
Adult Education and Family Literacy Act (AEFLA)

Request for Proposal

AEFLA Grant Information Package

Title II-Workforce Innovation and Opportunity Act

Adult Education and Family Literacy Act

Sections:

- 231
- 225
- 243

July 1, 2022 to June 30, 2027 (Renewable)

Idaho Career & Technical Education
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Boise, ID 83702

Section I:	General Information and Instructions for Submission
Section II:	Application Assurances: The Application, Narrative, & Budget
Section III:	Resources & Policies: State Policies and Information Resources

Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014, is the first legislative reform of the public workforce system in 15 years. WIOA presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

Workforce Innovation and Opportunity Act 2014
<https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

34 CFR § 463: Adult Education & Family Literacy Act
<https://www.ecfr.gov/cgi-bin/text-idx?SID=79a188ec14b8ea0fee0ccc3c7b9fe257&mc=true&node=pt34.3.463&rgn=div5>

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SECTION I: GENERAL INFORMATION AND INSTRUCTIONS FOR SUBMISSION

PART I:

TYPES OF AWARDS

As the State Eligible Agency (SEA) for Adult Education and Family Literacy (AEFLA) funding, Title II of the Workforce Innovation and Opportunity Act (WIOA), Idaho Career & Technical Education (ICTE) is pleased to offer this Request for Proposal Information Package. This grant application is for a multiyear renewable grant beginning July 1, 2022 through June 30, 2027. Qualifying applicants may have grants renewed at the beginning of each subsequent year in the cycle, but cannot be extended beyond the cycle. 34 CFR § 463.20(a)

Grant: Competitive, multi-year grants to eligible providers to develop, implement, and improve adult education and literacy activities within the state.

Required Local Activities:

Use the grant to establish or operate programs that provide adult education and literacy activities, including programs providing such activities concurrently. WIOA Section 231 (b) AEFLA Type of Services offered: All three categories of services will use the same application, with additional information required.

- Adult Education and/or English Language Acquisition Activities including Civics Education (**Sec. 231**) AEFLA – Adult Education RFP Narrative and required forms.
- Corrections Education and Education for Other Institutionalized Individuals (**Sec. 225**) AEFLA - Adult Education RFP Narrative and required forms, including information specific to this service as discussed in the Corrections Education and the Education of Other Institutionalized Individuals application instructions.
- Integrated English Literacy and Civics Program (**Sec. 243**) AEFLA - Adult Education RFP Narrative and required forms, including information specific to this service as discussed in the Integrated English Literacy and Civics Education application instructions.

PART II: GENERAL INFORMATION

STATE PARTIES

The Administrator of ICTE is empowered to be the signatory on all grants, contracts, agreements, or modifications pertaining to this project. Such agreements, etc., not bearing this signature or that of a designee are invalid insofar as contractual relations between the State and Grantee are concerned.

Clay Long

State Administrator

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NOTE: *The following application is a State proposal. Unless otherwise indicated as State requirements, all requirements are federal requirements. Federal requirements come from the Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA), Code of Federal Regulations (CFR) Parts 462 and 463, and the Uniform Guidance (2 CFR Part 200). Where there is a specific reference it will be marked with (State).*

ADULT EDUCATION FAMILY LITERACY ACT DEFINITIONS & REGULATIONS (AEFLA SEC. 203) **See Attachment #1**
page 42.

INTRODUCTION

Idaho Career & Technical Education, as required by the Workforce Innovation and Opportunity Act (WIOA) is conducting a competitive Request for Proposals (RFP) to award multi-year renewable grants to eligible agencies for the provision of WIOA Title II Adult Education and Family Literacy Act (AEFLA) services. These adult education and literacy programs, activities, and services are defined in this RFP document.

PURPOSE & GOALS

The purpose of the Adult Education and Family Literacy Act (AEFLA) is to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—

- (a) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (b) Assist adults who are parents or family members to obtain the education and skills that—
 - (1) Are necessary to becoming full partners in the educational development of their children; and
 - (2) Lead to sustainable improvements in the economic opportunities for their family;
- (c) Assist adults in attaining a secondary school diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways; and
- (d) Assist immigrants and other individuals who are English language learners in—
 - (1) Improving their—
 - (i) Reading, writing, speaking, and comprehension skills in English; and
 - (ii) Mathematics skills; and
 - (2) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

DIRECT AND EQUITABLE ACCESS

The State must ensure all applicants have direct and equitable access to apply in this competitive grant application process. (*section 231(c)(1) of WIOA and 34 CFR § 463.20(c)(1)*). The State must also use the same grant announcement process for all eligible providers. (*section 231(c)(2) of WIOA and 34 CFR § 463.20(c)(2)*).

PART III: ACCOUNTABILITY PRACTICES & THE NATIONAL REPORTING SYSTEM (NRS)

USING THE STATE DATA COLLECTION SYSTEM

To meet federal and state accountability requirements, eligible providers must agree to implement the following accountability practices:

- Use the Idaho data collection system, LACES by LiteracyPro, ITS to collect and report on programmatic & student data, specifically the program's progress in performance levels for Core Indicators of Performance and the standardized use of State approved assessments. (*State*)

- Pre and post assessments to track progress are to follow State protocols for testing (See Assessment Policy link under *Resources and Policies*) and must be entered into the LACES database in a timely manner. (State)
- Data quality begins at the initial data collection. Checks and diagnostics are to be performed after each batch of data is input into the LACES database with the goal of meeting the state target performance measures. (State)
- Data validation protocols as outlined in US Department of Education (USED) program memorandum 19-1 must be implemented. (See link in *Resource & Policy* section)
- Each provider will input information obtained from the Student Intake Form on each student attending the program. (State)
- Students are counted as a “participant” after 12 hours of attendance. Students attending less than 12 hours are counted as “reportable individuals.” Participants stopping out for 90 days or longer will begin a new period of participation if/when they return.

The data from each grantee is aggregated into the state database. From this data the National Reporting System (NRS) reports are produced and reported to the U.S. Department of Education – Office of Career Technical and Adult Education (OCTAE). The data from the states and territories is condensed and reported to Congress.

It is the grantee’s responsibility to ensure staff are fully trained in the implementation of the Idaho Assessment Policy, all assessment instruments, and the National Reporting System policies, procedures, and requirements as outlined in the LACES trainings and online manuals. Site license, technical support, and training are provided by ICTE. (State)

LACES TRAININGS (State)

LACES trainings are provided by LiteracyPro as needed. These trainings can be face-to-face or webinars. Additionally, archived training videos are available to all grantees.

REQUIRED STATE REPORTS (State)

Name of Report	
Quarterly Data Desk Audits	This report includes a summary of the successes, challenges, and enrollment data each quarter. This form is in the reporting Information section posted on the ICTE website and available on ICTE’s Education Portal.
Annual Narrative Report	An Annual Narrative Report guidance letter will be sent to all providers with an outline for the report and an in-person or virtual meeting will be conducted to discuss these guidelines.

ASSESSMENT POLICY AND DISTANCE LEARNING PROTOCOLS

According to [NRS Guidelines](#), the State has discretion to establish the standardized student assessment method used within the State, as well as procedures for progress assessment, and must develop a written statewide assessment policy. Only NRS approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by OCTAE.

