WIOA TITLE II ABS Grants
INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION ("IELCE")
Request for Applications ("RFA") #26-095

Date Issued: 11/23/2026
Applications Due: 2/5/2026

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In compliance with the Americans with Disabilities Act, this document is available in alternate formats such as Braille, large print, audio tape, oral presentation, and computer disk. For questions, clarifications, or to request this material in a different format, please contact the SPC.

FREE coaching and guidance on the application process is available for Applicants and prospective applicants through Technical Assistance Providers contracted by HECC. These providers can support you throughout the application process to help determine eligibility and give feedback on your application. Information regarding Technical Assistance Providers is in **Section 3.2** of this RFA. It is recommended that you contact them early in the application process.

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SECTION 1. INTRODUCTION AND OVERVIEW

1.1 Background

The Higher Education Coordinating Commission ("HECC") is issuing this Request for Applications ("RFA") for competitively awarded grant funding for the federal funds authorized by the Workforce Innovation and Opportunity Act ("WIOA"). WIOA was signed into law on July 22, 2014, and was designed to help U.S. job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

This RFA is intended to inform eligible providers of Integrated English Literacy and Civics Education ("IELCE") and other related education settings as defined in WIOA Section 243 (29 U.S.C. 3333) and 34 CFR 463.23, that work to achieve the purpose of WIOA.

For more information, visit https://www.dol.gov/agencies/eta/wioa.

WIOA compels partnerships and encourages alignment across four main titles within the following six programs:

1. The Adult, Dislocated Worker, and Youth formula programs administered by the Department of Labor ("DOL") under Title I (or "WIOA I");
2. The Adult Education and Family Literacy Act ("AEFLA") program administered by the Department of Education ("ED") under Title II (or "WIOA II");
3. The Wagner-Peyser Act employment services program administered by DOL under Title III (or "WIOA III"); and
4. The programs under Title I of the Vocational Rehabilitation Act administered by ED under Title IV (or "WIOA IV").

The federal authority for AEFLA ("WIOA II") is placed by 29 U.S.C. 102 and 103 unless otherwise noted within the full language of the act found here: https://www.ecfr.gov/current/title-34/part-463

The federal notice of AEFLA ("WIOA II") award is located here: https://www.oregon.gov/highered/about/pages/federal-awards.aspx

Activities under WIOA are conducted according to Oregon's WIOA Combined State Plan, found at https://www.oregon.gov/workforceboard/about/PublishingImages/Pages/Planning-%26-Policy/Read%20the%20Oregon%202024-2028%20WIOA%20State%20Combined%20Plan.pdf

HECC will submit all eligible Applications for funds under Title II to the Applicant's appropriate Local Workforce Board for review. The process includes:

- Submission of the Applications to the appropriate Local Workforce Board for its review for consistency with the local plan within the appropriate timeframe; and
- An opportunity for the Local Workforce Board to make recommendations to HECC to promote alignment with the local plan.

HECC will consider the results of the review by the Local Workforce Board in determining the extent to which the Application addresses the thirteen required considerations of Title II funding outlined in 34 CFR 463.20, which can be found at: https://www.ecfr.gov/current/title-34/section-463.20.

The Workforce boards are:

- Oregon Workforce Partnership - https://oregonworkforcepartnership.org/
- Northwest Oregon Works - http://www.nworegonworks.org/
- Worksystems - https://www.worksystems.org/
- Clackamas Workforce Partnership - http://www.clackamasworkforce.org/
- Willamette Workforce Partnership - https://willwp.org/
- Lane Workforce Partnership - http://www.laneworkforce.org/
- Southwestern Oregon Workforce Investment Board - https://www.sowib.org/
- Rogue Workforce Partnership - http://rogueworkforce.org/
- East Cascades Works - http://www.eastcascadesworks.org/
- Eastern Oregon Workforce Board - http://www.eowb.org/

This RFA provides funding to carry out AEFLA ("WIOA II") Section 243 to complete the required deliverables, allowable activities, performance measures within the period indicated in the timeline below.

