OFFICE OF ADULT EDUCATION

**Multi-Year Adult Education Competitive Grant Application**

**(Request for Application)**

**Statement of Purpose**

The Indiana Department of Workforce Development (“DWD”) is committed to providing 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 entities eligible to receive Workforce Innovation and Opportunity Act (“WIOA”) Title II funds. DWD desires to fund programs that –

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 –
	1. Are necessary to becoming full partners in the educational development of their children; and
	2. 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 pathways[[1]](#endnote-1); and
4. Assist immigrants and other individuals who are English Language Learners[[2]](#endnote-2) (“ELLs”) in –
	1. Improving their –
		1. Reading, writing, speaking, and comprehension of skills in English;
		2. Mathematics skills; and
	2. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

**Adults Eligible for Services**

The term “eligible individual” means an “individual who has attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under state law; and who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education; or is an English language learner.”

In addition to services for eligible individuals, each “eligible provider” will describe in the grant application cooperative arrangements with other agencies and include how one-stop partner responsibilities will be fulfilled; how services are in alignment with the local workforce development plan(s); how concurrent enrollment in programs and activities under Title I will be promoted; and how funds will be used to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers.

29 USC §327. Workforce Innovation and Opportunity Act, Title II, Adult Education & Literacy.

Organizations meeting the definition of demonstrated effectiveness may apply and applicants can apply for funding in one, or a combination of any of, the following areas[[3]](#footnote-1).

**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 (29 USC §3272) defines adult education and literacy activities as:

1. Programs, activities, and services that include adult education[[4]](#endnote-3), literacy activities, workplace adult education and literacy activities, family literacy activities[[5]](#endnote-4), English language acquisition activities[[6]](#endnote-5), integrated English literacy and civics education[[7]](#endnote-6), workforce preparation activities[[8]](#endnote-7), or integrated education and training[[9]](#endnote-8).

While Indiana adult education providers primarily help eligible individuals[[10]](#endnote-9) without a secondary credential earn their Indiana High School Equivalency Diploma (“HSE”), DWD will award allocable funds to be used to help eligible individuals earn their high school diploma (“HSD”) as part of an adult secondary credit (“ASC”) or competency-based program.

These programs offer supervised instruction to eligible individuals so that these individuals can earn a local high school or state-issued competency-based diploma. Participants in ASC programs are enrolled in courses that meet the educational needs of adult students and meet the requirements of both the state and the local community school corporation issuing the diploma. Participants enrolled in competency programs meet requirements for a state competency-based high school diploma and an industry-recognized certificate.

Eligible individuals enrolled in ASC and competency-based diploma programs must have an educational plan that reflects:

1. The individual’s past academic record; including
	1. Any earned secondary credits and prior learning; and
	2. Previous individual educational plans (“IEPs”);
2. The issuing school corporation’s graduation requirements or state’s competency-based requisites; and
3. A proposed schedule of courses or required competencies, including a reasonable timetable, which will lead to the individual’s completion of the requirements for graduation.

**2. Corrections Education and Education for Institutionalized Individuals**

As part of the 2024-2025 adult education grant RFA, DWD will award between one percent (1%) and twenty percent (20%) percent of the total funds made available through this RFA to be used for individuals who are currently incarcerated in a state prison or correctional facility, or a county jail, or who are currently participating in an Indiana halfway house, community-based rehabilitation center, or similar institution. Eligible academic programs include “adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post release services with the goal of reducing recidivism.” DWD requires that all programs providing adult education and literacy activities to criminal offenders in state or county custody prioritize 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 (“IETs”)**

DWD will award part of the total allocated funds specifically for purposes of implementing integrated education and training (“IET”) services at the program level.

WIOA defines integrated education and training as:

1. A service approach which provides adult education and literacy activities simultaneously and contextually with workforce preparation activities[[11]](#endnote-10) and workforce training[[12]](#endnote-11) for a specific occupational cluster.

29 USC §3272. Workforce Innovation and Opportunity Act, Title II, Adult Education & Literacy.

**4. Workforce Education Initiative**

Two million Hoosiers need additional training to compete in the 21st Century workforce, and by 2025 there will be more than one million job openings in Indiana due to retirement and new job growth. DWD desires to take the state’s workforce to the next level with a focus on high-priority industries and 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. The Workforce Education Initiative (“WEI”) targets employers with workers who possess basic skill deficiencies and desire to maintain their jobs or improve performance.

For this purpose, part of the total funding awarded will be provided to “eligible providers” that offer adult education and literacy activities to support these objectives.

**5. Indiana Online Only Distance Education (“IOODE”)**

**Distance Education**

The U.S. Department of Education Office of Career, Technical, and Adult Education (“OCTAE”) defines “distance education” for adult education as a:

Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recordings, videotape, broadcast, computer software, web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, email, or online technologies and software.[[13]](#footnote-2)

**IOODE Distance Education Program Description**

Entities submitting applications as part of this RFA may choose to apply for Adult Education and Family Literacy Act (“AEFLA”) funds to be used to deliver adult education and literacy activities through online-only distance education.

**Instructional Delivery Model and Assessment: IOODE**

Applicants seeking an award to fund an IOODE program will be responsible for the design, implementation, and management of a statewide adult education distance education program where participants can access the required adult education and literacy activities through Internet technology. Any IOODE program must be made available to participants in all ninety-two (92) counties within Indiana.

Utilizing state-approved assessments, pre- and post-testing may be administered remotely or in concert with other local adult education providers and must be delivered to students enrolled in the IOODE program following the same policies and guidelines set for all adult education participants.

Applicants considering applying for IOODE funds should familiarize themselves with the following DWD policies:

1. Distance education[[14]](#footnote-3);
2. Data collection and reporting[[15]](#footnote-4); and
3. Educational functioning level assessment[[16]](#footnote-5).

Any IOODE program *must* be in alignment with state law, federal law, and DWD policy.