The Code of Federal Regulations *34CFR462.40 (b)* requires each state to submit its assessment policy for review and approval at the time the NRS statistical report is submitted. This is done on a yearly basis. All funded providers must comply with Idaho Assessment Policy and Distance Education Guidelines. The approved Idaho Assessment and Distance Learning policy will be made available to approved providers.

CORE INDICATORS OF PERFORMANCE

AEFLA has established an accountability system requiring states to set specific measures for program performance on an annual basis. Accountability and transparency are now key within the workforce system. Adult Education measures employment and educational outcomes, as well as the program's effectiveness in meeting employers' needs. The six core programs report on the same six outcomes. At a minimum, programs responding to this RFP will be expected to meet the Idaho performance targets as part of their program outcomes in the appropriate areas below [Sec 116(b)(2)(A) I – VI]:

- (a) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- (b) The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- (c) The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- (d) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or recognized equivalent during participation in or within one year after exit from the program. (Participants who obtained a secondary school diploma or its recognized equivalent are included in the percentage only if they have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.)
- (e) The percentage of program participants who, during a program year, are in an education or training program leading to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
- (f) The indicators of effectiveness in serving employers.

All performance measure targets for Educational Functioning Levels and Performance Measure Outcomes are negotiated with OCTAE and will become available to grant recipients upon grantee approvals. However, a copy of the most recent

PART IV: CONSORTIA APPLICATIONS

IDCTE requires that Applicants must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single proposal on behalf of the consortium outlining a plan to provide adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency. The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact. The lead agency is responsible for overseeing the implementation of all aspects of the grant, including project plan, grant project monitoring and data reporting, and fiscal management. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

Each member of a consortium must provide performance data to **demonstrate effectiveness** in:

- Academic level gains in the content areas of reading, writing, mathematics, and English Language Acquisition.
- Employment outcomes
- Attainment of Secondary School Diploma or its recognized equivalent.
- Transitions to Post-secondary Education/Training

Each consortia member must demonstrate its effectiveness in order to be an eligible provider and therefore part of an eligible consortium §463.24. A current and signed Memoranda of Understanding (MOU) needs to be in place between the members of the consortium.

PART V: COST GUIDELINES

LOCAL APPLICATIONS

In accordance with WIOA *Title II (Sec. 232)*, each eligible provider desiring a grant shall submit an application to ICTE (as the eligible agency) containing such information and assurances as the eligible agency may require, including a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

ICTE's required forms will be found in the *Application and Assurances section*. All funds are to be spent consistent with the AEFLA requirements.

AVAILABLE FUNDING (*State*)

Because of Idaho's large size, small population, and relatively low funding levels, the State provides grants for activities defined in Section 231 (Adult Education and Literacy, English Language Acquisition Activities, and Integrated Education and Training), on a regional basis, with one eligible provider per each of the State's six service regions. A single applicant may apply for grants in multiple regions, but must submit separate applications for each, and each regional application will be reviewed and considered separately. The amount of available funds for each region is determined in advance, and is based on census data regarding low-skilled populations in each region, historical service levels of each region, and historical funding levels for each region.

LOCAL ADMINISTRATIVE COST LIMITS

WIOA Section 233 states that at least ninety-five percent (95%) of an eligible recipient's federal grant award must be expended for adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for administrative costs. What activities are considered local administrative costs? 34 CFR§463.26

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 §678.420, including contributing to the infrastructure costs of the one-stop delivery system.

29 USC 3323 = WIOA Sec 233, 29 USC 3322 = WIOA Sec 232, and 29 USC 3151 = WIOA Sec 121

34 CFR. What are the requirements related to local administrative cost limits?

Not more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under Title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible agency may increase the amount that can be spent on local administration. In such cases, the eligible provider must negotiate with the grantee to determine an adequate level of funds to be used for non-instructional purposes.

ICTE requires the applicant to submit a 'Waiver Request to Increase Administrative Costs'. The administrative costs include all costs not directly related to student services. ICTE will use this to initiate the negotiation of the new percentage. (*State*)

SUPPLEMENT, NOT SUPPLANT

In accordance with WIOA Title II (Sec. 241), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

GRANT DURATION

In accordance with WIOA Title II (Sec. 231), ICTE shall award multi-year renewable grants under this competition. First year funding awards to selected providers will cover the fiscal year period of July 1, 2022 to June 30, 2023. After the initial year of funding, grantees are required to reapply utilizing a continuing grant application which will be disseminated to existing providers in the spring of each year for five consecutive years ending June 30, 2027.

Therefore, performance level projections and budgets submitted in response to this RFP should cover the initial year from July 1, 2022 to June 30, 2023. Costs incurred prior to grant approval will not be funded through the award.

NOTE: *Continued funding is contingent on the availability of funds as well as performance. Selected providers will be continued for subsequent years if WIOA is continued by Congress, and are required to complete an annual non-competing continuation application.*

PROGRAM INCOME

Program income is defined as gross income received by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Funds so earned may be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to ICTE. Local providers charging fees must use the program income generated by adult education funds for allowable costs to the adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. Fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Fees collected must be used by the AEFLA program during the year they are collected and may not be used as general funds of the applicant organization. All program income for the year must be reported on the Fiscal Financial Reports (FFR's) submitted at year end as the State is required to track these funds for reporting purposes.

PART VI: APPLICATION INSTRUCTIONS (State)

PREPARING & SUBMITTING THE APPLICATION

All applications must be received by 5 pm Mountain Standard Time, Thursday March 31, 2022.

The application packet is formatted as a Word document. Applicants should save the Word document locally on their computer or network, using the naming convention listed below. Responses to application questions should be typed directly into the Word document in the designated areas. Application documents should be named as follows:

File naming convention: FY23_WIOA Title II_Applicant Name

Pages for the narrative sections must be formatted to include:

Typed Calibri 10-point normal font

Normal Margins

Double Spaced

Answers must not be italicized or in bold

Do not change the order of the grant application

Handwritten applications will not be accepted
 When applicable, use an "X" to mark your selection
 Provide clear and concise responses
 Do not insert photos, charts or graphs into the body of the application

Completed applications, with appropriate attachments, must be submitted by email to the contacts listed below. A reply email regarding receipt of your application will be sent by the next business day stating that your application was received.

