

**ALABAMA  
ADULT  
EDUCATION  
AND FAMILY  
LITERACY  
PLAN**

**July 1, 2011 through June 30, 2012**

**Approved by the Secretary  
U.S. Department of Education  
In Accordance With the Adult Education and Family Literacy Act,  
Title II, Workforce Investment Act of 1998, P.L. 105-220**

**Effective July 1, 2011**

## Table of Contents

Chapter I, Eligible Agency Certifications and Assurances .....	Page 3
Chapter II, Needs Assessment .....	Page 6
Chapter III, Description of Adult Education and Literacy Activities .....	Page 13
Chapter IV, Annual Evaluation of Adult Education and Literacy Activities .....	Page 19
Chapter V, Performance Measures .....	Page 21
Chapter VI, Procedures and Process for Funding Eligible Providers .....	Page 23
Chapter VII, Public Participation and Comment .....	Page 26
Chapter VIII, Description of Program Strategies for Populations .....	Page 27
Chapter IX, Integration with Other Adult Education and Training Activities .....	Page 28
Chapter X, Description of the Steps to Ensure Direct and Equitable Access .....	Page 29
Chapter XI, Programs for Corrections Education and Other Institutionalized Individuals .....	Page 30
Chapter XII, Description of Proposed Leadership Activities .....	Page 31
Appendices .....	Page 32

# **Chapter I**

## **Application, Certifications, and Assurances**

### **UNITED STATES DEPARTMENT OF EDUCATION**

#### **Office of Vocational and Adult Education**

#### **Adult Education and Family Literacy Act** Enacted August 7, 1998, as Title II of the **Workforce Investment Act of 1998 (Public Law 105-220)**

The Alabama Department of Postsecondary Education (DPE) hereby submits an amended Alabama Adult Education and Family Literacy Plan to be effective July 1, 2011 through June 30, 2012. The Department of Postsecondary Education assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

### **Certifications**

#### **EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (34 CFR PART 76.104)**

- 1) This plan is submitted by the Alabama Department of Postsecondary Education.
- 2) The Alabama Department of Postsecondary Education has authority under State law to perform the functions of the State under the program.
- 3) The Alabama Department of Postsecondary Education may carry out each provision of this plan.
- 4) All provisions of this plan are consistent with State law.
- 5) The Chancellor, Department of Postsecondary Education, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- 6) The Chancellor has authority to submit this plan.
- 7) The Alabama State Board of Education has adopted or otherwise formally approved the plan.
- 8) The plan is the basis for State operation and administration of this program.

## Assurances

### WORKFORCE INVESTMENT ACT OF 1998

(Public Law 105-220)

Section 224 (b) (5), (6), and (8)

The Alabama Department of Postsecondary Education will award not less than one grant under Title II of the Workforce Investment Act of 1998 to an eligible provider who offers flexible schedules and necessary support services (such as childcare and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities. The eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under Title II of the Workforce Investment Act of 1998 for support services. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle. Acting within the appropriate state and federal statutes, the Chancellor may make all decisions with respect to expenditures, priorities, and other aspects of this plan if, in his/her judgment, changes are warranted. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

#### **SEC. 241. ADMINISTRATIVE PROVISIONS**

- A. Supplement Not Supplant. —Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- B. Maintenance of Effort.—
- (1) In general.—
    - (a) Determination.—An eligible agency may receive funds under this subtitle for any fiscal year if the U.S. Secretary of Education finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
    - (b) Proportionate reduction.—Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the U.S. Secretary of Education determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding year, the Secretary —
      - (i) shall determine the percentage decreases in such effort or in such expenditures; and
      - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.
  - (2) Computation.—In computing the fiscal effort and aggregate expenditures under paragraph (1), the U.S. Secretary of Education, shall exclude capital expenditures and special one-time project costs.
  - (3) Decrease in federal support.—If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a

reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.

- (4) Waiver.—The U.S. Secretary of Education may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the U.S. Secretary of Education grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

Alabama Department of  
Postsecondary Education  
P. O. Box 302130  
Montgomery, Alabama 36130-2130

3/31/11

Date

Freida Hill

Freida Hill, Chancellor

**Chapter II  
Needs Assessment  
Section 223**

1. Literacy is a powerful determinant of an individual’s life chances and quality of life. According to a 2002 U.S. Census Bureau Special Study, the average estimated annual earnings for a high school dropout in this country with a full-time job is \$18,900, yet for a high school graduate the average is \$25,900. This represents a 37% increase in earnings each year of their working lives. Over a lifetime the investment of earning a high school diploma (or its equivalent) makes a marked difference in life time earnings and lessens the chances of being unemployed or out of the labor force entirely.
  
2. In Alabama, there is a tremendous need for educational services for individuals who have not completed high school. According to the 2000 Census, 951,328 individuals in Alabama 16 years old or older and not enrolled in school have not earned a high school diploma or its equivalent. This total represents 26.61% of the total number of Alabamians 16 years old or older and not enrolled in school (Table 1).

**Table 1: Alabama State Population Age 16 and Over and Out of School**

	<b>Attained High School Diploma or Equivalent</b>	<b>Target Population: No Diploma or Equivalent</b>	<b>Total</b>	<b>Target Population As Percent of Total</b>
Adult Population, Out of School	2,494,789	951,328	3,446,117	<b>26.61%</b>

*2000 Census Data, State Profiles of the Adult Education Target Population, US Department of Education*

3. Having earned a high school diploma (or its equivalent) in Alabama reduces the chances of being poor (Table 2). According to the 2000 Census, the level of educational attainment in Alabama is directly related to the chances of having income at or below the federal poverty level. From Table 2, it is shown that as the level of educational attainment increases, the percentage of the target population who earn at or below the poverty level decreases. Table 3 describes the relatively small number of individuals in the targeted population who are employed regardless of their level of educational attainment. This table also identifies the large group of individuals from the target population who are not in the labor force. According to the 2000 Census, these individuals are not employed and have not made specific efforts to find a job within the previous four weeks.

**Table 2: Alabama Adult Education Target Population, by Years of Schooling and Poverty Status (100%)**

Level of Educational Attainment	Total	At or Below 100 Percent of Poverty Level	Above 100 Percent of Poverty Level
Total	951,328	270,817	680,511
0 to 4 Years Completed	62,247	25,601	36,646
5 to 8 Years Completed	198,737	67,032	1,341,705
9 to 12 Years Completed	690,344	178,184	512,160
9 Years	156,034	44,070	111,964
10 Years	193,826	48,882	144,944
11 Years	189,422	47,865	141,557
12 Years, No Diploma	151,062	37,367	113,695

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

**Table 3: Alabama Adult Education Target Population, by Employment Status and Years of Schooling**

Level of Educational Attainment	Total	Employed	Unemployed	Not in Labor Force
Total	951,328	316,556	45,457	589,315
0 to 4 Years Completed	62,247	10,982	1,907	49,358
5 to 8 Years Completed	198,737	43,917	5,275	149,545
9 to 12 Years Completed	690,344	261,657	38,275	390,412
9 Years	156,034	45,533	7,771	102,730
10 Years	193,826	69,479	10,601	113,746
11 Years	189,422	75,577	11,550	102,295
12 Years, No Diploma	151,062	71,068	8,353	71,641

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

- The number of years of schooling completed is a factor as well. Table 4 below describes the levels of educational attainment by individuals in Alabama that did not complete high school. The largest group is the group that dropped out with nine to twelve grades of schooling completed. Table 5 below describes the target population by years of schooling and age. The largest group that dropped out with nine to twelve grades of schooling completed is the group 16 to 24 years of age. Table 6 below describes the number of years of schooling by gender.

**Table 4: Alabama Adult Education Target Population by Number of Years of Schooling Completed**

Level of Educational Attainment	Number in Target Population
Total	951,328
0 to 4 Years Completed	62,247
5 to 8 Years Completed	198,737
9 to 12 Years Completed	690,344
9 Years	156,034
10 Years	193,826
11 Years	189,422
12 Years, No Diploma	151,062

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

**Table 5: Alabama Adult Education Target Population, by Years of Schooling and Age**

Level of Educational Attainment	Number in Target Population				
	Total	Ages 16 to 24	Ages 25 to 44	Ages 45 to 59	Ages 60 & Older
Total	951,328	239,969	224,414	165,177	321,770
0 to 4 Years Completed	62,247	3,878	11,421	10,669	36,279
5 to 8 Years Completed	198,737	18,236	28,538	35,619	116,344
9 to 12 Years Completed	690,344	217,853	184,455	118,889	169,147
9 Years	156,034	44,011	33,676	27,489	50,858
10 Years	193,826	67,423	46,111	32,223	48,069
11 Years	189,422	72,928	49,451	29,596	37,447
12 Years, No Diploma	151,062	33,491	55,217	29,581	32,773

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

**Table 6: Alabama Adult Education Target Population, by Years of Schooling and Gender**

Level of Educational Attainment	Total	Male	Female
Total	951,328	464,709	486,619
0 to 4 Years Completed	62,247	32,537	29,710
5 to 8 Years Completed	198,737	95,061	103,676
9 to 12 Years Completed	690,344	337,111	353,233
9 Years	156,034	76,156	79,878
10 Years	193,826	94,183	99,643
11 Years	189,422	90,686	98,736
12 Years, No Diploma	151,062	76,086	74,976

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

5. **Welfare Recipients:** According to the National Institute for Literacy (NIFL), over 50% of adults who receive public assistance benefits do not have a high school diploma or its equivalent. Based on the Alabama Department of Human Resources (DHR) report, 45% do not have a high school diploma or its equivalent. Public assistance recipients aged 17-21 read, on average, at the sixth grade level.
6. **Single Parents and Displaced Homemakers:** According to the data compiled and prepared there is a statistically significant, positive relationship between completing less than 12 years of school and the percentage of all births to teens and percentage of all births to unmarried women. In Alabama, teenage mothers, 10-19 years of age, account for approximately 18% of all births. Unmarried women account for approximately 35% of all births.
7. **Individuals with Limited English Proficiency:** According to the Alabama State Data Center, College of Commerce and Business Administration, The University of Alabama, only one percent of people living in Alabama were born outside the United States. According to the 2000 U.S. Census, Alabama's Hispanic population has tripled in the last ten years (refer to the map on page 10).

