

2018-2019 Adult Education Continuation Grant And Competitive Application (Request for Application)

Statement of Purpose

The Indiana Department of Workforce Development (DWD) is committed to continuing to provide outstanding adult education services that provide Hoosiers with the knowledge, skills, and abilities required for employment, next level careers, and post-secondary education and training.

DWD is soliciting applications/proposals for adult education grant funds from programs that received funds as part of the 2017-2018 Indiana Adult Education Grant Competitive Application. DWD desires to fund programs that:

WIOA Title II [§202]:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that—
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities of their families.
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathwaysⁱ; and
4. Assist immigrants and other individuals who are English Language Learnersⁱⁱ (ELLs) in—
 - a. Improving their—
 - i. Reading, writing, speaking, and comprehension of 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.

Applicants can apply for funding in one of, or in a combination of any of, the following areas¹:

¹Note that requests for funding under each area are considered a separate request. Programs that request funding to provide both adult education and corrections education will have each request considered separately.

1. Adult Education and Literacy Activities

DWD will award allocable funds to be used specifically to provide any of the following, or a combination of the following, adult education and literacy activities. WIOA Title II [§201.203] defines adult education and literacy activities as:

- a. Programs, activities, and services that include adult educationⁱⁱⁱ, literacy activities, family literacy activities^{iv}, English language acquisition activities^v, integrated English literacy and civics education^{vi}, workforce preparation activities^{vii}, or integrated education and training.^{viii}

2. Corrections Education and Education for Institutionalized Individuals

As part of the 2018-19 Adult Education Grant Continuation and RFA, DWD will award between one (1%) and twenty (20%) percent of the total funds made available through this RFA to be used specifically to provide the above defined adult education and literacy activities to individuals currently incarcerated in a state prison or correctional facility, a county jail, or are currently participating in Indiana's community corrections program. DWD requires all programs providing adult education and literacy activities to criminal offenders in state or county custody to give priority to individuals who are likely to leave state or county custody within five (5) years of receiving adult education and literacy services.

3. Integrated Education and Training Activities

DWD will award twenty percent (20%) of the total allocated funds associated with this adult education grant specifically for purposes of implementing integrated education and training (IET) services at the program level.

WIOA [§134(C)(3)(D)] defines integrated education and training as:

- a. A service approach which provides adult education and literacy activities simultaneously and contextually with workforce preparation activities^{ix} and workforce training^x for a specific occupational cluster.

DWD is soliciting applications from current Indiana Adult Education providers² for adult education grant funds to provide Integrated Education and Training (IET) services to eligible individuals^{xi} within the state. DWD intends to fund programs a total of no more than four million four hundred thousand dollars (\$4,400,000) to provide IET services as part of this RFA.

²An **Indiana Adult Education provider** is a program that was award funds as part of the 2017-2018 Adult Education Competitive Application (RFA).

IET Applicant Grant History

The IET portion of this RFA is open to **all** programs awarded funds as part of the 2017-2018 Adult Education Competitive Grant Request for Application (RFA).

Programs that received funds specified for providing IET services during Indiana's 2017-2018 Adult Education RFA process are not guaranteed IET funding as a result of this grant competition.

Applicants not provided IET specific funding during Indiana's 2017-2018 Adult Education grant competition because:

- a. The program failed to apply for IET specific funds; OR
- b. Applied for IET specific funds, but were not chosen for funding;

Will **not be** barred from applying for IET funds in this grant competition. If a program is not awarded IET specific funds as part of this grant competition, they will not be barred from applying for IET funds in future grant competitions.

4. Workforce Education Initiative

Two million Hoosiers need additional training to compete in the 21st Century workforce, and there will be more than one million job openings in Indiana due both retirement and new job growth by 2025. DWD desires to take the state's workforce to the next level with a focus on the high-priority industries and the high-demand jobs driving Indiana's 21st Century economy into the future. Employers are looking for a better-skilled workforce, and a competitive workforce requires Hoosiers to have basic skills for additional training, better-paying jobs, and promotions.

To assist in this effort, Indiana Adult Education and local adult education programs will continue to frame a coordinated workforce basic skills system that is worker-centered, customized, and provided at the workplace or off-site. Specifically the Workforce Education Initiative targets employers with workers who possess basic skill deficiencies and desire to maintain their jobs and/or improve performance. Additionally, this project supports employers in hiring and retaining workers who will be able to meet demands for productivity, safety, and advancement.

For this purpose five percent (5%) of the total funding awarded as a result of this RFA will be provided to programs that offer remediation services that support these objectives. As a result DWD is soliciting applications from current Indiana Adult Education providers for adult education grant funds to provide adult education and literacy services aligned with DWD's workforce priorities to eligible individuals within the state. DWD intends to fund programs a total of no more than one million one hundred thousand dollars (\$1,100,000) to provide such services as part of this RFA.

