

## Multi-Year Adult Education Competitive Grant Application (Request for Application)

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### 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—
  - 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 pathways<sup>1</sup>; and
4. Assist immigrants and other individuals who are English Language Learners<sup>ii</sup> (“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.

29 USC §3271

Applicants can apply for funding in one, or a combination of any of, the following areas<sup>1</sup>:

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<sup>1</sup>Note that requests for funding under each area are considered a separate request.

## **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:

- a. Programs, activities, and services that include adult education<sup>iii</sup>, literacy activities, workplace adult education and literacy activities, family literacy activities<sup>iv</sup>, English language acquisition activities<sup>v</sup>, integrated English literacy and civics education<sup>vi</sup>, workforce preparation activities<sup>vii</sup>, or integrated education and training<sup>viii</sup>.

## **2. Adult High School Credit Program/Adult Secondary Credit (“ASC”)**

While Indiana adult education providers primarily help eligible individuals<sup>ix</sup> 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 high school credit or adult secondary credit (“ASC”) program.

Adult high school credit or ASC programs offer supervised instruction to eligible individuals so that these individuals can earn locally issued state endorsed high school diplomas. Participants in adult high school credit or 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.

Eligible individuals enrolled in adult high school credit or ASC programs must have an educational plan that reflects:

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

### **3. Corrections Education and Education for Institutionalized Individuals**

As part of the 2020-2021 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 specifically to provide the above defined adult education and literacy activities to individuals who are currently incarcerated in a state prison or correctional facility, or a county jail, or who are currently participating in Indiana’s community corrections program. 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.

### **4. Integrated Education and Training Activities (“IETs”)**

DWD will award part 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 defines integrated education and training as:

- a. A service approach which provides adult education and literacy activities simultaneously and contextually with workforce preparation activities<sup>x</sup> and workforce training<sup>xi</sup> for a specific occupational cluster.  
29 USC §3272

### **5. 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 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 (“WEI”) targets employers with workers who possess basic skill deficiencies and desire to maintain their jobs 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 part of the total funding awarded as a result of this RFA will be provided to programs that offer remediation services that support these objectives.

## **6. Professional Development Facilitator Network**

Professional Development Facilitators (“PDFs”) are a network of lead adult education instructors who are trained to model and deliver the highest quality professional development both locally and regionally. Professional development delivered by PDFs will be tied directly to state and federal adult education performance measures. PDFs develop local and regional professional development plans and share their knowledge and expertise to assist AE programs and DWD with continuous adult education program improvement.

Responsibilities of the PDF include, but are not limited to, the following:

- a. Develop local professional development plans in conjunction with program directors and DWD representatives;
- b. Provide input into the development of new teacher trainings and orientations;
- c. Provide input into the development and updating of the Indiana Adult Education Teacher Handbook;
- d. Deliver local and regional accommodations training;
- e. Assist in the delivery of National Reporting System (“NRS”) training;
- f. Assist in the delivery of Tests of Adult Basic Education (“TABE”) training;
- g. Provide one-on-one assistance to instructors as required by DWD or requested by local program directors; and
- h. Model effective teaching strategies.

Applicants that apply for the PDF portion of this RFA must apply, and receive approval for, a Professional Development Facilitator in order to receive reimbursement for PDF services.

Potential facilitators **must:**

- Be employed by the eligible provider as an adult education teacher;
- Have data demonstrating his or her effectiveness at educating adults;

- Be employed by the eligible provider on a part-time basis;

Potential facilitators **cannot**:

- Be employed by the eligible provider as a director or an administrator; or
- Be employed by the eligible provider on a full time basis.

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

### **Distance Education**

The United States Department of Education Office of Career, Technical, and Adult Education (“OCTAE”) defines “distance education” for AE 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.<sup>2</sup>

### **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 AE distance education program where participants can access the required adult education and literacy activities through internet technology. Any IOODE program funded as a result of this grant must be made available to participants in all ninety-two (92) counties within Indiana.