In accordance with Section 243, grantees may use IELCE funds solely for services and activities that:

1. Prepare adults who are English Language Learners ("ELLs") for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
2. Integrate with the local workforce development system and its functions to carry out the activities of the program (34 CFR 463.73).

An IELCE program must include:

1. Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation (34 CFR 463.73); and
2. IET activities, that must include these three components:
    a. Adult Basic Education ("ABE"), Adult Secondary Education ("ASE"), and English Language Acquisition ("ELA") activities;
    b. Workforce Preparation activities; and
    c. Workforce Training for a specific occupation or occupational cluster (34 CFR 463.36).

34 CFR 463.74 states that an eligible provider, that receives IELCE funds, meets the requirement to use funds for IELCE in combination with IET and training activities by:

1. Co-enrolling participants in IET as described in 34 CFR Subpart D that is provided within the local or regional workforce development area from sources other than Section 243; or
2. Using funds provided under Section 243 of WIOA to support IET.

Applicants must address the activities and requirements set forth in this RFA. Applicants should read and understand all requirements set forth in this RFA and all of its included attachments.

1.2 Adult Education and Family Literacy Act of 2014 (WIOA II)

34 CFR 463.1 of the AEFLA ("WIOA II") states that:

"The purpose of WIOA II is to provide adult education and literacy services in order to:

(1) Assist adults in becoming literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

(2) Assist adults who are parents or family members to obtain the education and skills that–
   (A) Are necessary to become full partners in the educational development of their children; and
   (B) Lead to sustainable improvements in the economic opportunities for their family;

(3) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and

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

1.3 WIOA II and Adult Basic Skills Program

Oregon administers AEFLA ("WIOA II") through the Oregon Adult Basic Skills Program ("ABS"), administered by HECC through its Office of Community Colleges and Workforce Development ("CCWD"). In addition to administering Title II pass-through funds, CCWD is responsible for providing leadership, professional development, technical assistance, and program monitoring to assure quality basic skills services for adults across Oregon. Local ABS providers align Title II activities with local area plans, such as sector strategies and career pathways. These ABS and literacy activities are coordinated across WIOA I, III, and IV core programs and partners through one–stop center participation, referrals, and co–enrollment where feasible.

- Oregon Adult Basic Skills Title II Adult Education and Family Literacy Grant Policy Manual ("ABS Policy Manual").
- Oregon Program Year 2024-2027 WIOA State Plan

SECTION 2. COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY

HECC works to serve all post-secondary students and workforce participants across Oregon. To do this, it is important to understand that not every student or learner enters higher education or career training with the same experience or level of support. Accordingly, our approach must reflect the unique needs

of learners and communities. By building systems and policies that support every individual, we will build a thriving future for Oregon as a whole. Our equity tools guide our work and our collective future. HECC applies its Equity Lens to all aspects of its work. Read more about the HECC Equity Lens here: https://www.oregon.gov/highered/strategy-research/pages/equity-lens.aspx

HECC applied its commitment to diversity, equity, inclusion, and accessibility in this grantmaking process in the following ways:

- Consulted with partners to inform development of an inclusive, low barrier grant process.
- Scheduled at least one information session to provide prospective Applicants opportunity to review the guidance and ask questions.
- Solicited engagement from diverse organizations, entities, and partners in the Applicant scoring process.

SECTION 3. TIMELINE, INFORMATION SESSIONS, AND TECHNICAL ASSISTANCE

3.1 Timeline and Information Sessions

This timeline represents a tentative schedule for this RFA. All times are listed in Pacific Time. All dates are subject to change. See the HECC Grants and Contracts Opportunities website for the most current information: https://www.oregon.gov/highered/about/pages/grants-contracts.aspx