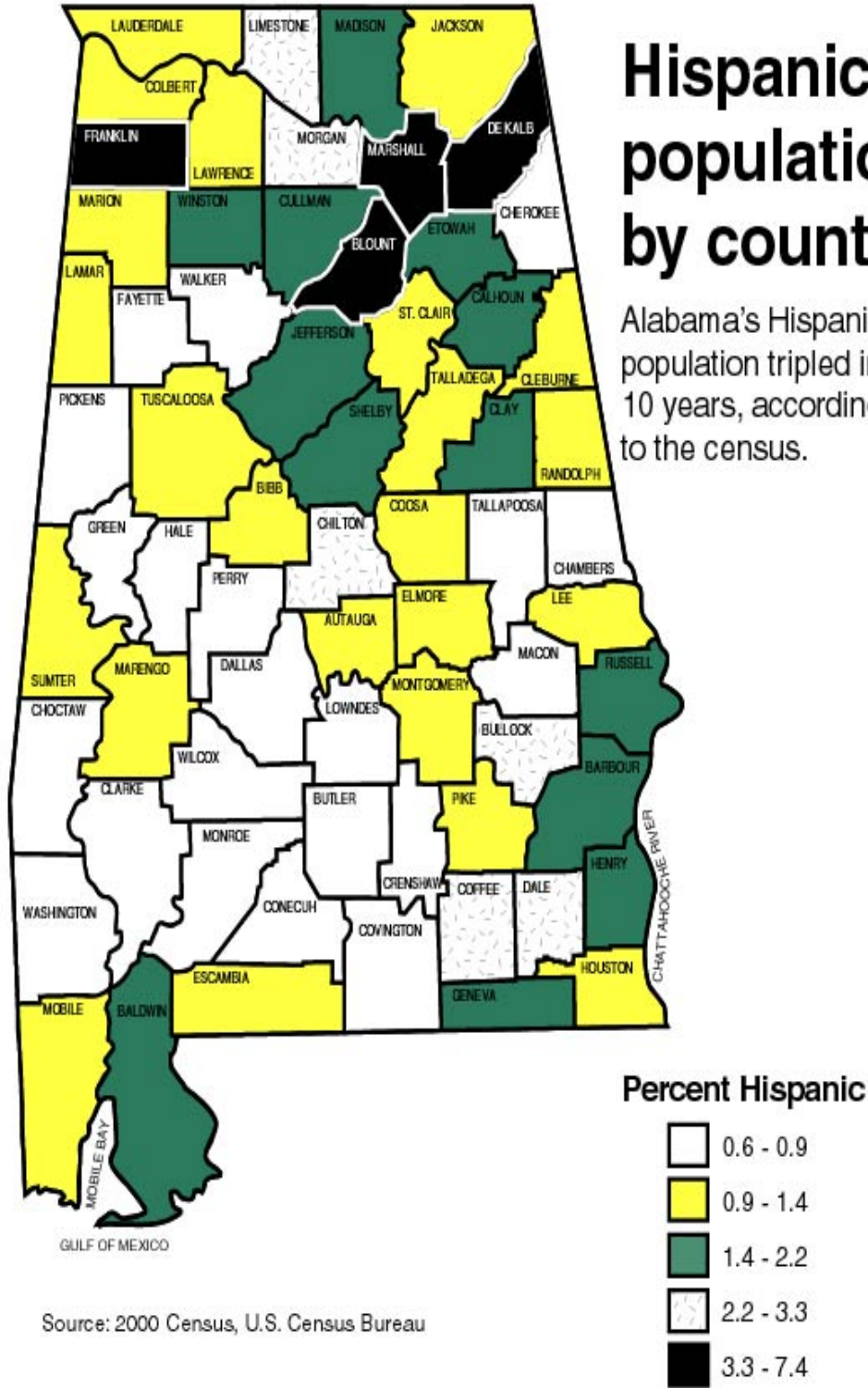
**Table 7: Members of the Adult Education Target Population Who Speak English as a Second Language, by Years of Schooling and Ability to Speak English**

Level of Educational Attainment	Total with ESL	Ability to Speak English			
		Very Well	Well	Not Well	Not at All
Total	42,994	18,530	8,322	10,489	5,653
0 to 4 Years Completed	6,092	1,063	931	2,252	1,846
5 to 8 Years Completed	11,082	3,257	2,093	3,325	2,407
9 to 12 Years Completed	25,820	14,210	5,298	4,912	1,400
9 Years	6,425	3,025	1,042	1,768	590
10 Years	6,704	4,151	1,234	1,088	231
11 Years	6,146	3,624	1,446	858	218
12 Years, No Diploma	6,545	3,410	1,576	1,198	361

2000 Census Data, *State Profiles of the Adult Education Target Population*, US Department of Education

# Hispanic population by county

Alabama's Hispanic population tripled in 10 years, according to the census.



Source: 2000 Census, U.S. Census Bureau

8. The Incarcerated: According to the Department of Corrections, 70% of the 21,000 who are incarcerated perform below the 9<sup>th</sup> grade equivalency, 59% do not have a high school diploma or equivalency certificate, and the average reading grade level is less than 6<sup>th</sup> grade.
9. The Disabled: In Alabama, approximately 950,000 Alabamians have a disability, and of those approximately 500,000 are severely disabled. A learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous dysfunction, and may occur across the life span. For many people, it is a hidden disability affecting their lives profoundly. Only diagnostic testing by a qualified professional can accurately document the presence of a specific learning disability. The National Institute for Literacy estimates that 50% to 80% of learners in literacy and basic education programs, 15% to 30% of participants in job training programs, and 25% to 40% of adults on welfare have a specific learning disability. Additionally, the U.S. Department of Labor estimates that 85% of those who actually have a learning disability are not aware that they have it. Table 8 depicts these disabilities.

**Table 8, Alabamians, 16 Years of Age and Older, With Disabilities**

<b>Disability</b>	<b>Number In Alabama</b>	<b>Disability</b>	<b>Number In Alabama</b>
Difficulty seeing words or letters in a newspaper	216,475	Unable or has difficulty walking three city blocks	549,789
Unable to see words and letters in a newspaper	40,434	Unable or has difficulty using stairs	621,966
Difficulty hearing what is said in normal conversation	200,965	Unable or has difficulty lifting ten pounds	507,945
Unable to hear what is said in normal conversation	16,950	Uses a wheelchair	29,723
Has used cane, crutches, or a walker for more than six months	79,089	Difficulty with self-care activities	82,413

Source: ASDE News (Alabama State Data Center), College of Commerce & Business Administration, The University of Alabama, Volume 13, Number 1.

10. According to Alabama Department of Education officials, the projected dropout rate for the 2009 ninth grade cohort group is 5.98%.
11. In recent years, Alabama has proven itself to be a prime location for new and existing businesses. Over 9,000 construction jobs were created with the building of the new site for ThyssenKrupp Steel and Stainless USA, LLC. This multi billion dollar state of the art carbon steel processing facility is located in Mobile County, Alabama. With production that began in July of 2010 and future production still being added in Winter of 2011, ThyssenKrupp has hired almost 1,900 of the 2,700 employees needed for their processing facility and has paid \$100 million in wages. .
12. Also in Southwest Alabama, the Austal USA shipyard expansion on the Mobile River has employed over 1,100 employees. With additional contracts, Austal expects to add an estimated 3,500 more employees in the next 4 years.

13. Since 1993, four major automobile manufacturers – Mercedes-Benz, Honda, Toyota, and Hyundai have constructed manufacturing facilities in Alabama. With the recent opening of a KIA plant in West Point, Ga., several of the manufacturer’s suppliers have located in the eastern portion of Alabama along the I-85 corridor. Alabama is now home to more than 350 automotive-related manufacturers, giving the state a true automotive cluster and a leading position in the Southeastern automotive corridor
14. An educated, trained work force is the key to Alabama economic growth. The Adult Education target population comprises the single largest pool from which the state can recruit and train a labor force. Core goals for this target population include earning a GED, entering postsecondary education or skills training, entering the workforce and retaining employment.
15. The amount of available adult education resources can easily be outstripped by the demand for services. It is essential that the diminishing resources be used wisely to promote the Workforce Investment Act of 1998, support the U.S. Department of Education achieve Government Performance Results Act (GPRA) goals, and in turn exceed the goals of the National Reporting System for Adult Education. Programs receiving funding are expected to leverage their resources by partnering with literacy councils, faith-based organizations, community based organizations, and volunteers to help address the needs of students functioning in the three lower educational functioning levels.

