

Multi-Year Integrated English Literacy and Civics Education 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 grant funds from entities eligible to receive Integrated English Literacy and Civics Education (“IELCE”) awards made available through the Workforce Innovation and Opportunity Act (“WIOA”) Title II. DWD desires to fund programs that (29 USC §3271):

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that—
 - a. Are necessary to becoming full partners in the educational development of their children; and
 - b. Lead to sustainable improvements in the economic opportunities of their families;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathwaysⁱ; and
4. Assist immigrants and other individuals who are English Language Learnersⁱⁱ (“ELLs”) in—
 - a. Improving their—
 - i. Reading, writing, speaking, and comprehension of skills in English; and
 - ii. Mathematics skills; and
 - b. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship; **AND**
5. Can deliver the above (points 1 through 4) within the context of Integrated English Literacy and Civics Education¹.

29 USC §3271

DWD is making available \$600,000 for this purpose².

¹Point 5 was added by DWD and does not appear in 29 USC §3272.

² Applicants may apply for up to \$600,000 state wide to offer IELCE services in program year 2020 (July 1, 2020 – June 30, 2021). This amount is contingent on the finalized funding made available to DWD by the US Department of Education.

Integrated English Literacy and Civics Education

WIOA Title II (29 USC §3333) (34 CFR Part 263 subpart G) defines Integrated English Literacy and Civics Education as:

Education services provided to English language learners who are adults, including professionals with degrees 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*³ include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship, civic participation, and *may* include workforce training⁴.

Services fundable through Indiana’s IELCE grant include:

1. Academic instruction in literacy and English language acquisition (“ELA”)—reading, writing, speaking, and comprehending the English language;
2. Instruction on the rights and responsibilities of United States’ citizenship and civic participation⁵; and may include
3. Workforce training^{6,7}.

(34 CFR §463.33)

Adult Education and Literacy Activities

WIOA Title II defines adult education and literacy activities as:

- a. Programs, activities, and services that include adult education, literacy activities, English language acquisition services, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

29 USC §3272

English Language Acquisition Programs

ELA programs are defined as a program of instruction:

- a. That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension in the English language; and

³ Emphasis added.

⁴ Workforce training *must* be offered; however, any IELCE eligible individual must be able to opt out of the workforce training component of an IELCE program.

⁵ This is a statutory requirement of the IELCE programs funded through WIOA Title II. By accepting IELCE funding awarded as a result of this grant application process, the applicant organizations acknowledge that any IELCE curriculum will include instruction on the responsibilities of United States’ citizenship and civic participation.

⁶ See the IET portion of this RFA document.

⁷ Workforce training *must* be offered; however, any IELCE eligible individual must be able to opt out of the workforce training component of an IELCE program.

- b. That leads to:
 1. Attainment of a secondary school diploma or its recognized equivalent; and
 2. Transition to postsecondary education and training; or
 3. Employment

(34 CFR §463.31)

Integrated Education and Training Activities

WIOA defines integrated education and training as:

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

29 USC §3272

Eligible providers⁸ who are awarded IELCE funding are required to offer an IET component along with instruction in reading, writing, speaking, and comprehending the English language; however, eligible individuals participating in IELCE programs must have the opportunity to opt out of this IET component.

While the United States Department of Education (“US DOE”) states that the IET component of an IELCE program can be met by:

1. Co-enrolling participants in integrated education and training... that is provided within the local or regional development area from sources other than §243 (29 USC §3333); or
2. Using §243 (29 USC §3333) funds to support integrated education and training activities...⁹

Indiana requires IELCE providers use IELCE grant awards to fund the IET component of any WIOA Title II funded IELCE program.

⁸ See eligible provider section of this RFA document.

⁹ See: https://secure.novaresearch.com/conferences/Payment/ASDM2016/Pres/ASDM_2016_IELCE.pdf last retrieved January, 28, 2020.

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 period¹⁰, 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

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^v, 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;

¹⁰ 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.

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
ABR 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
Overall Targets	50%	TBD

Grant History

Organizations that have received adult education (“AE”) or IELCE grant awards in previous grant competitions are not guaranteed funding as a result of this grant competition. Applicants not awarded funds in previous AE or IELCE 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.

Funding

Grant Period

DWD will award multi-year IELCE grants on a competitive basis, beginning with in program year (“PY”) 2020 (July 1, 2020 through June 30, 2021), and ending PY2023 (July 1, 2023 through June 30th 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

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 Allocation

Administrative Costs

Indiana requires that no more than five percent (5%) of the total amount awarded to grantees 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 Act¹¹ (“ADA”) and DWD’s commitment to equal opportunity¹², 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.

General Education Provisions Act

Applicants requesting WIOA Title II/AEFLA funding as part of this of the PY2020-2021 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 application¹³¹⁴.

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-grantee with local WDBs.

¹¹ See <https://www.ada.gov/pubs/adastatute08.htm> last retrieved October 15, 2019.

¹² See <https://www.in.gov/dwd/eo.htm> last retrieved October 15, 2019.

¹³ No exceptions to the GEPA requirement can be made, as a GEPA plan is required by federal law for all entities receiving AEFLA funding.