Description	Date and Time (all time is Pacific Time)
RFA Issued Application period opens	November 23, 2026
Optional Information Sessions HECC will host an optional information session where attendees can expect to hear background information, the purpose of the Grants, and how an Application will be scored. Attendees may ask questions about the RFA. Subject to technology limitations, HECC will post artifacts, the recording, and frequently asked questions ("FAQ") document following the session on the Grants and Contracting page as Addendums. If Applicant needs accommodation or support registering for a session, please reach out to: *Jeanie Stuntzner* *Jeanie.stuntzner@hecc.oregon.gov*	December 4, 2026 | 12:30-1:30 PM PST Zoom Registration Link: https://bluecc.zoom.us/meeting/register/PGt-FSB3T72qiuSdStC-nw December 9, 2026 Recording and FAQ published to HECC CCWD Website January 5, 2027 11:00-12:00 PM PST Zoom Registration Link: https://bluecc.zoom.us/meeting/register/QI5vH-LISrildbdMAd2P0Q
Application Deadline	February 5, 2027 | Received no later than 5:00 PM PST
Notice of Award Subject to the date, and amount, of the federal award	February 26, 2027

notification.	
Budget Review and Approval Process Subject to federal award notification, and state fiscal review.	March 1, 2027 – June 30, 2027
Full Grant Cycle The period of time HECC CCWD administers the AEFLA Grant Funds related to this RFA.	July 1, 2027 – June 30, 2032
Initial Grant Period of Performance Continuation of funding through the grant cycle is contingent upon federal allocations and the program's ability to meet the required services outlined in the Oregon Adult Basic Skills Title II Adult Education and Family Literacy Grant Policy Manual ("ABS Policy Manual") and the applicant's grant agreement.	July 1, 2027 – June 30, 2028
First Grant Year Final Financial Status Report All Grantees will submit quarterly expenditure and performance reports, and any other reports, as indicated in the ABS Policy Manual. At the end of each performance year, a Final Financial Status Report will be submitted.	August 25, 2028

3.2 Technical Assistance

HECC has contracted with Grant Technical Assistance providers to be available to help any potential Applicant with their Application at no cost. Their contact info is below:

Anese and Associates - Jaimie Lewis jaimie@aneseandassociates.com (818) 235-8750

Outsource Execs, LLC - Lupe Ramos Amith outsourceexecs@gmail.com (760) 406-4625

Konesens - Harriet Lewis harriet@konesensdevelopment.com (888) 297-9422 x700

Pacific Coast Business Solutions - Genavieve M. Sharkey (Gena) pacificcoastbizsolutions@gmail.com (458) 455-9356

WorkED - Casey Grey Applegate, caseygrey@workedconsulting.com (540) 815-3636

The Grants Lab - Susan Taylor susan@thegrantslab.com (540) 505-3689

Delano Smith dsmith.grants@gmail.com (682) 302-0388

Boules Consulting, Marianne Boules – info@boulesconsulting.com (818) 599-2692

MPM&Co, Margaret Perkins-McGuinness – margaret@mpmandco.com (785-218-3697

McAllister & Quinn, Annie Kurowski – akurowski@jm-aq.com (202)-296-2741

SECTION 4. ELIGIBILITY REQUIREMENTS

4.1 Applicant Eligibility

This RFA is directed to providers of adult education in any context. Federal law defines eligibility in 34 CFR § 463.23.

"An organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for a grant or contract. These organizations may include, but are not limited to:

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

To be eligible to apply, an applicant must demonstrate past effectiveness as defined in 34 CFR 463.24: "[Applicants must provide]…performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of":

- Reading;
- Writing;
- Mathematics;
- English language acquisition; and
- Other subject areas relevant to the services contained in the State's application for funds.

"[Applicants must also]…provide information regarding its outcomes for participants related to—"

- Employment;
- attainment of secondary school diploma or its recognized equivalent; and
- transition to postsecondary education and training.

"There are two ways an…[Applicant]…may meet the requirements…of this section:

1. [An Applicant]…that has been previously funded [under AEFLA ("WIOA II")], must provide performance data required under…[Sec 116 29 U.S.C. 3141]…to demonstrate past effectiveness.

2. [An Applicant]…that has not been previously funded under [AEFLA ("WIOA II")], must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes…[listed in this section]."

4.1.1 Eligible Services and Allowable Instructional Activities

Below are the federal eligible services and allowable activities IELCE Section 243:

IELCE education services are provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, in combination with integrated education and training activities. Allowable activities supported by HECC funds are also identified.