## **Chapter III**

### **Description of Adult Education and Literacy Activities**

#### **Section 224(b)(2)**

1. The State Board of Education is the general policy-making body for public education. In accordance with the *Code of Alabama, §16-34-1*, the State Board of Education is charged with the removal of illiteracy in Alabama and the provision of Adult Education services to the target population most in need (see chart in Appendix C). There are eight elected members on the State Board of Education. The Governor serves as president. The Chancellor is the chief executive officer of the Alabama Department of Postsecondary Education. The Alabama Department of Postsecondary Education is the agency charged with administering and supervising policy for adult education and literacy, and therefore is the eligible agency for receiving funds under this subtitle (Sec. 203(4)). The Chancellor is responsible for administering public postsecondary education as provided by statutory enactments and policies set by the State Board of Education. The Chancellor is responsible for the publication of the *Alabama Adult Education Policy and Procedure Manual*. The Chancellor is responsible for ensuring that this plan and the functions of the adult education program are carried out in an effective manner.
2. The purpose of the adult education program is to provide quality adult education and literacy services to Alabamians; however, the depth and scope of those services is limited by the availability of funds. The program's goal is to provide undereducated adults high quality instructional programs so that they can obtain the knowledge and skills necessary to earn a GED credential so they may enter the workforce or pursue postsecondary education/training.
3. Agencies/organizations allocated funds under this subtitle shall operate a program providing services or instruction in one or more of the categories of adult education or family literacy services, which may include workplace literacy services and English literacy programs (Section 231(b)(1),(2),(3)). All assessment and instruction shall be provided in English, including English-as-a-Second-Language and English Literacy/Civics Education instruction.
4. Agencies/organizations allocated funds under this subtitle shall provide adult education or family/intergenerational literacy services at no cost to adult students.
5. Each agency/organization allocated funds under this subtitle shall comply with Section 427 of the General Education Provisions Act (GEPA) by submitting, with the application for funding, a detailed description of how the agency/organization will meet the requirements of the Act. The purpose of this section is to assist the U.S. Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence throughout the Nation.
6. The U.S. Secretary of Education (Secretary) shall require each applicant for assistance under an applicable program to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, instructors, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. Insufficient funds make it impossible to allow participation of every eligible student, instructor, and other program beneficiary in any project or activity carried out under an applicable program.
7. The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section. Nothing in this section shall be construed to alter in any way the rights and responsibilities established under laws cited in Section 400(d) of the Act.
8. Agencies/organizations allocated funds under this subtitle shall be held accountable for the execution of a core set of critical activities. The degree which these activities are effectively and

efficiently carried out contribute and influence the indicators of performance addressed in Chapter IV, *Annual Evaluation of Adult Education and Literacy Programs*, and Chapter V, *Performance Measures*.

9. The chief executive officer of the agency/organization allocated funds under this subtitle shall create an adult education advisory council for the purposes of providing general guidance and direction, relating the needs and wants of the community to program development, and utilizing the community's human and physical resources to leverage the program.
10. The chief executive officer of the agency/organization allocated funds under this subtitle shall develop procedures for evaluating the performance of the adult education directors, instructors, and other staff for human resource purposes.
11. For the purposes of this plan, the chief executive officer of the agency/organization allocated funds under this subtitle shall ensure employees receiving funds through this subtitle abide by the agency's/organization's leave policies and other official applicable policies.
12. The chief executive officer of the agency/organization allocated funds under this subtitle shall ensure adult education employees meet employment criteria as established by the Chancellor, Department of Postsecondary Education, and are able and willing to effectively and efficiently carry out their respective duties. Employers shall be responsible for any employee compensation made when the employee is unable to fulfill assigned duties according to prevailing policy of the State Board of Education and the direction of the Chancellor. Based on the availability of funds, as well as other unforeseen events, each year either when the announcement for the request for proposals is made or when budget allocations are announced, the Chancellor shall provide the policies for reimbursing all adult education employees from adult education funds and identify the salary schedules to be used. All employees of an ACCS adult education program shall be compensated on a State Board of Education-approved Alabama Community College System (ACCS) salary schedules. Non-ACCS programs receiving adult education funds are not required to follow the State Board of Education-approved ACCS salary schedule but the agency/organization must submit their governing board approved compensation/benefit/leave policies to DPE for review. The DPE (Chancellor) will determine a reasonable amount for reimbursement that is consistent with the state plan. Employers choosing to pay his/her adult education employee a salary exceeding the approved schedule must fund the difference from a source other than adult education. Adult Education services are expected to be provided on a continuous basis year-round. Any employee who is unable or unwilling to attend training identified by the employer and/or who fails to meet the standards of improvement established through evaluation shall not be reimbursed with adult education and family literacy funds. The Alabama Department of Postsecondary Education shall bear no obligation for allocating funds, increasing funds, reallocating funds, or amending budgets based on the employer's decisions regarding employees, such as tenure, or compensation matters.

**Adult Education Directors:** While not mandatory, the Chancellor, DPE, expects providers to employ full-time adult education directors. Adult Education Directors shall be employed by the local adult education provider and must hold credentials that satisfy the standards established by the Chancellor, Department of Postsecondary Education. Adult Education directors are responsible for achieving established outcomes (reflected in Chapter V, Performance Measures) mandated by the Adult Education and Family Literacy Act, the Chancellor, and the State Board of Education. As leaders and managers, the director is responsible for securing and allocating resources to address competing priorities; developing and promoting the organization's mission, goals, and objectives; making accessible increasingly complex technology; meeting the needs of a diverse student population; employing and supervising an ever-changing instructional staff; initiating and advocating for changes that promote program improvement; responding to the

changing demands for program accountability; and collaborating with other agencies to provide comprehensive delivery of services. As an educator, the director faces the challenges of maintaining up-to-date knowledge of research on adult learning, instructional strategies, and curriculum design; demonstrating a commitment to life-long learning; and encouraging and supporting staff participation in professional development.

- (1) For the purposes of this plan, a full-time Adult Education Director is a salaried employee performing 100% of his/her assigned duties in the adult education and family literacy program (as described in this plan) for forty (40) or more hours per week on a 260-day contract.
- (2) Adult Education Directors must attend at-least ten (10) clock hours of continuing training per program year.
- (3) Adult Education Directors must possess the ability to perform the following general supervisory, managerial, and leadership duties:
  - (a) Planning: shall develop measurable program goals and objectives and implement the methods necessary to achieve them.
  - (b) Organizing: shall integrate human and physical resources to continually improve program performance.
  - (c) Staffing: shall advise the local chief executive official on staffing matters, such as recruiting, interviewing, selecting, and evaluating.
  - (d) Leading: shall supervise and guide the work of others so that efforts result in professional growth, thereby achieving positive contributions and continual program improvement.
  - (e) Controlling: shall monitor staff and program performance and take corrective actions as needed to ensure continual program improvement.
- (4) Adult Education Directors shall perform the following specific duties:
  - (a) Serve as an advocate for the National Reporting System for Adult Education (NRS) and other accountability systems required by the DPE.
  - (b) Implement a program whereby all males aged 18-25 are informed of the requirement to register for the draft with the U.S. Selective Service System in accordance with DPE guidance.
  - (c) Supervise the adult education staff.
  - (d) Maintain working partnerships with providers of support services and with the larger literacy community.
  - (e) Assess annually the literacy needs of adults within the service delivery area. Results shall be used in program planning and to make continual program improvements. This shall be done immediately prior to applying for funds and shall be included in the application.
  - (f) Assess, at least once per quarter, adult students' satisfaction with the program. The results shall be used in the planning process and to continually improve the program.
  - (g) Direct a professional development program providing pre- and in-service training opportunities. Instructors, paraprofessionals, and volunteers shall receive pre-service training prior to being assigned his/her respective duties. It shall be driven by staff and student needs, responsive to program developments, and demonstrate clear goals, results, and an evaluation process. Directors shall maintain individual training records on

