Policy & Procedure Manual

Table of Contents

SECTION A - Agency Authority and Function

POLICY A.1 Adult Education Governing Authority and Funding of Local Programs
POLICY A.2 Adult Education Fund Disbursements
POLICY A.3 Adult Education Data Collection and Reporting Compliance
POLICY A.4 Adult Education Funding and Compliance
POLICY A.5 Local Education Program Monitoring, Professional Development and Technical Assistance
POLICY A.6 Adult Education Alignment with Core Programs
POLICY A.7 State Leadership Initiatives and Special Projects
POLICY A.8 Equity and Non-Discrimination Policy for Section A

SECTION B - Local Education Program Operations

POLICY B.1 Local Education Program Fiscal Compliance
POLICY B.2 Local Education Program Fiscal Reporting
POLICY B.3 Local Education Program Staffing and Documentation
POLICY B.4 Local Education Program Recruitment, Retention, Marketing and Outreach
POLICY B.5 Local Education Program Data Collection and Reporting
POLICY B.6 Local Education Program Curriculum and Instruction
POLICY B.7 Integrated Education and Training
POLICY B.8 Integrated English Literacy and Civics Education
POLICY B.9 Local Education Program Professional Development
POLICY B.10 Local Education Program Facilities, Equipment and Operations
POLICY B.11 Local Advisory Committee
POLICY B.12 Local Education Program/Workforce System Collaboration
POLICY B.13 Equity and Non-Discrimination Policy for Section B

GO TO GLOSSARY
Georgia Office of Adult Education

Vision
Creating a Workforce for Georgia and a Future for Families

Mission
The mission of the Adult Education program is to enable every adult learner in Georgia to acquire the necessary basic skills in reading, writing, computation, speaking and listening to compete successfully in today’s workplace, strengthen family foundations and exercise full citizenship.
Section A  Agency Authority and Function

Policy A.1  Adult Education Governing Authority and Funding of Local Programs

Effective Date: July 1, 2018

I  Policy:
The Georgia Office of Adult Education (GOAE), under the authority of the Technical College System of Georgia, will serve as the state’s eligible agency for the administration and oversight of federal and state funding statutorily allotted by the Workforce Innovation and Opportunity Act (WIOA) of 2014 and related state allocations.

The GOAE will support local adult education programs to offer services described in the Adult Education Family Literacy Act (AEFLA)—Title II WIOA. The GOAE effectuates its mission through the use of service delivery areas (SDAs). The network of SDAs includes each of Georgia’s 159 counties.

The GOAE will administer and monitor state funding to local eligible providers for a designated service delivery area (SDA). Multi-year grants will be made available through a competitive grant process. Grants will be renewed annually using performance-based principles for the duration of the grant cycle. Local services may include:

- adult education;
- literacy;
- workplace adult education and literacy activities;
- family literacy activities;
- English language acquisition activities;
- integrated English literacy and civics education;
- workforce preparation activities; or
- integrated education and training

II  Related Authority:
- P.L. 113-128 § 201, 202, 203, 225, 231, and 243
- O.C.G.A. § 20-4-11

III  Related Definitions and Key Concepts:
Integrated Education and Training
Procedure A.1 Adult Education Governing Authority and Funding of Local Programs

The GOAE is Georgia’s eligible agency for the receipt of federal funding for Adult Education. In this pass-through capacity, the agency receives, administers, and monitors federal and state funding for local eligible providers. The GOAE will execute its governing and fiduciary responsibilities through the following activities:

- Receive funds from the federal Department of Education, Office of Career Technical and Adult Education, and the state of Georgia annual budget, as approved by the Governor
- Issue funds to local eligible providers with documented demonstrated effectiveness, through a competitive Request for Applications (RFA) process
- Evaluate each local grant application objectively, in compliance with the 13 Considerations for Funding, described within the WIOA statute.
- Assess each local provider using a formal Risk-Assessment mechanism.
- Administer funding in compliance with the following rules and regulations:
  - WIOA Statute (P.L. 113-128)
  - WIOA Final Rules
  - EDGAR
  - Omni-Circular
- Implement an annual grant renewal application process, that includes an assessment of the local provider’s program performance as well as its financial solvency.

All materials, conceptions and products conceived or produced by a local education provider, its employees, agents, consultants or subcontractors arising out of the contractually-funded program shall be the sole property of the GOAE. The GOAE shall have the exclusive right to copyright and patent said material(s).
Policy A.2  Adult Education Fund Disbursements

Effective Date: July 1, 2018

I  Policy:
The Technical College System of Georgia Office of Adult Education (GOAE) will disburse grant funds to local providers on a 30-day reimbursement cycle. Allocations will include funds for program operations, administrative expenses, and professional development.

II  Related Authority:
- P.L. 113-128
- 2CFR 200
- OMB Circular A-87 80.30
- EDGAR Parts 75-79, and 81-99

III  Related Definitions and Key Concepts:
- Fringe Benefits
Procedure A.2  Adult Education Fund Disbursements

Funding is provided on a 30-day reimbursement basis. The grantee will be reimbursed for allowable costs, as approved in the grant application/contract.

In order to ensure proper usage and documentation of grant funds, the GOAE will:

- Maintain grant records and approved contracts for each local education program.
- Receive and process funding reimbursement requests on a 30-day basis through an electronic system.
- Charge expenses to budget projects (cost objectives) as approved in the grant application/contract.
- Reimburse expenses for equipment valued at >$1000 only if the local education program has obtained written approval from GOAE.
- Disallow reimbursement for any expense not permitted under P.L. 113-128.
- Allow local education programs to charge the grant only for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between this grant and other activities.
- Disallow cost of any activity that is not directly associated to the purpose of the grant.
- Disallow reimbursement for food and beverage, entertainment, and social activities.
- Maintain records in accordance with the GOAE Records Retention Schedule.
Policy A.3 Adult Education Data Collection and Reporting Compliance

Effective Date: July 1, 2018

I Policy:
The GOAE will comply with federal and state reporting requirements and will require data collection and reporting procedures within local providers. State and local data will be maintained through the GOAE’s management information system, the Georgia Adult Learner Information System (GALIS).

II Related Authority:
- P.L. 113-128 § 221, 223
- Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act

III Related Definitions and Key Concepts:
n/a
Procedure A.3  Adult Education Data Collection and Reporting Compliance

The GOAE maintains GALIS, a centralized system for the collection and management of local and state-level data. All state-level and local data will be reported in this system. The GOAE will ensure that all local education providers have local data collection procedures that include the timely collection and input of data related to student enrollment, attendance, completions, and other pertinent factors.

To ensure and assess data quality, on a monthly basis, the GOAE conducts both on-site and desktop monitoring of local program data and data collection practices. Activities include, but are not limited to:

- Reviewing GALIS reports for enrollment, MSG and other performance indicators
- Cross-checking data observed/reviewed during local program monitoring visits with data entered into GALIS

Data concerns identified by the GOAE are sent to local program administrators who are required to respond within a designated timeframe. State staff may also provide targeted technical assistance related to the data issue(s). Data issues that are deemed substantial by the GOAE will result in the program being placed on a Corrective Action Plan (CAP).

The GOAE will report state-level data as required by the National Reporting System (NRS). Reports may include:

- Narrative Report
- Statistical Tables
- Data Quality Checklist
- Assessment Policy
- Federal Financial Reports

The GOAE will report personnel time and effort for state-level staff using the following forms:

- Semi-Annual Certification Form for Full-Time Employees Only
- Time & Effort Log
- Time & Effort Log with Start/End Times
Policy A.4 Adult Education Funding and Compliance

Effective Date: July 1, 2018

I Policy:
The Georgia Office of Adult Education will comply with all federal and state fiscal regulations, to include oversight of fiscal compliance and reporting within local eligible providers.

II Related Authority:
- P.L. 113-128 § 211, 225, 231, 232, 233, 241, 243
- 2CFR 200
- OMB Circular A-87 80.30
- OMB Circular A-87: Cost Principles, 42 Elements of Spending, and Changes 80.30

III Related Definitions and Key Concepts:
- n/a
Procedure A.4  Adult Education Funding and Compliance

The GOAE will maintain fiscal compliance with federal and state regulations and will ensure compliance by local education providers as well. To fully meet compliance, the GOAE will:

- Utilize appropriate procedures and documentation to ensure fiscal and statutory compliance of all grantees, including:
  - Federal Certification Regarding Lobbying
  - Federal SF LLL Disclosure of Lobbying Activities
  - Federal SF-424-B Assurances Non-Construction
  - RFA Assurances
- Verify the debarment status of each applicant/grantee
- Require signed Assurances for specific priorities
- Conduct periodic fiscal audits of local education providers, using the following formal procedures:
  - OAE Financial Audit Process
- Require compliance with the following authorities:
  - WIOA Statute (P.L. 113-128)
  - WIOA Final Rules
  - EDGAR
  - Omni-Circular
- Impose sanctions, as appropriate, on any local education provider for negligence or failure to comply with fiscal obligations. Sanctions may include, but are not limited to:
  - Termination or suspension of grant contract, in whole or in part; effective at the close of business on the day of receipt of written notice from the GOAE to local education provider.
  - Withholding of payment
  - Repayment of funds
  - Corrective Action Plan
  - Targeted Financial Monitoring

For state leadership funds, the GOAE will:

- Comply with reporting Prime Awardee Executive Compensation Data, as required under the Federal Funding Accountability and Transparency Act.
- Comply with Special Conditions for Disclosing Federal Funding in Public Announcements.
Policy A.5 Local Education Program Monitoring, Professional Development and Technical Assistance

Effective Date: July 1, 2018

I Policy:
The GOAE will ensure the quality and effectiveness of local adult education services by monitoring local programs in the areas of data management, curriculum/instruction, fiscal compliance, and program performance.

