Time and Effort Policies and Procedures.
28. Per [2 CFR § 200.208 Specific Conditions](#) and [2 CFR 200.339 - 343](#), if The Virgin Islands Department Education determines that a subrecipient is out of compliance with any federal or state statutes, regulations, or the terms and conditions of the grant award, it may impose additional conditions to remedy the areas) of noncompliance. If & determines that noncompliance cannot be remedied by imposing additional conditions, it may take one or more of the following actions, as appropriate for the circumstances:
 - a) Temporarily withhold cash payments until the sub recipient corrects the area of noncompliance;
 - b) Disallow the use of funds for all or part of the cost of the activity or action not in compliance;
 - c) Wholly or partly suspend or terminate the Federal award;
 - d) Withhold further awards for the project or program;
 - e) Take other remedies that may be legally available.
29. If the State Office of Career, Technical and Adult Education takes any of the actions noted in the above assurance to remedy noncompliance, the sub recipient has the opportunity to appeal the decision. ([2 CFR § 200.342 Opportunities to object, hearings and appeals](#))
30. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective on the date listed in the written notification cancelling, terminating, or suspending the contract.
31. Per state requirement, subrecipients are prohibited from text messaging while driving a government owned vehicle or while driving their own privately-owned vehicle during official grant business.
(Executive Order 13513)

APPENDIX F PROGRAM REQUIREMENTS

1. Per state requirement, subrecipient agree to comply with The Virgin Islands Department of Education and VI Board of Education’s policies pertaining to adult education and High School Equivalency tests or diplomas.
2. Per state requirement, the subrecipient will have an Emergency Operations and Safety Plan for all locations where classes are held and employees are located.
3. The subrecipient agree to comply with all local, state and federal statutes and regulations pertaining to nondiscrimination including, but not limited to the General Education provisions Act, Title IX Part 106, Section 504 Part 104, Age Discrimination Act Part 110, and the Americans with Disabilities Act.
4. The subrecipient agrees to follow all relevant safety and health policies and procedures as listed by VI Department of Health, Occupational Safety and Health Administration, and the Centers for Disease Control.
5. Per state requirement, the subrecipient should establish a literacy advisory committee (LAC) for its service delivery area (SDA) with the goal of delivering the most effective and efficient adult literacy programs. The LAC should meet, at a minimum, four times per year, and include local civic leaders and representatives of adult literacy providers, business, and industry. The subrecipient may choose to use the USVI Local Workforce Development Board to fulfill this requirement.
6. Per state requirement, the subrecipient agrees that it will: (a) negotiate MSG, HSE attainment, IET credential attainment, and total enrollment targets with SOCTAE or (b) request that SOCTAE sets its MSG, HSE attainment, IET credential attainment, and NRS enrollment targets. The subrecipient understands that programs that do not meet their negotiated targets may be subject to additional conditions including, but not limited to increased technical assistance, adjustments to their funding allocations, or financial sanctions.
7. Per state requirement, the subrecipient agrees to turn in and respond to all programmatic and fiscal reports required by SOCTAE, Including but not limited to: a mid-year budget and performance analysis and a grant renewal application. ([2 CFR § 200.329](#))
8. Per state requirement, the subrecipient agrees to comply with the following staffing requirements as listed in the Competitive Request for SOCTAE Policies and Procedures Manual:
 - a) The subrecipient will appoint a full time (40 or more hours per week) program administrator. To receive an exemption from this requirement, a subrecipient must request a waiver from the Office of Adult Education. At a minimum, the program administrator must have a degree from a four-year college or university.