- employees. As a minimum, the record shall document the training received, date, and length of training.
- (h) Provide for the maintenance and safe keeping of all records and reports mandated in this state plan and the Workforce Investment Act of 1998.
  - (i) Develop a recruitment plan that informs the target population, especially those most in need, of program services and attracts prospective adult students, including those who cannot read, do not speak English, and are disabled.
  - (j) Employ a variety of recruitment methods to reach the widest segment of the target population, especially those most in need of getting a job,
  - (k) Develop an orientation process that clarifies student program goals and expectations, and ensures appropriate placement in the program, and increases accountability outcomes.
  - (l) Develop a retention and recruitment plan that assists adult students, participate in increased numbers on a sustained basis so they have the opportunity to achieve one or more of the core indicators of performance as identified in the National Reporting System for Adult Education (NRS).
  - (m) Maintain the information management system provided by the Department of Postsecondary Education. Program directors shall also be proficient in operating/maintaining the information management system, especially the ability to publish reports used for program management.
  - (n) Utilize standard budget procedures that are consistent with program policy and funding requirements.
  - (o) Provide e-mail and internet services to electronically transfer data to the Department of Postsecondary Education and to communicate with Department staff and other programs.
  - (p) Ensure the facilities are adequate in scale and are conducive to adult learning.
  - (q) Ensure the program commits adequate resources to the acquisition of textbooks, computer-based instructional programs, and other instructional materials.
  - (r) Foster the local community's support of the program's mission and philosophy.
  - (s) Foster connections with the broader community.
  - (t) Support program improvement practices through state and national adult education and literacy advocacy organizations.
  - (u) Each employee shall maintain Personal Activity Reports (EDGAR, 34CFR Subtitle A, Part 74, Appendix C). The reports (which are also referred to as Time and Effort Reports) shall be available to DPE.
  - (v) Ensure adult students are administered assessment instruments and/or tests in a physical environment conducive to testing. Furthermore, test administrators shall follow, without exception, the rules for each assessment instrument and/or test being administered.
  - (w) Conduct, at least once per quarter, an on-site monitoring visit to each site and each class. The instructor(s) shall be provided a written report of the director's findings within five (5) business days of the visit. The director shall maintain a copy of the reports. The report shall include any findings or observations and recommendations for improvements.
  - (x) Written mid-year and end of year reports shall be provided to DPE by February 1<sup>st</sup> and August 1<sup>st</sup> following completion of the reporting period.
  - (y) At least once per-quarter, randomly administer a student satisfaction survey. The results shall be used in the planning process and to continually improve the program. Surveys and results shall be maintained with the director.

### **Adult Education Instructors:**

- (1) Adult Education instructors shall be employed by the local adult education provider and must hold credentials that satisfy the standards established by the Chancellor, Department of Postsecondary Education. For the purposes of this plan, a full-time Adult Education instructor is a salaried employee performing assigned duties in the adult education and family literacy program forty (40) or more hours per week on a 229-day contract. Instructors who teach less than 40 hours weekly or less than 229 days shall not be considered full-time.
- (2) Instructors must attend at least ten (10) clock hours of continuing training per program year.
- (3) Adult Education instructors must possess the following competencies:
  - a. Maintain Knowledge and Pursue Professional Development. Instructors are the primary facilitators of student learning and must have the requisite skills and content knowledge to guide the instructional process.
  - b. Organize and Deliver Instruction. Organizing and delivering instruction is at the heart of the learning process. Adult Education instructors must be able to develop instructional plans, properly sequence and pace classroom activities, and link instruction to learner needs and abilities. The competencies specified here encompass the delivery of a well-paced, appropriately planned lesson that also provides sufficient time for achieving learning objectives. Instructors should be able to demonstrate their knowledge of adult learning theory, learner cultures, and interpersonal dynamics by creating an environment conducive to learning.
  - c. Manage Instructional Resources. Providing quality instruction requires an emphasis on managing instructional and planning time as well as learner time-on-task. Priority is placed on time management, preparing and adhering to course schedules, and making effective use of relevant technology.
  - d. Continually Assess and Monitor Learning. Assessing learner needs, monitoring progress, and providing feedback are essential components of the instructional process. There are many methods for monitoring the progress of learners including direct questioning, paper and pencil assessments, and performance based assessments. Learning also can be monitored in an individual or group setting. Instructors must be able to collect and share information about learner needs and progress, and use the information to plan appropriate instruction.
  - e. Manage Program Responsibilities and Enhance Program Organization. Instructors should conduct their work within a larger program mission and context. As such, the ability to collaborate and communicate effectively with administrators and instructional colleagues, and community members is important. Instructors must be able to collect, manage and share data and ideas to improve instruction and program quality.
  - f. Provide Learner Guidance and Referral. The role of instructors in adult education often goes beyond instructional tasks. Instructors often are called upon to serve the additional role of providing counseling and guidance to their students. Instructors must develop their knowledge of appropriate referral services and communicate learner needs to other service providers within the program.

- (4) Instructors shall possess the ability to perform the following specific duties:
  - a. Assist with student intake and orientation.
  - b. Participate in professional development opportunities provided by the instructional supervisor or DPE staff. Instructors are encouraged to support program improvement through state and national adult education and literacy advocacy organizations.
  - c. Manage the classroom according to NRS guidelines. Instructors are not permitted to sign in or out for the student.
  - d. Maintain detailed records on each student.

**Instructional Support Staff and Support Staff:**

- (1) An instructional support staff person is employed to work in the classroom setting to assist the adult education instructor.
- (2) A support staff person is employed to perform non-instructional support tasks in the adult education program (e.g., performing secretarial or data support duties).
- (3) All support staff must hold credentials that satisfy the standards established by the Chancellor, Department of Postsecondary Education. .

**Other Positions:** Persons filling positions other than director, instructor, or support positions may be reimbursed from funds under this subtitle if the work performed by the person filling this position directly contributes to the purposes and intents of this plan. DPE will determine if the position may be reimbursed from funds provided for in this plan and the AEFLA. Proper justification shall establish a need for the position. Explain why the proposed position's duties cannot be performed by the supervisor or a paraprofessional, and demonstrate how the position will lead to the continual improvement of adult education and literacy services. Individuals filling these positions must hold credentials that satisfy the standards established by the Chancellor, Department of Postsecondary Education.

**Chapter IV**  
**Annual Evaluation of Adult Education and Literacy Activities**  
**Section 224, (b)(3)**

1. Evaluation is the key to continual program improvement. For the purposes of this plan, the following terms shall apply to program evaluation:
  - a. Indicators of performance are outcomes that reflect the impact of instruction on student achievement.
  - b. Numeric measures are the data used to determine the quantitative level of the impact of instruction on student achievement.
  - c. Performance standards define the acceptable program performance in terms of a specific measurement or variable.
2. For the purposes of this plan, the following are key purposes of utilizing indicators of performance in the evaluation process:
  - a. Evaluate program effectiveness.
  - b. Identify key areas needing improvement.
  - c. Enhance the accountability process and demonstrate accountability to the public.
  - d. Measure the impact of the program on students' learning and goal attainment.
  - e. Influence public policy by providing valid data to advise decision-makers.
  - f. Provide information for performance-based decision making.
3. Achievement of the indicators of performance shall be evaluated. Agencies/organizations allocated funds under this subtitle and for English Literacy/Civics Education shall be evaluated mid-year and end of year.
4. The agency/organization allocated funds under this subtitle shall conduct internal reviews which shall be conducted quarterly and will consist of both objective (e.g., assessment and attendance data) and subjective data (e.g., quarterly class visits and student satisfaction survey results). Internal reviews shall be conducted by the adult education director. At minimum, the review shall include an analysis of the site/class monitoring visit results, performance data, and student satisfaction survey results.
5. Each program provider shall utilize the adult education information management system (*Adult Education and Family Literacy Act, Section 231*), to report participant outcomes and to measure performance against the standards found in Chapter V of this plan. Programs are provided support personnel to ensure prompt, accurate data collection and entry. Programs will be evaluated on the accuracy and timeliness of data entry. The Alabama Adult Education System for Accountability and Performance (AAESAP) is a real-time system and it is critical that data be entered promptly. Program officials have until the 15<sup>th</sup> day of the month following the month being reported to enter all of the reported month's data into AAESAP. Program officials may delegate responsibility for entering classroom-level data to individual instructors since AAESAP has been specifically designed to accommodate this practice for the purposes of more evenly distributing the data entry workload and to ensure the aforementioned data entry standard is met.
6. The DPE will report data for EL/Civics activities through fiscal and performance reporting instruments provided by the U.S. Department of Education. The agency/organization allocated funds under this subtitle shall also include in its mid-year and end of year report a narrative addressing the problems, or potential problems, identified as well as a plan of corrective action.
7. External evaluations shall be conducted on-site by the DPE. The scope and depth of the evaluation shall be such that it allows the DPE to determine the provider's ability and willingness to meet the

intents and purposes of the *Adult Education and Family Literacy Act*, the requirements of the *National Reporting System for Adult Education* (NRS), and this plan. Evaluations shall address specific findings and observations. Findings are discoveries that are deviations from, or non-accomplishment of, those details or stipulations that impair the accomplishment of the intent and purposes of the Adult Education and Family Literacy Act, this plan, or initiatives directed by the Chancellor. Observations are those discoveries that may help improve those details or stipulations that may help achieve the intent and purposes of the Adult Education and Family Literacy Act and this plan, thus leading to continual program improvement. The DPE is responsible for developing evaluation instruments. One-third of all programs shall be evaluated each program year so that every program is evaluated at least once during each three year period. The DPE shall provide a written report of all evaluations within 15 business days following the conclusion of the evaluation. Agencies/organizations/institutions allocated funds under this subtitle shall respond within 15 business days of receiving DPE's written report. In some cases, agencies/organizations/institutions may be required to submit a comprehensive program improvement plan.

## Chapter V

### Performance Measures

#### Section 224 (b)(4)

1. Table 7 reflects the performance measures mandated by the Workforce Investment Act of 1998, the National Reporting System for Adult Education, and Alabama's goals. These measures and standards were negotiated with the U.S. Secretary of Education.