Send to: Korey Mereness, State Coordinator for Adult Education
Korey.mereness@cte.idaho.gov

Copy: Rae Thomas, rae.thomas@cte.idaho.gov

Subject Line: FY22 WIOA Title II Grant Application [Applicant Name or Abbreviation],

SCHEDULE OF EVENTS

The following schedule of events is subject to change at the discretion of ICTE:

	Grant application materials are released. Announcement of funding opportunity posted to the ICTE website. RFP mailed upon request.	December 20, 2021
	Bidder's conference (optional)	January 13, 2022
	Grant application materials due by 5:00pm MST.	March 31, 2022
	Determination of demonstrated effectiveness	April 5, 2022
	Send to review panels for: a. Send application to Workforce Board for review, not scoring. b. Committee review of compliance to federal and state requirements and to score submitted applications and risk review. (Both due back by May 5, 2022)	April 7, 2022
	Announce grant recipients	May 19, 2022
	Program budgets due for grant recipients	June 2, 2022

Pertinent inquiries and questions submitted in writing along with responses will be included on the ICTE website at: <https://cte.idaho.gov/educators/college-educators/adult-basic-education/>

GRANT FUND USE & LIMITATIONS

FEDERAL FUNDS	
Grant Fund Name	Description of Activities
Corrections	Correctional programs may use funds to carry out activities as authorized under Section 225, including: 1. Adult Education and Literacy (as defined in part (b) above) 2. Special education, as determined by the eligible state agency administering the grant 3. Secondary school credit 4. Integrated education and training 5. Career pathways 6. Concurrent enrollment 7. Peer tutoring and 8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Integrated English Literacy/Civics Education	A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. In order for a program receiving funds under Title II to offer such activities, they must allow students to access all three components concurrently. Title II funds cannot be used to provide workforce training in the absence of adult education and literacy activities.
STATE & FEDERAL FUNDS	
Grant Fund Name	Services/Activities
Adult Education	<ul style="list-style-type: none"> • <i>Adult education;</i> • <i>Literacy;</i> • <i>Workplace adult education and literacy activities;</i> • <i>Family literacy activities;</i> • <i>English language acquisition activities;</i> • <i>Integrated English literacy and civics education;</i> • <i>Workforce preparation activities; or</i> • <i>Integrated education and training</i> <p>See WIOA 203(2).</p>

**No more than twenty percent (20%) of federal funds may be used in correctional settings. The State is not required to spend the full 20% on corrections education.*

BIDDERS' CONFERENCE & FUTHER INFORMATION (Optional)

A Bidder's conference will be advertised with a Public Notice and will be held on January 13th from 9:00 a.m. to 11:00 a.m. ICTE staff will be available to answer questions regarding application procedures, proposal format and funding requirements. A PowerPoint presentation of information covered during the Bidders Conference will be available on the ICTE website.

DISPOSITION OF APPLICATIONS

Applicants will be notified of the acceptance or rejection of their proposals within approximately eight weeks of the submission deadline date. If a proposal is selected for funding, a grant will be initiated by ICTE. Notification of the grant award will be issued by ICTE. The level of funding and effective dates of the project will be set forth in the notification of the grant award. Ineligible applicants will be notified within two weeks of submission by letter.

GRANT AWARDS

ICTE must make grant awards under this appropriation without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint.

Non-Appropriation of Funds

All awards are subject to the availability of Federal and State funds. Grants are not final until the award letter is executed.

Obligations of ICTE shall cease immediately if the Idaho State Legislature or the Governor fails to appropriate, or otherwise make available funds for the contract. ICTE will use its best efforts to secure sufficient funding to cover the proposed grant, and notify the provider immediately of any funding insufficiency.

PROPOSAL COVER

A template for the cover page is provided in the *Application and Assurances* section. The cover page has two (2) pages and must contain all the required information, the signature of the authorized official of the submitting agency or institution, date, contact information of fiscal agent and AE program director or coordinator. The second

page contains the types of grants for which the agency is applying. You will have one cover page for your application.

GENERAL AND PROGRAM ASSURANCES

The General and Program Assurances form is provided in the *Application and Assurances* section. There are General Assurances and specific Adult Education Program Assurances. This includes certifications and debarment information. The form has two (2) signature lines which must contain the required signatures and dates. Applicants who submit multiple applications need to submit **one** set of 'Assurances' for the applicant organization.

GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

NOTICE TO ALL APPLICANTS

The purpose of this provision is to inform potential providers of the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application. *Attachment A1* must be used to address these requirements.

To be eligible for a grant, Demonstrated Effectiveness (WIOA AEFLA 34CFR Part 463.24) for all applicants must be met:

WIOA regulations require that applicants provide:

- (a) performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the content domains of reading, writing, mathematics, and English Language Acquisition.
- (b) information on *outcomes* of participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to post-secondary education/training.

Previously funded applicants under WIOA are required to provide performance data under *section 116* to demonstrate effectiveness in the areas listed above. An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving *outcomes* listed in §463.24.

The State will review **Demonstrated Effectiveness** by reviewing two-year trends in performance data in each of the aforementioned categories.

Applicants are required to complete this pre-screening process for AEFLA funds. To be eligible for a grant, applicants must demonstrate effectiveness by providing data as outlined in Attachment *DE.1* or Attachment *DE.2*.

ICTE will utilize both the narrative and the information provided in Chart DE.1.1A or DE 1.1B to determine whether the applicant has demonstrated effectiveness. Eligibility will be based upon a 'yes'/'no' determination where:

Yes indicates the applicant has submitted data demonstrating effectiveness in the areas shown below and met a minimum of an overall 15% achievement on Measureable Skill Gains:

- Academic level gains in the content areas of reading, writing, mathematics, and English as a Second Language
- Employment outcomes
- Attainment of Secondary School Diploma or its recognized equivalent.
- Transitions to Post-secondary Education/Training

Applications which meet the above criteria will have demonstrated effectiveness and will pass the pre-screening process.

No indicates the applicant has not demonstrated effectiveness in serving eligible individuals. Grant applicant will not be forwarded to committees for considerations in funding.

Applications that meet the '**Demonstrated Effectiveness**' requirement will be reviewed, scored and considered for funding. Applications that do not result in a determination of demonstrated effectiveness will not be further considered for funding and will be notified within two weeks of submission by letter.

For each Consortium application, provide the following: (State)

1. Identify the name of each partner in the consortium.
2. Describe the responsibilities of each partner in detail.
3. Provide a clear organizational chart for the consortium.
4. Include a copy of the Memorandum of Understanding (MOU) identifying the Consortium and detailing the responsibilities of the Consortium and each partner.
5. Identify the name of the fiscal agent for the consortium.
6. Identify the dollar amount each partner of the Consortium will receive and how those funds will be used to support the goals of the Consortium.

Consortium Signature

Signature of Agency Head	Date of Signature
Signature of Program Director	Date of Signature
Signature of Fiscal Agent	Date of Signature

13 CONSIDERATIONS FOR FUNDING TITLE II PROGRAMS **See Attachment #2**

Description of Budget Categories, Reimbursements & Revisions to Budget

Once ICTE has determined who will be awarded a grant, a revised budget may be required. The final budget will align with the application review comments and the budget awards. No grant funds can be reimbursed until a final budget has been received and approved. Examples of the types of expenses included in each category are listed below for guidance only. The budget narrative should provide enough detail so the appropriate category can be confirmed. If an increase in administrative costs above the five percent (5%) limit is being requested, complete the Request Waiver to Increase Administrative Costs. These waivers will be reviewed by a state team and a decision of approval or denial will follow.

Allowable Costs

All expenditures must be necessary, reasonable, and allocable to the grant program. For more details on allowable costs for all federal grants refer to EDGAR Part 76 and 2 CFR Part 200. A limited sample of allowable and unallowable costs is included in the Resource and Policy section.

Salaries

Amounts paid for personnel services for both permanent full and part-time, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the school district/college/agency/organization.

Employee Benefits

Amounts paid on behalf of employees; generally, these amounts are not included in the gross salary, but are in addition to salaries. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services. The benefits for health coverage for full-time benefited employees at community colleges are **not** to be included on the budget if at least 5% of the salary comes from a non-federal source.