- Adult education and literacy (including ABE, ASE, ESL/ELA)
- Workplace adult education and literacy activities
- Family literacy activities
- Workplace preparation activities/Career Awareness/Development
- Integrated Education and Training (IET)

4.1.2 Individual Eligibility for Services

Applicants must only allow "eligible individuals" to participate in their AEFLA ("WIOA II") programs, activities, and services. AEFLA ("WIOA II") uses the WIOA (Section 203 29 U.S.C. 2372) for "eligible individuals":

"The term "eligible individual" means an individual--:

A. Who has attained 16 years of age;
B. Who is not enrolled or required to be enrolled in secondary school under State law; and
C. Who—
    i. Is basic skills deficient;
    ii. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
    iii. Is an English language learner.

SECTION 5. PROJECT REQUIREMENTS AND LIMITATIONS

5.1 Application Requirements

Identified below are the requirements and expectations for eligible Applicants to include in their Application. Each requirement established by AEFLA ("WIOA II") (34 CFR Part 463 Subpart C) has been integrated into ATTACHMENT A.

5.1.1 Equitable Access / General Education Provisions Act

The General Education Provisions Act ("GEPA") is a federal law (originally enacted as Title IV of the Elementary and Secondary Education Amendments) that sets out common rules, administrative guidelines, and privacy protections for most federal education programs run by the U.S. Department of Education. Section 427 of the GEPA requires Applicants for federal education funds to describe the steps they will take to ensure equitable access to and participation in their programs for students, teachers, and beneficiaries. Applicants must address potential barriers related to gender, race, national origin, color, disability, or age.

5.1.2 Demonstrated Effectiveness

The eligible Applicant must demonstrate effectiveness in serving the target population(s) (34 CFR Part 463 Subpart C). HECC will review information below in making this determination. Applications that do not meet the demonstrated effectiveness criteria will be notified and not be considered in the competitive process.

Applicants must provide measurable evidence across core educational and workforce outcomes, including:

- Improving participant skills in reading, writing, and mathematics
- Improving English language acquisition (for English language learners)
- Achieving Measurable Skill Gains ("MSGs") and educational functioning level completions
- Post-program participant outcomes such as securing employment, attaining secondary school diplomas or recognized postsecondary credentials, and transitioning to postsecondary education or training

To demonstrate effectiveness, an Applicant must provide:

- Three years (2023-2024, 2024-2025, and 2025-2026) of continuous data related to MSGs. MSGs are defined as the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving MSGs, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.
- Additionally, programs must provide a single year's data as it relates to outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.
- If applying as a consortium, each consortium member must provide performance data to demonstrate effectiveness in the areas listed above.

5.1.3 Required Assurances and Information

Each Application must agree to the Assurances and provide the requested information listed required by HECC, including:

- **Assurances**
  - Comply with the professional development requirements listed in the Oregon Adult

Basic Skills Title II Adult Education and Family Literacy Grant Policy Manual (ABS Policy Manual).
    - At least one Full-time faculty directly assigned to the ABS program provided by the subrecipient.
    - Offer services to all six of the National Reporting System (NRS) Adult Basic Education (ABE) levels or maintain a Memorandum of Understanding ("MOU") with another provider ensuring the Applicant can provide or refer learners to services at all NRS ABE levels.
    - Offer Distance Education in compliance with the ABS Policy Manual which is updated on an annual basis.
    - Complete necessary professional development (PD) as defined on in the ABS Policy Manual which is updated on an annual basis.
    - Actively engage with the eligible provider's Local Workforce Development Board.

- **Required information to provide within the Application**
    - A description of how funds awarded under this title will be spent consistently with the requirements of Title II.
    - A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
    - A description of how the eligible provider will provide services in alignment with the local workforce development plan including how such provider will promote concurrent enrollment in programs and activities under Title I as appropriate.
    - A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan including how such provider will collect data to report on such performance indicators.
    - A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to:
        - Enter into a MOU with the Local Workforce Development Board relating to the operations of the one-stop system.
        - Participate in the operation of the one-stop system consistent with the terms of the MOU and the requirements of AEFLA ("WIOA II"), and GEPA.
        - Provide access through the one-stop delivery system to adult education and literacy activities.
        - Use a portion of the funds made available under the Act to maintain the one-stop delivery system including payment of the infrastructure costs for the one-stop centers in accordance with the methods agreed upon by the Local Workforce Development Board and described in the MOU or the determination of the Governor regarding State one-stop infrastructure funding.
    - A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals.
    - Information that addresses the 13 considerations listed in (34 CFR 463.20)
    - UEI number and active registration in Sam.Gov.