**Table 7**

<b>Performance Measure</b>	<b>Performance Goals 2011-12</b>
Beginning Literacy*	76%
Beginning ABE*	74%
Low Intermediate ABE*	74%
High Intermediate ABE*	70%
Low Adult Secondary Education*	72%
Beginning Literacy ESL*	67%
Low Beginning ESL*	76%
High Beginning ESL*	79%
Low Intermediate ESL*	75%
High Intermediate ESL*	76%
Advanced ESL*	53%
Entered postsecondary education/training program**	79%
Entered employment**	87%
Retained job**	81%
Obtained Diploma/GED**	89%

\* All students are measured on the completion of their entering educational functioning level.

\*\* Only those students with this goal were measured.

NOTE: Providers of EL/Civics Education will be held accountable for demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English language acquisition, and other literacy skills. Providers will be required to meet or exceed the performance levels for the percentage of adults who will complete the appropriate student placement level (SPL).

2. The State of Alabama and the State Department of Postsecondary Education have adopted the following state performance measures:
  - Retention shall not be less than 70%.
  - Enrollment shall increase by not less than 10% when compared to 2010-2011 enrollment figures.
  - The cost-per adult student shall be not greater than \$800.
  - Adult education students earning the GED credential shall increase by not less than 5% when compared to the 2010-2011 credentials earned.
  - Post-test standard shall not be less than 70%.

3. When applying for adult education grants, applicants shall be required to submit goals for retention, enrollment, and cost-per student as well as the number of their adult education students who will earn a GED credential. Performance measures shall be reported to Career Centers located within the respective service delivery areas of agencies/organizations allocated funds under this subtitle to become and remain eligible to receive various funds under Title I of the Workforce Investment Act of 1998. The process used to identify and report performance measures to the Career Center, to be made available to prospective students, shall also be reported. The demand for quality adult education services far outstrips available, but diminishing financial resources. In order to achieve both program effectiveness and financial efficiency, the Department of Postsecondary Education recommends that an adult education class should be one where no more than one teacher provides instruction in a classroom setting to not less than 15 enrolled students who are attending not less than 75% of the available instructional hours. Furthermore, each class should be expected to meet performance standards identified in Chapter V, Performance Measures, Section 224 (b)(4). The DPE recognizes that geography, population density, or other factors may influence class enrollment/attendance standards; therefore, applicants shall submit enrollment/attendance standards for each proposed class when applying for adult education funds. Each class shall be of such duration and intensity so that each student completes not only the entering educational functioning level, but also advances an additional educational functioning level (if appropriate) and/or earns a GED credential, enters postsecondary education/training, enters employment, or retains his/her job during the program year (July 1-June 30) as identified in the National Reporting System for Adult Education (NRS) and entered into the AAESAP.

**Chapter VI**  
**Procedures and Process for Funding Eligible Providers**  
**Section 224 (b)(7)**

1. Because of the continuing resolution of WIA and since there will be no new uses of funds, Alabama will not hold a grant competition for the period of October 1, 2011 through September 30, 2012. Once a grant is extended, the Chancellor may reduce the amount of a grant, terminate a grant, or take other measures relevant to the grant if the agency/organization allocated funds under this subtitle fails to provide effective/efficient adult education and literacy services. Grants awarded from the Federal funds made available to Alabama under Title II of the Workforce Investment Act of 1998, Public Law 105-220, and adult education funds allocated by the State of Alabama shall be subject to the following limitations and used for the following purposes only:
  - a. Not less than 82.5 percent of the federal grant funds awarded to the State under this subtitle will be used to carry out Section 231 as described in Chapter III, Description of Adult Education and Literacy activities, paragraph 10:
    1. Adult education and literacy services, including workplace literacy services.
    2. Family literacy services. Before using funds for this purpose, the special rule addressed in paragraph 3.10b shall be applied.
    3. English literacy programs.
  - b. Not more than 10 percent of the 82.5 percent described in Chapter XI, Paragraph 3, shall be used to provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. If less than 10 percent of the available funds are used for this purpose, then the balance of the funds not used for this purpose shall be made available for the purpose(s) described in paragraph 1. For those in correctional institutions, priority will be given to serving individuals who are likely to leave the correctional institution with five years of participation in the program (Section 225). For the purpose of this plan, Alabama will target those who are within five years of release. In accordance with Section 225, the academic programs for the incarcerated are:
    1. Basic education.
    2. English literacy programs.
    3. Secondary school credit programs. For the purpose of this plan, Alabama does not offer secondary school credits programs provided by adult education.
    4. Special education programs as determined by the Department of Postsecondary Education
  - c. Not more than 12.5 percent of the federal grant funds awarded to the State under this subtitle may be used to carry out State Leadership Activities (see Chapter XII). If less than 12.5 percent of the available funds are used for this purpose, then the balance of the funds not used for this purpose shall be made available for the purpose(s) described in paragraph 1.
  - d. Not more than 5 percent or \$65,000, whichever is greater, of the available federal funds made available to the State under this subtitle shall be used for the administrative expenses of the Department of Postsecondary Education (Section 222).
  - e. Eligible providers who receive a grant allocation under this subtitle shall use not less than 95 percent of the allocation for the purpose of carrying out adult education

and literacy activities. The remaining amount, not to exceed 5 percent, shall be used for administration and/or personnel development. However, if the 5 percent limit is too restrictive, individual eligible agencies will be allowed to include a justification for an increase as part of the application process. Each justification will be subjectively judged on its own merits (Section 233). Even if an applicant has a federally approved indirect cost rate, these shall not be reimbursed from federal adult education funds.

- f. The Chancellor shall provide written approval of all projected expenditures. All expenditures shall be made in keeping with the approved budget. Following are the expenditures eligible for reimbursement:
  1. Salaries (according to State Board of Education approved schedules)
    - (a) Professional instructional directors.
    - (b) Professional instructors.
    - (c) Support and instructional support staff.
    - (d) Other approved staff positions.
    - (e) Employee benefits.
  2. Workshops and conferences directly related to professional development.
  3. Instructional supplies.
  4. Instructional materials.
  5. Equipment capitalized and non-capitalized (equipment purchased shall be managed in accordance with EDGAR 34 CFR, Subtitle A, § 74.135 - § 74.140)
  6. Printing.
  7. Director's Travel.
  8. Outreach.
    - Transportation assistance.
    - Childcare assistance.
  9. Maintenance on equipment purchased with funds provided under this subtitle.
  10. Rent for nonpublic supported adult education classroom facilities.
  11. Internet and e-mail.
  12. Administrative costs not to exceed 5% (see paragraph 4).
2. There are insufficient resources to serve every adult eligible for adult education instructional services, nor are there sufficient resources to fund every eligible provider that applies. Resources shall be allocated in a manner that best serves the needs of adult Alabamians, that meets the intent of the *Adult Education and Family Literacy Act*, and that meets the requirements of this plan.

The intent of Alabama Act 2002-528 was to ensure more effective adult education services with broader access, while reducing duplication of services and maximizing the use of shrinking adult education funds to reach the target population. Regionalizing the delivery system for adult education services is the most effective means to this end. Regionalization unites common markets, economic development considerations, socio-economic factors, and support networks. The result is that regional programs offer this delivery network and are better situated and equipped to coordinate the provision of much needed education and training for workforce development to adult education students. As a result, adult education program students progressing through a two-year college may become more competitive in the workplace. Workforce development is of primary importance if Alabama is to successfully compete in the global marketplace. Directly aligning adult education programs with distinct regions is essential

to Alabama's growth and economic welfare. The Chancellor is authorized to provide funding on a regional or a portion of a region basis within the geographic regions described in Appendix C. The following factors are appropriate considerations for optimizing diminishing adult education resources:

- a. Merging, consolidating, and regionalizing.
- b. Scope, scale and quality of service to students.
- c. Scope and scale of contribution to workforce development.
- d. Scope and scale of collaborative efforts that bring additional resources to adult education programs.
- e. Effectiveness and efficiency in pooling, consolidating, and maximizing resources.
- f. Effectiveness in avoiding unnecessary duplication of effort.

The Chancellor is authorized to use state-appropriated, adult education funds to defray the cost of enrolled adult education students' GED Test fees. The Chancellor may also use state funds to defray Official GED Tests Centers' increased costs encumbered when administering the GED Test to examinees receiving accommodations resulting from a diagnosed disability and which has been approved according to the GED Testing Service (GEDTS) policies.

3. Agencies/organizations allocated funds under this subtitle shall ensure that adult education and family literacy funds are expended in accordance with and at a pace consistent with the plan submitted at the time of application. Depleting funds prior to the end of the program or completing the program year with excessive funds is an indication of improper planning and a failure to effectively and efficiently execute the plan submitted at the time of application. It is imperative that agencies/organizations allocated funds under this subtitle effectively and efficiently manage fiscal resources. Agencies/organizations allocated funds under this subtitle shall not expand adult education and family literacy programs with the expectation that additional funds provided under this subtitle may become available during the respective program year. Only the president of a member institution of the Alabama Community College System or the chief executive officer of other agencies/institutions receiving adult education funds is authorized to officially communicate and justify funding needs following the start of a program year and those must be made in writing to the Chancellor. The president of a member institution of the Alabama Community College System or the chief executive officer of other agencies/institutions receiving adult education funds shall notify the Chancellor, in writing, of any deviations from the approved plan that would lead to the situations previously described in this paragraph.
4. The DPE may award EL/Civics grants to eligible providers as defined in Section 203 (5). The process will offer direct and equitable access to all eligible providers and will be awarded to help providers carry out a program of integrated English literacy/civics instruction. Not less than 82.5% of this allocation will be used to award grants to eligible providers.
5. Each eligible provider shall provide the following information:
  - a. Information and assurances that the eligible agency may require, including a description of how funds awarded under this allocation will be spent.
  - b. A description of how the eligible provider will meet considerations described in Section 231(e).
  - c. A description of the steps the eligible provider will take to ensure equitable access to and equitable participation in the activity conducted with EL/Civics funds.
6. The Chancellor, Department of Postsecondary Education shall continue a performance-based funding formula when determining the amount of an extended grant.