The GOAE will support local education providers by providing technical assistance to improve the efficacy of program operations. Technical assistance will be provided to programs for compliance, monitoring of performance, and professional development for ongoing program improvement.

Additionally, the GOAE will offer comprehensive professional development to better enable local education programs to increase program performance and to incorporate best practices as identified by national and regional subject matter experts. The GOAE will monitor and track local professional development for content, rigor, and appropriate usage of professional development funds.

II Related Authority:
- P.L. 113-128 § 221, 223
- Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act
- Official Code of Georgia (O.C.G.A.) §50-36-1

III Related Definitions and Key Concepts:
n/a
Procedure A.5  Local Education Program Monitoring, Professional Development and Technical Assistance

On-Site Program Review

The GOAE conducts an on-site program review for select programs on an annual basis. The on-site program review is a comprehensive and detailed review of a program’s operations. The review team is comprised of an external/objective facilitator, a program administrator from another local education program, a teacher from another local education program, and staff member from GOAE. The broad foci of the on-site review are: Quality of Administration and Quality of Instruction. The review may include records review, interviews, and classroom observations. A written report of the review is prepared and provided to the program. Should the review team determine the need for corrective action or some follow-up measures, that will be communicated to the program in writing.

Financial Review

The GOAE conducts a Financial Review for select programs on an annual basis. A financial review is conducted by GOAE staff. It will involve a review of all financial records and supporting documentation associated with grant expenditures.

Technical Assistance

The GOAE provides ongoing technical assistance to local education providers. Technical assistance may be provided to a program to introduce a new or developing practice, to address a specific deficiency, or to provide an orientation to new staff members. Technical assistance may be delivered via a variety of modalities, to include face-to-face, online, and phone conferencing. Technical assistance may include practices related to fiscal management, data entry/reporting, grant compliance, etc.

Professional Development

The GOAE provides ongoing professional development for adult educators, program leaders and staff annually. The regional and statewide offerings are listed at http://literacy.coe.uga.edu/pdtr. The focus of professional development offerings may include: federal and state specific educational initiatives, targeted core subject matter content, instructional strategies and best practices, classroom management, student recruitment/retention/engagement, program management and instructional leadership, as well as other pertinent topics.

Each fiscal year, professional development goals are derived from federal and state initiatives and an annual statewide needs assessment. The needs assessment includes quantitative and qualitative feedback from all levels of faculty and staff from local adult education programs.

Annually, the GOAE will audit the Professional Development documentation packets and will provide the local program with a report detailing any compliance irregularities. Professional development is delivered through a variety of mechanisms, including conferences, workshops, webinars, as well as electronic and printed resources.
Policy A.6  Adult Education Alignment with Core Programs

Effective Date: July 1, 2018

I Policy:
The GOAE will align adult education and literacy activities throughout the state with the programs and services of other core workforce system and WorkSource Georgia One-stop Center partners in support of strategies to provide access to employment opportunities and job readiness for citizens in need—with emphasis on persons with barriers to employment.

II Related Authority:
P.L. 113-128 § 223

III Related Definitions and Key Concepts:
- Individual with Barriers to Employment
- Integrated Education and Training
- One-Stop Delivery System/Center
- WorkSource Georgia
Procedure A.6  Adult Education Alignment with Core Programs

The GOAE is a statutory core partner of the state’s workforce system. As such, the GOAE works collaboratively with other core partners (e.g. the Georgia Department of Labor) to provide comprehensive services to increase work-readiness and job availability for Georgia’s citizens. A key component in the collaborative process is the creation and execution of Georgia’s Unified State Plan-- a document co-produced by the GOAE and other state workforce partners.

The GOAE will carry out the responsibilities and activities described in the Unified State Plan and will require local education programs to carry out activities at the local level accordingly. Local activities may include:

- Serve on a Local Workforce Development Board
- Have a direct presence at the regional comprehensive One-Stop Center
- Have and implement a reciprocal referral system with other local workforce providers
- Identify and implement opportunities for integrated education and training with other local workforce entities (including industry providers)
Policy A.7  State Leadership Initiatives and Special Projects

Effective Date: July 1, 2018

I  Policy:
The GOAE will establish leadership initiatives and special projects to strengthen local adult education programs statewide. State leadership activities will be designed and executed in accordance with P.L. 113-128, Title II, and may be coordinated with other WIOA core partners and/or workforce service providers within the state.

The GOAE will coordinate the involvement of local education programs in special initiatives (e.g. career pathways). Accordingly, the GOAE will review and approve funding and operational guidelines for special initiatives deemed necessary by the agency.

The GOAE will implement and administer the income tax credit program, to encourage businesses to provide or sponsor basic skills education programs for their employees and/or pay the cost of the basic skills education test (GED test) for employees who are Georgia residents.

II  Related Authority:
- P.L. 113-128 § 223
- O.C.G.A. § 48-7-41

III  Related Definitions and Key Concepts:
n/a
Procedure A.7  State Leadership Initiatives and Special Projects

The GOAE will coordinate and implement special projects, programs or services to augment the state’s foundational adult education/literacy services. Leadership initiatives may involve entities that are exogenous to the network of adult education providers (e.g. literacy organizations, local service providers).

Examples of the Special Initiatives:

- Exceptional Adult Georgian in Literacy Education (EAGLE). The EAGLE program recognizes outstanding students enrolled in adult literacy classes statewide. The GOAE will coordinate the EAGLE program as described within the Exceptional Adult Georgian in Literacy Education Leadership Manual, including the development of rules for participation, regional and statewide judging, and the culminating awards ceremony.

- Transition Program Specialist. The GOAE will require each local program to employ one (or more) Transition Specialist(s) to serve as a college and career resource for adult education students and non-English speaking students. He or she will ensure students are provided a continuum of support to span their adult education instruction; identify and offer wrap-around services; assist in the facilitation of student transition to postsecondary options and obtain possible employment opportunities based upon their career interest.

- Certified Literate Community Program (CLCP). The CLCP establishes an independent non-profit collaborative with a mission of improving the literacy levels of children, families, and workers in their community through a business-education-government partnership. The GOAE will provide a full-time Certified Literate Community Program staff person to provide coordination and leadership for CLCP programs, including professional development and technical assistance to local education programs.

The GOAE will administer the income tax credit program in accordance with the GA Tax Credit Procedures Guide.
Policy A.8  Equity and Non-Discrimination Policy for Section A

Effective Date: July 1, 2018

I  Policy:
The Technical College System of Georgia Office of Adult Education and its constituent local education providers do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all federal and state grant funded Adult Education programs, including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

II  Related Authority:
- Equal Pay Act (1963)
- Civil Rights Act (1964)
- Age Discrimination Act (1967)
- Educational Amendments (1972)
- Americans with Disabilities Act (1990)

III Related Definitions and Key Concepts:
 n/a
Procedure A.8  Equity and Non-Discrimination Policy for Section A

The Technical College System of Georgia Office of Adult Education and its constituent local education providers shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The Georgia Office of Adult Education prioritizes the need to ensure that all persons are afforded accessibility and participation in Adult Education programs and services throughout the state. GOAE will proactively identify and eliminate barriers to service and participation in Adult Education activities. Efforts include (but are not limited to) the following:

a) Grant Funding Requirement. As a condition of funding, the GOAE requires all grantees to sign and abide by Assurances to address non-discrimination and to promote inclusion. Additionally, the GOAE requires grantees to fully comply with the General Education Provisions Act (GEPA).

b) Program Monitoring. Program monitoring incorporates accessibility and inclusion compliance. Programs must make sufficient accommodations for participation and employment.

c) Website and Publication Accessibility. The GOAE makes every effort to ensure that its website and published documents meet accessibility standards.

d) Professional Development Accommodations. GOAE delivers training using a variety of modalities to support the various needs of the end-users. Additionally, the GOAE adjusts training in response to specific requests of attendees. All professional development activities are also followed by evaluations for continuous improvement.
Section B  Local Education Program Operations

Policy B.1  Local Education Program Fiscal Compliance

Effective Date: July 1, 2018

I  Policy:
Local education programs will expend grant funds for the purpose of the grant specified in the RFA and RFA Assurances, and in a manner consistent with fiscal requirements outlined in federal and state regulations.

Local education programs will use fiscal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal and state funds.