- b) The subrecipient will employ at least one part-time Career Service Specialist. A Community Based Organization (CBO) can either employ a Career Service Specialist or partner with another organization that can provide career services. The Career Service Specialist must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
 - c) The subrecipient will employ at least one Integrated Education and Training (LET/Workplace Literacy Coordinator (FT or PT). The IET Coordinator must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
 - d) At a minimum, instructors must have a degree from a four-year college or university.
 - e) The subrecipient will ensure that someone on staff serves as an instructional lead focused on ensuring instructors are implementing high-quality, evidence-based, standards-based instructional strategies that lead to positive student outcomes. At a minimum, the instructional lead must have a degree from a four year college or university, with preference for an education degree and an adult education background.
 - f) The subrecipient will ensure someone on staff services as a data manager. The data manager must have sufficient education and experience to perform the job duties consistent with the hiring policies of the local organization.
9. Per state requirement, the subrecipient must pay part time instructors a minimum of \$22 per hour, and full time instructors a minimum salary that is equivalent to \$22 per hour (excluding benefits), unless it requests and receives a waiver from the Office of Adult Education.
10. Per state requirement, the sub recipient will ensure that instructors spend 70% of their time engaged in synchronous and/or asynchronous instructional delivery.
11. The subrecipient agrees to comply with the established professional development (PD) hour requirements for all program personnel as outlined in the Office of Adult Education Policy and Procedures manual, which includes:
- a) A minimum of 24 professional development hours for all full-time faculty and staff including: Program Administrator, Instructors Careers Service Specialist, and IET/Workplace Literacy Coordinators.
 - b) A minimum of 12 professional developments hours for Part time faculty and staff including: Instructors Careers Service Specialist, and IET Coordinators.
 - c) A minimum of 6 professional development hours of Data Managers and Volunteers.

The state requires that no less than 80% of staff will meet PD requirements during each fiscal year. Programs are required to plan and ensure faculty and staff are obtaining a minimum of 25% of their required PD hours each quarter. OAE sponsored and local PD opportunities must be entered into the state's data system Literacy Pro, within 30 days of the PD opportunity.

12. Per state requirement, the sub recipient will not apply high/ excessive charges on tuition for adults enrolled or wishing to enroll in the adult education program .Adults are not required to purchase books, or any other materials needed to participate in the Adult Literacy program. Please note that this provision does not apply to Integrated Education and Training (IET) and VIDE Night School Diploma credit courses. If the program receives program income by charging reasonable and necessary tuition or fees for IET courses or Night School Diploma credit courses, or earns any additional program income, it must use that income to provide additional adult education and literacy services that it would otherwise be unable to provide. Program income from tuition and fees must be: (a) accounted for in program records, and (b) used only for costs allowable under AEFLA. ([2 CFR § 200.307](#)).
13. Per state requirement, the subrecipient agrees that it will not close classes for more than two consecutive weeks without written approval from the VIDE's State Office of Career, Technical and Adult Education. Any request to close classes for more than two consecutive weeks must be requested at least 45 days in advance.
14. Per state requirement, the subrecipient will schedule all classes for minimum of ten instructional hours per week, with the exception of Workplace Literacy classes. Available instructional hours must include both in person instruction and distance learning counted using proxy contact-hour models (clock time, teacher verification, learning mastery, as consistent with NRS guidelines and State Office of Career, Technical and Adult Education (SOCTAE) Assessment Policy.).
15. Per state requirement, the subrecipient understands that the minimum class size for all programs funded under this RFP is ten students. Classes having less than ten students enrolled must be consolidated. **In instances where this is not feasible, the Subrecipient must request an exception from the State.**
16. Per state requirement, the subrecipient will have students manually sign in and out for each class. The State will provide a standard student attendance log. Students are required to sign validating their attendance daily. **The Subrecipient understands that these attendance logs serve as legal instruments and are often requested for a students' attestation in legal proceedings.** All records must be stored for five years.
17. Per state requirement, the subrecipient will submit Time and Effort for employees with all timesheet submissions. The State's Program Manager will verify class activity for the pay period requested by accessing the Subrecipients LACES system. The state elects to request random copies of student's attendance log to validate data.
18. Per state requirement, adult education programs must adopt and utilize the state-approved lesson plan template. To utilize a different lesson plan template, programs must request a waiver from State Office of Career, Technical and Adult Education (SOCTAE).