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<sup>2</sup> NRS Technical Assistance Guide for Performance and Accountability under the Workforce Innovation and Opportunity Act ([August 2019](#)), p. 56

Pre and post-testing must be conducted in concert with other local Indiana Adult Education providers, and must be administered to students enrolled in the IOODE program following the same policies and guidelines set for all Indiana AE participants.

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

- a. Distance education<sup>3</sup>;
- b. Data collection and reporting<sup>4</sup>; and
- c. Educational functioning level assessment<sup>5</sup>.

Any approved 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<sup>6</sup>, which 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 with... WIOA performance accountability measures;

34 CFR 463.24

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<sup>3</sup> DWD Policy 2017-14 Distance Education dated April 17, 2018

<https://www.in.gov/dwd/files/AE%20Distance%20Education%20Policy.pdf> last accessed October 10, 2019.

<sup>4</sup> DWD Policy 2017-15 Adult Education Data Collection and Reporting dated April 17, 2018

<https://www.in.gov/dwd/files/Adult%20Education%20Data%20Policy.pdf> last accessed October 10, 2019.

<sup>5</sup> DWD Policy 2017-13 Educational Functioning Level Assessment Policy dated April 17, 2018

[https://www.in.gov/dwd/files/Assessment%20Policy\\_2018-2019.pdf](https://www.in.gov/dwd/files/Assessment%20Policy_2018-2019.pdf) last retrieved October 10, 2019.

<sup>6</sup> 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) PY2019, July 1, 2019 through June 30, 2020; and (b) PY2018, July 1, 2018 through June 30, 2019.

Data that demonstrates 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<sup>xiii</sup>, 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. In addition any consortium applying for funds as part of this RFA must complete and submit this template **for each** consortium member; this includes eligible providers who 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;
  - a. Educational Functioning Level Gain; and
    - i. Measured by pre-posttest;
    - ii. Completion of Carnegie Units;
    - iii. Entry into postsecondary;
  - b. 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 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

Indiana Performance Targets		
Educational Functioning Level	Proposed Individual Targets	
	PY2019	PY2020
ABE Level 1	55%	TBD
ABE Level 2	67%	TBD
ABE Level 3	53%	TBD
ABE Level 4	49%	TBD
ABE Level 5	48%	TBD
ESL Level 1	47%	TBD
ESL Level 2	58%	TBD
ESL Level 3	56%	TBD
ESL Level 4	56%	TBD
ESL Level 5	44%	TBD
ESL Level 6	19%	TBD
<b>Overall Targets</b>	<b>50%</b>	<b>TBD</b>

### Grant History

Organizations that have received AE 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:

1. Adult Education funds;
2. Integrated Education and Training funds; AND



### 3. Workforce Education Initiative funds.

#### **Funding**

#### **Grant Period**

DWD will award multi-year Adult Education grants on a competitive basis, beginning with program year (“PY”) 2020 (July 1, 2020 through June 30, 2021), and ending PY2023 (July 1, 2023 through June 30<sup>th</sup> 2024).

After the initial year of this multi-year AE grant award (PY2020), DWD requires sub-recipients apply for the renewal of funding through a non-competitive grant continuation RFA for the following program years:

- PY2021
- PY2022
- PY2023
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- 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;
  2. Meet both state and federal performance expectations; and
  3. Provide demonstrated value to the community the sub-recipient serves;

#### **Right to Re-Compete**

DWD reserves the right to hold a new competitive grant competition.

## **Funding Model**

DWD will award funds to applicants as a result of this RFA, based on the following county level data:

1. The number of WIOA Title II eligible Hoosiers who lack a secondary school diploma (HSD or HSE);
2. The number of Hoosiers using state and federal programs administered by Indiana's Family and Social Services Administration ("FSSA"); and
3. The number of enrollments in WIOA Title II programs in the previous year.

This county level 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.

Funding for future grant continuations will be based on program performance.