**Eligible Providers**

**Demonstrated Effectiveness**

WIOA Title II mandates that an applicant **must** demonstrate past effectiveness in providing adult education and literacy activities before that applicant can be considered an eligible applicant. As part of the application documents submitted applicant organizations **must** include data covering a two (2) year period[[17]](#footnote-6), which includes:

1. The total number of individuals served; and **that**
2. Demonstrates the applicant’s effectiveness in providing adult education and literacy activities. Areas of demonstrated effectiveness should align as closely as possible with . . . WIOA performance accountability measures.

34 CFR 463.24. Workforce Innovation and Opportunity Act, Title II, Adult Education & Literacy.

Data that demonstrate the applicant’s effectiveness in providing adult education and literacy services include evidence of eligible individuals’ academic gains (reading, writing, mathematics, or English language acquisition), employment outcomes, attainment of secondary credentials,[[18]](#endnote-12) and transitions to postsecondary education.

To aid applicants in the submission of demonstrated effectiveness data, DWD has included a data template as part of this RFA. Applicants **must** complete and submit this template as part of their application for funds. Any consortium applying for funds as part of this RFA must complete and submit this template ***for each***consortium member; this includes eligible providers that plan to use subcontracted entities to provide WIOA Title II services to eligible individuals.

**WIOA Performance Metrics**

WIOA Title II (29 USC §3141) states that programs receiving WIOA Title II funding will be measured for effectiveness in the following areas:

1. Measurable Skill Gains;
	1. Educational Functioning Level Gain; and
		1. Measured by pre-posttest;
		2. Completion of Carnegie Units;
		3. Entry into postsecondary;
	2. Secondary diploma or equivalent;
2. Credential attainment;
3. Employment rate;
4. Median earnings; and
5. Effectiveness in serving employers.

The above performance accountability measures are used by OCTAE to assess Indiana’s effectiveness in achieving positive outcomes for learners. In addition, these metrics are used by DWD to assess the performance of individual WIOA Title II funded programs.

OCTAE uses past performance, as measured by the above metrics, and continuous improvement requirements to negotiate performance accountability targets with DWD on an annual basis.

|  |
| --- |
| Indiana Performance Targets |
| Educational Functioning Level | Proposed Individual Targets |
| PY2023 | PY2024 |
| ABE Level 1 | 57% | TBD |
| ABE Level 2 |  62% |  TBD |
| ABE Level 3 | 74% |  TBD |
| ABE Level 4 | 76% |  TBD |
| ABE Level 5 | 79% |  TBD |
| ABE Level 6 | 95% | TDB |
| ESL Level 1 | 63% |  TBD |
| ESL Level 2 | 67% |  TBD |
| ESL Level 3 | 67% |  TBD |
| ESL Level 4 | 67% |  TBD |
| ESL Level 5 | 59% |  TBD |
| ESL Level 6 | 67% |  TBD |
| **Overall Targets** | **69%** | TBD |

**Grant History**

Organizations that have received Indiana adult education grant awards in previous grant competitions are not guaranteed funding as a result of this grant competition. Applicants not awarded funds in previous adult education grant competitions are not precluded from submitting applications as part of this competitive grant process. Applicants not awarded funds as a result of this grant competition will not be barred from applying for funds during future grant competitions.

This applies to eligible activities as noted previously in this grant solicitation.

1. Adult Education and Literacy Activities;
2. Corrections Education and Education for Institutionalized Individuals;
3. Integrated Education and Training Activities;
4. Workforce Education Initiative; and
5. Indiana Online Only Distance Education.

**Multi-Year Awards**

DWD will award multi-year adult education grants on a competitive basis, beginning with program year (“PY”) 2024 (July 1, 2024, through June 30, 2025), and ending PY2029 (July 1, 2029, through June 30, 2030).

After the initial year of this multi-year adult education grant award (PY2024), DWD requires sub-recipients apply for the renewal of funding through a non-competitive grant continuation RFA for the following program years:

* PY2025
* PY2026
* PY2027
* PY2028
* PY2029

Renewals will be made on a program-by-program basis and will be contingent on the sub-recipient’s ability to:

1. Successfully implement the terms of the grant and meet state expectations.

**Funding Model**

DWD will award funds to applicants as a result of this RFA based, in part, on the following indicators:

1. Accomplishments and progress toward goals;
2. Capacity and efficiency in service delivery;
3. Gaps and barriers that limit participation; and
4. Employment & labor market demands.

Data will be aggregated at the economic development regional level to determine the total amount of funds available for the region. Applicants must apply for a region or a portion of the funds available in each region they intend to serve. Total award will be a minimum of $100,000 for 80 or more students.Funding for future grant continuations will be based on program performance.

**Contracts with Other Service Provider(s)**

DWD permits a sub-recipient to contract with other service provider(s) as allowed under the CFR uniform guidance (2 CFR part 200[[19]](#footnote-7)). Individual activities to be performed by other service provider(s) must be specifically identified in the grant application and contract, and in alignment with Indiana’s procurement rules/policies.

Applicants that plan to use subcontracted service providers must familiarize themselves with WIOA performance accountability requirements (29 USC §3141) and the CFR uniform guidance.

Sub-recipients choosing to utilize subcontracted service providers assume all responsibility for performance. This includes, but is not limited to, ensuring that the subcontracted service providers adhere to all applicable DWD policies and that the subcontracted service providers comply with all applicable state and federal laws. Sub-recipients that use subcontracted service providers will also be responsible for the monitoring of subcontracted service providers’ performance and data. All sub-recipients intending to use subcontracted service providers must receive approval for each subcontracted service provider from DWD. All applicants that intend to use subcontracted service providers must complete the attached subcontracted entity form and submit it with the applicant’s grant application documentation.

Sub-recipients choosing to utilize to subcontracted service providers cannot hold grant competitions.

**Administrative Costs**

Indiana requires that no more than five percent (5%) of the total amount awarded to subrecipients can be used by the grantee shall be used for administrative and non-instructional purposes. 34 CFR §463.26 allows:

An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activates to be administrative costs:

1. Planning;
2. Administration, including carrying out performance accountability requirements;
3. Professional development;
4. Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
5. Carrying out the one-stop partner responsibilities described in (CFR) §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Sub-recipients may negotiate the administrative cost limit of five percent (5%) – subject to DWD approval – if this restriction prevents the sub-recipient from adequately providing for the administration of the program.