**Chapter VII**  
**Public Participation and Comment**  
**Section 224 (b) (9)**

I recommend that the Governor approve Alabama's Adult Education and Family Literacy Plan, July 1, 2011 -June 30, 2012.



---

Freida Hill, Chancellor  
Alabama Department of Postsecondary Education

**GOVERNOR'S COMMENTS:** I approve Alabama's Adult Education and Family Literacy Plan, July 1, 2011-June 30, 2012.



---

Robert Bentley, Governor  
State of Alabama

## **Chapter VIII**

### **Descriptions of Program Strategies for Populations**

#### **Section 224(b)(10)**

The Adult Education Program will take the leadership role in developing workable strategies statewide. The following are examples of strategies that could be developed across the state:

- a. GED Online has been provided as a distance education tool for every adult education program in the state.
- b. The GED Official Practice Test is provided on-line to all programs to facilitate focused instruction.
- c. The WorkKeys assessment system is used by all programs to support the Ready to Work initiative and the Alabama Career Readiness Certificate (CRC) which gives employers and career seekers a uniform measure of key workplace skills.
- d. The Even Start Family Literacy Program works with adult education programs to supply services in four core instructional components for qualified adult education students.
- e. Work-related life skills training for adult education students: Because most of the low-level readers in this state have developed few appropriate work-related life skills, there exists a need to bridge the gap between the world of work and education. In optional classes, students could learn more about the different types of employment, how to properly fill out a job application, how to write a resume, and how to search effectively for the right job. Students could also assess their workplace academic skills with the intent of bridging the gap between skill levels needed and skill levels possessed.
- f. To serve those receiving public assistance, especially in the very rural areas of Alabama, adult education classes should be provided in public housing areas.

## **Chapter IX**

### **Integration with Other Adult Education and Training Activities**

#### **Section 224 (b)(11)**

The Alabama Adult Education Program will continue its cooperative and collaborative relationships with other agencies to expand and enhance the adult education and family literacy programs. The following are examples of this cooperation:

- a. Department of Corrections: All of Alabama's major prisons and many local jails offer adult education classes.
- b. Department of Pardons and Paroles: Project LIFE Tech provides Adult Education services to all state parolees.
- c. Rehabilitation Services: A program for the deaf and blind receives funding.
- d. Department of Human Resources (DHR): The Employment Preparation Services (formerly JOBS) helps welfare recipients develop the job-seeking skills they need to find and keep employment. This program is funded by DHR and administered by the Adult Education Program.
- e. Alabama Public Television (APT): APT broadcasts adult reading programs. Local adult education programs have publicized these programs and follow-up on students' progress. APT supports adult education and literacy by providing broadcasts on International Literacy Day as well as at other times. Additionally, APT broadcasts GED Connections and Workplace Essential Skills programs that may be downloaded from the website.
- f. Joint Funding: Most of the funds are provided through grants to the local providers. These funds may be supplemented by:
  - (1) Community/Technical Colleges
  - (2) Local boards of education
  - (3) Industry
  - (4) Business
  - (5) Mental Health
  - (6) Department of Rehabilitation Services
  - (7) Department of Youth Services/Corrections
  - (8) Faith-based organizations
- g. Alabama Department of Economic and Community Affairs (ADECA): The Adult Education Program is a partner and adult education provider for ADECA's Career Centers.
- h. Southern LINCS (Literacy Information and Communication System): In a cooperative effort with the adult education staff of the 22 states in the southern hub of the United States, information, technologies, and best practices can be shared using modern delivery methods.
- i. The Department of Postsecondary Education may provide the adult education component of the Board of Pardons and Paroles' LifeTech Program.

- j. The Department of Postsecondary Education and other WIA partners have implemented the Alabama Career Readiness Credential (CRC). WorkKeys® assessment results are used to determine the level of the CRC issued to eligible participants.
- k. Pilot Middle College concept with the Workforce/ Career and Technical programs at three colleges.
- l. The Adult Education Programs are collaborating with Community and Technical Colleges and Workforce Development on the planning and design of the newly funded ABE to Credentials Initiative.

## **Chapter X**

### **Description of the Steps to Ensure Direct and Equitable Access**

#### **Sections 224 (b)(12)**

1. In accordance with Adult Education and Family Literacy Act, the Department of Postsecondary Education must take steps to ensure direct and equitable access to eligible applicants applying for grants under this subtitle. The next competition is planned for the multi-year period beginning October 1, 2012 through September 30, 2014. The announcement of the availability of funds for the purposes of this subtitle will receive the widest dissemination. Not later than ninety (90) days prior to the beginning of the application period, the Department of Postsecondary Education will release a written announcement to the print media and television and radio stations across the state. As a minimum, announcements will address the following issues:
  - a. Grant purpose.
  - b. Required educational activities.
  - c. Grant availability.
  - d. Eligible applicants.
  - e. Application process.
  - f. Application evaluation criteria.
  - g. Critical dates.
  - h. How to receive additional information.
2. Written announcements will also be provided to the following agencies:
  - a. Local education agencies (LEAs).
  - b. Postsecondary institutions.
  - c. Community and faith-based organizations.
  - d. Literacy councils/organizations.
3. On request, any eligible agency not receiving a written notification will receive an application.
4. The application process described in Chapter VI, Procedures and Process for Funding Eligible Providers, shall be used for all eligible providers who apply for funding.
5. The process for EL/Civics grants will be issued from the DPE. Eligible applicants are listed in Chapter VI. The DPE will announce the availability of funds in print media across the state.
6. The DPE will conduct a bidder's conference for those eligible applicants interested in applying for funds.

**Chapter XI**  
**Programs for Corrections Education**  
**and**  
**Other Institutionalized Individuals**  
**(Section 225)**

1. Eligible applicants may apply for funding under this section by following the processes and procedures described in Chapter VI, Procedures and Process for Funding Eligible Applicants. Not more than 10 % of the 82.5 % described in paragraph 6.1a. shall be used to provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. If less than 10 percent of the available funds are used for this purpose, then the balance of the funds not used for this purpose shall be made available for the purpose(s) described in paragraph 6.1a, (1), (2) and (3). Institutionalized individuals are incarcerated, housed, or sheltered in:
  - a. Prison.
  - b. Jail.
  - c. Reformatory.
  - d. Work farm.
  - e. Detention Center.
  - f. Halfway house, community-based rehabilitation centers, or other similar facilities such as LifeTech.
  - g. Mental, medical, or special institutions.
2. Individuals served under this Section shall meet the same eligibility criteria described in Chapter II:
  - a. Are at least 16 years of age.
  - b. Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society.
  - c. Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education.
  - d. Are unable to speak, read, or write the English language.
3. For those in correctional institutions, priority shall be given to serving qualified individuals who are likely to leave the correctional institution within five years of participation in the program. For the purpose of this plan, Alabama will target those who are within five years of release. In accordance with Section 225, the academic programs that shall be provided for criminal offenders in a correctional institution and/or other institutionalized individuals under this subtitle are:
  - a. Basic education.
  - b. English literacy programs.
  - c. Special education programs as determined by the DPE. **NOTE:** Each eligible provider receiving a grant under this section shall not use any funds made available under this subtitle for special education programs until the eligible provider has attempted to use funds for the sole purpose of special education programs for criminal offenders in a correctional institution and/or other institutionalized individuals, not provided under this subtitle.
4. Agencies/organizations desiring to provide educational programs to criminal offenders in correctional institutions and/or other institutionalized individuals under this section will follow the process and procedures for funding described in Chapter VI, Procedures and Process for Funding Eligible Providers. Agencies/organizations providing educational programs to criminal offenders in a correctional institution and/or other incarcerated individuals under this section shall adhere to the policies, procedures, activities, and other requirements described in this plan.