## **Pass Through Funding**

While DWD neither encourages nor discourages the use of pass through funding, DWD allows funding to be passed through a sub-recipient to subcontracted service provider(s). Applicants that plan to use subcontracted service providers must familiarize themselves with WIOA performance accountability requirements (29 USC §3141) and the CFR uniform guidance (2 CFR part 200<sup>7</sup>).

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 are in compliance 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.

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<sup>7</sup> Recoverable here: [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Sub-recipients choosing to pass through funding 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 activities to be administrative costs:

- a. Planning;
- b. Administration, including carrying out performance accountability requirements;
- c. Professional development;
- d. 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
- e. 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 request an administrative costs waiver—subject to DWD approval—if this restriction prevents the sub-recipient from adequately providing for the administration of its 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. This match 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 by non-federal or non-state funds.

## **Other Requirements**

### **Americans with Disabilities Act**

In accordance with the Americans With Disabilities Act<sup>8</sup> (“ADA”) and DWD’s commitment to equal opportunity<sup>9</sup>, 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 is in compliance with the above ADA statement.

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<sup>8</sup> See <https://www.ada.gov/pubs/adastatute08.htm> last retrieved October 15, 2019.

<sup>9</sup> See <https://www.in.gov/dwd/eo.htm> last retrieved October 15, 2019.

## General Education Provisions Act

Applicants requesting WIOA Title II/AEFLA funding as part of this of the PY2020 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<sup>1011</sup>.

## 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.

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 awarding of 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.

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<sup>10</sup> No exceptions to the GEPA requirement can be made, as a GEPA plan is required by federal law for all entities receiving AEFLA funding.

<sup>11</sup> GEPA §427 requirements can be recovered here: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc> last retrieved October 15, 2019.

## Timeline

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

<b>Event</b>	<b>Date</b>
RFA Issued	Friday, February 14, 2020
RFA Questions Due From Applicants	Monday, February 24, 2020
RFA FAQ Released	Monday, March 2, 2020
RFA/Grant Application Submission Deadline	Friday, March 27, 2020 5:00PM EST (GMT – 5)
Award Decisions Issued	Early May

## DWD Contact Information

<b>DWD Adult Education Grants Manager</b>	<b>Email</b>
Scott Mills	<a href="mailto:smills1@dwd.in.gov">smills1@dwd.in.gov</a>
<b>DWD Adult Education Grants Coordinator</b>	<b>Email</b>
Donna Lovelady	<a href="mailto:Dlovelady@dwd.in.gov">Dlovelady@dwd.in.gov</a>
Application and RFA Question Submission	
<a href="mailto:AdultEd@dwd.in.gov">AdultEd@dwd.in.gov</a>	

## Application

All applications for the PY2020 AE grant submitted to DWD must:

1. Use 12-point font;
2. Be double spaced;
3. Not exceed thirty five (35) pages in length<sup>12</sup>;
4. Be submitted electronically; and
5. Include all of the following:
  - a. Part I: Program information and cover sheet **embedded in the narrative**<sup>13</sup>;
    - i. Allocations and funding request document (submitted separately);
  - b. Part II: Narrative:
    - i. Demonstrated effectiveness data template (submitted separately);
    - ii. GEPA plan (submitted separately and in .pdf or .doc format);
    - iii. Narrative response to IOODE distance education section if applicable (submitted separately in .pdf or .doc format)<sup>1415</sup>;
    - iv. The narrative responses to all considerations that apply to the applicant<sup>16</sup>;
  - c. ABE Partnership attachment<sup>17</sup> (submitted separately);
  - d. Subcontractor attachment if applicable (submitted separately);
  - e. Itemized budget attachment (submitted separately);
  - f. Signed assurances document (submitted separately); AND
  - g. Signed administrative cap waiver, 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; **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;

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<sup>12</sup> 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.

<sup>13</sup> If the program information and cover sheet are not embedded in the grant narrative document, they **will not** be reviewed.

<sup>14</sup> There are no exceptions to this requirement.