2017-2018 Adult Education Grant History

The exercise of grant renewals will be made on a program by program basis. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant, to meet performance expectations, and to provide value to the community. DWD reserves the right to hold new competitive grant competitions.

Organizations that have received grant awards as part of Indiana's 2017-2018 Adult Education Grant process **are not** guaranteed funding as a result of this grant competition. This applies to:

1. Adult Education funds;
2. Integrated Education and Training funds;
3. AND Workforce Education Initiative funds.

Eligible Applicants

Only organizations that received funding for the 2017-18 year are eligible for continuation funds.

An organization must be (1) an "eligible provider" as defined by Title II of the Workforce Innovation and Opportunity Act (WIOA) **and must** have "demonstrated effectiveness" providing adult education and literacy activities. To be an "eligible provider" the applicant organization must be one of the following [§463.20]:

- a. A local educational agency;
- b. A community-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 not described in any of the subparagraphs (a) through (g) 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 the subparagraphs (a) through (h); and
- j. A partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

Demonstrated Effectiveness

WIOA Title II [§203.5] mandates that eligible providers *must* be able to demonstrate past effectiveness in providing adult education and literacy activities to eligible individuals^{xii}. As part of the application narrative (**Consideration III**) applicant organizations *must* submit their current, year to date, Indiana Adult Education performance data that includes:

1. The total number of individuals served; that
2. Demonstrates the applicant's effectiveness in providing adult education and literacy activities. Areas of demonstrated effectiveness should align as closely as possible to future WIOA performance accountability measures [§116].

Data which demonstrates the applicant's effectiveness in providing adult education and literacy services *should* include evidence of eligible individuals' academic skill gains (reading, writing, mathematics, or English language acquisition skills), employment outcomes, family literacy, attainment of secondary credentials or equivalent, transitions to postsecondary education, and workforce training.

WIOA Performance Metrics

WIOA Title II [§116] states that programs receiving WIOA Title II funding will be measured for effectiveness in the following areas:

1. Measurable Skill Gains
 - a. Educational Functioning Level Gain; and
 - i. Measured by pre-post test
 - ii. Completion of Carnegie units
 - iii. Entry to postsecondary
 - b. Secondary diploma or equivalent
2. Credential attainment
3. Employment rate
4. Median earnings
5. Effectiveness in serving employees

Performance accountability measures are used by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) to assess the state's effectiveness for achieving positive outcomes for learners and by DWD to assess the effectiveness of individual WIOA Title II funded programs within Indiana. OCTAE uses past performance and continuous improvement requirements to negotiate performance accountability targets with DWD on an annual basis.

Indiana Performance Targets

WIOA Title II performance indicators for PY2018-2019 will not be negotiated until March of 2018. The chart below shows Indiana's negotiated performance targets for PY2017-2018. Until DWD completes its negotiation with OCTAE to determine Indiana's PY2018-2019 targets, programs should assume performance expectations will be set at a uniform sixty percent (60%).

Indiana Performance Targets		
Educational Functioning Level	Proposed Individual Targets	
	PY2017-2018	PY2018-2019
ABE Level 1	55%	60%*
ABR Level 2	48%	60%*
ABE Level 3	53%	60%*
ABE Level 4	49%	60%*
ABE Level 5	48%	60%*
ESL Level 1	47%	60%*
ESL Level 2	58%	60%*
ESL Level 3	56%	60%*
ESL Level 4	56%	60%*
ESL Level 5	44%	60%*
ESL Level 6	19%	60%*
Overall Targets	50%	60%
*Final performance targets will be negotiated in March of 2018		

Funding

Grant Period

DWD will award adult education grants on a competitive basis for the grant period of one (1) year (July 1st, 2018 through June 30th, 2019).

Right to Re-Compete

DWD reserves the right to hold new competitive grant competitions.

Granting of Funds to Contracting Entities

DWD will allow the use of contracted service providers (sub-grantees) subject to the approval of DWD. Applicants with contracted services providers (sub-grantees) should familiarize themselves with WIOA Title II [§1116 and the Uniform Guidance³]. The grantee will assume all responsibility for the performance of the contracted services providers (sub-grantees). This includes, but is not limited to ensuring that contracted services providers (sub-grantees) follow DWD policies and that contracted services providers (sub-grantees) are in compliance with applicable state and federal law. Grantees will also be responsible for the monitoring of contracted services providers (sub-grantees) performance and data.