Other Purchased Services

Other purchased services are amounts paid for services rendered by organizations or personnel not on the payroll of the Adult Education program (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Supplies

Amounts paid for items consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items not contributing to a program's fixed assets, as evaluated by the provider's fixed assets policy, may be coded as supply items, or may be coded as non-capital equipment.

Equipment

Expenditures in this line item include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment of \$5,000 or greater cost per item. Expenditures are to be used solely for adult education services. All items in this category must be clearly explained and detailed in the Budget Detail Sheet. Programs must maintain an up-to-date inventory of equipment.

Budgets

Applicants should fill out, print, sign and scan the appropriate Excel file for each budget. These excel files are posted in along with the other application materials (<https://cte.idaho.gov/wioa-title-ii-grant/>). Please note that each budget template contains three tabs along the bottom. The first tab contains instructions for filling out the budget template, including instructions on calculating FTPs for salaries. The second tab contains the Budget Summary and the third tab contains the Budget Narrative. The totals in the Budget Summary are calculated based on the entries into the Budget Narrative.

Once completed, programs should print both the Budget Summary and Budget Narrative. The Budget Summary should be signed, then both sheets scanned and submitted as a single attachment with the application. Budget files should follow the naming conventions as appropriate.

- "FY23_WIOA_Program_Budget_ApplicantName"
- "FY23_WIOA_Admin_Budget_ApplicantName"
- "FY23_WIOA_Leadership_Budget_ApplicantName"

Program Budget

Applicants should use the Excel file titled *FY23 WIOA Programs Budget*. This budget should include any direct cost that will be applied to the grant for the purpose of carrying out program activities, such as instructor salaries, classroom materials, travel for the purpose of providing instruction, and other expenses directly related to the provision of services to eligible students. Equipment is allowable, but must meet federal guidelines. Equipment is defined as having a per-unit cost of \$5,000 or more, with a useful life of at least one year. Computers and software are not considered equipment.

Administrative Budget

Applicants who also wish to use grant funds to support administrative costs of the program should use the Excel file titled *FY23 WIOA Admin Budget* and include any administrative expenses associated with carrying out the proposed activities that will be charged to the grant. Administrative costs should not exceed 5% of the total grant request unless negotiated with Idaho Career & Technical Education. Any indirect costs should be included in the administrative budget. Please refer to 2 CFR Part 200.413 for further detail regarding what constitutes a direct cost.

ICTE recognizes that responsible management of a region-wide program may require more than 5% of the grant be spent on administrative costs. Applicants who wish to exceed the 5% cap must complete the attached "Waiver Request to Increase Administrative Costs" prior to submission.

Per WIOA Title II Sec. 233(a)(2), administrative costs include:

- Planning and administration,
- Carrying out the requirements of WIOA Sec. 116 – Performance and Accountability (i.e. data management and reporting functions, including the cost of maintaining data systems),
- Professional development, (applicants should note that additional funds will be made available for professional development to selected providers and need not be budgeted in this application)
- Activities to support alignment with the state or local plan,
- Activities that support the fulfillment of One-stop partner responsibilities (this would not include direct costs associated with providing services, but rather the administration, coordination, and planning of such activities or functions).

REVISIONS TO BUDGETS

Successful applicants establish initial budgets for the year based on the allocations in their award letter. The Administrative Category contains administrative costs and professional development expenses. The Instructional Category contains costs associated with direct instructional services. Funds from the Administrative Category may be revised and moved to the Instructional Category but Instructional Category funds may not be moved to the Administrative Category. Send a revised budget to the AE State Office for approval prior to transferring funds.

RISK ASSESSMENT

All applications must have a risk assessment completed by ICTE prior to an award announcement. This will include an evaluation of performance, staff and financial risk.

PART VII: APPLICATION REVIEW AND EVALUATION PROCESS

All proposals will be received in the ICTE office by March 31, 2022. Each proposal will be reviewed by two teams of independent reviewers involving a standardized process using the evaluations found in the *Resource and Policy* section.

APPLICATION PRE-SCREENING PROCESS

All grant application packages received will be pre-screened prior to review to verify that the following criteria have been met:

- The Application is submitted and received by the required due date
- Evidence of **Demonstrated Effectiveness** in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided
- The required Application components, forms, and cover sheet are submitted per ICTE's checklist in the Application and Assurances section with applicable signatures

There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants not recommended for funding will be notified and may reapply in future grant competitions.

An **Alignment** team consisting of three members of the Idaho Workforce Development Council will be reviewing for alignment of the application to the Idaho Combined State Plan and alignment to Statewide Initiatives. In the 13 Considerations section, Considerations 1, 4, and 10 will be read by the Alignment team as designated by the Workforce Development Council in collaboration with ICTE. This team will be instructed to read the applications and make recommendations to improve the alignment to the WIOA Combined State Plan. *34 CFR § 463.21(b)(2)* Members will not have a conflict of interest in this process. Recommendations from the Alignment Team will then be considered by ICTE when determining the extent to which the application addresses the required considerations *34 CFR § 463.21(b)(2)*

The second team is the **Quality** team which will consist of an independent panel of reviewers from the field of Adult Education. They will review the application for compliance to the state's RFP application and WIOA requirements, completeness, and inclusion of all requested forms and budgets. This team will score and rank the applications. Members will not have a conflict of interest in this process.

The State AE office (ICTE) will apply the funding formula, check for signatures, DUNS number, and determine awards.

SELECTION PROCESS

The following steps will be taken in the selection process in awarding grants:

1. Ranking and recommendations will be reviewed.
2. A risk analysis will be completed on each applicant.
3. Grant formula funding will be applied and funding levels established.
4. Awards announced with any revisions required of the applicants determined by ICTE.

SECTION II: APPLICATION ASSURANCES: THE APPLICATION, NARRATIVE, & BUDGET

Adult Education and Family Literacy ACT (AEFLA) 2021-2026 Renewable Grant Cover Page for Initial Year in the Cycle: 2021/2022

COVER PAGE (State) <i>(Complete and attach as the first page of the application.)</i>	
Program Name:	DUNS #:
County:	
Mailing Address:	
Telephone:	Email:

Website Address (URL):	
Name of Fiscal Agent's Authorized Representative:	
Mailing Address:	
Telephone:	Email:
AE Program Director:	
Mailing Address:	
Telephone:	Email:
Agency or Institution's Authorized Agent:	
Mailing Address:	
Telephone:	Email:
Type of Organization (<i>Select the type of agency that describes the applicant organization</i>)	
<input type="checkbox"/> Local Education Agency (LEA) <input type="checkbox"/> Community or Faith Based Organization <input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other: _____	<input type="checkbox"/> Public or Private Nonprofit Agency <input type="checkbox"/> Library <input type="checkbox"/> Public Housing Authority <input type="checkbox"/> Consortium of Eligible Organizations <input type="checkbox"/> Partnership with Business & Eligible Org.
Amount Requested: Indicate the total amount of funds being requested for the initial year of the grant cycle:	
2022-2023	\$ _____

PROJECT FUNDING BY PROGRAM TYPE

There are three types of funding opportunities within this grant. Please indicate the type(s) of funding for which you are applying.