<sup>15</sup> IOODE attachments can use single spacing.

<sup>16</sup> Applicants seeking funds to provide adult education in county jails or in community corrections environments **must complete** the corrections considerations. Applicants who fail to complete this consideration will be automatically denied requested corrections funding.

<sup>17</sup> 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.**

- a. 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<sup>18</sup>.
3. Exceeding the application's maximum allowable length<sup>19</sup> **will** result in the non-consideration of any application material over the stated maximum length.
4. Applications may be submitted after the submission deadline **if, and only if** an applicant receives prior approval from DWD. Applications submitted after the application deadline without prior approval from DWD **will not be considered**.<sup>20</sup>

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<sup>18</sup> Federal law **mandates** that no exceptions to this notice be made.

<sup>19</sup> 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.

<sup>20</sup> 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).

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

1. 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. 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
<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	

2. Indicate the **total** 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 a “check” in the box below if the applicant organization intends on requesting adult education and literacy specific funds (AE general funds). List the amount of funding requested:

Adult Education and Literacy Activities (ABE)	Total Amount of Funds Requested
<input type="checkbox"/>	

4. Place a “check” in the box below if the applicant organization intends on requesting adult high school credit or ASC specific funds. List the amount of funding requested:

Adult High School Credit or ASC	Total Amount of Funds Requested
<input type="checkbox"/>	

5. Place a “check” in the box below if the applicant organization intends on requesting corrections specific funds. List the amount of funding requested:

Corrections	Total Amount of Funds Requested
<input type="checkbox"/>	

6. Place a “check” in the box below if the applicant organization intends on requesting IET specific funds. List the amount of funding requested:

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

7. Place a “check” box below if the applicant organization intends on requesting Workplace Education Initiative specific funds. List the amount of funding requested:

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

8. Place a “check” box below if the applicant organization intends on requesting PDF specific funds. List the amount of funding requested:

PDF	Total Amount of Funds Requested
<input type="checkbox"/>	

9. Place a “check” box below if the applicant organization intends on requesting IOODE specific funds. List the amount of funding requested:

IOODE	Total Amount of Funds Requested
<input type="checkbox"/>	

10. In the box below please indicate the total number of funds the applicant is seeking as a result of this RFA.

Total Amount of Funds Requested	Region(s) Requested (1-11)

**11. Allocations and Funding Request Attachment**

Complete and submit the allocation and funding request attachment (PY20 REGIONAL ALLOCATION WORKSHEET.xls).

**12. Itemized Budget**

Complete and submit an itemized budget for the period of the adult education grant (PY2020-PY2021) using the attached file (ABE Itemized Budget PY20.xls).

**13. Annotated Partnership Attachment**

Complete and submit an annotated partnership list using the annotated partnership attachment (PROVIDER NAME\_ABE Partnership\_PY20\_RFA.xls).

**14. Subcontracted Entity Form**

All applicants intending on passing WIOA funds through to a subcontracted entity **must** complete the subcontracted entity form (PROVIDER NAME Subcontracted Entity Form PY20.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 the grant awards are announced before the sub-recipient can pass WIOA funding through to a subcontracted entity.

## 15. 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.<sup>21</sup> Plans must be submitted in .pdf or .doc format and should be formatted using the following naming convention:

**APPLICANT NAME GEPA PY20<sup>22</sup>.**

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

## 16. Waivers and Assurances

Complete and submit the waiver (PROVIDER NAME Grant Administration Waiver\_PY20.xls) and assurances (PROVIDER NAME Assurances\_ABE PY20.doc) attachments.

## 17. General Education Provisions Act (GEPA) Consideration (Consideration XIV)

Attach the narrative response to the GEPA consideration (Consideration XIV) as a separate document<sup>23</sup> (.doc or .pdf format).

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<sup>21</sup> 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.

<sup>22</sup> 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.

<sup>23</sup> Does not count towards the narrative length maximum.