Maintenance of Effort

For DWD to maintain the federally required maintenance of effort, grantees are required to contribute a local match. This maintenance of effort (MOE) can include, but is not limited to, the following:

1. Any non-federal or non-state dollars used to provide adult education and literacy activities;
2. In-kind contributions to adult education and literacy activities such as:
 - a. Infrastructure and facilities costs;
 - b. Utilities costs;
 - c. Custodial services;
 - d. Copying and printing costs; and
 - e. Phone, internet, or other technology costs.
3. The cost of staff time spent in providing adult education and literacy activities either:
 - a. Volunteered; or
 - b. Paid for from non-federal or non-state funds.

Americans with Disabilities Act

In accordance with the Americans With Disabilities Act (ADA), state law, and DWD equal opportunity policy, it is required that any recipient of grant funds awarded as a result of this RFA provide reasonable accommodations to all qualified individuals (both employees and students) with disabilities, unless that accommodation would represent an undue burden in the exercising of the responsibilities of the grantee to deliver adult education and literacy activities.

Accepting an award that results from this RFA is an acknowledgement that the grant recipient is in compliance with the above ADA statement.

³See the Super Circular 2, CFR Part 200, WIOA Title II recoverable here:
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

General Education Provisions Act (GEPA)

Applicants requesting WIOA Title II funding as part of this of the PY2018-2019 Indiana Adult Education Continuation Grant and RFA are required to acknowledge their compliance with the General Education Provisions ACT (GEPA). Failure to address the GEPA consideration (**Consideration XIV**) will result in the non-consideration of the submitted application⁴.

Proposal Review and Timeline

Workforce Development Board (WDB) Review

WIOA mandates local WDBs to coordinate activities with education and training providers within the local Workforce Development Area (WDA). In accordance with WIOA Title II, the Indiana AEFLA grant solicitation requires local WDBs to review all AEFLA applications submitted to DWD from eligible providers that wish to provide services within the local WDA to determine whether the applications are consistent with local plans. Upon completing this review, the local WDB must submit a recommendation to DWD to promote alignment with the local plan.

In the event that an applicant submits an application seeking funds in areas covered by multiple WDBs, each WDB will review the applicant's proposal separately.

Prior to the awarding of contracts DWD may require applicants to make revisions to grants, including changes that better align the grantee with local WDBs.

Timeline

The below chart shows the timeline established by DWD for this RFA.

Event	Date
RFA Issued	Friday, February 9 th , 2018
RFA Questions Due	Monday, February 26 th , 2018 5:00 PM EST (GMT - 5)
RFA FAQ Released	Friday, March 2 nd , 2018
RFA/Grant Application Submission Deadline	Monday, April 2 nd , 2018
Award Decisions Issued	Early May, 2018

DWD Contact Information

DWD Adult Education Grants Manager	Email
Scott Mills	smills1@dwd.in.gov

⁴ There are no exceptions to this requirement.

Application and RFA Question Submission
AdultEd@dwd.in.gov

Application

All applications submitted to DWD must:

1. Use 12 pt. font;
2. Be double spaced;
3. Be submitted electronically; and
4. Be complete.
 - a. Part I: Program Information/Cover Sheet (included in the same document as the narrative responses (.pdf or .doc format);
 - b. Part II: Narrative;
 - i. Data Demonstrating Effectiveness (.xls format);
 - ii. General Education Provisions Act (GEPA) Consideration (.pdf or .doc format);
 - iii. Narrative Responses to Considerations **I-XIII, XV, and XVI-XVIII**⁵ (.pdf or .doc format).
 - c. ABE Partnership Attachment (ABE RFA Partnership Attachment PY1819.xls)
 - d. Itemized Budget (Provider_PY18 ITEMIZED BUDGET blank.xls);
 - e. Waiver (Adult Ed Grant Administration Waiver_PY18.xls); and
 - f. Assurances (Assurances_ABE PY18.doc).

Failure to submit all of the completed attachments ***will be*** grounds for non-consideration. All narrative questions that apply to the applicant must be answered.

Completed applications (including all attachments) must be:

1. Submitted electronically to AdultEd@dwd.in.gov;
2. All submitted documents must be placed in a single zipped folder (naming convention will be “Program Name PY18 RFA”);
3. **Submitted by Monday, April 2nd, 2018 5:00 PM EST (GMT – 5)**

⁵If applicable to applicant organization.

Application Notices

1. Failure to submit **all** completed attachments **will be** used as grounds for non-consideration; **AND**
2. **All** narrative questions that apply to an applicant **must** be answered. Failure to provide answers for the narrative portion of the application **will be** used as grounds for non-consideration;
 - a. Failure to address the GEPA consideration⁶ in the narrative portion of the application **will result** in the non-consideration of the submitted application⁷;
3. Exceeding the application's maximum allowable length⁸ **will result** in the non-consideration of any information provided on pages that exceed the applicant's narrative section page maximum; **AND**
4. Applications submitted after the submission deadline **will not** be considered.⁹

⁶ Submitted as a separate attachment.