- ☐ ABE (WIOA, Section 231)
\$ _____ requested
- ☐ Corrections Education and the Education for Other Institutionalized Individuals (WIOA, Section 225)
\$ _____ requested
- ☐ Integrated English Literacy and Civics Program (WIOA, Section 243)
\$ _____ requested

Per 2CFR Chapter I part 25 and the Office of Management and Budget guidance on FFATA Sub-award and Executive Compensation Reporting issued on August 27, 2010, Awards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to Idaho Career & Technical Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

Please note: Applicants must obtain all signatures before submitting the application.

GENERAL AND PROGRAM ASSURANCES See **Attachment #3** page 42.

PART I: PRE-SCREENING OF APPLICATIONS

DEMONSTRATED EFFECTIVENESS

Applicants must answer each of the following as directed in the General Information & Instructions Section.

Demonstrated Effectiveness Cover Page

State of Idaho
Idaho Career & Technical Education
Adult Education
DEMONSTRATED EFFECTIVENESS
Request for Proposals 2022-2027 (Renewable)
Competitive Renewable Grant Competition for
Adult Education and Family Literacy Act (AEFLA) (WIOA sec. 231)

Applicant's Organization Name:	
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Part I: Application Materials

Instructions:

Previously funded applicants:

- Complete chart **DE 1.1A** with two years of statistical program data See **Attachment #4** page 42
- You may utilize data from the LACES database, this data may be verified by the state

Not previously funded applicants:

- Complete chart **DE 1.1B** with two years of statistical program data See **Attachment #4** page 42

All applicants:

A narrative describing successes in improving content area skills (Item #1) and outcome measures (Item #2) must not exceed four pages.

Item #1: Applicants must provide data on improving skills of eligible individuals in the following content area:

- Reading
- Writing
- Mathematics
- English Language Acquisition

Item #2: Applicants must also provide information on participant outcomes within one year of exit in:

- Employment
- Attainment of secondary school diploma or its recognized equivalent
- Transition to post-secondary education and training

PART II: NARRATIVE**Consideration #1: Responsiveness to Need**

WIOA AEFLA Section 222(a)(1), Section 231(e)(1) and; Section 232

The following criteria are based on the thirteen considerations (34 CFR §463.20) IDCTE is required to consider when awarding AEFLA funds, WIOA Sec. 231. Each consideration is a part of the quality review. Please provide a detailed response for each of the following:

- 1.1) Describe the scope and specific intent of the applicant and how the applicant will be responsive to the regional service area's economic needs identified in the WIOA Combined State Plan.
- 1.2) Describe how the applicant will provide services to individuals most in need of adult education and literacy activities including individuals a) who have low levels of literacy skills and b) who are English Language Learners (ELL).
- 1.3) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the AEFLA title.
- 1.4) Describe how the applicant will provide services to meet the state's performance targets.
- 1.5) Describe how the applicant will fulfill their responsibility as a One-Stop partner.
- 1.6) A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy services.
- 1.7) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate.

Complete the General Education Provisions Act (GEPA) form (*Attachment A1*) ensuring equitable access to education and promoting educational excellence. If the applicant is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider.

Consideration #2: Serving Individuals with Disabilities

WIOA AEFLA Section 231(e)(2) and (9) and Section 232

- 2.1) Describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities (include approaches and strategies).
- 2.2) What collaborative agreements are in place to help individuals with disabilities?

Consideration #3: Past Effectiveness and Measurable Goals

WIOA AEFLA Section 231(e)(3) and WIOA Section 116(b)(2)(A)(i)

- 3.1) Describe your program's operation and history of successfully providing adult education and literacy services to eligible adults for the past two consecutive years.
- 3.2) Describe previous experiences, past successes, and unique qualifications to serve eligible adults with references to the specific population your program proposes to serve (individuals at the lowest levels of literacy, English language learners, adults seeking a high school diploma, local institutionalized individuals, incumbent workers, families, out of school youth, etc.).
- 3.3) Describe your program's past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them.

Consideration #4: Local Plan and One-Stop Alignment

WIOA AEFLA Section 23(e)(4) and WIOA Section 108 and 121 (b)(1)(A)

- 4.1) Describe how the applicant demonstrates alignment between proposed Adult Education activities and services and the activity and services of the one-stop center.
- 4.2) Describe how the applicant contributes to infrastructure costs according to 34 CFR § 463.700.

Consideration #5: Intensity, Quality & Duration

WIOA AEFLA Section 231(e)(5)(A)(B)

- 5.1) Describe how the applicant's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.
- 5.2) Describe the instructional practices that will be utilized to assure students' instructional level gains include the essential components of reading instruction.
- 5.3) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks.
- 5.4) Describe how the applicant will offer flexible schedules, distance learning, and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.

Consideration #6: Effective Educational Practices

WIOA AEFLA Section 231(e)(5)(b) & (e)(6) and 203 (8)

- 6.1) Provides evidence that the essential components of reading are incorporated into instruction.
- 6.2) Provides evidence that the applicant's activities include practices in content areas of reading, writing, mathematics, and English language acquisition as appropriate.
- 6.3) Provide evidence that the applicant's activities are based on a solid foundation of research and best practices derived from the most rigorous research available, including scientifically valid research and effective educational practices. Should mention College and Career Readiness Standards.

Consideration #7: Use of Technology

WIOA AEFLA Section 231(e)(7)

- 7.1) Describe how the applicant's activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.

Consideration #8: Integrated Education and Training

WIOA AEFLA Section 203(1) & 231(e)(8)

- 8.1) Describe the applicant's activities to provide learning in context, including through integrated education and training such as single set of learning objectives, career pathways, and occupational clusters
- 8.2) Describe bridge service patterns so students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship.

Consideration #9: Quality Staffing

WIOA AEFLA Section 231(e)(9)

- 9.1) Indicate the number of adult education/ELL trained staff who will be paid from this grant. Describe instructor onboarding process including pre-service, policy training, and mentoring services.
- 9.2) Describe specific efforts to recruit and retain qualified staff and volunteers (Note: the description must be more than “follow agency policy”).
- 9.3) Qualifications of Staff – An applicant’s activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this grant application. *WIOA AEFLA Section 231(e) (8)*
- 9.4) Describe your process for evaluating instructors and other program staff. How are these evaluations used to determine professional development needs and promote program improvement?

Consideration #10: Coordination of Support Services/Collaboration for Developing Career Pathways

WIOA AEFLA Section 231(e)(10)

- 10.1) Describe how the applicant coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of Career Pathways.
- 10.2) Describe how the applicant will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.

Consideration #11: Flexible Schedules and Coordination

WIOA AEFLA Section 231(e)(11)

- 11.1) Describe how the applicant’s activities provide flexible schedules and coordination with support services (DHW, IDOL, Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program.
- 11.2) Describe support services to be offered to program participants, including those made through a referral process.
- 11.3) Explain the process the program intends to utilize to make consistent referrals to community services providers so that participants are provided with full wrap-around services.

Consideration #12: Maintains High Quality Data Collection System

WIOA AEFLA Section 231 (e)(12)

- 12.1) Adult Education in Idaho uses LACES software for managing student information. Provide a brief description that the applicant will be able to comply with the minimum requirements needed to access and use the state data collection system.
- 12.2) Describe the process of data collection and data input and how often is it reviewed.