II  Related Authority
- 2CFR Part 200
- EDGAR
- Georgia State Travel Regulations
- RFA Assurances

III  Related Definitions and Key Concepts:
- Administrative Costs
- Supplanting
Procedure B.1  Local Education Program Fiscal Compliance

By receipt of federal and state Adult Education grant funds, a local education program accepts responsibility for ensuring that grant funds are managed in accordance with the AEFLA, GEPA, OMB Circulars, EDGAR, and other relevant statutes, and regulations.

Grant and Accounting Regulations, General

Local education programs must maintain compliance with the following grant-related budget and accounting regulations:

- The local education program shall request funding through a formal grant application process, using the following forms:
  - Federal Section 231 Budget Forms
  - Federal Section 225 Budget Forms
  - Federal Section 223 Budget Form
  - Federal Section 243 Budget Forms
  - State Budget Forms

- The local education program shall allocate state and federal funds appropriately. The program shall maintain budget documents and fiscal records (See Records Retention Schedule)
- Federal funds must be used to supplement state and local funding but must not be used to supplant those funds
- Administrative costs may not exceed 5% of the local award, unless approved by the GOAE.
- Approved budgets may not change for any line item purpose without the written approval from the GOAE via a Budget Amendment Request Form. A local education program must submit a Budget Amendment Form for approval to amend the following:
  - Budget line items
  - Transfer between budget cost objectives/projects
  - Personnel changes
  - Out-of-state travel of $1,000 or more
  - Professional development expenditures for $1000 or more (must include supporting documents such as an agenda and/or speaker bio)

- The local education program will be responsible for registration and travel expenses for all required meetings for staff. Additionally, the local education program will be responsible for the salary of part-time staff who attend meetings.
- The local education program will not charge tuition, fees, or other charges for services. Additionally, students will not be required to purchase books or any other materials that are needed for participation in the program per State requirements.
● The cost of the GED test or related test administration is not an allowable cost and cannot be reimbursed by the GOAE.
● Food and beverage is not an allowable expense.
● Entertainment, which includes costs for amusement, diversion, and social activities are not allowable costs.
● The Program Administrator of the local education program shall coordinate with the program’s local budget office to review and adjust budgets periodically, as necessary. Documentation of monthly meetings with the budget office is required.
● The local education program shall have written policies and procedures for purchasing and expenditures to support allowable activities.

In the event there is an increased local need for services, the local eligible program shall obtain prior approval from GOAE whenever a budget revision would result in the need for additional funding or re-allotment of funds (OMB Circular A-87: 80.30 Changes).

Equipment Regulations

Regarding the purchase, use, and maintenance of equipment using grant funding, the local education program will comply with the following:

● Approved equipment (via initial approved budget or a budget amendment) can be purchased by local education programs.
● The local education program will use equipment only for the purpose(s) for which it was acquired or for other allowable Adult Education use.
● The local education program must maintain a description, location, and assigned use on all equipment (with a useful life of more than one year) on all equipment purchased with grant funds.
● All equipment purchased with Adult Education funds shall remain the property of the State of Georgia and is subject to the rules and regulations of the GOAE through the life and disposition of said property.
● The local education program must submit an annual Equipment Inventory Report for equipment valued at or above $5,000.
● Inventory must be maintained, transferred, and disposed of using established TCSG State Board Policy 3.39. Any loss, damage or theft of said property shall be investigated, fully documented and reported to the GOAE.
● Upon termination of this contract, the local education program shall account for all non-expendable personal property purchased with grant funds, and the GOAE may relocate the property or direct its disposition in accordance with State regulations.

Requisition of Funds

Local programs must expend funds and request reimbursement, per the following guidelines:

● Requests for reimbursements must be submitted via a Funds Requisition Form (non-TCSG entities) or a cash draw (TCSG colleges).
● The program must complete the appropriate requisition form monthly, for approval by GOAE and remittance of funds.
● All grant funds must be expended or encumbered by June 30th of each fiscal year. The request for reimbursement of any funds encumbered at June 30th must be requisitioned by September 30th.
● State grant funds will lapse if not expended or encumbered by June 30th.

Travel Regulations

Regarding travel, the local education program will comply the Georgia Travel Regulations (http://sao.georgia.gov); this includes mileage, lodging, meals, etc.
Policy B.2  Local Education Program Fiscal Reporting

Effective Date: July 1, 2018

I Policy:
Local education programs must maintain fiscal control and accounting procedures sufficient to prepare reports and trace grant funds to a level of expenditure adequate to demonstrate the proper use of funding. Programs must maintain compliance with the System for Award Management (SAM).

II Related Authority:
- P.L. 113-128
- 2CFR 200
- OMB Circular A-87 80.30
- EDGAR Parts 75-79, and 81-99

III Related Definitions and Key Concepts:
- n/a
Procedure B.2 Local Education Program Fiscal Reporting

The local education program accepts the responsibility to use fiscal control and fund accounting procedures that will ensure the proper disbursement of, and accounting for, federal and state grant funds. Specifically, the local education program will comply with the following documentation and reporting measures:

Time and Effort

The local education program will ensure that each staff person whose salary is paid (partially or fully) using Adult Education grant funds completes either a Semi-Annual Certification Form or a Time and Effort Form, as appropriate:

- Full time employees who work on one cost objective may complete a Semi-Annual Certification Form
- Full time employees who work on more than one cost objective must complete a monthly Time and Effort Form
- Part time employees must complete a monthly Time and Effort Form
- A local program may request permission to use a locally-customized Time and Effort Form. Upon approval, the local program may modify the form to meet the program’s specific needs. However, the revised form must include basic elements (e.g. % of time worked on each cost objective) as required by federal reporting regulations.

Budget and Accounting Records

The local education program will maintain detailed grant accounting records by project and line item, to support all grant funds expended and reimbursed. Records will be maintained in accordance with the Records Retention Schedule.
Policy B.3  Local Education Program Staffing and Documentation

Effective Date: July 1, 2018

I  Policy:
Local education programs must have equitable and transparent hiring and employment processes, must employ highly qualified and well-trained personnel, and must maintain related personnel documentation. Staffing must meet the program requirements as specified in the funding contract.

II  Related Authority:
- P.L. 113-128 §231
- CFR 200

III  Related Definitions and Key Concepts
n/a
Procedure B.3  Local Education Program Staffing and Documentation

The local education program will ensure that the program is staffed with qualified, well-trained personnel. The program will maintain personnel records and will comply with the following measures:

- Provide equitable access and non-discriminatory practices for all applicants as it relates to consideration for employment.
- Have written procedures for the hiring and maintenance of staff and the maintenance of personnel files. The files must contain:
  - Evidence that Adult Education instructors and the Program Administrator have a minimum of a four-year degree from an accredited college or university
  - Documentation (e.g. degree from an accredited institution, transcripts, licensure) that personnel meet the minimum educational requirement
  - Other relevant documents including the Immigration and Naturalization Service (INS) Employment Eligibility Verification Form (I-9)
- Enter all personnel working on grant activities in GALIS. This includes volunteers.
- Appoint a full time (30+ hours) Program Administrator of Adult Education services for the specified Service Delivery Area. A waiver for the requirement of a full-time Program Administrator may be applied for under conditions outlined in EDGAR Section 75.511. The decision to grant the waiver will be determined by the GOAE.
- Employ at least one Transition Specialist (full or part time). A Community Based Organization (CBO) may either employ a Transition Specialist or partner with another organization that can provide transition and support services. When choosing the option to collaborate for service delivery, evidence of the partnership will need to be provided to GOAE upon request.
- Only programs with 2,200 or more NRS students (based upon last full year of the program’s data) may use state or federal adult education grant funds to employ persons in lead teacher/site manager positions (30% instructional time). Those specified programs are permitted to have one lead teacher/site manager position for every 50,000 contact hours generated during the last full year of performance.
- Only charge the grant for the proportionate share of the costs of fringe benefits for personnel whose duties are divided between Adult Education grant funds and other activities.
- Submit the Personnel Change Notification Form when there are changes to the Program Administrator, Organization Head, or Transition Specialist.
- Maintain Time and Effort Reports or Semi-Annual Certification Forms for all federal and state funded employees. These reports must be signed by the employee and the supervisor.
Policy B.4   Local Education Program Recruitment, Retention, Marketing and Outreach

Effective Date: July 1, 2018

I   Policy:
    Local education programs must develop and implement a Recruitment and Retention Plan, Marketing and Outreach Plan to meet the needs of the designated target population based upon census of need data. Plans must prioritize persons with barriers to employment.

II  Related Authority
    P.L. 113-128

III Related Definitions and Key Concepts:
    n/a
Procedure B.4  Local Education Program Recruitment, Retention, Marketing and Outreach

The local education program will employ strategic and effective measures to promote the program’s services to target populations of students. Measures will ensure equitable access and inclusion. Specifically, the local education program will:

● Include the following components in its Recruitment and Retention Plan (R&R Plan):
  o Target Audience – Identifies who the program is targeting through the recruitment or retention activities. All populations in need of services within the service area should be included within the plan.
  o Key Action Steps/Activities – Detail the specific tasks that the program will undertake to increase enrollment and retention.
  o Person(s) Responsible – Provides the person or persons in the program that will be responsible for specific recruitment or retention activities.
  o Budget/Resources - Provides an estimation of the projected expenses for each activity. This should be updated after the activity is completed to reflect the final cost.
  o Target Completion Dates – Identify the timeframe for completion of an activity. Plans should contain activities across the full program year.
  o Predicted Outcomes – Should be a quantitative and qualitative projection of the expected outcomes. After the activities, this should be updated to reflect the actual results.