**Indiana Maintenance of Effort**

For DWD to maintain the federally required maintenance of effort (MOE), Indiana requires that WIOA funded adult education providers contribute a local match approved by DWD. The match must be verifiable; necessary and reasonable for the accomplishment of the program’s objectives; allowable under Title II, Adult Education & Literacy and not paid by another federal award; and provided in the proposed budget. In grant continuations, DWD expects providers' maintenance of effort to match, by percentage, previous year's levels.

This match can include, but is not limited to, the following:

1. Any non-federal or non-state dollars that provide adult education and literacy activities.
2. In-kind contributions to adult education and literacy activities such as:
	1. Facilities costs;
	2. Utilities costs;
	3. Custodial services;
	4. Copying and printing costs; and
	5. Phone, internet, or other technology costs.
3. The cost of staff time spent in providing adult education and literacy activities either:
	1. Volunteered; or
	2. Paid for by non-federal or non-state funds.

**Other Requirements**

**Americans with Disabilities Act**

In accordance with the Americans With Disabilities Act[[20]](#footnote-8) (“ADA”) and DWD’s commitment to equal opportunity[[21]](#footnote-9), it is required that any recipient of 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 sub-recipient to deliver adult education and literacy activities.

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

**General Education Provisions Act**

Applicants requesting WIOA Title II/AEFLA funding as part of this of the PY2024 Indiana Adult Education Grant and RFA are required to acknowledge their compliance with the General Education Provisions Act (“GEPA”). Failure to address the GEPA consideration and to submit a GEPA plan **will result in the non-consideration** of the submitted application[[22]](#footnote-10)[[23]](#footnote-11).

**Proposal Review and Timeline**

**Workforce Development Board Review**

WIOA mandates that local Workforce Development Boards (“WDB”) coordinate activities with education and training providers within the local Workforce Development Area (“WDA”). In accordance with WIOA Title II (34 CFR §463.21), the Indiana AEFLA grant solicitation requires that local WDBs be given the opportunity to review all AEFLA applications submitted to DWD that propose to offer services within the WDBs’ WDA. WDBs will review eligible providers’ application materials to determine whether the applications are consistent with local plans. Upon completing this review, the local WDB will submit a recommendation to DWD to promote alignment with the local plan.

If an applicant submits an application seeking funds in areas covered by multiple WDBs, each WDB will review the applicant’s proposal separately.

Prior to awarding contracts, DWD may require applicants to make revisions to the sub-recipient proposals, including changes that better align services provided by the sub-recipient with local WDBs.

**RFA Timeline**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Event** | **Date** |
| RFA Issued | Friday, January 19, 2024  |
| RFA Questions Due From Applicants | Friday, February 2, 2024 |
| RFA FAQ Released | Friday, February 9, 2024 |
| RFA/Grant Application Submission Deadline | Friday, March 8, 2024, 5:00 PM EST (GMT – 5) |
| Award Decisions Issued | Early May |
| **DWD Contact Information** |
| **DWD Adult Education Division Director** | **Email** |
|
| Jerry Haffner | jhaffner@dwd.in.gov |
| **DWD Adult Education Grants Coordinator** | **Email** |
|
| Donna Lovelady | dlovelady@dwd.in.gov |
| All inquiries will be answered in the FAQ document –  |
| AdultEd@dwd.in.gov |

**Application**

All applications for the PY2024 adult education grant submitted to DWD must:

1. Use 12-point font;
2. Be double spaced;
3. Not exceed thirty-five (35) pages in length[[24]](#footnote-12);
4. Be submitted electronically; and
5. Include all the following:
	1. Part I: Program information and cover sheet **embedded in the narrative[[25]](#footnote-13).**
		1. Allocations and funding request document (submitted separately).
	2. Part II: Narrative:
		1. Demonstrated effectiveness data template (submitted separately);
		2. GEPA plan (submitted separately and in .pdf or .doc format);
		3. Narrative response to IOODE distance education section if applicable (submitted separately in .pdf or .doc format)[[26]](#footnote-14)[[27]](#footnote-15);
		4. The narrative responses to all considerations that apply to the applicant[[28]](#footnote-16);
	3. ABE Partnership attachment[[29]](#footnote-17) (submitted separately);
	4. Subcontractor attachment if applicable (submitted separately);
	5. Itemized budget attachment (submitted separately, in Excel format);
	6. Signed assurances document (submitted separately); AND
	7. Signed Grant Administrative Cost Negotiation (submitted separately), if the applicant is requesting that more than five percent (5%) of the potential grant allocation be designated for administrative costs.

**Application Notices**

1. Failure to submit **all** completed attachments **will be** used as grounds for non-consideration.
2. **All** narrative questions that apply to an applicant **mus**t be answered. Failure to provide answers for the narrative portion of the application **will be** used as grounds for non-consideration.
	1. Federal law **requires** all applicants for AEFLA funds submit a GEPA plan. Failure to include a GEPA plan as part of an eligible provider’s application **will result** in the non-consideration of the submitted application and an automatic denial of all funds requests[[30]](#footnote-18).
3. Exceeding the application’s maximum allowable length[[31]](#footnote-19) **will** result in the non-consideration of any application material over the stated maximum length.
4. Applications may **not** be submitted after the submission deadline. Applications submitted after the application deadline **will not be considered**.[[32]](#footnote-20)

**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 (that will be on contract)** | **Email** | **Address** | **Phone Number** |
|
|
|  |  |  |  |
| **Grant Contact (AE director or coordinator)** | **Email** | **Address** | **Phone Number** |
|
|
|  |  |  |  |
| **Fiscal Contact for this grant** | **Email** | **Address** | **Phone Number** |
|  |  |  |  |
| **Grant Signatory (to receive contract)** | **Email** | **Address** | **Phone Number** |
|  |  |  |  |

