**Part III – Adult Education Data Overview** (revised 9/21/22)

The Electronic Code of Federal Regulations (e-CFR), [Title 34, Subtitle B, Chapter IV, Part 463](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5), [Subpart C](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5) outlines the process for states to award adult education grants. The Adult Education Data workbook addresses two of the requirements.

The first is Demonstrated Effectiveness ([§463.24](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5)), which is a federally mandated requirement for eligible agencies seeking an Adult Education and Family Literacy Act (AEFLA) grant. AEFLA is Title II of the Workforce Innovation and Opportunity Act (WIOA). It is a screening process to determine whether an application will be reviewed, scored, and considered for funding. Applications must complete the Demonstrated Effectiveness sheet in the workbook in order to be eligible to be evaluated for AEFLA funds. Applications submitted without a completed Demonstrated Effectiveness worksheet will not be evaluated. Demonstrated Effectiveness is not scored, However, the data provided will contribute to the Part V, 6. Student Progress – Past Effectiveness score.

Second, states must consider the Past Effectiveness of eligible applicants ([§ 463.20(d)(3)](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.20)). The Department meets this requirement by scoring past performance. The demonstrated effectiveness data and enrollment information that eligible applicants enter in the workbook result in points that will be entered into Part V as the response to prompt 6.

Eligible agencies can only apply to propose adult education services if they demonstrated effectiveness performance data in that service area (e.g., an applicant with demonstrated effectiveness in only ABE cannot propose ESOL services).

All partners in a consortium must provide their student data in their own workbook which the lead applicant will submit.

The student data must be entered into the Adult Education Data workbook and submitted as Part III. There are two versions of the workbook:

* Applicants that currently receive DESE adult education grant funding will provide LACES data for all years that they were funded in the current grant cycle in [Part III, Adult Education Data for Current AE Grantees (v.4).](https://www.doe.mass.edu/grants/2024/340-345-359/partiii-ae-data-current-grantees.xlsx)
* Applicants that do not have current DESE adult education grants will enter that data in [Part III, Adult Education Data for New Applicants](https://www.doe.mass.edu/grants/2024/340-345-359/partiii-ae-data-new-applicants.xlsx).

Applicants currently funded by DESE to provide adult education are strongly encouraged to watch the PowerPoint [tutorial for current grantees](https://youtu.be/E3OoE1VEML4). The tutorial provides guidance on locating the data in LACES and entering it into the Part III Adult Education Data workbook.

Applicants that do not currently receive DESE adult education funding should review the [new applicant tutorial](https://youtu.be/-jk1jng-fCo) for guidance in providing performance data to demonstrate their past effectiveness in service basic skills-deficient eligible individuals. The tutorial provides guidance on locating the data in LACES and entering it into the Part III Adult Education Data workbook. Applicants must provide sufficient citations and descriptions in the Part III workbook so DESE reviewers can determine the suitability of the submitted data. For example, an applicant may submit enrollment and completion rates in the target service. Another may submit pre- and post-assessment data for students.