⁷ Failure to submit an attached response to the General Education Provisions Act (GEPA) Consideration (**XIV**) **will result** in the non-consideration of the submitted application. This **will result** in the applicant being denied a funding award as a result of this grant process.

⁸ Narrative not to exceed thirty (30) pages in length while answering the narrative questions for **Considerations I-XIV**. Applicants answering narrative questions under the Corrections Considerations, IET Considerations, or Workforce Education Initiative considerations will be allowed five (5) additional pages for a maximum of thirty five (35) pages).

⁹ No exception to this requirement will be made unless the applicant contacts DWD prior to the submission deadline and DWD provides the applicant with written approval. DWD reserves the right to deny all exception requests.

Part I: Program Information/Cover Sheet

This application/proposal is for adult education and literacy activities. The grant award is a single year award and is contingent on the reallocation of state and federal funds. Fill in the applicant organization’s information in the tables provided. This table should be embedded as part of an applicant’s narrative response document (not submitted separately).

Name of Organization	Address	Phone Number	Email
Fiscal Agent (If Different)	Address	Phone Number	Email
Fiscal Agent Contact	Address	Phone Number	Email
Agent of Record (If Different)	Address	Phone Number	Email
Grant Contact	Address	Phone Number	Email

Indicate the type of eligible provider your program represents:

<input type="checkbox"/>	Local education agency
<input type="checkbox"/>	Community-based organization of demonstrated effectiveness
<input type="checkbox"/>	Volunteer literacy organization of demonstrated effectiveness
<input type="checkbox"/>	Institution of higher education
<input type="checkbox"/>	Public or private nonprofit agency
<input type="checkbox"/>	Library
<input type="checkbox"/>	Public housing authority
<input type="checkbox"/>	Employer/entity partnership
<input type="checkbox"/>	Nonprofit institution not described above
<input type="checkbox"/>	Consortium of the agencies, organizations, institutions, libraries, or authorities described above

Place a “check” next to the types of service(s) the applicant organization wishes to provide then use the right column to enter the number of eligible individuals your organization intends to serve for each service type:

Type of Service Intended to Provide		Indicate the Number of Individuals Applicant Intends to Serve
<input type="checkbox"/>	Adult Education and Literacy Activities	
<input type="checkbox"/>	Corrections Education and Other Education of Institutionalized Individuals	
<input type="checkbox"/>	Integrated Education and Training	
<input type="checkbox"/>	Workforce Education Initiative	

Indicate the **total** number of eligible individuals the applicant organization intends to serve as part of this grant process in the table below:

Number of Individuals Intended to Serve	
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Place a “check” in the box below if the applicant organization intends on requesting IET specific funds. List the amount of funding requested, not to exceed four million four hundred thousand dollars (\$4,400,000), in the right most column:

Applicant Intends to Seek IET Specific Funding	Total Amount of Funds Requested
<input type="checkbox"/>	

Place a “check” box below if the applicant organization intends on requesting Workplace Education Initiative specific funds. List the amount of funding requested, not to exceed one million one hundred thousand dollars (\$1,100,000), in the right most column:

Applicant Intends to Seek Workforce Education Initiative Specific Funding	Total Amount of Funds Requested
<input type="checkbox"/>	

Itemized Budget

Complete and submit an itemized budget for the period of the adult education grant (PY2018-PY2019) using the attached file (Provider_PY18 ITEMIZED BUDGET blank.xls).

Annotated Partnership Attachment

Complete and submit an annotated partnership list using the annotated partnership attachment (ABE RFA Partnership Attachment PY1819.xls).

Waivers and Assurances

Complete and submit the waiver (Adult Ed Grant Administration Waiver_PY18.xls) and assurances (Assurances_ABE PY18.doc) attachments.

General Education Provisions Act (GEPA) Consideration (Consideration XIV)

Attach your narrative response to the GEPA consideration (Consideration XIV) as a separate document¹⁰ (.doc or .pdf format)¹¹.

Part II: Narrative

In the narrative section all applicants must:

1. Provide a cover page and table of contents embedded within the narrative response portion¹²;
2. Use 12 pt. font;
3. Be double spaced;
4. Use 1-inch margins; and
5. Not to exceed thirty (30) combined pages in length while answering narrative questions related to **Considerations I-XII. XV**. Applicant organizations answering narrative questions related to the **Corrections Considerations, IET Considerations, and Workforce Education Consideration** will be allowed five (5) additional pages—to a maximum of thirty-five (35) pages.

¹⁰ Does not count towards the narrative length maximum.

¹¹ Failure to submit an attached response to the General Education Provisions Act (GEPA) Consideration (**XIV**) **will result** in the non-consideration of the submitted application. This **will result** in the applicant being denied a funding award as a result of this grant process.

¹² Does not count towards the narrative length maximum.