5.2 Considerations for Scoring Applications

AEFLA ("WIOA II") defines the process HECC must following awarding grants to eligible providers in 34 CFR 463.20:

"In awarding grants or contracts for adult education and literacy activities to eligible providers,… [HECC]…must consider the following:

1. The degree to which the eligible provider would be responsive to—
    i. Regional needs as identified in the local workforce development plan; and
    ii. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who—
        A. Have low levels of literacy skills; or
        B. Are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in § 677.155;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of AEFLA ("WIOA II"), as well as the activities and services of the one-stop partners;
5. Whether the eligible provider's program—
    i. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
    ii. Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
10. Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Workforce Development Boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
11. Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section § 666.100) and to monitor program performance; and
13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

SECTION 6. GRANT FUNDS

6.1 Federal Funds Requirements for Local Administrative Cost Limits

In (Sec 232 29 U.S.C. 3322) the amount of funding that Applicants are allowed to spend on the following items are clearly dictated:

A. "In General – Subject to subsection (b), of the amount that is made available under this title to an...[Applicant]…–
   1. not less than 95 percent shall be expended for carrying out adult education and literacy activities; and
   2. the remaining amount, not to exceed 5 percent, shall be used for planning, administration (including carrying out the requirements of…[Sec 116 29 U.S.C. 3141]…, professional development, and the activities described in paragraphs (3) and (5) of…[Sec 232 29 U.S.C. 3322].

B. **SPECIAL RULE**—In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(2), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for noninstructional purposes.

6.2 Funding Availability

During the 2026-2027 program year, Oregon was awarded $7,215,696 of federal-originated funds for the Adult Education – State Grant Program. Funding availability in future program years is subject to change based upon fluctuating levels of WIOA II federal funds awarded to Oregon.

6.3 Maintenance of Effort

In Oregon, federal funds are matched at the local program level and thus, the maintenance of effort must be maintained by local programs. If HECC were not able to demonstrate that the State was maintaining the same fiscal effort as the prior year, the State and local programs would lose part of the federal Title II funding. If that were to happen, the reduction in federal funds would be covered by reducing the grant awards to local Grantees which had reported reduced match expenditures. HECC will require Grantees to meet an annual maintenance of effort of no less than 90 percent.

6.4 Cost matching

Each WIOA II Grantee in Oregon is **required** to match their annual award of federal WIOA II funds with an amount of non-federal resources that is at least 25% of the federal WIOA II funds awarded to that Grantee.

6.5 Non-Competing Grant Continuation Application

In Oregon, AEFLA ("WIOA II") grants are typically awarded on a multi-year cycle (such as the 2022–2027 cycle). To secure funding from one budget year to the next without re-competing, existing providers must submit a Non-Competing Grant Continuation Application.

According to HECC and federal guidelines, a continuation award is never automatic; it is contingent on the provider proving satisfactory performance and fiscal compliance. The core requirements for satisfactory performance and fiscal compliance are indicated in the ABS Policy Manual.

SECTION 7. APPLICATION SUBMISSION

7.1 How and When to Apply

There are three competitions available for the 2027-2032 WIOA Title II ABS Grants. One for each relevant Sections of AEFLA ("WIOA II"). They are:

- 26-094 WIOA Section 225 – Institutionalized Adults/Correction Education;

- 26-011 WIOA Section 231 – Comprehensive – Adult Education
- 26-095 WIOA Section 243 – Integrated English Literacy and Civics Education ("IELCE")

All RFAs can be found at https://www.oregon.gov/highered/about/pages/grants-contracts.aspx

Each Application will be submitted, reviewed, scored, and administered separately.

Applicants may submit one, or any mixture for consideration, but only if they meet the eligibility requirements to do so as described in Section 4 of this RFA.