## **Chapter XII**

### **Description of Proposed Leadership Activities**

#### **Sections 223 (a), (b)**

1. The incumbent and emerging workforce needs assistance to develop relevant workplace skills. Their ability to maximize the benefit of training is affected by their literacy level. A skilled and literate workforce is a vital part of any state's continued success. Literate workers are more open to change, more likely to increase productivity, and more willing to apply internally for skilled jobs. Workplace health and safety improves with increased employee literacy; however the challenge today is finding and keeping those skilled workers. The adult education program will respond to the learning needs of workers; respect the everyday realities of workers and the real needs of adult students; maintain a productive balance between the needs of the employees and the employer, and ensure that the state has a supply of skilled workers to help build and maintain a competitive edge. The priority for state leadership activities shall be the integration of literacy instruction and occupational skill training-
2. The Adult Education Program may also use State Leadership Activity funds for the following purposes:
  - a. Professional development programs to improve the quality of instruction provided pursuant to local activities required under 231(b) including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State.
  - b. Technical assistance to eligible providers.
  - c. Technical assistance, including staff training, to eligible providers to improve the quality of adult education and literacy activities.
  - d. Support of State or regional networks of literacy centers.
  - e. Monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
  - f. Incentives for program coordination and integration and performance awards.
  - g. Developing and disseminating curricula including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.
  - h. Coordination with existing support services, such as transportation, childcare, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.
  - i. Integration of literacy instruction, occupational skill training, and promotion of linkages with employers.
  - j. Other activities of statewide significance that promote the purpose of this title.
3. In carrying out this section, the DPE shall collaborate where possible, and avoid duplicating efforts in order to maximize the impact of State Leadership Activities.
4. The DPE shall not use more than 12.5% of the EL/Civics allocation for State Leadership Activities. The leadership activities will directly relate to Civics and English Literacy activities. State leadership funds shall be used to plan/organize EL/Civics Education programs.
5. The eligible agency will reserve 5% of this allotment for administrative expenses directly related to the activities described above specifically to carry out technical assistance and evaluation activities to providers receiving EL/Civics grant funds.

## **APPENDICES**

Appendix A, Key Definitions .....	Page 34
Appendix B, Organizational Structure .....	Page 38
Appendix C, Eligible Geographic Regions .....	Page 39
Appendix D, Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements .....	Page 41

## Appendix A Key Definitions Section 203

- a. **ABE to Credentials Initiative**: Planning/design grant from Jobs for the Future that will allow for the expansion of the Middle College concept by creating effective pathways to increase our capacity to meet the needs of the lower skilled adult.
- b. **Administration**: Planning, administering, evaluating, and coordinating the programs funded under the Workforce Investment Act of 1998 and *Alabama's Adult Education and Family Literacy Plan*.
- c. **Adult Education**: Services or instruction below the postsecondary level for individuals who:
  - 1. Have attained 16 years of age.
  - 2. Are not enrolled or required to be enrolled in secondary school under State law.
  - 3. Lack sufficient mastery of basic educational skills to enable them to function effectively in society.
  - 4. Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education.
  - 5. Are unable to speak, read, or write the English language.
- d. **Adult Basic Education Class**: Reading, writing, and computing mathematically for students functioning at or below the 8.9 grade equivalency.
- e. **Adult Education and Literacy Activities**: Services or instruction in one or more of the following areas:
  - 1. Adult education and literacy services, including workplace literacy services.
  - 2. Family literacy services.
  - 3. English literacy services.
- f. **Adult Education Policy and Procedure Manual**: The governing body of documentation that defines and clarifies the goals and directives of the Alabama Adult Education Program and provides instruction and direction for the day-to-day operation in order to ensure consistency and quality for the program.
- g. **Adult Education Target Population**: Individuals 16 years of age and older who have not attained a high school diploma or equivalent and/or perform below the expected equivalency of a high school graduate (12.9 grade equivalency as measured on a valid, reliable assessment instrument).
- h. **Assessment Instrument**: For the purposes of the plan, an assessment instrument shall be a test designed for the specific purpose of measuring adult student achievement in reading, mathematics, language, and spelling, as well as other subject areas commonly found in adult education curricula. The instrument shall allow administrators and instructors to properly diagnose, evaluate, and place adult students in the appropriate level of learning and to develop an individual education plan for each adult student. The NRS approved instrument shall provide grade equivalents or shall provide a documented, reliable method of determining grade equivalents since Federal data must be reported by grade equivalents.
- i. **Core Indicators of Performance**: The core indicators of student achievement as required by the Adult Education and Family Literacy Act (Title II, Workforce Investment Act of 1998) and reflected in the National Reporting System for Adult Education are (1) educational gains, (2) entered employment, (3) retained employment, (4) placement in postsecondary education or training, and (5) receipt of a secondary school diploma or its equivalent (e.g., GED).
- j. **The Disabled**: In Alabama, approximately 950,000 Alabamians have a disability, and of those approximately 500,000 are severely disabled. A learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of

listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous dysfunction, and may occur across the life span. For many people, it is a hidden disability affecting their lives profoundly. Only diagnostic testing by a qualified professional can accurately document the presence of a learning disability. The National Institute for Literacy estimates that 50% to 80% of learners in literacy and basic education programs, 15% to 30% of participants in job training programs, and 25% to 40% of adults on welfare have a learning disability. Additionally the U.S. Department of Labor estimates that 85% of those who actually have a learning disability are not aware that they have it.

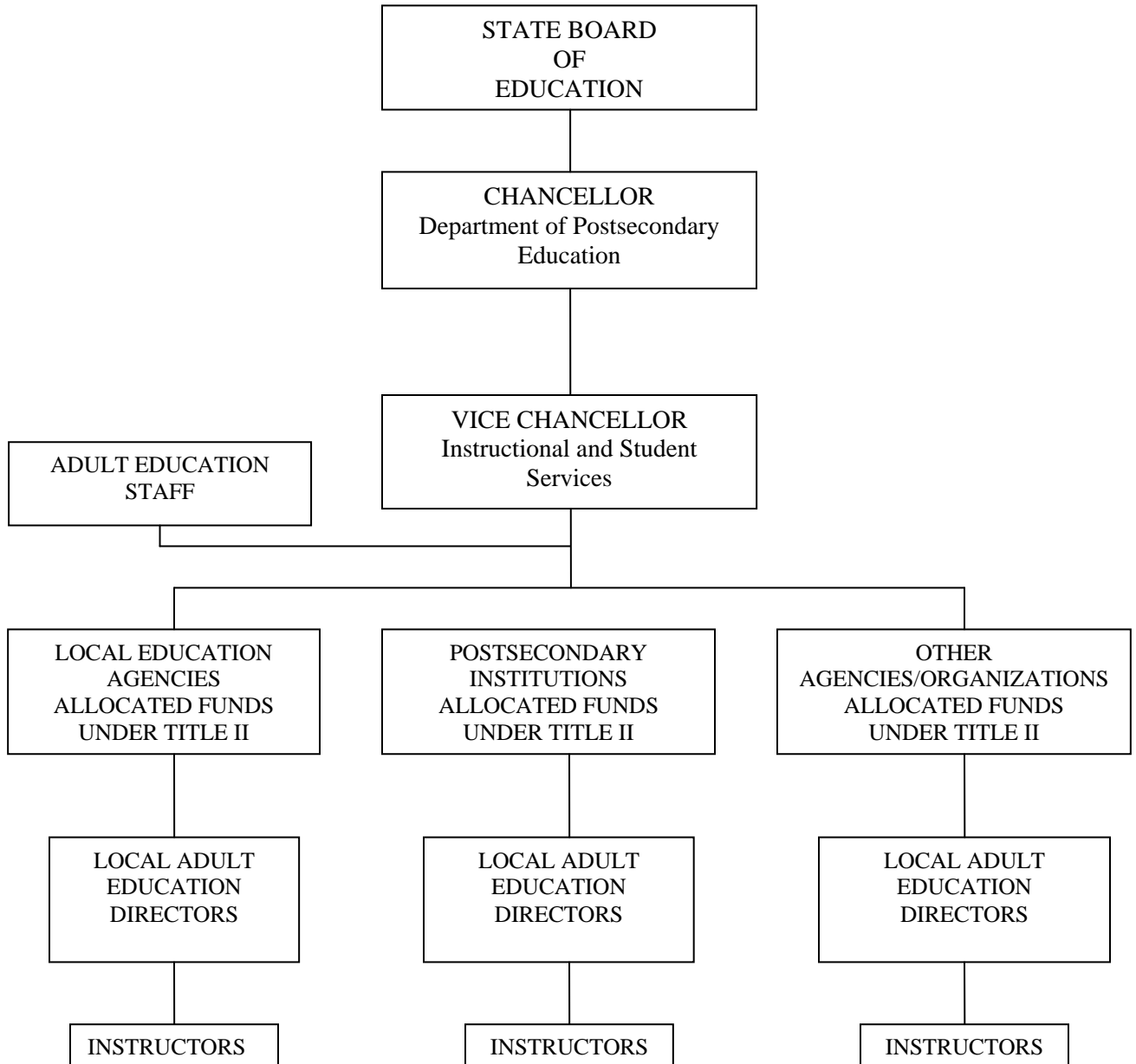
- k. **Educational Functioning Level Descriptors**: Levels of learning describing a set of skills and competencies, as determined by a properly administered assessment instrument, that adult students can do. One set of descriptors applies to adult basic education and adult secondary education students and another applies to ESL students.
- l. **Educational Service Agency**: A regional public multi-service agency authorized by State statute to develop and manage a service or program and to provide the service or program to a local educational agency.
- m. **Eligible Geographic Regions**: All proposals must provide comprehensive services for one or more of the eligible geographic regions in their entirety or in part as specified in Appendix C.
- n. **Eligible Provider**: An agency/organization eligible to be allocated funds under the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act of 1998). The following are eligible applicants who, if awarded funding, become eligible providers:
  - 1. Local education agency (LEA).
  - 2. Community-based organization of demonstrated effectiveness.
  - 3. Volunteer literacy organization of demonstrated effectiveness.
  - 4. Institution of higher education.
  - 5. Public or private nonprofit agency.
  - 6. Library.
  - 7. Public housing authority.
  - 8. Nonprofit institution that is not described in any of the subparagraphs (1) through (7) and has the ability to provide literacy services to adults and families.
  - 9. Consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (1) through (8).
- o. **English Literacy Program**: A program of instruction designed to help individuals of limited-English proficiency achieve competence in the English language.
- p. **English Literacy/Civics Education**: Programs (*Adult Education and Family Literacy Act, Section 231*) providing integrated English literacy and civics education services to immigrants and other limited-English proficient populations so that they may effectively participate in the education, work, and civic opportunities of this country. Instructional activities include the rights and responsibilities of citizenship, U.S. history and government, and naturalization procedures.
- q. **Family Literacy Services**: Services that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:
  - 1. Interactive literacy activities between parents and their children.
  - 2. Training for parents regarding how to be the primary instructor for their children and full partners in the education of their children.
  - 3. Parent literacy training that leads to economic self-sufficiency.
  - 4. An age-appropriate education to prepare children for success in school and life experiences.
- r. **GED Preparation Classes**: Reading, writing, computing mathematically, social studies, science, literature, and the arts for students functioning at the 9.0 –12.9 grade equivalency to prepare them to earn the State of Alabama High School Equivalency Diploma .