- 12.3) Describe what quality controls are used, what data is shared with instructors, and what triggers adjustments to instruction and assessments.
- 12.4) Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff. (State)
- 12.5) Describe how data quality and data validity are monitored. (State)

Consideration #13: English Language Acquisition (ELA) Need

WIOA AEFLA Section 231(e)(13)

- 13.1) Describe how the applicant will provide ELL services (assessment, instructional services, civics education, integrated employment, and training).
- 13.2) Describe knowledge of the regional need for English language acquisition programs and partnerships and how they will be used to meet outcomes. ICTE requires applicants to submit census or other data.

PART III: ATTACHMENTS (State)

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation

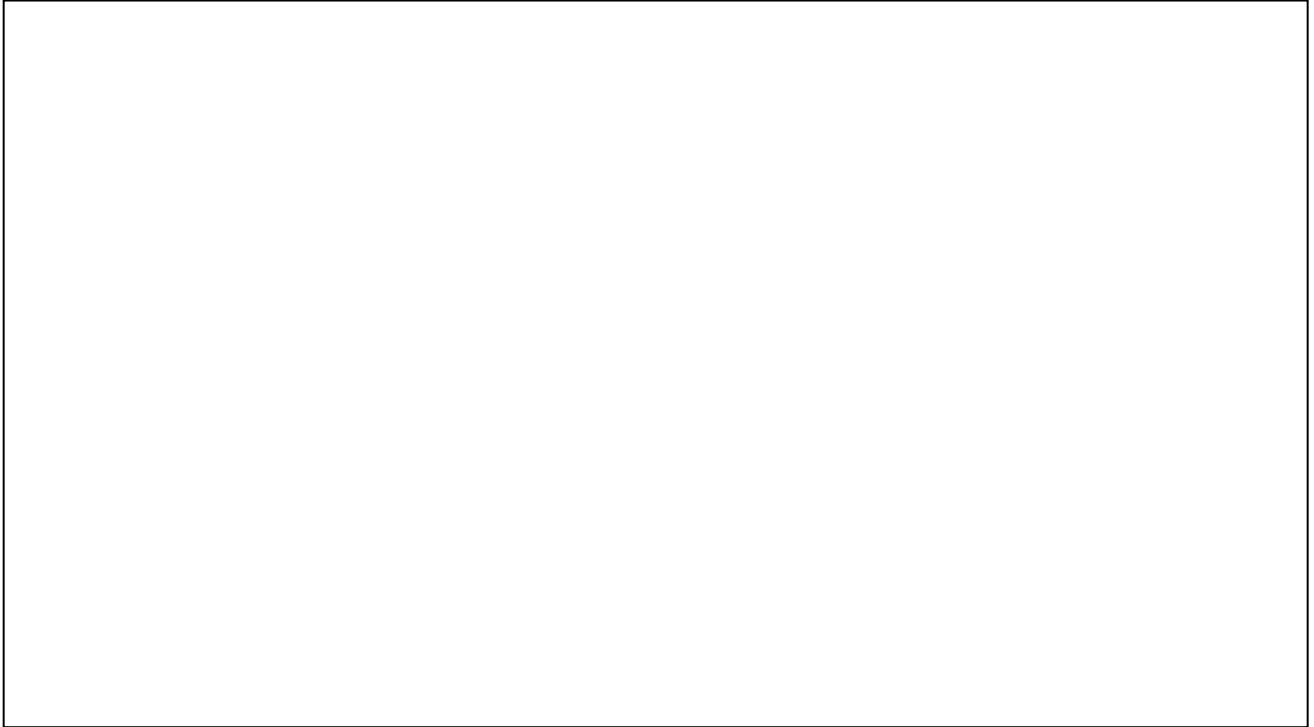
WORKFORCE INVESTMENT ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that _____ will ensure be taken
(Applicant)
should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access 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.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. Describe the steps to be taken to comply with the GEPA requirements. (Add more pages as needed.)



Director/Designated Appointee Signature

Date

CONFIDENTIALITY/NON-DISCLOSURE AGREEMENT
PARTICIPANT'S SIGNATURE PAGE

1. Contact Information: (Participant must complete top portion & sign at the bottom.)

Name (Printed): _____

Work Address: _____

City: _____

State: _____

Zip Code: _____

Telephone: _____

E-Mail Address: _____

2. By Participant's signature, Participant agrees to be bound by this Agreement that they hold in strict confidence and will not disclose any employment information contained within the LACES database. The Adult Education Program will consider any improper disclosure of any information considered confidential under federal or state law to be serious misconduct. All Participants are to be made aware that all information collected under the auspices of Adult Education can be used only for purposes outlined in the WIOA. Furthermore, individuals may be subject to civil penalties under the Privacy Protection Act of 1974 as amended by the Computer Matching and Privacy Protection Act of 1988 (5 USC Sec 552a), as well as subject to criminal penalties under the Confidential Information Protection and Statistical Efficiency Act of 2002 (Title V of PL 107-347), depending on the nature and extent of the disclosure.

A. Certification. The Participant agrees to be subject to the conditions of Confidentiality and Non-Disclosure Agreement.

3. This signature page is hereby incorporated into the Annual Grant Agreement and associated responsibilities until terminated.

AE PROGRAM DIRECTOR:

Signature

Date

PART IV: BUDGET FORMS (*State*)

FY 23 WIOA Programs Budget

FY 23 WIOA Admin Budget

FY23 WIOA Leadership Budget

Excel documents of these sheets are available at the following website:

<https://cte.idaho.gov/wioa-title-ii-grant/>

**Adult Education Family Literacy Act
Waiver Request for Administrative Costs to Exceed 5%
of Adult Education and Family Literacy Act Funds**

The applicant organization/agency, _____ requests a waiver to expend _____% of its Adult Education and Family Literacy Act budget for non-instructional costs for the year(s) provided under this grant application.

We the undersigned, acknowledge that 95% of the grant is expected to be used for instructional purposes unless a waiver is approved. One or both of the following categories must apply. We further understand that a waiver for administrative costs in excess of 5% of the budget amount will be granted only in exceptional circumstances.

(Check one or both statements, as applicable, providing rationale for the waiver requested.)

☐ The administrative activities relate to the achievement of AEFLA state goals to improve program quality and level of service as explained here:

☐ A 5% limit on administrative expenditures would not provide for sufficient planning, management, evaluation, or coordination, as explained here:

We provide these assurances and justifications with respect to this waiver request.

Director Signature

Date

Business Administrator Signature

Date

For State Use Only

A waiver for program year 2022-23

☐

is granted

☐

is not granted

Idaho Adult Education State Coordinator

Date

RFP: CORRECTIONS EDUCATION AND THE EDUCATION OF OTHER INSTITUTIONALIZED INDIVIDUALS

PART I: APPLICATION

The Idaho Career & Technical Education (ICTE) - Adult Education program operates under the Workforce Innovation & Opportunities Act (WIOA) in receiving and allocating federal funds for the implementation of adult education services to eligible individuals age 16 and older who are criminal offenders.

For the 201-22 program year, funds will be allocated to Adult Education programs requesting Corrections Education and Education of Other Institutionalized Individuals to develop, implement, and improve adult education and literacy.