Summary

The narrative questions listed below are based on the thirteen (13) statutory considerations from the Adult Education and Family Literacy Act (AEFLA) [§231.e] (**I-XIII**), one (1) statutory consideration from the General Education Provisions Act¹³ (GEPA) [§427.2.b] (**XIV**), and four (4) additional state considerations (**XV-XVIII**).

Considerations I-XV apply to all applicants. Questions under **Consideration XVI** should only be completed by organizations requesting integrated education and training funds (IET). Questions under **Consideration XVII** should only be completed by organizations requesting Workforce Education Initiative funds. Questions under consideration **XVIII** should be completed by programs requesting corrections education funds.

Applicants should answer all relevant questions not to exceed thirty (30) pages in length (combined) for **Considerations I-XIII** and **XV**. Applicants required to respond to narrative questions under **Considerations XVI, XVII, or XVIII** (or any combination thereof) will be allowed five (5) additional pages, or thirty five (35) maximum pages (combined). Applicants should **Consideration XIV** [General Education Provision Act (GEPA)] in a separate attachment (.doc or .pdf format).

Program Introduction

Applicant organization should include an introduction to, and description of, the applying organization, not to exceed one (1) page. The program introduction should be embedded in the narrative response document submitted by the applicant. This does not count against the thirty (30) page narrative maximum.

Consideration I-XV

All applicant organizations should complete all questions listed under each consideration (**I-XIII, XV**) regardless of the type(s) of funding the applicant is seeking. All applicant organizations should address **Consideration XIV** [General Education Provisions Act (GEPA)] in as a separate attachment (.doc or .pdf formats)¹⁴

¹³ The narrative response to **Consideration XIV** should be attached as a separate .doc or .pdf file. Failure to include this attachment will result in the non-consideration of the submitted application.

¹⁴ Failure to attach a narrative response to **Consideration XIV** [General Education Provisions Act (GEPA)] **will** result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.

Consideration I

- (1) The degree to which the eligible provider would be responsive to:**
- a. Regional needs identified in the local workforce plan; and**
 - b. Serving individuals in the community who are identified as most in need of adult education and literacy activities, including individuals:**
 - i. Who have low levels of literacy skills; or**
 - ii. Who are English language learners**

1. Describe how the organization/program continues to identify those who are in need of adult education and literacy activities in the communities served by the program. Be specific and discuss any demographic analysis utilized by the applicant for this purpose.
2. Is the organization/program on track to meet their enrollment targets (both state targets and the enrollment targets presented in the 2017-2018 Adult Education RFA)?
 - a. If the organization/program is not on track to meet its performance targets, explain why;
 - b. Explain how the organization/program will meet its PY2018-2019 performance targets;
 - c. Explain how the program intends to ensure all eligible individuals who desire adult education and literacy activities are served.
3. Describe the organization/program's outreach activities during PY2017-2018. Explain the organization/program's planned outreach activities for PY2018-2019.
4. Explain the applicant organization/program's success in providing family literacy activities to meet the needs of parents. Describe future planned family literacy activities.

Consideration II

- (2) The ability of the eligible provider to serve eligible individuals with disabilities, including individuals with learning disabilities:**

1. Describe how the organization/program identifies eligible individuals with learning disabilities and persistent barriers to employment.
2. Explain how the organization/program has met, and plans to meet, the needs of eligible individuals with disabilities, learning disabilities, and persistent barriers to employment (address all three).
 - a. Describe the tools, schedules, curriculum, and services the organization/program has provided, and will provide, this population.
3. Explain how the organization/program has met, and plans to meet, the needs of teachers and staff with disabilities, learning disabilities, and persistent barriers to success.

Consideration III

(3) Past effectiveness in improving the literacy of eligible individuals, to meet state adjusted levels of performance for the primary indicators of performance, especially eligible individuals who have low levels of literacy:

1. Attach the organization/program's performance data from the beginning of PY2017-2018 to the date of the submission of this application and any other data that demonstrates the organization/program's effectiveness in providing adult education and literacy activities as a separate document (.xls format).
2. In the narrative section of the application, describe what this data indicates and how it demonstrates the effectiveness of the organization/program in providing adult education and literacy activities¹⁵.

Consideration IV

(4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners:

1. Describe how the organization/program has aligned its service with the workforce development regional plans (local plans). Include an explanation of how the organization/program plans to ensure continuous alignment with the regional plan (local plan)¹⁶.
2. Describe the organization/program's relationship with the one-stop partners in the communities it serves;
 - a. Has the organization/program worked with the one stop partner to ensure the efficient delivery of adult education services to eligible individuals;
 - b. Discuss future plans for co-enrollment, referral services, and infrastructure costs.

¹⁵ Not all of those scoring applications as part of this RFA will have a background in adult education. Therefore it is important that the data is thoroughly explained in the organization/program's application narrative.