¹⁴ 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:

Event	Date
RFA Issued	Friday, February 14, 2020
RFA Questions Due	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

DWD Adult Education Grants Manager	Email
Scott Mills	smills1@dwd.in.gov
DWD Adult Education Grants Coordinator	Email
Donna Lovelady	Dlovelady@dwd.in.gov
Application and RFA Question Submission	
AdultEd@dwd.in.gov	

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 length¹⁵;
4. Be submitted electronically; and
5. Include all of the following:
 - a. Part I: Program information and cover sheet **embedded in the narrative**¹⁶;
 - i. Complete and submit the IELCE funding allocation document (PY20 IELCE FUNDING WORKSHEET.xls)
 - b. Part II: Narrative:
 - i. Demonstrated effectiveness data template (submitted separately);
 - ii. GEPA plan (submitted separately and in .pdf or .doc format);
 - iii. The narrative responses to all considerations that apply to the applicant;
 - c. IELCE Partnership attachment¹⁷ (submitted separately);
 - d. Itemized budget attachment (submitted separately);
 - e. Signed assurances document (submitted separately); AND
 - f. Signed administrative cap waiver, if the applicant is requesting more than five percent (5%) of their 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;
 - 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 requests¹⁸.
3. Exceeding the application's maximum allowable length¹⁹ **will** result in the non-consideration of any application material over the stated maximum length.

¹⁵ 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.

¹⁶ If the program information and cover sheet are not embedded in the grant narrative document, they **will not** be reviewed.

¹⁷ 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.**

¹⁸ Federal law **mandates** that no exceptions to this notice be made.

¹⁹ 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.

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**.²⁰

Part I: Program Information/Cover Sheet

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

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

²⁰ 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.

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

Indicate the total amount of IELCE funds the applicant is requesting as part of this grant application in the table below:

Total Amount of Funds Requested

Funding Allocations Document

Applicants must complete and submit the IELCE funding allocations document (PY20 IELCE FUNDING WORKSHEET.xls)

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).

Annotated Partnership Attachment

Complete and submit an annotated partnership list using the annotated partnership attachment (PROVIDER NAME_IELCE Partnership_PY20_RFA.xls).

Waivers and Assurances

Complete and submit the waiver (PROVIDER NAME Grant Administration Waiver_IELCE PY20.xls) and assurances (PROVIDER NAME Assurances_IELCE PY20.doc) attachments.

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

Attach your narrative response to the GEPA consideration (Consideration XIV) as a separate document²¹ (.doc or .pdf format). Use the following naming convention for GEPA plan submissions: PROVIDER NAME GEPA_IELCE PY20.doc or .pdf.

²¹ Does not count towards the narrative length maximum.

Part II: Narrative

In the narrative section all applicants must:

1. Provide a cover page and table of contents embedded within the narrative response portion²²;
2. Use 12 pt. font;
3. Be double spaced;
4. Use 1-inch margins; and
5. Not to exceed thirty five (35) pages in length while answering narrative questions.

Summary

The narrative questions listed below are based on the thirteen (13) statutory considerations from WIOAS and the Adult Education and Family Literacy Act (AEFLA) (29 USC §3321) (**I-XIII**), one (1) statutory consideration from the General Education Provisions Act²³ (20 USC §1232g) (**XIV**), and four (4) additional state considerations (**XV-XVIII**).

These considerations apply to **all applicants** requesting IELCE funding as part of this grant competition.

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-XV

All applicant organizations should complete all questions listed under each consideration. All applicant organizations should address **Consideration XIV** [General Education Provisions Act (GEPA)] in as a separate attachment (.doc or .pdf formats)²⁴

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**

²² Does not count towards the narrative length maximum.

²³ The narrative response to **Consideration XIV** should be attached as a separate .doc or .pdf file. Failure to include this attachment will result in the non-consideration of the submitted application.

²⁴ Failure to attach a narrative response to **Consideration XIV** [General Education Provisions Act (GEPA)] **will** result in the non-consideration of the submitted application. This will result in a denial of a funding award as part of this RFA.

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 used 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 all eligible individuals who desire to participate in IELCE programs will be served.
4. Describe the applicant's outreach plan for PY2020.

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.²⁵ This includes students who may not have received an individualized education plan ("IEP") prior to enrollment in adult education.
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:

²⁵ The [TABE test](#) is a 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.

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.²⁶

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).²⁷
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 AE 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.

²⁶ 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.

²⁷ In cases where the applicant is applying for funding under multiple regional plans answer this question individually for each region

Consideration V

(5) Whether eligible provider's program:

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

1. Describe the applicant's planned enrollment and class schedule. Be specific.²⁸

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).

²⁸ 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 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 and/or IELCE 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 a pathway to sustainable wages.
2. Describe the roles of career counselors and life coaches in the applicant’s educational plan.
3. Complete and submit the annotated partner attachment (PROVIDER NAME_IELCE 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.**
4. DWD **mandates** that applicants awarded funds as part of this RFA use academic and career coaches²⁹. 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 people employed in this role.

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.

²⁹ DWD requires academic and career coaches employed by Indiana’s WIOA Title II providers hold **at least** a bachelors degree.

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;

General Education Provisions Act (GEPA) Consideration

Consideration XIV

(14) Whether the applicant is in compliance with 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.**

(29 USC §3321)

1. Attach a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program³⁰ (.pdf or .doc format). This attachment does not count towards the RFA narrative length maximum³¹.

Indiana Considerations**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 an IET is offered:**
1. Describe the type(s) of integrated education and training services the applicant currently offers, 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.

³⁰ 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.

³¹ 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.

Integrated Education and Training Considerations

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 as they relate to the IET component of the applicant's proposed IELCE program.

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.
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 (basic skills remediation, workforce preparation, and workforce training) 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.

Consideration XVII

(17) 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 both the state, and the local communities the applicant intends to serve? This includes the ability to adapt to a rapid increase in demand for AE services.
2. Describe the applicant's plan to accommodate increased demand for English Language Acquisition ("ELA") services—in the event of national, state, and local economic changes.

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

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

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

^{iv}**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.

^v**Secondary school credentials** are defined as a high school diploma (HSD) or its equivalent (HSE).