● Establish an ongoing process to fully utilize the R&R Plan, which includes updating the outcomes of the activities and adding/deleting activities as necessary to fully engage all segments of the service area.

● Maintain documented evidence of R&R activities.

● Provide updated plans as requested by the GOAE.
Policy B.5 Local Education Program Data Collection and Reporting

Effective Date: July 1, 2018

I Policy:
Local education programs must adhere to all federal and state reporting requirement and applicable regulations, as specified by the WIOA statute. Local education programs will collect, and report data as specified by the National Reporting System (NRS) for Adult Education.

II Related Authority
- P.L. 113-128
- Technical Assistance Guide for Performance Accountability Under the Workforce Innovation and Opportunity Act
- Official Code of Georgia (O.C.G.A.) §50-36-1

III Related Definitions and Key Concepts:
n/a
Procedure B.5 Local Education Program Data Collection and Reporting

The local education program will maintain data collection, management and reporting processes that comply with the requirements of the GOAE and federal regulations. Programs will ensure that all staff persons are properly trained for data-related tasks, as appropriate for their position. In order to meet the data collection and reporting requirements of the grant, a local education program must:

- Conduct a formal orientation with all students within the first 12 hours of student enrollment. The orientation should include:
  - Completing the Intake Assessment Form (IAF) NOTE: The IAF must be completed for each enrollment period and the information should be updated in GALIS.
  - Completing the Verification of Eligibility for Public Benefit (VOEPB) Affidavit Form for all new students that are 18 years and older as outlined in the VOEPB Directions document. Programs should submit Verification of Eligibility for Public Benefit (VOEPB) forms to OAE for students who identify that they are a qualified alien or non-immigrant.
  - Completing the Underage Youth Application Form for all students enrolling in the program that are 16 or 17. The forms should be completed in accordance with Underage Youth Application Directions document.
  - Assessing the student according to the rules and regulations as outlined in the Adult Learner Assessment Policies and Procedures Manual.
  - Reviewing program policies and rules.
  - Reviewing the organization’s/program’s formal Emergency Plan.
  - Sharing information about postsecondary education, training opportunities and work opportunities.

- Conduct ongoing student assessment (post-testing) as outlined in the Adult Learner Assessment Policies and Procedures Manual.

- Enter all NRS-approved assessment scores in the data information system, GALIS, within 10 business days of the assessment.

- Maintain adult learner daily attendance sign-in sheets and individual student files. Student files should include:
  - Intake Assessment Form, including updated IAFs for each enrollment period
  - All assessment results used for reporting in GALIS
  - VOEPB Forms (for students 18+)
  - Underage Youth Forms (as applicable)

- Protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA). Students must provide written consent for their records and information to be disclosed. A process must also be in place for students to withdraw their consent.

- Collect and maintain adult learner daily attendance sign-in sheets that are organized and verifiable. Student Sign-in sheets must:
○ Be available for each class session. Programs may use a daily or weekly sign-in sheet as long as they contain the required elements (Printed names of students (can be computer generated or written by student), signature of students, time-in and time-out for each date of attendance).

○ Provide an accurate time of arrival and departure for each student. Students should sign in at the time they arrive to class and sign out upon departure. The teacher for the class is responsible for checking accuracy of sign-in sheets.

○ Be calculated by individual student attendance for each day. Student time should be rounded to the nearest quarter hour.

○ Reviewed and signed by the teacher before submitting to data entry personnel.

● Maintain records of proxy contact hours for both state and NRS reporting requirements. Attendance records for proxy contact hours may include:

  ○ Printed usage reports that show the student’s name and total activity time during a specified range of dates (clock time model)
  ○ Printed completion reports that show the student’s name, report date, assignments, and outcome by percentage (mastery model)
  ○ Hard copy student work that shows that the student has completed the assigned work at the required mastery level (teacher verification model)
  ○ Once verified, the proxy contact hours can be reported. Hours should be recorded in GALIS with the designation of “proxy contact.”

Distance Education Policy

● Enter individual student attendance in GALIS by actual date of the student’s attendance. The attendance for a specified date must be entered within 5 business days.

● Make every effort to collect Social Security Numbers for all Adult Education participants (including English Language Learners), without coercion.

● Enter all student information in the Georgia Adult Learner Information System (GALIS). Including:

  ○ Intake Assessment Form data
  ○ All Pre- and Post-test Assessments
  ○ Student Goals
  ○ Student Daily Attendance
  ○ Student Conference Notes (these may be maintained in written form in the student permanent file or entered into GALIS)

● Complete the Driver’s License Certificate of Attendance using the Driver’s License Certificate of Attendance Directions if a student meets the requirements and needs the necessary documentation to obtain his/her driver’s license.

● Upon request, provide students with verification of their enrollment via the Enrollment Verification Form.
Policy B.6  Local Education Program Curriculum and Instruction

Effective Date: July 1, 2018

I  Policy:
Local education programs will offer instruction as a part of a structured curriculum, purposed to assist adult learners achieve academically, attain a high school credential or equivalency, qualify for post-secondary education and training, and/or obtain and retain employment. Local education programs will develop and execute career pathways and workforce training opportunities to support the goals and strategies of the local workforce development system(s), industry needs, and available resources.

II  Related Authority:
P.L. 113-128

III  Related Definitions and Key Concepts:
n/a
Procedure B.6 Local Education Program Curriculum and Instruction

Adult education is a critical component of Georgia’s workforce system and serves a key population in the state’s emergent and existing labor force. As such, local adult education programs are to provide students support and education through a strategic curriculum, focused on preparing students to enter employment. Student goals (and subsequent curriculum) should be based on local industry hiring needs, post-secondary education opportunities or industry/career training opportunities. In order to ensure that students receive an education that prepares them for employment, post-secondary education or training opportunities, a local adult education program will institute the following:

- Use the Georgia Adult Education Curriculum Framework to plan and guide all student instruction offered which includes (reading, writing, mathematics, employability skills, and English Language Acquisition). The curriculum framework is aligned to the College and Career Readiness (CCR) and English Language Proficiency (ELP) Standards and incorporates the Employability Skills Framework. The Curriculum Framework can be found at [http://literacy.coe.uga.edu/pdtr/ccrs/GAAdultEdCurrFramework.html](http://literacy.coe.uga.edu/pdtr/ccrs/GAAdultEdCurrFramework.html)
- Incorporate instructional practices that include the essential components of reading instruction
- Ensure instructional delivery, classroom management, learner motivation and any other topic related to adult student education is of sufficient intensity and quality and based upon the most rigorous evidence-based, research available so that participants achieve substantial learning gains.
- Schedule students to attend at least a minimum of six hours of instruction per week for instruction and for a period of duration that will allow students to achieve substantial learning gains
- Offer classes in facilities easily accessible to any adult learner wishing to enroll
- Make reasonable accommodations for individuals who self-disclose physical or mental disabilities
- Identify and collaborate with local core partners and other local service providers by establishing cooperative agreements to provide students with support services that will enable them to attend classes and progress through the adult education program.
- Comply with current, national copyright laws. Copyright Laws can be found at [https://www.copyright.gov/title17](https://www.copyright.gov/title17)
- Protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA.) FERPA can be found at [https://www2.ed.gov/policy/gen/guid/fpc/storage/ferpa](https://www2.ed.gov/policy/gen/guid/fpc/storage/ferpa)
Policy B.7  Integrated Education and Training

Effective Date: July 1, 2018

I  Policy:
Local education programs will develop and implement integrated education and training (IET) programs to support the strategies and goals of the local workforce system.

The IET is 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 career advancement (WIOA Regulations § 463.35).

An IET must include the following three components:

- adult education and literacy activities,
- workforce preparation activities, and
- workforce training (WIOA Regulations §463.36).

In addition, as part of a career pathway (WIOA Regulations§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

The IET must include a single set of learning objectives that identifies the following cooperative components:

- specific adult education content;
- workforce preparation content and competencies activities;
- and workforce training competencies.

II  Related Authority:
P.L. 113-128

III  Related Definitions and Key Concepts:
- Integrated Education and Training
- Single Set of Learning Objectives
Procedure B.7 Integrated Education and Training

Integrated Education and Training is 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. An IET program must include the following three components: adult education and literacy activities; workforce preparation activities; and workforce training.