GENERAL INFORMATION

Awards will be made to providers offering adult education services to correctional and other institutions (including prisons, jails, reformatories, work farms, detention centers, halfway houses, community-based rehabilitation centers, or any similar institution designed for the confinement or rehabilitation of criminal offender).

Approved applicants will be awarded a renewable (5 years) corrections grant.

FUNDING AVAILABLE

ICTE estimates \$123,300 of Federal AEFLA Section 225 funds will be available for instructional grants for Corrections Education and the Education of Other Institutionalized Individuals.

CORRECTIONS EDUCATION & OTHER INSTITUTIONALIZED INDIVIDUAL PROGRAM COMPONENTS

WIOA AEFLA Section 225 funds may be used for any of the following academic programs:

- Adult education and literacy activities
- Special education
- Secondary school credit
- Integrated education and training (IET)
- Career Pathways
- Concurrent enrollment
- Peer tutoring, and
- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

WIOA Section 225 (Corrections) Funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the *goal of reducing recidivism*. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.

Examples include:

- a. assisting incarcerated individuals to develop plans for post-release education program participation,
- b. assisting students in identifying and applying for participation in post release programs, and
- c. performing direct outreach to community-based program providers on behalf of re-entering students.

Funds may not be used for costs for participation in post-release programs or services.

Career Pathway services are to be provided that support achievement of the vision and goals articulated in the Idaho Combined State plan.

Priority of Services: Priority for services must be given to offenders who are *likely to leave the correctional institution within five years* of participation in the program.

Special Note for Programs Serving Institutionalized Individuals: Funds which are to be used for programs for criminal offenders in correctional institutions, or for other institutionalized individuals, can be academic programs in basic education, special education, English literacy, and secondary school completion. Providers of services to criminal offenders are required to give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. A “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders. (Section 225 (c) and (d))

PART II: PERFORMANCE ACCOUNTABILITY

Measurable Skill Gains for educational gain and high school equivalency attainment will be collected each year.

The LACES data collection system by Benchmark will be provided to successful applicants along with training. Training and support will be provided by the State in conjunction with LACES.

Part III: INSTRUCTIONS FOR APPLICATION

Note: If funding is available from other sources to provide skills training or postsecondary education, please describe these in the narrative under 13 Considerations and mark the response as applicable to section 225 funding.

Steps:

1. Complete the adult education application with answers specifically addressing the questions beginning on page 16, Part II Narrative, of this document.
2. Answer the following questions: (See page 40 for point ratings)
 - a. Describe which of the eight academic programs the applicant will offer.
 - b. Describe how the applicant will establish priority of services in the program.
 - c. Describe the educational programs to be offered for transition to re-entry and other post-release service with the goals of reducing recidivism.
 - d. Describe any integrate education and training that is available to eligible individuals.
3. Complete the Cover Page and check “Corrections” for type of Program
4. Complete the following:
 - a. GEPA Form
 - b. Demonstrated Effectiveness: Attachment DE.1 or DE.2
 - c. Program Budget Template
 - d. Admin Budget Template

RFP: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

PART I: GENERAL INFORMATION

Definition: IELCE is defined as “education services provided to English language learners, including professionals with degrees and credentials in their native countries, that enables such adults to achieve

competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include:

- 1) instruction in literacy and English language acquisition;
- 2) instruction on the rights and responsibilities of citizenship and civic participation; and
- 3) may include workforce training.”

Components: To meet the requirement that adult education and literacy activities, workforce preparation activities and workforce training be integrated, services must be provided concurrently and contextually such that:

- 1) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, and workforce training are EACH of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of ELIGIBLE individuals.
- 2) Occur simultaneously (at the same time over the course/scope of the program); AND
- 3) Whether IET is funded from Title I, Title II or other funding streams the Integrated Education and Training program must have a single set of learning objectives that identifies specific adult education content, specific workforce preparation activities and specific workforce training competences and the program activities are organized to function cooperatively.

Delivery of IET under Title II meets the requirement that the IET program be “for the purpose of educational and career advancement” if: (34 CFR 463.28)

- 1) The adult education component of the program is aligned with College & Career Readiness standards; and
- 2) The IET program is part of a career pathway.

Two options are available to meet the requirements of IELCE being provided in combination with IET.

- 1) Co-enrolling students in IET as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or
- 2) Using funds provided under section 243 of the Act to support IET activities as described in subpart D of the part.

NOTES:

1. Not all students receiving educational services under Section 243 will require employment related services.
2. Some students who have employment-related needs may not be adequately prepared for IET and may benefit most from more basic educational services in preparation for IET.
3. WIOA AEFLA Section 243 does not require all students enrolled in IELCE to be receiving IET services (meaning that students without credential attainment or employment related goals should not be dissuaded from participating in the program).
4. Grantees receiving funds under section 243 must offer an IET as part of the IELCE program. Thus, students for whom IET services are appropriate will have access to those services.
5. The training and combined education will be concurrent and contextualized instruction in a high demand industry or career cluster.

6. In accordance with the Act, focus will be placed on engagement of adult education and literacy providers, employers, and occupational trainers to assist adults in becoming literate and obtaining the knowledge and skills essential for employment and self-sufficiency.
7. The applicant will submit a design for the program including the in-demand industry or entrepreneurial training they intend to offer.
8. The provider will continue to use the curriculum they developed or acquired for their community and materials developed for civic preparation.

ICTE estimates \$123,300 of Federal AEFLA Section 243 funds will be available for instructional grants for IELCE programs.

Award Type: Multi-year

IELCE FUNDS

The Federal funds made available for IELCE in section 211(a)(2) are awarded by the Secretary to States under the formula in section 243 and used by States pursuant to section 243. Section 243 does not contain an administrative expenses limit, nor does it contain set-asides for State leadership or other purposes. Because there is no administrative expenses limit, and consistent with the cost principles in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200, States may use a reasonable and necessary amount of the funds under section 243 for administrative expenses related to the IELCE program. States may not use these funds for State leadership activities or for State administration of the basic adult education grant.

PART II: IELCE NARRATIVE:

Steps:

- 1) Complete the 13 Considerations section beginning on page 16, Part II Narrative, of this document.
- 2) Answer the following questions: (See page 40 for point ratings)
 - a. Describe how the applicant will prepare eligible ELL for and place in in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and Training activities. *WIOA AEFLA Section 243(c)*;
 - b. Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.
 - c. How will IELCE 243 funds be utilized to meet the requirement of IELCE being provided in combination with IET. See the two options available on the previous page.
 - d. Describe any Integrated Education and Training activities available to eligible individuals.
- 3) Complete the IELCE column in the budget forms:
 - a. Budget Summary
 - b. Budget Narrative
- 4) Complete the following:
 - a. GEPA Form
 - b. Demonstrated Effectiveness

Checklist for FY22 Applications

☐ **Cover Page**

- Signed in blue or black ink
- Includes DUNS Number

☐ **Type(s) of funding indicated on second page**

☐ **General & Program Assurances**

- Signed

☐ **Demonstrated Effectiveness Chart**

- DE 1.1A: existing providers
- DE 1.1B: new providers

☐ **GEPA Form**

☐ **Budget Narrative**

☐ **Admin Budget**

☐ **Program Budget**

☐ **Waiver to Increase Administrative Cost (if applicable)**

☐ **13 Considerations Narrative**

Corrections (if applicable)