¹⁶ In cases where the applicant is applying for funding under multiple regional plans answer this question individually for each region

Consideration V

(5) Whether eligible provider's program:

- a. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and**
- b. Uses instructional practices that include the essential components of reading instruction.**

1. Describe the organization/program's planned enrollment and class schedule.

Consideration VI

(6) Whether the activities, including reading, writing, speaking, and mathematics are based on the best practices derived from the most rigorous research available and appropriate:

1. Explain what research, particularly with respect to improving reading, writing, mathematics, and the English language proficiency of eligible individuals, is reflected in the organization/program's curriculum design. Be specific.

Consideration VII

(7) Whether 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 technology, services, and systems lead to improved performance:

1. Describe the organization/program's integration of technology into curriculum. This includes the use of equipment, software, and other technology;
 - a. Explain the organization/program's plan to integrate technology into curriculum during PY2018-2019.
2. Explain the steps the applicant organization took, and plans to take, to improve the digital literacy skills of eligible individuals;
 - a. Describe how the program measures digital literacy skills
3. Does the organization/program offer distance learning?
 - a. If the program offers distance learning, describe the curriculum, scheduling, and/or technology the organization uses, and plans to use, for distance learning;
 - i. Describe the organization/program's distance learning performance;
 - b. If the program does not offer distance learning, but plans to during PY2018-2019, describe the curriculum, scheduling, and/or technology the organization plans to use for distance learning.

Consideration VIII

(8) Whether the activities provide learning in context, including through integrated education and training, so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to self-sufficiency, and to exercise the rights and responsibilities of citizenship:

1. Explain how the organization/program provided, and plans to provide, contextualized instruction to eligible individuals.
2. Describe how College and Career Readiness standards are used at the organization/program to enhance instruction and ensure alignment to WIOA.
3. Explain how career readiness and workforce skills are taught to eligible individuals.
4. Describe how the organization/program provided, and plans to provide, career awareness curriculum.

Consideration IX

(9) Whether the eligible provider's activities are delivered by well-trained 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:

1. Describe the minimum qualifications for employment used by the applicant organization/program in hiring:
 - a. Instructors;
 - b. Teaching assistants;
 - c. Counselors;
 - d. Life coaches; AND
 - e. Administrators.
2. Describe the organization/program's professional development plan. Explain how the applicant is ensuring that instructors and staff have the opportunity to work collaboratively, and have continual training on research and evidence-based best practices in adult education, English language acquisition, workforce preparedness, and College and Career readiness.

Consideration X

(10) Whether the eligible provider's activities coordinate 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 investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries for the development of career pathways:

1. Describe the supports the organization/program offers, and plans to offer, to help eligible individuals meet employment goals so that they are on pathways to sustainable wages.
2. Describe the roles of career counselors and life coaches in the organization/program's educational plan.
3. Describe how Indiana Career Explorer is used in the applicant's classroom(s).
4. Complete and submit the annotated partner attachment (ABE RFA Partnership Attachment PY1819.xls) as part of this application.
5. Explain how the organization/program partners to fund adult education and literacy activities for persons *other than* eligible individuals when providing family literacy services¹⁷.

Consideration XI

(11) Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local supportive services (such as child care, transportation, mental health services, and career planning) that are necessary to individuals with disabilities or other special needs, to attend and complete programs:

1. Describe any supportive services offered by the applicant to eligible individuals, in addition to adult education and literacy activities, such as transportation or childcare.
2. Explain how the organization/program uses other available federal and state resources to ensure eligible individuals receive any support necessary to ensure program completion.

¹⁷ WIOA requires that organizations providing family literacy coordinate with programs and services not funded by WIOA Title II prior to the use of WIOA Title II funds on education and literacy services for persons other than those statutorily eligible individuals.

Consideration XII

(12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance:

1. Describe how the organization/program uses the InTERs data system.
 - a. Explain how the organization/program uses InTERs program data to evaluate and improve any services offered to eligible individuals.
2. Explain how the organization/program ensures that instructors, administrators, and data entry staff meet state and federal data entry management requirements, *including* timely data entry and the monitoring of data quality.
3. Have the organization/program's instructors, administrators, and data entry staff completed DWD's InTERs training? Describe any data-related training current instructors, administrators, and data-entry staff have received outside of DWD's InTERs training.

Consideration XIII

(13) Whether local areas have a demonstrated need for additional English language acquisition programs and civics education programs:

1. Describe how the organization/program measures the need for English language acquisition services in the community it serves;
 - a. If the applicant does not provide, and does not intend to provide, English language acquisition services, describe how the organization/program utilizes partnerships to ensure those services are provided to eligible individuals in need.