## 18. 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:

- a. Not exceed ten (10) pages in length<sup>24</sup>;
- b. Use single spacing;
- c. Be submitted in .pdf or .doc formats; and
- d. Use the naming convention **APPLICANT NAME IOODE PY20**

In addition the submitted plan must contain the following sections:

### 1. Program Overview

The program overview should be an overall description of the planned AE 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 AE 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 AE online only distance education program.<sup>25</sup>

### 2. 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:

- a. Software;
- b. Technology; and
- c. Other tools;

that the applicant intends to use for this purpose.

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<sup>24</sup> Does not count towards the narrative length maximum.

<sup>25</sup> See <https://www.in.gov/dwd/files/AE%20Distance%20Education%20Policy.pdf> last retrieved November 1, 2019.

### **3. 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:

- a. Software;
- b. Technology; and
- c. 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 AE policy.<sup>26</sup> This description must include any:

- a. Software;
- b. Technology; and
- c. Other tools;

That the applicant intends to use for this purpose.

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<sup>26</sup> See <https://www.in.gov/dwd/files/AE%20Distance%20Education%20Policy.pdf> last retrieved November 1, 2019.

## 5. Local Adult Education Provider Partnerships

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

- a. A concrete plan to partner with other AE providers for the delivery of assessments as required by DWD policy;<sup>27</sup> **AND**
- b. A detailed plan to partner with other AE providers to deliver other services to IOODE participants including, but not limited to:
  - a. Career services;
  - b. Counseling; or
  - c. Other supportive services

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<sup>27</sup> See [https://www.in.gov/dwd/files/Assessment%20Policy 2018-2019.pdf](https://www.in.gov/dwd/files/Assessment%20Policy%202018-2019.pdf) last retrieved November 1, 2019.



## 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<sup>28</sup>;
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.**<sup>29</sup> The required application documents should be placed into a single compressed folder using the following naming convention: **APPLICANT NAME AE RFA PY20**. This folder is then to be submitted to DWD electronically no later than 5:00 PM EST (GMT- 5) and the application deadline listed above.

Below are the 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;
5. Partnership attachment;
6. Subcontracted entity attachment;
7. Assurances attachment;
8. Administrative costs waiver (if applicable); **AND**
9. IOODE plan (if applicable)

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<sup>28</sup> Does not count towards the narrative length maximum.

<sup>29</sup> Failure to use proper naming conventions **will result** in an application score reduction.

## 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 imbedded in the narrative response document submitted by the applicant. This does not count against the thirty (30) page narrative maximum.

## Consideration 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).<sup>30</sup>

**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

## Consideration 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 of the considerations **XV, XVI, XVII, XVIII, and XIX**, as well as any document submissions listed under the same, must be completed by all applicants.

Narrative questions or document submissions listed under **Consideration XX** must be completed by applicants who seek funds to offer services that meet the standards outlined in this RFA

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<sup>30</sup> 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.

document, and in **Considerations I-XIV**, to eligible individuals who are 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:**
- 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 or data analytics utilized by the applicant for this purpose.
2. Explain the concrete steps the applicant will take to meet Indiana’s PY2020 performance targets.
3. Explain how the applicant intends to ensure that all eligible individuals who desire adult education and literacy activities will be served.
4. Describe the applicant’s outreach plan for PY2020.
5. 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**

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

1. Describe how the applicant organization intends to identify eligible individuals with learning disabilities and persistent barriers to employment.<sup>31</sup> This includes students who may not have received an individualized education plan (“IEP”) prior to enrollment in adult education.

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<sup>31</sup> The [TABE test](#) is test used by DWD to measure the educational functioning level of WIOA Title II eligible individuals. TABE is not an approved assessment for identifying learning disabilities.

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:**

WIOA requires applicants for AEFLA funds submit data to demonstrate their effectiveness in improving the literacy of eligible individuals so that DWD can determine whether or not an applicant is an eligible provider of WIOA Title II services.