1. Place an “X” 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.

This table allows for the individuals to be counted in multiple cells:

|  |  |
| --- | --- |
| **Type of Service Intended to Provide** | **Indicate the Number of Individuals Applicant Intends to Serve** |
|  | Adult Education and Literacy Activities |  |
|  | Corrections Education and Other Education of Institutionalized Individuals |  |
|  | Integrated Education and Training |  |
|  | Workforce Education Initiative |  |
|  | Indiana Online Only Distance Education |  |

**2.** Indicate the **tota**l number of ***non-duplicated***eligible individuals the applicant organization intends to serve as part of this grant process in the table below:

|  |
| --- |
| Number of Individuals Intended to Serve |
|  |
|

**3.** Place an “X” in the box below if the applicant organization intends on requesting adult education and literacy specific funds (adult education general funds). List the amount of funding requested:

|  |  |
| --- | --- |
| **Adult Education and Literacy Activities (ABE, Adult High School Credit, and/or Competency-based Diploma Program)** | **Total Amount of Funds Requested** |
|  |  |

**4.** Place an “X” in the box below if the applicant organization intends on requesting corrections specific funds. List the amount of funding requested:

|  |  |
| --- | --- |
| **Corrections Education**  | **Total Amount of Funds Requested** |
|  |  |

**5.** Place an “X” in the box below if the applicant organization intends on requesting IET specific funds. List the amount of funding requested:

|  |  |
| --- | --- |
| **Integrated Education and Training** | **Total Amount of Funds Requested** |
|  |  |

**6.** Place an “X” in the box below if the applicant organization intends on requesting Workplace Education Initiative specific funds. List the amount of funding requested:

|  |  |
| --- | --- |
| **Workforce Education Initiative**  | **Total Amount of Funds Requested** |
|  |  |

**7.** Place an “X” in the box below if the applicant organization intends on requesting IOODE specific funds. List the amount of funding requested:

|  |  |
| --- | --- |
| **Indiana Online Only Distance Education** | **Total Amount of Funds Requested** |
|  |  |

**In the box below, indicate the total number of funds the applicant is seeking as a result of this RFA. List the amount of funding requested:**

|  |  |
| --- | --- |
| **Region(s) Requested (1-11)** | **Total Amount of Funds Requested (Add amounts from items #3 - #7)** |
|  |  |

**Total award will be a minimum of $100,000 for 80 or more students.**

**8. Itemized Budget**

Complete and submit an itemized budget for the first year of the adult education grant (PY2024) using the attached file (PROVIDER NAME\_PY24 Itemized Budget draft 1\_ABE.xls). Budget must be submitted in Excel format.

**9. Annotated Partnership Attachment**

Complete and submit an annotated partnership list using the annotated partnership attachment (PROVIDER NAME\_PY24 Partnerships.xls).

**10. Subcontracted Entity Form**

All applicants that intend to utilize a subcontracted entity **must** complete the subcontracted entity form (PROVIDER NAME\_PY24 Subcontracted Entity Form\_ABE.xls). This form allows DWD to pre-approve a subcontracted entity. Failure to submit this documentation will mean sub-recipients will need to seek and obtain approval for a subcontracted entity after grant awards are announced.

**11. GEPA Plan and Attachment**

§427 of GEPA requires:

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.

**All** applicants must attach a description of the steps the applicant proposed to take to ensure equitable access to, and participation in, its federally-assisted program.[[33]](#footnote-21) Plans must be submitted in .pdf or .doc format and should be formatted using the following naming convention:

**PROVIDER NAME GEPA\_IELCE PY24[[34]](#footnote-22).**

This is the same GEPA plan required for the narrative considerations (**Consideration XIV**).

**12. Administration Cost Negotiation and Assurances**

Complete and submit the administration cost negotiation form (PROVIDER NAME\_PY24 Grant Administrative Cost Negotiation\_ABE.xls) and assurances (PROVIDER NAME\_PY24 Assurances.doc) attachments.

**13. General Education Provisions Act (GEPA) Consideration (Consideration XIV)**

Attach the narrative response to the GEPA consideration (Consideration XIV) as a separate document[[35]](#footnote-23) (.doc or .pdf format).

**14. IOODE Plan**

If an applicant intends to apply for IOODE funding as part of this RFA process, the applicant must submit a proposal to deliver and administer a program that provides online only distance education to eligible Hoosiers in all ninety-two (92) counties within Indiana. Plans should:

1. Not exceed ten (10) pages in length[[36]](#footnote-24);
2. Use single spacing;
3. Be submitted in .pdf or .doc formats; and
4. Use the naming convention **APPLICANT NAME\_PY24\_IOODE.**

In addition, the submitted plan must contain the following sections:

1. **Program Overview**

The program overview should be an overall description of the planned adult education online

only distance education program and should contain language that **clearly** describes how the applicant intends to meet the requirements set forth by federal law, state law, and DWD policy for the administration of adult education distance education under WIOA Title II.

This section must also clearly state which of the three approved distance education delivery models the applicant intends to employ as part of the adult education online only distance education program.[[37]](#footnote-25)

1. **Enrollment Procedures (Including Managed Enrollment)**

Applicants for IOODE funds must provide a plan to enroll participants across the state of Indiana in the proposed IOODE program. This section also must contain a description of how the applicant intends to manage participant enrollment after a participant has enrolled in the IOODE program; and must explain:

1. Software;
2. Technology; and
3. Other tools that the applicant intends to use for this purpose.
4. **Projected Assignments and Curriculum**

This section must detail the applicant’s projected assignments and curriculum to be used as part of the proposed IOODE program. This includes a brief description of how assignments and curriculum will be delivered to program participants, and must include:

1. Software;
2. Technology; and
3. Other tools that the applicant intends to use for this purpose.
4. **Contact Hours and Attendance**

The applicant must describe in detail how it will calculate contact hours (direct contact hours and proxy contact hours) and attendance in accordance with DWD adult education policy.[[38]](#footnote-26) This description must include any:

1. Software;
2. Technology; and
3. Other tools that the applicant intends to use for this purpose.
4. **Local Adult Education Provider Partnerships**

In this section the applicant must include a plan to partner with other local adult education providers to deliver services and assessment testing to participants in the proposed IOODE program. This plan **must include:**

1. A concrete plan to partner with other adult education providers for the delivery of assessments as required by DWD policy;[[39]](#footnote-27) **AND**
2. A detailed plan to partner with other adult education providers to deliver other services to IOODE participants including, but not limited to:
	1. Career services;
	2. Counseling; or
	3. Other supportive services.