General Education Provisions Act (GEPA) Consideration

Consideration XIV

(14) Whether the applicant is in compliance with §427.1.2.b of the General Education Provisions Act:

... To ensure equal access to education and to promote educational excellence throughout the Nation [sic], by—

- 1. Ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the applicable program; and**
- 2. Promoting the ability of such students, teachers, and beneficiaries to meet high standards.**
 - b. The 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, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.**

1. Attach a description of the steps the applicant organization proposes to take to ensure equitable access to, and participation in, its federally assisted program¹⁸ (.pdf or .doc format). This attachment *does not* count towards the RFA narrative length maximum¹⁹.

¹⁸ Application for any type of funds which will be awarded as a result of this RFA qualifies the applicant as a deliverer of a federally assisted program.

¹⁹ Failure to attach a narrative response to Consideration XIV [General Education Provisions Act (GEPA)] will result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.

Indiana Considerations (All Programs)

Consideration XV

(15) Whether the eligible provider has the capacity to meet the Indiana Department of Workforce Development's goal of having twenty percent (20%) of program enrolled eligible individuals participating in integrated education and training (IET); and has a strategic plan to:

- a. Develop integrated education and training curriculum; and**
- b. Ensure that integrated education and training offerings are aligned with employment opportunities available in the counties it (IET) is offered:**

1. Describe the type(s) of integrated education and training services the organization/program currently offers.
 - a. Describe the capacity of the applicant to offer new or additional IET programs;
 - i. Explain the type(s) of IET programs the applicant has the capacity to provide other than those the organization/program is already offering;
 - b. Explain how the organization/program identified the types of IET programs that it offers;
 - c. Describe the process by which the applicant ensures that IET training programs are aligned with the employment demands of the communities in which they are offered.

Integrated Education and Training Considerations (Integrated Education and Training Only)

Consideration XVI

(16) Whether the integrated education and training services offered by the provider meets the requirements set forth in WIOA [§134(C)(3)(D)].

Provide narrative answers for the following items if the applicant is seeking IET specific funding.

1. Did the organization/program receive IET specific funding as part of DWD's 2017-2018 Adult Education RFA process?
 - a. If yes, does the applicant organization currently have an approved IET course or courses:
 - i. List the approved courses.
 - b. Is the applicant on track to meet its IET enrollment goals?
 - i. If not, explain why.
2. What specific occupation or occupational sector will the organization/program's proposed IET for PY2018-2019 cover?
3. Describe the intensity and quality of the adult education and literacy component of current and proposed IET course(s).
4. Describe how occupationally relevant activities and materials have been, and will be, used in current IETS any proposed IET program(s) for PY2018-2019.
5. Explain which workforce training activities have been, and will be, used in current IETS any proposed IET program(s) for PY2018-2019.
 - a. How was, and how will, the applicant provide these activities?
6. Describe how the three required components of IET programs will occur simultaneously.
7. Does the applicant plan to offer the proposed IET in partnership with other organizations?
 - a. If yes, explain this partnership.
8. Will the applicant utilize a current WorkINDiana provider (including the applicant in the even the applicant is a WorkINDiana provider or grantee) for the workforce training portion of the proposed IET program(s)?

Workforce Education Initiative Consideration (Workforce Education Initiative Only)

Consideration XVII

- (17) Whether the applicant has the capacity to offer adult education and literacy activities in alignment with DWDs Workforce Education Initiative goals of providing basic skills remediation to employees of existing Indiana employers. Such adult education and literacy activities should:**
- a. Support employers:**
 - i. Hiring of new employees;**
 - ii. Retention of existing employees; AND**
 - iii. Promotion of exiting employees;**
 - b. Address the basic skill deficiencies of eligible individuals who:**
 - i. Desire to maintain employment;**
 - ii. Improve workplace efficiency;**
 - iii. Seek advancement;**
 - c. Be work centered;**
 - d. Be held, in partnership with local employers, either:**
 - i. At the worksite; OR**
 - ii. Offsite.**

Provide narrative answers for the following items if the applicant is seeking Workforce Education Initiative specific funding.

1. Describe the organization/program's plan to partner with local employers in delivering the adult education and literacy activities described in the above consideration.
2. List any existing employer partners with whom applicant organization/program intends on providing Workforce Education Initiative services.
 - a. List locations where Workforce Education Initiative funded adult education and literacy activities will occur.
3. Describe the quality and intensity of the adult education and literacy activities the applicant organization/program intends to provide utilizing funds awarded for the Workforce Education Initiative as a result of this RFA.