All Applications shall be submitted via email to the SPC listed on the Cover Page.

Application Deadline: Applications **must** be submitted no later than 5:00 p.m. PST on Friday, February 5, 2027.

Late Applications will not be considered.

7.2 Application Package

The Application must be completed in its entirety including all applicable sections and attachments listed below. For example, if the Applicant wishes to be considered for the WIOA Section 225 and WIOA Section 231, they will need to submit the following for each:

- **Cover Page** – Applicants must record the FY 27 request, matching funds, and estimated number of students that will be served in addition to the institution and contact information for all appropriate staff.
- **Consortium Signature Page (if applicable)**– If a consortium is proposed, a Consortium Signature Page with signatures of representatives of authority from each eligible agency within the consortium must be included.
- **Budget Narrative** – Applicants must indicate the sources and amount of other funds used to assist in reaching the 25% match requirement.
- **Uniform Grant Budget(s)** – Applicants must record the FY27 requests under the appropriate line item listed on the attachment. The budget should include only the forecasted FY27 (July 1, 2027 – June 30, 2028) amount using the calculation suggestions within the ABS Policy Manual. Future FY budgets will be submitted in future years throughout the multi-year grant. The budget and budget narrative will be reviewed, and all expenses must be allowable as defined by federal uniform grant guidance (2 CFR Part 200), however, it will not be scored as a part of the RFA process.
- **Grant Application** – A summary of what shall be included in the Application narrative is listed below:
    - Section 1: Application Type
        - Section 1.1: Administrative Information – Single Agency Applicants
        - Section 1.2: Administrative Information – WIOA Consortium Applicants (if applicable)
    - Section 2: Local Workforce Development Board Information
    - Section 3: Program Areas, Funding Amounts, and Number of Students
    - Section 4: Demonstrated Effectiveness
    - Section 5: Past Effectiveness
    - Section 6: Individuals with Disabilities - Equity and GEPA
    - Section 7: Pre-Award Risk Assessment
    - Section 8: Regional and Measurable Needs
    - Section 9: Alignment with Local Plans

- Section 10: Intensity and Quality of Program
- Section 11: Evidence-Based Instruction
- Section 12: Technology Integration
- Section 13: Integrated Education and Training
- Section 14: Qualified Staff and Professional Development
- Section 15: Community Coordination
- Section 16: Flexible Schedules and support
- Section 17: Information Systems (Data)
- Section 18: English Acquisition and Civics
- Section 19: Budget Narrative
- Section 20: Uniform Grant Budget
- Section 21: Application Review and Certification

SECTION 8. APPLICATION REVIEW AND SCORING

8.1 Application Eligibility Review

Applications received will receive an initial eligibility screening. Eligibility Screening is a required pre-scoring process used to determine baseline eligibility to participate in the AEFLA ("WIOA II") competition. All organizations that intend to deliver AEFLA ("WIOA II") funded services must submit all required components through the online portal, regardless of whether they later apply as a single eligible provider, or as part of a consortium. Required components include organizational information, demonstrated effectiveness data (Section 5.1.2 of this RFA), and a pre-award risk assessment (Exhibit F.) If available, Applicants can also submit recent audit documentation.

8.2 Scoring Process

If the Application is deemed eligible, HECC will move the Application to the scoring process which includes:

- HECC staff review for completeness, using the Application checklist to ensure all required documents are submitted, and Application narrative requirements are met. Incomplete Applications, or Applications submitted by institutions that are not eligible, will not be scored.
- The Local Workforce Development Board will review the Application for alignment with local workforce trends.
- A team of HECC's adult education experts will review and score the Application packet and the narrative sections 5-18.
- The following table summarizes the information described in Section 8.1 and 8.2 of this RFA:

Item	Review Type
Demonstrated Effectiveness	Approved / Not Approved
Pre-Award Risk Assessment	Approved/Not Approved
Past Performance and Other Considerations (Sections 5-18, but only the Applicants track record of improving learner literacy and meeting NRS metrics are scored)	Scored

8.3 Scoring Criteria

Reviewers will use the following evaluation criteria to review and score the Application.