In addition to demonstrated effectiveness data being used 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:
  - a. Understands previous successes; and
  - b. Can use their data for the purposes of improving program performance.

Applicants must complete the following:

1. Complete the demonstrated effectiveness template (PROVIDER NAME\_ABE Demonstrated Effectiveness\_PY20 RFA.xls) and submit it with the rest of the application materials.
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 activities. Include a description of what the applicant believes it does well, and what it needs to improve based on the submitted data.<sup>32</sup>

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<sup>32</sup> Not all of those scoring applications as part of this RFA will have a background in AE. Therefore it is important that the data is thoroughly explained in the applicant's application narrative.

## 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 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).<sup>33</sup>
2. Describe the applicant'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.
3. 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

**(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 applicant's planned enrollment and class schedule. Be specific.<sup>34</sup>

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<sup>33</sup> In cases where the applicant is applying for funding under multiple regional plans, applicants must answer this question individually for each region

<sup>34</sup> 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.

## 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 applicant's curriculum design. Be specific.
2. Describe the applicant's curriculum development process. Include the qualifications of any individuals involved in curriculum development.

## 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 applicant's integration of technology into curriculum. This includes the use of computers, equipment, software, and other technology.
2. Explain the steps the applicant has taken, 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 applicant offer, or intend to offer, distance learning?
  - a. 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.
  - b. Describe, if available, the applicant's past distance learning performance.
  - c. Describe the steps the applicant will take to increase the use of distance education in their program(s).

## 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 applicant has provided, or plans to provide, IET instruction to eligible individuals.
2. Describe how College and Career Readiness standards are used by the applicant to enhance instruction.
3. Explain how career readiness and workforce skills are taught, and/or plan to be taught, to eligible individuals.
4. Describe how the applicant provided, and/or 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 in hiring:
  - a. Instructors;
  - b. Teaching assistants;
  - c. Counselors;
  - d. Life coaches; AND
  - e. Administrators.
2. Describe the applicant's professional development plan. Explain how the applicant is ensuring, or plans to ensure:
  - a. Instructors and staff have the opportunity to work collaboratively; and
  - b. Have continual training on research and evidence-based best practices in:
    - i. Adult education;
    - ii. English language acquisition;
    - iii. Workforce preparedness; and
    - iv. 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 applicant offers, and plans to offer, to help eligible individuals meet employment goals so that they are on pathways to sustainable wages.
2. Complete and submit the annotated partner attachment (PROVIDER NAME\_ABE Partnership\_PY20\_RFA.xls) as part of this application.
  - a. DWD **mandates** applicants 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.**
3. DWD **mandates** that applicants awarded funds as part of this RFA utilize academic and career coaches<sup>35</sup>. In the grant narrative include:
  - a. The number of academic and career coaches the applicant intends to use;
  - b. A description of how the applicant intends on using the academic and career coaches;
  - c. The proposed employment status of the academic and career coaches (whether part or full time); AND
  - d. If the applicant currently employs one or more academic and career coaches, a list of individuals employed in this role.

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<sup>35</sup> DWD requires academic and career coaches employed by Indiana’s WIOA Title II providers hold **at least** a bachelor’s degree.



### 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 the applicant offers, and/or plans to offer, to eligible individuals (e.g., transportation assistance and childcare).
2. 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

**(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 applicant currently tracks program data.
  - a. Explain how the applicant uses program data to evaluate and improve any services offered to eligible individuals.
2. 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.
3. Describe any data-related training current instructors, administrators, and data-entry staff have received.

### Consideration XIII

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

1. Describe how the applicant measures the need for English language acquisition services in the community that it serves;
  - a. 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

**(14) 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.**
    - b. 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.**
1. Attach a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program<sup>36</sup> (.pdf or .doc format). This attachment *does not* count toward the RFA narrative length maximum<sup>37</sup>.

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<sup>36</sup> 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.

<sup>37</sup> 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.