**Part II: Narrative**

In the narrative section all applicants must:

1. Provide a cover page and table of contents embedded within the narrative response portion[[40]](#footnote-28);
2. Use 12-point font;
3. Be double spaced;
4. Use 1-inch margins; and
5. Not exceed thirty-five (35) pages.

**Application Instructions Summary**

Once the application is complete, the application documents should be checked to ensure all required materials are present and that **the proper naming conventions are used.[[41]](#footnote-29)** The required application documents should be placed into a single compressed folder using the following naming convention: **APPLICANT NAME\_PY24 RFA\_ABE.** This folder is then to be submitted to DWD electronically no later than **Friday, March 8, 2024, 5:00 PM EST** (GMT- 5).

On the next page are individual items that **must** be included with the submitted application:

1. Two (2) years of data demonstrating the effectiveness of the applicant in providing adult education and literacy services as defined in the “Demonstrated Effectiveness” portion of this grant document;
2. Program narrative, including embedded program description and cover sheet information;
3. GEPA plan;
4. Itemized Budget (in Excel format);
5. Partnership attachment;
6. Subcontracted entity attachment;
7. Assurances attachment;
8. Administrative costs negotiation (if applicable); **AND**
9. IOODE plan (if applicable).

**Program Introduction**

The 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.

**Considerations I-XIV**

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).[[42]](#footnote-30)

**Considerations** **I-XIII** represent the 13 statutory considerations DWD must consider when awarding WIOA Title II funds, while Consideration **XIV** is used to meet the statutory GEPA plan required for all AEFLA funded sub-recipients.

Narrative questions under each of the **Considerations I, II, II, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII,** and **XIV,** as well as any required document submissions listed under the same,must be completed by all applicants.

34 CFR §463.20. 20 USC §1228a. Workforce Innovation and Opportunity Act, Title II, Adult Education & Literacy.

**Considerations XV-XX**

**Considerations** **XV-XX** are additional Indiana considerations, which DWD will use to determine whether applicants’ proposed services align to the goals of DWD. Narrative questions under the considerations **XV, XVI, XVII, XVIII, XIX, and XX,** as well as any document submissions listed under the same, mustbe completed by all applicants.

Narrative questions or document submissions listed under **Consideration XIX** must be completed by eligible providers that seek funds to offer services that meet the standards outlined in this RFA document, and in **Considerations I-XIV,** to eligible individuals currently incarcerated in Indiana State Prisons, county jails, or are part of Indiana’s Community Corrections programs.

**WIOA Considerations**

**Consideration I**

1. **The degree to which the eligible provider would be responsive to:**
	1. **Regional needs as identified in the local workforce plan; and**
	2. **Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals:**
		1. **Who have low levels of literacy skills; or**
		2. **Who are English language learners.**
2. Describe how the organization/program continues to identify those who need adult education and literacy activities in the communities served by the program. Be specific and discuss any demographic analysis or data analytics utilized by the applicant for this purpose.
3. Explain the concrete steps the applicant will take to meet Indiana’s performance targets.
4. Explain how the applicant intends to ensure that all eligible individuals who desire adult education and literacy activities will be served.
5. Describe the applicant’s outreach plan for PY2024.
6. Describe any plans the applicant has to provide family literacy activities that meet the needs of parents and allow parents to be more active in their children’s education.

**Consideration II**

1. **The ability of the eligible provider to serve eligible individuals with disabilities, including individuals with learning disabilities:**
2. Describe how the applicant organization intends to identify eligible individuals with learning disabilities and persistent barriers to employment.[[43]](#footnote-31) This includes students who may not have received an individualized education plan (“IEP”) prior to enrollment in adult education.
3. 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).
	1. Describe the tools, schedules, curriculum, and services the organization/program has provided, and will provide, this population.
4. 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**

1. 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:

WIOA requires applicants for AEFLA funds to submit data to demonstrate their effectiveness in improving the literacy of eligible individuals so that DWD can determine whether an applicant is an eligible provider of WIOA Title II services.

In addition to demonstrated effectiveness data to determine an applicant’s eligibility to apply for WIOA Title II funding, DWD will use the data submitted by eligible applicants in the grant scoring process based on:

1. The degree to which the applicant’s data demonstrates past effectiveness in improving the literacy (in all subject areas) of WIOA Title II eligible individuals; and
2. The degree to which the narrative response to this consideration demonstrates that the applicant understands the data submitted, such that the applicant:
	1. Understands previous successes; and
	2. Can use their data for the purposes of improving program performance.

Applicants must complete the following:

1. Complete the demonstrated effectiveness template (PROVIDER NAME\_PY24 Demonstrated\_Effectiveness.xls) and submit it with the rest of the application materials.
2. In the narrative section of the application, describe what this data indicate and how it demonstrates the effectiveness of the organization/program in providing adult education and literacy activates. Include a description of what the applicant believes it does well, and what it needs to improve, based on the submitted data.[[44]](#footnote-32)

**Consideration IV**

1. **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 the Act, as well as the activities and services of the one-stop partners:**
2. Describe how the applicant has aligned, and will align, its service with the workforce development regional plans (local plans). Include an explanation of how the applicant

plans to ensure continuous alignment with the regional plan (local plan).[[45]](#footnote-33)

1. Describe the applicant’s relationship with the one-stop partners in the communities it serves.
	1. Has the organization/program worked with the one-stop partner to ensure the efficient delivery of adult education services to eligible individuals?
	2. Discuss plans for co-enrollment, referral services, and infrastructure costs.
2. Explain how the applicant will establish, or retain, a working relationship with the one-stop partners in the communities it intends to serve.