19. Per state requirement, grant funds may not be utilized to teach classes in any language other than English.
20. Per state requirement, programs must utilize zoom to provide synchronous and asynchronous standard based distance education. Students must have equitable access to participate in distance education opportunities that advance their learning. All other platforms must be submitted for the state approval. **Students scoring at an EFL of 3.0 and lower are not eligible for Asynchronous classes.** Classes must be Synchronous, or in person.
21. Per state requirement, the subrecipient agrees to operate approved Integrated Education & Training opportunities for students that meet the following requirements:
 - a) The IET must: (a) Meet the federal definition of IET as outlined in 34 CFR § 463.35-38. (b) Be aligned with regionally in-demand industry and (c) support participants eligible to receive AEFLA services (WIOA Section 203[4]) which includes eligibility requirement of “basic skills deficient.”
 - b) IETs must be operational each quarter- meaning students are enrolled- and must begin no later than two weeks prior to the end of the quarter. Minimally there must be four unique opportunities operating each year. To receive an exemption from this requirement, a subrecipient must request a waiver from SOCTAE.
22. Per state requirement general Adult Education Subrecipients may use up to 2% of their grant award, capped at \$15,000, of their adult education grant funds on training and certification costs necessary and associated to achieve the purposes of the IET program as described in 34 C.F.R. §463.36-463.38. To use funds for training costs, the costs must meet the following conditions: (a) the IET meets items the conditions listed in 34 CFR §463.35-38; (b) the IET costs are allowable, allocable, reasonable, and necessary, (c) the program is not supplanting other state or local funds, and (d) if applicable, the program follows their conflict of interest and procurement policies when selecting a training provider. If a program wishes to exceed the limit, they must submit a written request to State Office of Career, Technical and Adult Education (SOCTAE).
23. The subrecipient will collaborate with other adult education sub recipients within the VI’s Local Workforce Development Area to meet required one-stop partner responsibilities, including providing representation on the Local Workforce Development Board (LWDB) and negotiating and paying one stop infrastructure costs ([34 CFR § 463.400](#), [34 CFR § 463.415](#), [34 CFR § 463.420](#)).
24. Programs designated to pay one-stop infrastructure costs must use a portion of their federal administrative funds to pay these costs. ([34 CFR §463.720](#))
25. The subrecipient will ensure that its services have a “direct linkage” to the one-stop. [Per 20 CFR § 678.305 \(i\)](#), a “direct linkage” means providing direct connection at the one-stop center, within a reasonable time, by phone or through a real-time Web-based communication to a program staff member who can provide program information or services to the customer. Please note that exclusively providing a phone number, website, information, pamphlet, or materials does not constitute a “direct linkage.”

APPENDIX G
DATA REPORTING & INTAKE REQUIREMENTS

1. The subrecipient agrees to comply with all policies and procedures in the State office of Career, Technical and Adult Education Assessment Policy, including the use of the state's adult education data system to report all assessment information in the required time periods.
2. The subrecipient agrees that it will meet the National Reporting System (NRS) of Adult Education data quality standards, including, but not limited to, the standards for academic performance, USVI Night School High School Equivalency (HSE) and transition goals.
3. To ensure accurate and detailed reporting and meet the performance accountability reporting requirements of the Workforce Innovation and Opportunity Act (WIOA) and the National Reporting System (NRS), sub recipients must make every effort to collect social security numbers for all Adult Education participants (including English Language Learners) without coercion.
4. Subrecipients must securely maintain personally identifiable information.
5. Subrecipients must use the state approved student intake form and collection system to collect student information, except in special circumstances that have been approved by the State Office of Career, Technical and Adult Education (SOCTAE) advance.
6. Programs must maintain accurate and updated student, staff, and course schedule information in the state's data system.