To meet the expectations of an IET, the local education program will comply with the following measures:

- Provide IET opportunities for students that are aligned to local industry needs.
- Ensure that the IET program is developed to support the goals and strategic industries identified in the Regional and Local Workforce Development Plans.
- Develop and execute a single set of learning objectives, to include and detail expected outcomes for adult education and literacy, workforce preparation, and workforce training.
- Develop an IET Program of Work. The Program of Work should contain details of the program, including the program structure, learning objectives, target students/participants, funding, assessments, credentials, and other relevant details.
- Collaborate with industry representatives and service providers in the local area to develop the curriculum and training components for the IET. The local program should formalize the collaboration with formal contracts and MOUs.
- Identify and secure sufficient funding for the IET. An IET program may be implemented using braided funding from a variety of sources, such as local workforce development monies, industry sponsorships, foundation grants. A program may also submit a request to OAE for approval to use AEFLA funding; the GOAE will consider each request separately, and make a determination based on the program’s structure, resources, and support at the local level.
- Maintain documentation of the IET. Documentation includes a description of the program, documentation of collaboration and partnerships, participants, and outcomes.
Policy B.8  Integrated English Literacy and Civics Education

Effective Date: July 1, 2018

I  Policy:
Local education programs that receive funding for Integrated English Literacy and Civics Education (IELCE) will develop and implement a program that combines concurrent and contextualized instruction with workforce training to English language learners. IELCE provides education services to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. The funds provided under Section 243 must be used in combination with integrated education and training (IET).

The IELCE program must include the following components:

1. Instruction in literacy
2. Instruction for English language acquisition
3. Instruction on the rights and responsibilities of citizenship and civic participation
4. Integrated Education and Training, by:
   a. Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from other providers or industry entities; or
   b. Using funds from Section 243 to support integrated education and training activities

II  Related Authority:
P.L. 113-128

III  Related Definitions and Key Concepts:

- Integrated English Literacy and Civics Education
- Single Set of Learning Objectives
Procedure B.8  Integrated English Literacy and Civics Education

Integrated English Literacy and Civics Education (IELCE) is a service approach that targets English language learners. IELCE provides adult education and literacy activities and civics education with workforce preparation and workforce training. The training is designed for a specific occupation or occupational cluster that is prioritized at the local level.

To meet the expectations of an IELCE, a local education program that receives Section 243 (IELCE) funding will comply with the following measures:

- Structure the IELCE program specifically to engage the target population for IELCE funding.
- Include the literacy instruction, citizenship instruction, workplace preparation activities, and training.
- Ensure that the IELCE program is developed to support the goals and strategic industries identified in the Local Workforce Development Plan.
- Provide all students with information regarding the IELCE program and afforded an opportunity to participate in the program.
- Develop and execute a single set of learning objectives, to include and detail expected outcomes for adult education and literacy, citizenship, workforce preparation, and workforce training.
- Develop an IELCE Program of Work. The Program of Work should contain details of the program, including the program structure, learning objectives, target student/participants, funding, assessments, credentials, and other relevant details.
- Collaborate with industry representatives and service providers in the local area to develop the curriculum and training components for the IELCE. The local program should formalize the collaboration with formal contracts and MOUs.
- Identify and secure funding for the IELCE program. Funding may be implemented using braided funding from a variety of sources, such as local workforce development monies, industry sponsorships, foundation grants. A program may request approval from the GOAE to utilize AEFLA funding for a portion of the training component; the GOAE will consider each request separately, and make a determination based on the program’s structure, resources, and support at the local level.
- Maintain documentation of the IELCE. Documentation includes a description of the program, documentation of collaboration and partnerships, participants, and outcomes.
Policy B.9 Local Education Program Professional Development

Effective Date: July 1, 2018

I Policy:
Local education programs will develop and execute an annual professional development plan, and participate in GOAE-provided professional development, to support the implementation and continuous improvement of administrative, instructional, and data processes.

II Related Authority:
P.L. 113-128 §231, 223

III Related Definitions and Key Concepts:
n/a
Procedure B.9  Local Education Program Professional Development

Professional Development is an integral and required component of grant-funded adult education programs. Professional development participation is key in ensuring that federal and state policies and procedures are executed, state initiatives are implemented, and instructional best practices are learned and incorporated in the classroom. Professional development opportunities are provided to faculty and staff to ensure job preparedness and to support student needs.

To meet the professional development requirements of the grant a local education program will:

- Develop an annual Professional Development Plan which identifies local/state professional development events that will support key program goals
- Provide local professional development to ALL faculty (part time and full time) and program staff (leadership, administrative, data management, transition specialist, etc.); Resources are available via the Professional Development Packet
- Participate in GOAE professional development offerings as appropriate and/or deemed mandatory by the agency. GOAE Professional Development Calendar available at http://literacy.coe.uga.edu/pdtr
- Provide professional development on the integration of standards-based education in the classroom (College- and Career-Readiness Standards and/or English Language Proficiency Standards), using the Georgia Adult Education Curriculum Framework to guide classroom instruction. The curriculum framework is accessible at http://literacy.coe.uga.edu/pdtr/ccrs/GAAdultEdCurrFramework.html
- Obtain approval using the GOAE Budget Amendment Form to participate in professional development events not initially listed as part of a program’s approved RFA professional development list
- Track and document all professional development activities through the use of GOAE Professional Development Event and Documentation Forms. Tracking must be completed by any local education program that receives WIOA funding from GOAE and uses allocated professional development funds. Professional Development Documentation Forms are accessible at http://literacy.coe.uga.edu/pdtr
- File Professional Development Documentation Packets locally to document participation in any professional development offering not provided through GOAE and use GALIS to electronically record participation in such events not offered through GOAE. Professional Development Documentation Packet directions and forms available at http://literacy.coe.uga.edu/pdtr
- Send a copy of the Professional Development Documentation Packet to GOAE following directions provided on the forms
- Comply with Georgia’s State Accounting Office State Travel Policy. Registration fees cover the actual costs of registration. Meals covered by registration fees cannot be claimed for reimbursement.
Policy B.10  Local Education Program Facilities, Equipment and Operations

Effective Date: July 1, 2018

I  Policy:
A local education program’s facility(ies) and equipment used to provide instruction must be safe, accessible, and conducive to learning. Local education programs will purchase and use equipment as allowable under the approved grant/contract. Programs must maintain, make available, and enforce an Emergency Operations and Safety Plan for all locations where classes are held, and employees are located.

II  Related Authority:
Americans with Disabilities Act of 1990, Title II

III  Related Definitions and Key Concepts:
 n/a
**Procedure B.10  Local Education Program Facilities, Equipment and Operations**

Facilities and equipment must directly support the operation of the Adult Education program as approved in the grant application/contract. Local education programs are responsible for maintaining appropriate records regarding facilities, equipment, and related expenditures. To meet requirements for the use of facilities and equipment, a local education program will:

- Maintain facilities and property in accordance with the tenets of the TCSG OAE Program Review Manual and the TCSG Facilities and Classrooms Monitoring Tool.
- Develop, maintain and make available to program participants and employees an Emergency Operations and Safety Plan in accordance with the Georgia Emergency Operations Plan. It must be enforced for all locations where classes are held, and employees are located. Plans should address natural disasters, hazardous materials, weapons, human threats and fire.
- Post Evacuation Plans in all classrooms and other prominent areas where classes are held.
- Provide facilities and reasonable accommodations for students and employees that are in compliance with the American Disabilities Act of 1990.
- Provide facilities that are clean, well-maintained, and have functional furnishings and equipment that are conducive to the education and instruction of adults.
- Have appropriate exterior/interior signage identifying the program.
- Offer flexible schedules to meet the needs of adult learners. This includes offering classes in the day, evening, and on weekends.
- Obtain prior approval for the purchase of any equipment valued above $1,000.
- Use equipment only for the purpose(s) for which it was approved, or for other allowable uses as specified by P.L. 113-128 Workforce Innovation and Opportunity Act.
- Maintain accurate and current inventory records for all equipment.
- Submit annual inventory of items valued above $1000 to OAE.
- Ensure that all equipment purchased with Adult Education funds remain the property of the State of Georgia and ensure that all equipment is maintained and used in accordance with WIOA guidelines and OAE/State regulations.
- Ensure the all equipment is adequately protected from loss, damage and theft, and is maintained in quality, operable condition.
- Account for all non-expendable property purchased with grant funds, including at such time that the grant contract ends.
Policy B.11  Local Advisory Committee

Effective Date: July 1, 2018

I  Policy:
Local providers will establish a Local Advisory Committee for its service delivery area(s) according to the Local Advisory Committee Tasks, Functions, General Information and Requirements

II  Related Authority:
 P.L. 113-128
 O.G.G.A. § 20-4-11-7

III  Related Definitions and Key Concepts:
• Integrated Education and Training
• Integrated English Literacy and Civics Education
Procedure B.11  Local Advisory Committee

A local education program must foster relevance, accountability and local-workforce connectivity. The local program will establish and maintain a local advisory committee and will involve the committee in planning and local evaluation of program effectiveness. To meet local advisory committee requirements, the local education program will comply with the tenets of the Local Advisory Committee Guidelines, including:

- Establishing an advisory committee for each service area or county in the program’s service delivery area; also:
  - Utilizing the Local Advisory Committee Member Recommendation (LAC) Form for committee appointments and the Local Advisory Committee Change (LACC) Form to report changes to the Board’s composition
- Maintaining a plan of work for the advisory committee that includes (but is not limited to) assessment of student needs, assessment of workforce needs, assessment of need for English literacy services, short-and-long-term planning
- Consulting with local WIOA core providers and support organizations in the planning process for the program’s services, including Integrated Education and Training and Integrated English Literacy and Civics Education
- Ensuring that employees of the program are not voting members of the advisory committee; however, attendance at the meetings is encouraged, as appropriate.
- Maintaining meeting minutes, sign-in sheets, and agendas for advisory committee meetings and activities
Policy B.12 Local Education Program/Workforce System Collaboration

Effective Date: July 1, 2018

I Policy:
Local education programs will deliver adult education services in accordance with the priorities and strategies of the local workforce development system(s) within the program’s service delivery area—including collaboration with local/regional WIOA core partners and related service providers. Each local education program will have a direct presence (and delivery of service) in the comprehensive American Job Center(s) (Georgia WorkSource Center) for its local workforce system.