Corrections Considerations (Corrections Only)

Consideration XVIII

(18) The extent to which the provider has the capacity to provide, or is partnered with other that can provide, adult education and literacy services which meet the standards outlined in the above listed considerations (I-XV), to eligible individuals who are currently incarcerated in Indiana State Prisons, county jails, or are part of Indiana's Community Corrections programs. These services include, but are not limited to:

- 1. Adult education and literacy activities, which includes academic that:

 - a. Provide secondary school credit; and**
 - b. Place eligible individuals on career pathways;****
- 2. Integrated education and training (IET) programs;**
- 3. Accommodated education needs;**
- 4. Allow concurrent enrollment in WIOA Title I;**
- 5. Peer tutoring; AND**
- 6. Transition to reentry.**

Provide narrative answers for the following items if the applicant plans on using any funds awarded as a result of this RFA to offer adult education and literacy activities to eligible individuals who are incarcerated in Indiana State Prisons, county jails, or are part of Indiana's Community Corrections programs.

1. List the location the applicant organization currently provides adult education activities, including (a) integrated education and training and (b) secondary school credits, to eligible individuals who are currently inmates in state prisons, county jails, or are part of Indiana's community corrections programs:
 - a. List any new locations the applicant intends to provide the above to eligible individuals who are currently inmates in state prisons, county jails, or are part of Indiana's community corrections programs.
2. Describe how the applicant identifies and provides services for, or plans to identify and provide services for, eligible individuals with accommodated educational needs in the corrections environment.
3. Describe the applicant organization's capacity to deliver adult education and literacy activities, including (a) integrated education and training and (b) secondary school credits, which meets the standards set in the previous considerations (I-XVII) to eligible individuals in Indiana's corrections systems.
4. Describe how the applicant offers, or partners with others to offer, transitional services to eligible individuals exiting custody;
 - a. If the applicant intends to offer adult education and literacy activities in the corrections environment at a new location, describe how the applicant plans to provide, or partner with others to provide, transitional services to eligible individuals exiting custody.

Career Pathways is defined [WIOA §3] as a combination of rigorous and high-quality education, training, and other services that (a) aligns with the skill needs of industries in the economy of the state (Indiana) or regional economy (b) prepares individuals to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16th, 1937 (commonly known as the “National Apprenticeship Act”; Stat 664, chapter 663, 29 U.S.C. et seq).

ⁱⁱ**English Language Learner** is defined as an eligible individual (limited ability in reading, writing, or speaking, and comprehending the English language) who (a) has a native language other than English; or (b) lives with a family or in a community environment where a language other than English is the dominant language.

ⁱⁱⁱ**Adult Education** is defined as academic instruction and education serves below the postsecondary level that increases an individual’s ability to (a) read, write, and speak English (b) perform the mathematics, or other activities, necessary to attain a secondary school diploma (HSD) or its equivalent (HSE) (c) transition to postsecondary education or training; and (d) enter employment.

^{iv}**Family Literacy Activities** are defined as activities that are of sufficient intensity and quality as to make sustainable improvements in the economic prospects of a family and/or enable parents or family members to be better participants in their children’s education, which integrate the following (a) parent or family adult education and literacy activities that lead to career advancement, readiness for postsecondary education or training, and family sustaining wages (b) interactive literacy activities between parents, family members, and children (c) training for parents or family members that enables them to be full partners in their children’s education; and (d) age appropriate education to prepare children for success in education and life experiences.

^v**English Language Acquisition Activities** are defined as activities which are designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehending the English language, and leads to (a) attainment of a secondary school diploma (HSD) or its equivalent (HSE) (b) transition to postsecondary education or training (c) employment.

^{vi}**Integrated English Literacy and Civics Education** is defined as educational services provided to English language learners, including professionals with degrees and/or credentials from countries outside of the United States, that enables such adults to attain competency in the English language and acquire the basic and more advanced skills necessary to effectively function as parents, workers, and citizens in the United States. Such services *shall* include instruction in English literacy and English language acquisition, the rights and responsibilities of United States citizenship, civic participation, and workforce training.

^{vii} Defined on page two (2) of the Grant Continuation/RFA documentation.

^{viii} Defined on page two (2) of the Grant Continuation/RFA documentation.

^{ix}**Workforce Preparation** is defined as “programs, activities, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education and training; and (f) other employability skills.”

^x**Workforce Training** may include: (a) occupational skill training; (b) on-the-job training; (c) incumbent worker training; (d) training programs operated by the private sector; (e) skill upgrading and retraining; (f) entrepreneurial training; (g) transitional jobs training; (h) customized training conducted with a commitment by an employer or group of employers to employ an individual on successful completion of the training; (i) training ending in an industry recognized certification or credential; and (j) WorkINDiana training.

^{xi}**Eligible Individuals** are individuals who (a) are at least sixteen (16) years of age (b) are not enrolled in, or required to be enrolled in, secondary school under state law; and (i) is basic skills deficient; or (ii) does not have a secondary school diploma (HSD) or its equivalent (HSE); or (iii) is an English language learner.

^{xii} Ibid.