## Indiana Considerations (All Programs)<sup>38</sup>

### 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 applicant currently offers, and/or plans to offer.
    - a. Explain how the applicant identified, and/or plans to identify, the types of IET programs that it offers.
    - b. Describe the process by which the applicant ensures, and/or plans to ensure, that IET programs are aligned with the employment demands of the communities in which they are offered.
      - c. List the career pathways the applicant’s proposed IET programs lead to.

### 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 (29 USC §3174).**

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

1. What specific occupation or occupational sector will applicant’s proposed IET for PY2020 cover?
2. Describe the intensity and quality of the adult education and literacy component of current and proposed IET course(s).
3. Describe how occupationally relevant activities and materials have been, and will be, used in proposed IET program(s) for PY2020.

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<sup>38</sup> As outlined on page 19 of this RFA document, **Considerations XV-XX (XV, XVI, XVII, XVIII, XIX, and XX)** are state considerations only. These considerations are used to measure the alignment of the applicants’ proposed services with the goals of DWD.

4. Explain which workforce training activities will be used in any proposed IET program(s) for PY2020.
  - a. How will the applicant provide these activities?
5. Describe how the three required components of IET programs will occur simultaneously.
6. Describe how the applicant intends to fund the training portion of proposed IET program(s).
7. Does the applicant plan to offer the proposed IET in partnership with other organizations?
  - a. If yes, explain this partnership.

### **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 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 applicant intends on providing Workforce Education Initiative services.
  - a. List locations where EI funded adult education and literacy activities will occur. 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**

**(18) Whether the provider has the capacity to quickly respond to economic changes within both the state of Indiana and the communities the provider serves.**

1. Does the applicant have the ability to adapt to sudden economic changes within the state and local communities the applicant intends to serve? This includes the ability to adapt to a rapid increase in demand for adult education services.
2. Describe the applicant's plan to accommodate increased demand for all types of adult education services—ABE, IETs, WEI, and English Language Acquisition (“ELA”)—in the event of national, state, and local economic changes.

### **Consideration XIX**

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

- a. Access to pre-apprenticeship programs;**
  - b. Help eligible individuals who exit their AE program transition to apprenticeship programs.**
1. Describe (a) the applicant's ability to offer eligible individuals access to pre-apprenticeship programs); (b) whether the applicant intends to provide, or partner with another entity to provide, eligible individuals access to pre-apprenticeship programs (list any partners); and (c) list any pre-apprenticeship programs the applicant intends to offer eligible individuals access to.
2. Describe the applicant's plan to connect students exiting their AE program with access to apprenticeship programs.

## Corrections Considerations

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.

### Consideration XX

**(20) 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 intends to provide 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:
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<sup>39</sup>. This includes students who do not have pre-existing 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, 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.

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<sup>39</sup> TABE is **not** an approved assessment for identifying learning disabilities.

<sup>i</sup>**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 be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16<sup>th</sup>, 1937 (commonly known as the “National Apprenticeship Act”); Stat 664, chapter 663, 29 U.S.C. et seq).

<sup>ii</sup>**English Language Learner** is defined as an eligible individual who has limited ability in reading, writing, or speaking, and comprehending the English 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)).

<sup>iii</sup>**Adult Education** is defined as academic instruction and education services below the postsecondary level that increases an individual’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)).

<sup>iv</sup>**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, 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.

<sup>v</sup> **English Language Acquisition Activities (English Language Acquisition Programs)** 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; or (c) employment. (29 USC § 3272(6))

<sup>vi</sup> **Integrated English Literacy and Civics Education** is defined as education services provided to English language learners who are adults, including professionals 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).

<sup>vii</sup> Defined on page two (2) of the Grant Continuation/RFA documentation.

<sup>viii</sup> Defined on page two (2) of the Grant Continuation/RFA documentation.

<sup>ix</sup> **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.

<sup>x</sup> **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)).

<sup>xi</sup> **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.

<sup>xii</sup> **Secondary school credentials** are defined as a high school diploma (HSD) or its equivalent (HSE).