Local education programs will maintain formal Memoranda of Understanding to for participation with the comprehensive American Job Center as well as partnerships with WIOA partners and support entities.

II Related Authority:
- P.L. 113-128
- Georgia Unified State Plan

III Related Definitions and Key Concepts:
- Georgia WorkSource Center (see One-Stop Delivery System/Center)
Procedure B.12  Local Education Program/Workforce System Collaboration

Adult Education is a required component of the local WIOA workforce system. As such, the local education program is statutorily required to participate in the strategies and activities of the local workforce system. Participation includes:

- Involvement/attendance in the Local Workforce Development Board meetings. Involvement includes communicating to the Board the needs and priorities of adult education students and programs that fall within the service delivery area of the Board;
- If adult education is represented on the Local Workforce Board by a person other than the Program Administrator, the Program Administrator is encouraged to attend/observe the meeting as a local core partner/service provider; the program Administrator should work collaboratively with the adult education representative to communicate the needs and priorities of the local adult education program and targeted student body.
- Direct presence/service at the regional/local comprehensive Local One-Stop Center
- Collaboration for referrals and wrap-around service with other local WIOA providers and support services; this includes formal Memoranda of Understanding with local service providers.
- Formal Memoranda of Understanding with the One-Stop Center, and other bodies as appropriate; Memoranda should include:
  - A description of services to be provided by the local education provider
  - Budget and/or cost of service delivery
  - Process for referrals (to and from the local education provider)
  - Signatures of authorized authorities for the respective entities
Policy B.13  Equity and Non-Discrimination Policy for Section B

Effective Date: July 1, 2018

I  Policy:
Local Adult Education providers must comply with TCSG OAE Equity and Non-Discrimination policy, including measures that stipulate compliance with the federal protective statutes for students and employees.

Specifically, the program will not discriminate on the basis of race, color, creed, national origin, sex, religion, disability, age, political affiliation or genetic information, disabled Veteran of the Vietnam Era, spouse of military member or citizenship status (except those special circumstances permitted or mandated by law).

Non-discrimination and equity applies to students as well as staff of the local education program.

II  Related Authority:
- Equal Pay Act (1963)
- Civil Rights Act (1964)
- Age Discrimination Act (1967)
- Educational Amendments (1972)
- Americans with Disabilities Act (1990)

III  Related Definitions and Key Concepts:
  n/a
Procedure B.13  Local Education Program Equity and Non-Discrimination

As a contingency for receipt of grant funding, a local education program will indicate in the grant application how the organization complies with the Americans with Disabilities Act and the General Education Provisions Act. Specifically, the local education program must indicate how it will identify barriers that may prevent/limit access and/or participation for students and employees, and how those barriers will be addressed eliminated.

Additional measures for compliance include:

- Signed Assurances regarding compliance with federal and state non-discrimination laws and regulations
- Provision of accommodations for persons with disabilities or special needs
- Website accessibility and accommodation(s)
- Professional Development and training accommodation(s)
POLICY & PROCEDURE

GLOSSARY
<table>
<thead>
<tr>
<th>Resource Website</th>
<th>Website Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAE Online Professional Learning Site</td>
<td><a href="http://literacy.coe.uga.edu/">http://literacy.coe.uga.edu/</a></td>
</tr>
<tr>
<td>Technical College System of Georgia</td>
<td><a href="http://www.tcsg.edu">www.tcsg.edu</a></td>
</tr>
<tr>
<td>National Reporting System for Adult Education</td>
<td><a href="http://www.nrsweb.org">www.nrsweb.org</a></td>
</tr>
<tr>
<td>Office of Career, Technical, and Adult Education</td>
<td><a href="http://www.ed.gov/octae">www.ed.gov/octae</a></td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>AEFLA</td>
<td>Adult Education and Family Literacy Act</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-based Organization</td>
</tr>
<tr>
<td>CCRS</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>CLCP</td>
<td>Certified Literate Community Program</td>
</tr>
<tr>
<td>EAGLE</td>
<td>Exceptional Adult Georgian in Literacy Education</td>
</tr>
<tr>
<td>EDGAR</td>
<td>Education Department General Administrative Regulations</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>GALIS</td>
<td>Georgia Adult Learners Information System</td>
</tr>
<tr>
<td>GEPA</td>
<td>General Education Provisions Act</td>
</tr>
<tr>
<td>GOAE</td>
<td>Georgia Office of Adult Education</td>
</tr>
<tr>
<td>INS</td>
<td>Immigration and Naturalization Service</td>
</tr>
<tr>
<td>NRS</td>
<td>National Reporting System for Adult Education Programs</td>
</tr>
<tr>
<td>OCGA</td>
<td>Official Code of Georgia Annotated</td>
</tr>
<tr>
<td>OCTAE</td>
<td>Office of Career, Technical, and Adult Education (formerly OVAE)</td>
</tr>
<tr>
<td>RFA</td>
<td>Request for Application</td>
</tr>
<tr>
<td>SAM</td>
<td>System for Award Management</td>
</tr>
<tr>
<td>SDA</td>
<td>Service Delivery Area</td>
</tr>
<tr>
<td>VOEPB</td>
<td>Verification of Eligibility for Public Benefit</td>
</tr>
<tr>
<td>WIOA</td>
<td>Workforce Innovation and Opportunity Act</td>
</tr>
</tbody>
</table>
# ALPHABETICAL INDEX

<table>
<thead>
<tr>
<th>Letter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
</tr>
<tr>
<td>F</td>
<td>9</td>
</tr>
<tr>
<td>G</td>
<td>10</td>
</tr>
<tr>
<td>H</td>
<td>10</td>
</tr>
<tr>
<td>I</td>
<td>11</td>
</tr>
<tr>
<td>L</td>
<td>12</td>
</tr>
<tr>
<td>M</td>
<td>13</td>
</tr>
<tr>
<td>N</td>
<td>14</td>
</tr>
<tr>
<td>O</td>
<td>15</td>
</tr>
<tr>
<td>P</td>
<td>16</td>
</tr>
<tr>
<td>R</td>
<td>16</td>
</tr>
<tr>
<td>S</td>
<td>17</td>
</tr>
<tr>
<td>T</td>
<td>17</td>
</tr>
<tr>
<td>U</td>
<td>19</td>
</tr>
<tr>
<td>V</td>
<td>19</td>
</tr>
<tr>
<td>W</td>
<td>19</td>
</tr>
</tbody>
</table>
Administrative Costs - Costs incurred in connection with the following activities are 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
   e) promoting co-enrollment in programs and activities under title I, as appropriate; and
   f) 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)

Adult Basic Education Program (ABE) - A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family.

Adult Education - Academic instruction and education services below the postsecondary level that increase an individual’s ability to:

- read, write, and speak 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.

Adult Education and Family Literacy Act (AEFLA) - Title II within the Federal Workforce Innovation and Opportunity Act (Public Law 113-128) and became law July 2014. The Act authorizes funds to support Section 231, basic adult literacy services; Section 225, adult learners in Correctional and other Institutionalized settings; and Section 223 for leadership, professional development, and training.

(WIOA – P.L. 113-128)

Adult Learner Assessment Policies and Procedures Manual - A Georgia document that provides instructions on how to assess students for placement and educational gain in order to meet the requirements of the NRS.

Adult Secondary Education Program (ASE) - A program of instruction designed for adults who have some literacy skills and can function in everyday life, but who are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.

Agency - The Technical College System of Georgia (TCSG), the funding agency for the adult education funds that are distributed in Georgia.

Applicant - The entity eligible to apply for funds offered in the application. If the application is approved, “applicant” means grantee/contractor.

Assessment - The activity performed by the teacher/diagnostician to determine the instructional level of the adult learner, identify adult learner goals and evaluate progress.
Concurrent Enrollment - Participation (during the same period of time) in two or more of the core programs or services that comprise the workforce system under WIOA.

Contextual Learning is learning that occurs only when adult learners process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – this is, in the environment where the person is located – and that it does go through searching for relationships that make sense and appear useful.

Core Indicators of Performance - Benchmarks that include:

• Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
• Placement in, retention in, or completion of postsecondary education training, unsubsidized employment or career advancement; and
• Receipt of a secondary diploma or its recognized equivalent or GED®.