**Consideration V**

1. **Whether eligible provider’s program:**
	1. **Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and**
	2. **Uses instructional practices that include the essential components of reading instruction.**
2. Describe the applicant’s planned enrollment and class schedule. Be specific.[[46]](#footnote-34)

**Consideration VI**

1. **Whether the activities, including 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:**
2. Explain what research, particularly with respect to improving reading, writing, mathematics, and the English language proficiency of eligible individuals, is reflected in the applicant’s curriculum design. Be specific.
3. Describe the applicant’s curriculum development process. Include the qualifications of any individuals involved in curriculum development.

**Consideration VII**

1. **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:**
2. Describe the applicant’s integration of technology into curriculum. This includes the use of computers, equipment, software, and other technology.
3. Explain the steps the applicant has taken, and plans to take, to improve the digital literacy skills of eligible individuals.
	1. Describe how the program measures digital literacy skills.
4. Does the applicant offer, or intend to offer, distance learning?
	1. If the applicant offers, or plans to offer, distance learning, describe the curriculum, scheduling, and/or technology the organization uses, and plans to use, for distance learning.
	2. Describe, if available, the applicant’s past distance learning performance.
	3. Describe the steps the applicant will take to increase the use of distance education in their program(s).

**Consideration VIII**

1. **Whether the eligible provider’s 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:**
2. Explain how the applicant has provided, or plans to provide, IET instruction to eligible individuals.
3. Describe how College and Career Readiness standards are used by the applicant to enhance instruction.
4. Explain how career readiness and workforce skills are taught, and/or plan to be taught, to eligible individuals.
5. Describe how the applicant provided, and/or plans to provide, career awareness curriculum.

**Consideration IX**

1. **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:**
2. Describe the minimum qualifications for employment used by the applicant in hiring:
	1. Instructors;
	2. Teaching assistants;
	3. Counselors;
	4. Life coaches; AND
	5. Administrators.
3. Describe the applicant’s professional development plan. Explain how the applicant is ensuring, or plans to ensure:
	1. Instructors and staff can work collaboratively; and
	2. Have continual training on research and evidence-based best practices in:
		1. Adult education;
		2. English language acquisition;
		3. Workforce preparedness; and
		4. College and career readiness.

**Consideration X**

1. **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, in the development of career pathways:**
2. Describe the supports the applicant offers, and plans to offer, to help eligible individuals meet employment goals so that they are on pathways to sustainable wages.
3. Complete and submit the annotated partner attachment (PROVIDER NAME\_PY24 Partnerships.xls) as part of this application.
	1. DWD **mandates** applicants to complete the **entire** partnership attachment. This **includes** providing a brief description of each partnership. Failure to complete this portion of the attachment **will result** in the applicant’s grant application being scored **as if no partnership attachment were included.**
4. DWD **mandates** that applicants awarded funds as part of this RFA utilize academic and career coaches[[47]](#footnote-35). In the grant narrative include:
	1. The number of academic and career coaches the applicant intends to use;
	2. A description of how the applicant intends on using the academic and career coaches;
	3. The proposed employment status of the academic and career coaches (whether part- or full-time); AND
	4. If the applicant currently employs one or more academic and career coaches, a list of individuals employed in this role.

**Consideration XI**

1. **Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local supportive services (such as childcare, 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:**
2. Describe any supportive services the applicant offers, and/or plans to offer, to eligible individuals (e.g., transportation assistance and childcare).
3. Explain how the applicant uses, and/or plans to use, other available federal and state resources to ensure eligible individuals receive any support necessary to ensure program completion.

**Consideration XII**

1. **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:**
2. Describe how the applicant currently tracks program data.
	1. Explain how the applicant uses program data to evaluate and improve any services offered to eligible individuals.
3. Explain how the applicant ensures that instructors, administrators, and data entry staff will meet state and federal data entry management requirements, *including* timely data entry and the monitoring of data quality.
4. Describe any data-related training current instructors, administrators, and data-entry staff have received.

**Consideration XIII**

1. **Whether local areas have a demonstrated need for additional English language acquisition programs and civics education programs:**
2. Describe how the applicant measures the need for English language acquisition services in the community that it serves.
	1. If the applicant does not provide, and does not intend to provide, English language acquisition services, describe how the applicant uses, or plans to use, partnerships to ensure those services are provided to eligible individuals in need.

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

**Consideration XIV**

1. **Whether the applicant is in compliance with §427.1.2.b of the General Education Provisions Act (20 USC §1228a):**

**. . . 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.**
3. **The Secretary shall require each applicant for assistance under an applicable program (other than an individual) 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.**
4. Attach a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program[[48]](#footnote-36) (.pdf or .doc format). This attachment *does not* count toward the RFA narrative length maximum[[49]](#footnote-37).

**Indiana Considerations (All Programs)[[50]](#footnote-38)**

**Consideration XV – Enrollment Growth**

1. **Whether the eligible provider can increase enrollment beyond previous year totals and current year projections in at least one or more of the following areas –**
	1. **ABE/HSE programming;**
	2. **English language learning;**
	3. **Integrated Education and Training; and/or**
	4. **Workforce Education Initiative**

The narrative should include:

1. Area(s) of service for growth along with PY2023-24-year projections and growth estimates for PY2024-25;
2. Analysis of community needs to demonstrate the potential for increased enrollment;
3. How program capacity would be expanded or reconfigured to meet higher enrollment;
4. How new/expanded partnerships would be developed to serve more students; and
5. Additional funds needed to meet higher enrollment projections.

Provide narrative answers to the following –

1. As a provider, what areas of service could be expanded or increased for PY2024-25 and how would the program adjust resources to meet this need?
2. Detail community needs based on current business interest, adult populations, job openings, or additional information pertinent to the student population. If additional IET training is being considered, list training courses separately.
3. Are there additional employer or community partnerships that would be added to serve increased student enrollment?

Complete the following chart –

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Populations** | **PY2022-23 Enrollment** | **Projected PY2023-24 Enrollment** | **Estimated PY2024-25 Enrollment** |
| ABE/HSE Students |  |  |  |
| English Language Learner Students |  |  |  |
| Integrated Education and Training Students |  |  |  |
| Workforce Education Initiative Students |  |  |  |

**Consideration XVI – Pre-Apprenticeship/Apprenticeship**

**(16) Whether and to what extent, the provider plans to provide eligible individuals:**

* 1. **Access to pre-apprenticeship programs; and/or**
	2. **Assist eligible individuals who exit adult education transition to apprenticeship programs**.