- s. **GED Test**: The Tests of General Educational Development, developed by the American Council on Education's GED Testing Service, for the purpose of measuring an individual's performance against the outcomes and concepts of a four-year high school education. Those achieving the State of Alabama's required test scores and meeting the state's eligibility criteria shall be issued the State of Alabama High School Equivalency Diploma.
- t. **High School Exit Exam Classes**: Remedial instruction designed to prepare those students to pass the appropriate high school exit examination needed to earn a high school diploma if they have already earned the required credits.
- u. **Individual(s) with Disabilities**: An individual or individuals with any disability (as defined in Section 3 of the Americans With Disabilities Act of 1990 (42 U.S.C. 12102)).
- v. **Individual with Limited English Proficiency**: 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.
  - (2) Who lives in a family or community environment where a language other than English is the dominant language.
- w. **Institution of Higher Education**: An institution with the meaning given in Section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).
- x. **Institutionalized Individual**: Those individuals who are confined and/or assigned to prisons, jails, reformatory schools, work farms, detention centers, halfway houses, boot camps, or other similar institutions designed for the confinement or rehabilitation of criminal offenders and those individuals who are confined and/or assigned to mental, medical or special institutions.
- y. **Leadership**: For the purposes of this plan, leadership activities shall be considered direct instructional costs and are those duties required of adult education directors as described in this plan.
- z. **Literacy**: An individual's ability to read, write, speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
- aa. **Local Education Agency (LEA)**: An agency with the meaning given in Section 14101 of the Elementary and Secondary School Act of 1965 (20 U.S.C. 8801).
- bb. **Managed Enrollment**: For the purposes of this plan, the function of managed enrollment is to facilitate the recruitment, enrollment, and retention of a diverse adult education student population. By providing a learning-centered environment, programs offer support for students to develop skills and knowledge needed for success. Local program officials will:
  - 1. Provide an orientation program;
  - 2. Provide effective advisement, counseling, and other support services for students;
  - 3. Help students identify and pursue their educational goals;
  - 4. Guide students through the transition to adult education programs by explaining the standards and expectations;
  - 5. Provide support services that enhance the recruitment, enrollment, retention, and success of students.
  - 6. Provide opportunities for students to achieve academic competencies.
- cc. **Middle College**: A college program that helps individuals obtain their GED credential and receive career training at the same time.
- dd. **National Reporting System for Adult Education (NRS)**: An accountability system that includes a set of measures to assess the impact of instruction on student learning, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures. The final NRS guidelines may be accessed at <http://www.air-dc.org/nrs/default.htm>.

- ee. **Other Literacy Skills**: For the purposes of this plan, other literacy skills are those skills that are appropriate for adult students, compliment the literacy segment, and enhance an individual’s ability to function in life, on the job, and in society.
- ff. **Phonics**: For the purposes of this plan, phonics is a reading program with the methodology of teaching adults to read by looking at a written word, recognizing its letters, attaching speech sounds to them, blending sounds together, and finally pronouncing the word.
- gg. **Plan of Instruction (POI)**: A plan of instruction (POI) shall be developed on each adult student for the purposes of identifying each objective and/or skill for which each student has achieved non- and partial-mastery based on the results of a properly administered assessment instrument. These objectives and/or skills shall guide the instruction process. The POI must incorporate the following elements:
  1. Student's name.
  2. Assessment instrument administered, to include date and placement.
  3. Objectives/skills the student has not mastered.
  4. Learning resources assigned to the student to teach or remediate the objectives/skills to be mastered; include chapter and page number.
  5. Date instruction began on each objective/skill to be mastered.
  6. Date student mastered each identified objective/skill.
  7. Method used to determine mastery on objective/skill.
- hh. **Postsecondary Educational Institution**: An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree, or a tribally controlled community college, or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
- ii. **Problem-Solving Instruction**: For the purposes of this plan, problem-solving is a needed life skill. It is also a process the student can apply to help solve the problems they encounter. Problem-solving instruction teaches students the skills and methods needed to successfully apply problem-solving techniques.
- jj. **Student Placement Level (SPL)**: A set of skills and competencies, as determined by a properly administered assessment instrument, that adult students who speak English as second language can do.
- kk. **Transition Programs**: Instruction specifically designed to prepare adult students to enter postsecondary education, higher education, training programs and to improve their employability.
- ll. **Work Based Project Student Classes**: Short-term classes of at least 12 hours but no more than thirty hours designed to teach specific work-based skills. Particular emphasis will be placed on workplace academic and employability skills.
- mm. **Workplace Literacy Services**: Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

**APPENDIX B**

ORGANIZATIONAL STRUCTURE  
ADULT EDUCATION AND FAMILY LITERACY  
TITLE II, WORKFORCE INVESTMENT ACT OF 1998



**APPENDIX C**  
**Eligible Geographic Regions**

A proposal may encompass more than one Eligible Geographic Region or a portion thereof. The Chancellor may make exceptions to this list as appropriate.

**Region 1**

Lauderdale County  
Colbert County  
Franklin County  
Lawrence County (western one-half)  
Winston County (northwestern one-fourth)

**Region 3**

Jackson County  
DeKalb County (northern one-half)  
Cherokee County (northern one-fifth)

**Region 5**

Cullman County  
Winston County (eastern one-half)  
Morgan County (southern one-third)  
Blount County (northeastern one-half)

**Region 7**

Etowah County  
Cherokee County (southern nine-tenths)  
St. Clair County  
Calhoun County  
Cleburne County

**Region 9**

Jefferson County (western one-half)

**Region 11**

Talladega County  
Coosa County  
Tallapoosa County  
Shelby County (southeastern one-half)  
Macon County (center one-third)  
Clay County (western one-half)

**Region 2**

Limestone County  
Madison County  
Morgan County (northern two-thirds)  
Lawrence County (eastern one-half)

**Region 4**

Marion County  
Lamar County  
Fayette County  
Walker County  
Winston County (southwestern one-fourth)  
Jefferson County (extreme western edge)  
Pickens County

**Region 6**

Marshall County  
Blount County (southwestern one-half)  
DeKalb County (southern one-half)

**Region 8**

Jefferson County (eastern one-half)  
Shelby County (northwestern one-half)  
St. Clair County

**Region 10**

Tuscaloosa County  
Bibb County  
Sumter County  
Greene County  
Hale County  
Pickens County

**Region 12**

Randolph County  
Chambers County  
Clay County (eastern one-half)  
Lee County (northwestern two-thirds)

**Region 13**

Elmore County  
Montgomery County  
Macon County (western one-third)  
Lowndes County  
Bullock County (western one-half)

**Region 15**

Chilton County  
Perry County  
Dallas County

**Region 17**

Choctaw County  
Marengo County  
Clarke County  
Monroe County (western nine-tenths)  
Wilcox County

**Region 19**

Escambia County

**Region 21**

Covington County  
Crenshaw County  
Butler County

**Region 23**

Houston County  
Henry County  
Barbour County  
Bullock County (eastern one-half)  
Dale County (eastern one-half)  
Geneva County (eastern one-fifth)

**Region 14**

Russell County  
Lee County (southwestern one-third)  
Macon County (eastern one-third)

**Region 16**

Autauga County

**Region 18**

Conecuh County  
Monroe County (eastern one-tenth)  
Butler County  
Wilcox County

**Region 20**

Washington County  
Mobile County

**Region 22**

Pike County  
Coffee County  
Geneva County  
Dale County (western one-half)

**Region 24**

Baldwin County

---

## Appendix D

---

### **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

#### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
  - (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
  - (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.
- 

#### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check [ ] if there are workplaces on file that are not identified here.


**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
<b>Alabama Department of Postsecondary Education</b>	<b>Adult Education State Grant</b>
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
<b>Freida Hill, Chancellor</b>	
SIGNATURE	DATE
	<b>3/31/11</b>