Corrections Education Program - a program of ABE, ASE, or IET instruction for adult criminal offenders in correctional institutions.

Correctional Institution - The term “correctional institution” means any:

1. Prison
2. Jail
3. Reformatory
4. Work farm
5. Detention center
6. Halfway house
7. Community-based rehabilitation center
8. Other similar institution (1 through 7) designed for the confinement or rehabilitation of criminal offenders.

Corrective Action Plan (CAP) - A written plan required of local programs to address areas of non-compliance with state and/or federal policy that OAE has identified and documented through a formal monitoring and technical assistance process.

Digital Fluency - The ability to reliably achieve desired outcomes through use of digital technology. The capacity to navigate digital and information environments to find, evaluate, and accept or reject information.

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 (student). A “direct linkage” cannot exclusively be providing a phone number or computer Web site or providing information, pamphlets, or materials.
**Disabled Adult** - a person who is sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, and orthopedically impaired, other health impairment, and adults with specific learning disabilities.

**Dislocated Worker** - an individual who:

1. has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
2. is eligible for or has exhausted entitlement to unemployment compensation; or
3. has been employed for a duration sufficient to demonstrate, to the appropriate entity at one stop center referred to in section 134 (c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
4. is unlikely to return to a previous industry or occupation;
5. has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise.
6. is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
7. for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
8. was self-employed (including employment as a farmer, a rancher, or a fisherman), but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or is a displaced homemaker.

**Displaced Homemaker** - an individual who has been providing unpaid services to family members in the home and who:

1. has been dependent on the income of another family member, but is no longer supported by that income; and
2. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Distance Education Program** in Georgia is designed to provide educational services to learners who have limited accessibility to adult education classes. Teachers facilitate instruction through a variety of delivery media to include: web-based programs, videotape; software, print-based materials, telephones, postal services, and email. Learners who enroll in classroom programs and distance classes will be classified as distance learners at the end of the fiscal year if 51% or more of the learner’s instructional hours, are proxy contact hours (PCH).
Educational Functioning Level Gain is earned via completing one or more educational functioning levels in reading, writing, math, or English language acquisition, as measured by an NRS-approved assessment or through enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year. Note: The student must be exit the program by April 1 and, after the exit, enroll in postsecondary education or training by June 30.

Educational Functioning Levels for the Adult Education Program are:

Adult Basic Education (ABE) Levels
- Level 1: Adult Beginning Literacy (GE 0 - 1.9)
- Level 2: Beginning Basic (GE 2.0 - 3.9)
- Level 3: Low Intermediate Basic (GE 4.0 - 5.9)
- Level 4: High Intermediate Basic (GE 6.0 - 8.9)
- Level 5: Low Adult Secondary (GE 9.0 - 10.9)
- Level 6: High Adult Secondary (GE 11.0-12.9)

English Literacy (EL) Levels
- Level 1: Beginning ESL Literacy
- Level 2: Low Beginning ESL
- Level 3: High Beginning ESL
- Level 4: Low Intermediate ESL
- Level 5: High Intermediate ESL
- Level 6: Advanced ESL

Educational Gain occurs when an adult learner completes or advances one or more educational functioning levels from starting level measured on entry into the program based upon standardized assessment.

Eligible Individual - An individual who is not enrolled or required to be enrolled in secondary school under State law (16 years of age, Georgia Code 20-2-690.1); who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or is an English language learner.

Eligible Provider - An organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:
- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution not described above and has the ability to provide literacy activities to eligible providers;
- a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above;
- a partnership between an employer and an entity described above.
NOTE: Applicants must be legally constituted and qualified to conduct business in the state of Georgia. The Office of Adult Education reserves the right to evaluate applicants through a site visit prior to issuing an award.

**English Language Acquisition (ELA) Program** - A program of instruction designed for eligible individuals who are English language learners, to achieve competency in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training, or employment.

**English Language Learner (ELL)** - An individual who has limited ability in reading, writing, speaking, or comprehending the English language; and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language.

**Essential Components of Reading Instruction** - Explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies (20 U.S.C. 6368).

**Equipment** is tangible, non-expendable, personal property having a useful life of more than one year.

**Ethnicity** - a learner’s ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.

**F**

**Faith-based Organization (FBO)** - a non-profit organization associated with a faith community or multiple faith ministries.

**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.

**Family Literacy Program** - a program with a literacy component for parents and children or other intergenerational literacy components.

**Federal Funds (for the purpose of this document)** - allocated funds authorized by the Workforce Innovation and Opportunity Act of 2014, Title II. Section 231 authorizes funding for basic adult literacy services. Section 225 authorizes funding for services to adult learners in Corrections and Institutionalized settings. Section 243 authorizes funding for Integrated English Literacy and Civics Education services. Section 223 provides monies for leadership, staff development and training.
Fringe Benefits - An extra benefit supplementing an employee’s salary—such as health insurance.

G

GALIS (Georgia Adult Learners Information System) - a web-enabled management information system (MIS) developed to meet the individual needs of Georgia’s Adult Education Program, while meeting the guidelines of the National Reporting System.

GED® test - a battery of tests, offered by the GED Testing Service®, which when passed, certifies that the test taker has high school level academic skills.

Georgia Tax Credit for Adult Basic Skills Education - the tax credit program offered through a partnership between TCSG and the Georgia Department of Revenue to businesses/employers that sponsor adult education services for their employees. There are two tiers of tax credit available: $400 and $1,200.

Good Standing Status - An agency submits all required programmatic and fiscal reports and data in a timely manner and demonstrates compliance with federal and state statutes and requirements. The agency exhibits no outstanding programmatic or fiscal audit findings and has no unresolved monitoring findings in any prior fiscal year. If the agency has any outstanding findings, the Office of Adult Education (OAE) must determine that the agency is making adequate progress toward an established resolution in order to maintain or reclaim good standing status.

Grantee - An organization that receives federal and/or state funding to provide Adult Education services in local areas, as defined and governed by the WIOA statute.

H

Health Literacy Programs are designed to assist the individual to increase the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Harvard School of Public Health, Health Literacy Studies)

High Risk Grantees - A grantee may be considered high risk if the Agency determines that a grantee:

1. Has a history of unsatisfactory performance;
2. Is not financially stable;
3. Has a management system which does not meet the management standards set forth in this part;
4. Has not conformed to terms and conditions of previous awards, or
5. Is otherwise not responsible: and if the Agency determines that an award will be made, special conditions and/or restrictions shall correspond to the high risk condition and shall be included in the award.
**Homeless Individual** is a person that:

- **(a)** Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
  - (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - (ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;
  - (iii) is living in an emergency or transitional shelter;
  - (iv) is abandoned in a hospital; or
  - (v) is awaiting foster care placement;
- **(b)** Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
- **(c)** Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent’s or parent’s spouse’s seasonal employment in agriculture, dairy, or fishing work; or
- **(d)** Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

This definition does not include an individual imprisoned or detained under an Act of Congress or State law.

**Individual of Limited English Proficiency** is an adult or out of school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

**Individual with Barriers to Employment** - A member of 1 or more populations defined within the WIOA statute as having factors that may prohibitively impact employability. Includes: displaced homemakers; low income individuals; Indians, Alaska Natives, and Native Hawaiians; Individuals with Disabilities; Older Individuals; Ex-offenders; Homeless Individuals; Youth who are in or have aged out of the foster care system; English language learners; Migrant and seasonal farmworkers; Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act; Single Parents; Long-term unemployed individuals; other groups as determined by the Governor.

**Individuals with Disabilities** - Adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. This definition includes adults who are alcohol, drug abusers, mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairment and adults with specific learning disabilities.

**Institution of Higher Education** - The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001). (Full definition is found in a separate document within the Application Support Section.)
Intake Assessment Form (IAF) - the document used to collect demographics and other pertinent information from the adult learner at time of entering the program. The form must be completed for all adult learners in all programs.

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

Integrated English Literacy and Civics Education (IELCE) - Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall 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.

Intensity and Duration - an indicator of whether a program is of sufficient intensity (quality of instruction) and duration (length of class) for participants to achieve substantial learning gains. Georgia OAE requires that all classes meet a minimum of 6 hours per week. See also AEFLA: Intensity of Service.

Labor Force Status is whether the learner is employed; employed but has received notice of termination of employment or military separation is pending; unemployed; or not in the labor force.

Lead Teacher/Site Manager - a state qualified (holds a minimum of a Bachelor’s degree) professional who has educational experience, excellent teaching and leadership skills to serve in a liaison role between teachers and administration to support: quality instruction; course planning and curriculum development; student learning outcomes; and teacher effectiveness (e.g. coaching and/or mentoring other teachers). The lead teacher’s responsibilities may vary depending on the local program but should include time split between direct instruction and providing instructional support services. Instructors in this position should spend a minimum of 30% and a maximum of 75% of their time in direct instruction, depending on the needs of the program to ensure program effectiveness. The lead teacher position is generally found in programs where funds and program needs warrant it. This position is funded from Instruction.

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

Local Advisory Committee - a volunteer committee established at the county or service/program level to assist the Service Delivery Area Adult Education Program in achieving its organizational goals.