1. Describe –

1. The applicant’s ability to offer eligible individuals access to pre-apprenticeship programs;
2. Whether the applicant intends to provide, or partner with another entity to provide, eligible individuals access to pre-apprenticeship programs (list any partners);
3. Any pre-apprenticeship programs the applicant intends to offer eligible individuals access; and
4. The applicant’s plan to connect students exiting adult education with access to apprenticeship programs.

**Consideration XVII – Workforce Education Initiative (Complete Only if Applicable)**

**(17) Whether the applicant has the capacity to offer adult education and literacy activities in alignment with DWD’s Workforce Education Initiative (WEI) goals of providing basic skills remediation to employees of existing Indiana employers. Adult education and literacy activities should –**

* + 1. **Support employers;**
		2. **Hiring of new employees;**
		3. **Retention of existing employees; AND**
		4. **Promotion of existing employees.**
	1. **Address the basic skill deficiencies of eligible individuals who:**
		1. **Desire to maintain employment;**
		2. **Improve workplace efficiency; and**
		3. **Seek advancement.**
	2. **Be work centered.**
	3. **Be held, in partnership with local employers, either;**
		1. **At the worksite; OR**
		2. **Offsite.**

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

1. Describe the applicant’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 the applicant intends on providing WEI services.
	1. List locations where WEI-funded adult education and literacy activities will occur.
3. Describe the quality and intensity of the adult education and literacy activities the applicant intends to provide utilizing funds awarded for the WEI as a result of this RFA.

**Consideration XVIII – Digital Literacy**

**(18) Whether the eligible provider offers learning opportunities for students to –**

1. **Assess their digital literacy skills;**
2. **Increase digital literacy through direct instruction; and**
3. **Deliver, as part of ABE instruction for HSE preparedness, foundational academic instruction, English language learning, workforce preparation, or career training.**

**And whether the eligible provider offers supportive services to reduce barriers by –**

1. **Securing equipment such as laptops or Chromebooks to access technology;**
2. **Providing resources or instruction to use equipment to access technology; and**
3. **Providing resources or information to access Internet connectivity.**

Provide narrative answers to the following –

1. What specific instructional practices and/or activities are currently available within the program to build and increase digital skills?
2. How does the program support students in accessing equipment to increase digital skills?
3. What type of services or resources are available to increase student connectivity?

**Consideration XIX – Corrections (Complete Only if Applicable)**

**Any applicant intending on providing services to eligible individuals who are currently incarcerated in Indiana State Prisons, county jails, or who are part of Indiana’s Community Corrections programs must respond to the following consideration.**

**(19) The extent to which the provider has the capacity to deliver, or is partnered with others 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 offerings that:

a. Provide secondary school credit and/or competency-based education; 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 to use 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 intends to provide adult education activities, including (a) integrated education and training and (b) secondary school credits and/or competency-based learning, 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 plans to identify, and provides services for, eligible individuals with accommodated educational needs (disabilities and/or learning disabilities) in the corrections environment. This includes students who do not have preexisting IEPs.

3. Describe the applicant’s capacity to deliver adult education and literacy activities, including (a) integrated education and training and (b) secondary school credits and/or competency-based learning, which meets the standards set in the previous considerations (I-XVII), to eligible individuals in Indiana’s corrections systems.

4. Describe how the applicant plans to offer, or partners with others to offer, transitional services to eligible individuals exiting custody.

**Consideration XX – Program and Diploma of Adult Competency**

**(20) In consideration of Indiana Code 20-30-6-2, which establishes a program and diploma of adult competency, whether the eligible applicant is prepared and inclined to implement this option.**

**Provide narrative to the following items –**

1. Which student population(s) do you serve for whom the adult competency diploma and an industry-recognized credential would be a preferred option?
2. What program resources could be used or developed to offer this program?
1. **Career Pathways** is defined, in part, (29 USC §3120(7)] 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 besuccessful 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). [↑](#endnote-ref-1)
2. **English Language Learner** is defined as an eligible individual who has limited ability in reading, writing, or speaking, and comprehending theEnglish language and (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. (29 USC § 3272(7)). [↑](#endnote-ref-2)
3. Note that requests for funding under each area are considered a separate request. [↑](#footnote-ref-1)
4. **Adult Education** is defined as academic instruction and education services below the postsecondary level that increases anindividual’s ability to (a) read, write, and speak English (b) perform 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) obtain employment. (29 USC § 3272(1)). [↑](#endnote-ref-3)
5. **Family Literacy Activities** are defined as activities that are of sufficient intensity and quality as to make sustainable improvementsin the economic prospects of a family and/or enable parents or family members to be better participants in their children’s education, and that integrate all of the following activities (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. [↑](#endnote-ref-4)
6. **English Language Acquisition Activities (English Language Acquisition Programs) are** defined as activities which are designed to help eligible individuals who are Englishlanguage 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; or (c) employment. (29 USC § 3272(6)) [↑](#endnote-ref-5)
7. **Integrated English Literacy and Civics Education** is defined as education services provided to English language learners who are adults, includingprofessionals with degrees and/or credentials from their native countries, 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 literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship, civic participation, and may include workforce training. . (29 USC § 3272(12) emphasis added). [↑](#endnote-ref-6)
8. Defined on page two (2) of the Grant Continuation/RFA documentation. [↑](#endnote-ref-7)
9. Defined on page two (2) of the Grant Continuation/RFA documentation. [↑](#endnote-ref-8)
10. **Eligible Individual** is defined as 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. [↑](#endnote-ref-9)
11. **Workforce Preparation** is defined as 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: utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (29 USC § 3272(17)). [↑](#endnote-ref-10)
12. **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; and (i) training ending in an industry-recognized certification or credential. [↑](#endnote-ref-11)
13. NRS Technical Assistance Guide for Performance and Accountability under the Workforce Innovation and Opportunity Act (<https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf>), p. 48, last accessed November 12, 2023. [↑](#footnote-ref-2)
14. DWD Policy 2017-14 Distance Education dated April 17, 2018