Section / Consideration	Maximum Points	Evaluation Criteria Summary
5. Past Effectiveness	**15**	Quantifiable track record of improving learner literacy and meeting National Reporting System (NRS) metrics.
6. Individuals with Disabilities	**5**	Demonstrated capacity to provide adaptive technologies, accommodations, and accessible facility access.
7. Pre-Award Risk Assessment (Exhibit F)	**See details in the application.**	Scores from this section are not included in the total 100 points, but a grantees risk level will determine if the organization's level of risk to manage federal grant funds is high, medium, or low, and these scores may be utilized in determining potential grant awards and/or award levels or identifying conditions that may be placed on awards.
8. Regional & Measurable Needs	**10**	Clear demographic data showing alignment with local target populations and low-literacy communities.
9. Alignment with Local Plans	**10**	Documented integration with Local Workforce Board strategies and American Job Centers (One-Stops).
10. Intensity & Quality of Program	**10**	Sufficient instructional hours to achieve gains; curriculum is backed by rigorous, scientific research.
11. Evidence-Based Instruction	**10**	Content directly aligns with State-adopted academic standards for ABE, ASE, and ELA coursework.
12. Technology Integration	**5**	Active use of digital platforms to deliver blended instruction and build essential student digital literacy.

Section / Consideration	Maximum Points	Evaluation Criteria Summary
13. Integrated Education & Training (IET)	**10**	Valid structure for concurrent contextualized literacy, workforce prep, and industry-specific training.
14. Qualified Staff & Professional Development	**5**	Staff meet state credential requirements and participate in a continuous professional development plan.
15. Community Coordination	**5**	Formed partnerships with libraries, non-profits, or businesses to maximize resources and reduce duplication.
16. Flexible Schedules & Support	**5**	Classes are offered at various times (day/night/weekend) with linkages to childcare, transportation, or case management.
17. Information Systems (Data)	**5**	Proven system which accurately tracks student hours, outcomes, and securely report real-time data.
18. English Acquisition & Civics	**5**	Clear plan to deliver language skills integrated with civics for areas with high immigrant populations.
TOTAL POSSIBLE POINTS	**100**	

8.4 Agency Review and Notice of Award

HECC will advance the highest scoring Applications, based on median scores, for final HECC review and funding decisions. HECC's final funding recommendations will consider statewide impact, aiming to ensure broad geographic distribution and a diverse portfolio of projects. HECC reserves the right to award Grant Funds for all, or some of the dollar amounts requested in an individual proposal. HECC may consider funding collaborative proposals if HECC identifies proposals from different primary Applicants that are similar in scope and outcomes. Applicants may be asked about the ability to increase or decrease the scale of the project.

HECC will email the Primary Applicant's program contact listed in the Application about funding decisions. A Conditional Notice of Award ("NOA") will be sent to funded Applicants for this RFA. The NOA will indicate award amount, performance period, and next steps.

SECTION 9. ATTACHMENTS

- ATTACHMENT A: WIOA II ABS 2027-2032 IELCE APPLICATION
- ATTACHMENT B: FEDERAL NOTICE OF AWARD/FEDERAL TERMS AND CONDITIONS available at https://www.oregon.gov/highered/about/Documents/Grants-contracts/NOFA/CFDA%2084.002-NOA-FAIN_26E55EE000139-01-00.pdf
- ATTACHMENT C: WIOA TITLE II POLICY MANUAL available at https://www.oregon.gov/highered/about/community-colleges-workforce-development/Documents/adult-basic-skills/2026-2027%20ABS%20Policy%20Manual%20updated%20formatting%20only%207.30.pdf
- ATTACHMENT D: WIOA COMBINED STATE PLAN available at https://www.oregon.gov/workforceboard/about/PublishingImages/Pages/Planning-%26-Policy/Read%20the%20Oregon%202024-2028%20WIOA%20State%20Combined%20Plan.pdf
- ATTACHMENT E: WIOA II ABS 2027-2032 IELCE UNIFORM GRANT BUDGET TEMPLATE
- ATTACHMENT F: APPLICATION CERTIFICATION SHEET