Local Educational Agency (LEA) - a public board of education or other public authority legally constituted with a state for either administrative control or direction of public elementary or secondary schools in a city, county township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.
Local Workforce Development Board (LWDB) - An entity comprised of local representatives as described in the Workforce Innovation and Opportunity Act. The LWDB works to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local One-Stop Career Centers.

Local Workforce Development Plan - The industry analysis, workforce strategies and plan of work for a regional or local workforce area, written by the Local Workforce Development Board

Low Income Individual is a person who:

(a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received:
   (i) Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);
   (ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);
   (iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or
   (iv) State or local income-based public assistance.

(b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;

(c) Is a youth who receives, or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.);

(d) Is a foster child on behalf of whom State or local government payments are made;

(e) Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement;

(f) Is a homeless individual or a homeless child or youth or runaway youth (see Data Element #700); or

(g) Is a youth living in a high-poverty area.

Measurable Skills Gain Indicator is a new indicator under WIOA. It is used to measure a participant’s interim progress through pathways that offer different services based on program purposes and participant needs. A measurable skills gain for an adult education participant is measured by achieving an educational functioning level gain or by the attainment of a secondary school diploma or its recognized equivalent.
Memorandum of Understanding (MOU) - an agreement developed and executed between two or more partners relating to the delivery of adult literacy services. The documentation is dated, with activities and responsibilities outlined, and a signature from each partner. Also known as a Memorandum of Agreement (MOA).

Multiple Barriers - conditions or a combination of barriers experienced by the learner that require assistance. Examples include problem areas such as:
- Child care
- Disabilities
- Domestic violence
- Emergency financial needs
- Housing instability
- Lack of health insurance
- Mental health
- Substance abuse

N

National Reporting System (NRS) - the accountability system for the federally funded adult education program. The system includes a set of student measures to allow assessment of the impact of adult education instruction.

Needs Assessment - a study conducted to determine the exact nature of an organizational problem and how it can be resolved.
- Internal needs assessment helps to identify knowledge and skill gaps and provide information to address opportunities for improvements such as professional development, employee satisfaction and the like. Tools used to conduct internal needs assessment can be surveys, interviews, observations, etc.
- External needs assessments identify and service in targeted community and address any opportunities for support services and/or program improvements such as retention of students, programmatic development opportunities and the like. Tools used to conduct external needs assessment can be surveys, an environmental scan, interviews of advisory boards, students, teachers, etc.

NRS Participant - an individual who has completed a pre-test and 12 hours of educational activities such as orientation, assessment, goal setting, and study.
One-Stop Center Costs - infrastructure costs and other shared costs associated with the one-stop center.

Infrastructure Costs are non-personnel costs that are necessary for the general operation of the one-stop center and include:

- Rental of the facilities;
- Utilities and maintenance;
- Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
- Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

One Stop Delivery System or centers typically offer workforce services and/or provide in some combination by a GDOL career center, Rehabilitation Services or other local workforce system partner at a nearby location. Typical workforce services are: education and training services, support services, personal employment assistance, local and national job listings, resource areas, Job Search and Financial Management Workshops, Self-Help Library, Labor Market Information, Assistive Technology, Veterans Services, Federal Bonding Program, Seasonal Farm Worker Services, Unemployment Insurance Benefits and Special Population Services.

Other Shared Costs are other non-infrastructure costs that are associated with the one-stop center. Please note:

- Career services are the only cost that must be included in “other shared costs.”
- Federal regulations provide additional guidance on types of costs that may be included in “other shared costs.” Shared services’ costs “may include the costs of shared services that are authorized for and may be commonly provided through the one-stop partner programs to any individual.” These services include:
  1. Initial intake;
  2. Needs assessment;
  3. Appraisal of basic skills;
  4. Identification of appropriate services to meet such needs;
  5. Referrals to other one-stop partners;
  6. Business services; and,
  7. Shared costs of the LWDB’s function.

Out of School Youth - an individual who is:

1. An eligible youth who is a school dropout; or
2. An eligible youth who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed, or underemployed.
Performance Improvement Plan (PIP) - an activity assigned to low performing programs that requires them to look critically at reasons for low performance and in turn develop an action plan to improve the program’s results.

Postsecondary Educational Institution - (A) Institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Program Administrator - the person that manages, directs, supervises and is ultimately held accountable for the Adult Education Program (regardless of title within local organization). This must be a full-time position that is encumbered by no other position(s) of responsibility. This position is accountable to the Assistant Commissioner of Adult Education of the Technical College System of Georgia (also known as State Director of Adult Education) for the administration of all grant funds.

Professional Development - planned, targeted instruction for adult education program administration, staff, and faculty which closes knowledge and skill gaps identified through annual, comprehensive needs assessments. Professional development efforts normally relate to some facet of instructor effectiveness, adult learning, program management, file documentation, or performance reporting.

Race/Ethnicity - the racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories:

- American Indian or Alaskan Native – A person having origins in any of the original peoples of North America and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American – A person having origins in any of the Black racial groups of Africa.
- Hispanic/Latino of any race – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White – A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
- Two or more races – A person having origins in two or more race categories and not Hispanic/Latino

Students who identify themselves as Hispanic/Latino are reported only in that category.
Record Retention - the maintenance of RFA documents per the Record Retention Chart.

Recruitment - the act or process of promoting program services in order to convince individuals to enroll and participate.

Recruitment and Retention, Marketing and Outreach Plan - a document that local eligible program must develop and implement recruitment/retention activities designed to increase participation and serve persons eligible for adult education services, including individuals who are low-income, individuals with disabilities, single parents, displaced homemakers, and individuals with multiple barriers to educational enhancement including those with limited English proficiency. Refer to definition of Outreach Activities.

Referral - a recommendation to consult a person or group for services necessary to the individual adult learner in the area of educational or personal needs.

Retention - a process when an adult learner (1) progresses within a level or (2) remains long enough to complete one or more levels of educational gain.

Single Parent is a single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

Single Set of Learning Objectives - An instrument used as a guide of knowledge and skills needed for a specific IET that combines three components to function concurrently and contextually: workforce training competencies with specific adult education content and workforce preparation activities. The combination of these is designed to fully support workforce training success.

State Workforce Development Board - an entity established by the Governor in accordance with the Workforce Innovation and Opportunity Act of 2014.

Student Files - the official records of adult students that contain the completed Intake Assessment Form, assessment instrument and results, instructional strategies and materials, attendance information and other pertinent information. Counseling notes update changes of information throughout a student's enrollment in the Adult Education Program. Files must be maintained for all adult learners included on statistical reports.

Student Intake Process - the time from the initial contact with the student, through orientation, the collection of personal information for the Intake Assessment Form and documentation purposes.

Supplanting - Replacing state, local or agency funds with federal funds.

T

TABE (The Test of Adult Basic Education) - a standardized testing instrument designed for assessment purposes and to identify educational functioning level.
Teacher/instructor - someone who holds a minimum of a Bachelor’s degree whose primary responsibilities are developing lessons, teaching, and maintaining student records. Other duties may include recruitment, formal assessment, and retention of students. This position is funded from Instruction.

Thirteen (13) Considerations - Factors specified within the Workforce Innovation and Opportunity Act of 2014 as priorities in the grant award process for Title II AEFLA funds. Sub-grantee applications will be evaluated based primarily upon these foci.

Training Services - Training services, as referenced in WIOA Section 134(c)(3), may include:

- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training;
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs;
- job readiness training provided in combination with the services above;
- adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above;
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transition Program Specialist - a local adult education staff person who oversees the student’s career pathway process. Primary responsibilities include interviewing and advising adult basic education and English language learner students regarding information, procedures and academic requirements for admission into postsecondary education or occupational training. This position can be full or part time. This position is funded from Instruction.

Transition Services - a coordinated set of activities for a student that:

- is designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- is based on the individual student needs, taking into account the students preferences and interests; and includes:
  - Instruction;
  - Related services;
  - Community experiences;
  - The development of employment and other post-school adult living objectives; and
  - If appropriate, acquisition of daily living skills and functional vocational evaluation.
**Under-Age Youth (for the purpose of this application)** - an individual who is sixteen (16) or seventeen (17) years of age who has officially withdrawn from public, private, or home school and is seeking enrollment in the adult education program.

**Verification of Eligibility for Public Benefit** - the process by which state agencies administering a public benefit require every applicant age 18 and over to provide a secure and verifiable document and execute a signed and sworn affidavit verifying his or her lawful presence in the United States before being eligible to receive the public benefit of adult education.

**Workforce Innovation and Opportunity Act (WIOA)** - legislation signed into Law in July of 2014, (WIOA--P.L.113-128) that reforms Federal employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce investment and education activities for adults and youth. Entities that carry out activities assisted under the Adult Education and Family Literacy Act are mandatory partners in this one-stop delivery system. Refer to Adult Education and Family Literacy Act.

**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.

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

**WorkSource Georgia** - The State of Georgia’s federally-funded employment and training system; provides WIOA funding and technical assistance to 19 Workforce Development areas across the state.