 <https://www.in.gov/dwd/files/activepolicies/2017-14-P_Distance_Education.pdf> last accessed November 12, 2023. [↑](#footnote-ref-3)
15. DWD Policy 2017-15 Adult Education Data Collection and Reporting dated April 17, 2018 <https://www.in.gov/dwd/files/activepolicies/2017-15-P_Adult_Edu_Data_Collection_Reporting.pdf> last accessed November 12, 2023. [↑](#footnote-ref-4)
16. DWD Policy 2017-13 Educational Functioning Level Assessment Policy dated June 9, 2020

[https://www.in.gov/dwd/files/activepolicies/2017-13-PC\_Educational\_Functioning\_Level\_Assessment\_ Policy\_Change\_1.pdf](https://www.in.gov/dwd/files/activepolicies/2017-13-PC_Educational_Functioning_Level_Assessment_%20Policy_Change_1.pdf) last accessed November 12, 2023. [↑](#footnote-ref-5)
17. Adult Education program years (“PY”) cover a period of July 1 through June 30 of the following year; therefore, the two program years preceding this grant would include: (a) PY2021, July 1, 2021, through June 30, 2022; and (b) PY2022, July 1, 2022, through June 30, 2023. [↑](#footnote-ref-6)
18. **Secondary school credentials** are defined as a high school diploma (HSD) or its equivalent (HSE). [↑](#endnote-ref-12)
19. Recoverable here: <https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl> [↑](#footnote-ref-7)
20. See <https://www.ada.gov/law-and-regs/ada/> last accessed November 12, 2023. [↑](#footnote-ref-8)
21. See <https://www.in.gov/dwd/compliance-policy/equal-opportunity/> last accessed November 12, 2023. [↑](#footnote-ref-9)
22. No exceptions to the GEPA requirement can be made, as a GEPA plan is required by federal law for all entities receiving AEFLA funding. [↑](#footnote-ref-10)
23. GEPA §427 requirements: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc> last accessed November 12, 2023. [↑](#footnote-ref-11)
24. Applications that exceed 35 pages in length will be scored; however, any information contained in pages beyond page thirty-five (35) will not be scored. [↑](#footnote-ref-12)
25. If the program information and cover sheet are not embedded in the grant narrative document, they **will not** be reviewed. [↑](#footnote-ref-13)
26. There are no exceptions to this requirement. [↑](#footnote-ref-14)
27. IOODE attachments can use single spacing. [↑](#footnote-ref-15)
28. Applicants seeking funds to provide adult education in county jails or in community corrections environments **must complete** the corrections considerations. Applicants failing to complete this consideration will automatically be denied any requests for corrections funds. [↑](#footnote-ref-16)
29. DWD **mandates** applicants complete **all** fields in the partnership attachment, including providing a brief description of the partnership(s). Applications with data missing from fields will be treated **as if no partnership attachment was included.**  [↑](#footnote-ref-17)
30. Federal law **mandates** that no exceptions to this notice be made. [↑](#footnote-ref-18)
31. Narrative not to exceed thirty-five (30) pages in length while answering the narrative questions related to the enumerated considerations unless this application document instructs the applicant to submit part of the required documentation separately from the grant application narrative**.** [↑](#footnote-ref-19)
32. No exception to this requirement will be made after the deadline. DWD reserves the right to deny all exception requests. [↑](#footnote-ref-20)
33. Application for any type of funds which will be awarded as a result of this RFA qualifies an applicant as a deliverer of a federally-assisted program. [↑](#footnote-ref-21)
34. In accordance with federal law, failure to attach and submit a GEPA plan to an applicant’s RFA submission **will result** in the non-consideration of the submitted application. This will result in an automatic denial of a funding award as a result of this RFA. [↑](#footnote-ref-22)
35. Does not count towards the narrative length maximum. [↑](#footnote-ref-23)
36. Does not count towards the narrative length maximum. [↑](#footnote-ref-24)
37. See <https://www.in.gov/dwd/files/activepolicies/2017-14-P_Distance_Education.pdf> last accessed November 12, 2023. [↑](#footnote-ref-25)
38. See <https://www.in.gov/dwd/files/activepolicies/2017-14-P_Distance_Education.pdf> last accessed November 12, 2023. [↑](#footnote-ref-26)
39. See [https://www.in.gov/dwd/files/activepolicies/2017-13-PC\_Educational\_Functioning\_Level\_Assessment\_ Policy\_Change\_1.pdf](https://www.in.gov/dwd/files/activepolicies/2017-13-PC_Educational_Functioning_Level_Assessment_%20Policy_Change_1.pdf) last accessed November 12, 2023. [↑](#footnote-ref-27)
40. Does not count towards the narrative length maximum. [↑](#footnote-ref-28)
41. Failure to use proper naming conventions **will result** in an application score reduction. [↑](#footnote-ref-29)
42. 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. [↑](#footnote-ref-30)
43. The TABE test measures the educational functioning level of WIOA Title II eligible individuals. TABE is **no**t an approved assessment for identifying learning disabilities. [↑](#footnote-ref-31)
44. Individuals scoring applications as part of this RFA may not have a background in adult education. Therefore, it is important that the data be thoroughly explained in the applicant’s application narrative. [↑](#footnote-ref-32)
45. In cases where the applicant is applying for funding under multiple regional plans, applicants must answer this question individually for each region. [↑](#footnote-ref-33)
46. The response to this narrative question should be included in the text of the applicant’s narrative. Additional unsolicited attachments will not be opened or scored. [↑](#footnote-ref-34)
47. DWD requires academic and career coaches employed by Indiana’s WIOA Title II providers hold **at least** a bachelor’s degree. [↑](#footnote-ref-35)
48. 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. [↑](#footnote-ref-36)
49. 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. [↑](#footnote-ref-37)
50. **Considerations XV-XX (XV, XVI, XVII, XVIII, XIX,** and **XX)** are Indiana considerations only. These considerations are used to measure the alignment of the applicants’ proposed services with goals of DWD. [↑](#footnote-ref-38)