☐ **Section 225 Narrative**

- 4 Questions on page 35

IELCE (if applicable)

☐ **IELCE Narrative**

- 4 Questions on page 37

SECTION III: RESOURCES AND POLICIES

IDAHO STATE PLAN

The Idaho State Plan is available on the Idaho Workforce Development Council's website at:
<https://wdc.idaho.gov/state-plan/>

STATE STRATEGIC GOALS (DRAFT revisions for 2020-2024 State Plan)

Vision <i>Idaho's Workforce Development System will: improve access to education, economic opportunity, and employment for all of Idaho's job seekers – especially those with significant barriers to employment; develop a skilled and competitive workforce that meets the needs of Idaho's employers; stimulate the vitality of our local communities; and promote a strong state economy.</i>	
Goals	Strategies
Goal 1: Increase public awareness of and access to career education and training opportunities	<ul style="list-style-type: none"> • Identify, develop, connect, and activate a diverse network of influencers throughout the state that can distribute information and resources in a way appropriate to their locale. • Utilize personal contact, digital, and traditional media to communicate with our target audiences and those who influence and support them. • Develop and implement an outreach strategy for the one-stop system. • Implement an outreach strategy to increase awareness and perception of apprenticeships as a pathway to careers for students, parents, teachers, and counselors. • Collaborate with partners to maximize reach and effectiveness of all outreach efforts; enhance and expand Idahoan's perceptions of, access to, and persistence in pathways to careers.
Goal 2: Improve the effectiveness, quality, and coordination of programs and services designed to maintain a highly skilled workforce.	<ul style="list-style-type: none"> • Create, align, and sustain partnerships with stakeholders to implement workforce development programs. • Support development in work-based learning, and innovative programs to drive Idaho's present and future workforce solutions. • Leverage existing local employer-focused initiatives to build and support effective pathways to connect Idahoans to careers. • Cultivate a high-quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services, and information. • Champion public policy initiatives that enable dynamic response to evolving industry needs.
Goal 3: Provide for the most efficient use of federal, state, and local workforce development resources.	<ul style="list-style-type: none"> • Be objective, data driven, and accountable. • Build trust in decision-making based on an understanding of the resources available and projected outcomes. • Identify gaps and opportunities in the workforce system and initiate or support policy and/or allocate resources to meet them.

ALIGNMENT EVALUATION RUBRIC – For use by the Alignment Tea

Questions for Alignment Review	Recommendations/Comments
<p>Consideration #1</p> <p>(1) The degree to which the eligible provider would be responsive to —</p> <ul style="list-style-type: none">(i) Regional needs as identified in the local workforce development plan; and(ii) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who —<ul style="list-style-type: none">(a) Have low levels of literacy skills; or(b) Are English language learners	<p>Readers will review each applicant on:</p> <ul style="list-style-type: none">• How well did the applicant respond to the consideration?• Has the applicant clearly demonstrated how programming will align to Strategy?
<p>Consideration #4 (Alignment to Statewide initiatives)</p> <p>The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners.</p>	<p>Readers will review each applicant on how well the applicant:</p> <ul style="list-style-type: none">• Has demonstrated creativity and/or innovative practices in its selected strategies• Has designed a process to evaluate each of the strategies
<p>Consideration #10</p> <p>Whether the eligible provider coordinates 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 WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.</p>	<p>Readers will review each applicant on how well they have:</p> <ul style="list-style-type: none">• Developed and explained methodologies to be used to identify and place participants into training programs which are aligned to career pathways.

COMPLIANCE EVALUATION PROCESS & SCORING RUBRIC

State Expectations for All Grant Applications

Applicants are expected to develop a proposal narrative that describes the categories below. In addition, applicants must complete a cover sheet and the forms in the appendices, as described throughout the RFP. Applicants are responsible for making sure that a full, complete application is submitted. Applicants are required to submit a signed application by the close of business (5 p.m.) March 31, 2022. Any application (in part or in full) or any application materials received after the deadline will not be considered. The narrative should be organized according to the categories outlined below. The applicant should use the items in each category to help guide their responses. Distribution of points:

✓ Demonstrated Effectiveness	Yes/No
✓ #1 Responsiveness to Need	24 points
✓ #2 Serving Individuals with Disabilities	6 points
✓ #3 Past Effectiveness	11 points
✓ #4 One-Stop Alignment	4 points
✓ #5 Intensity, Quality and Duration	16 points
✓ #6 Effective Educational Practices	12 points
✓ #7 Use of Technology	4 points
✓ #8 Integrated Education and Training	10 points
✓ #9 Quality Staffing	12 points
✓ #10 Coordination of Support Services	10 points
✓ #11 Flexible Schedules and Coordination	12 points
✓ #12 Maintains High Quality Data Collection System	15 points
✓ #13 English Language Acquisition Need	10 points
✓ Budget Documentation	<u>15 points</u>
	161 points

Additional points for IELCE questions (see page 40). 20 points

Additional points for Corrections questions (see page 40) 20 points

The criteria used in the sections of the table on the following pages are based on the thirteen factors required by the Adult Education and Family Literacy Act (Section 231(e)). The State is required to consider these factors when awarding AEFLA funds.

Applications for Corrections and IELCE will also be scored on additional questions as outlined in Section II.

Compliance Review Process

This is a competitive process. All applicants will be evaluated and scored by a panel of readers. There is no guarantee that submitting an application will result in funding or funding at the requested level. Applicants not recommended for funding will be notified and may reapply in future grant competitions.

If you are applying for Corrections Education and Education of Other Institutionalized Individuals or the Integrated English Literacy and Civics Education (IELCE) grant funding, there is an additional scoring page which will be completed by readers along with the main scoring sheets. These will be found in the back of this packet.

Narrative Section Consideration #1: Responsiveness to Need (24 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments
1) Describe the scope and specific intent of the applicant and how the applicant will be responsive to the <u>regional service area's economic needs</u> identified in the WIOA Combined State Plan.	0	1	2	3	
2) Describe how the applicant will provide services to individuals most in need of adult education and literacy activities including individuals a) who have low levels of literacy skills and b) who are English Language Learners (ELL).	0	1	2	3	
3) Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the AEFLA title.	0	1	2	3	
4) Describe how the applicant will provide services to meet the state's performance targets.	0	1	2	3	
5) Describe how the applicant will fulfill their responsibility as a One-Stop partner.	0	1	2	3	
6) A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy services.	0	1	2	3	
7) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate.	0	1	2	3	
8) GEPA form has been completed	0	1	2	3	
	Points			/24	

Consideration #2: Serving Individuals with Disabilities (6 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities.	0	1	2	3	
2) What collaborative agreements are in place to help individuals with disabilities?	0	1	2	3	
	Points			/6	

Consideration #3: Program Competency & Past Effectiveness (Total 11 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
Describe your program's operation and history of successfully providing adult education and literacy services to eligible adults for the past two consecutive years.					
1) Describe previous experiences, past successes, and unique qualifications to serve eligible adults with reference to the specific population your program proposes to serve (individuals at the lowest levels of literacy, English language learners, adults seeking a high school diploma, local institutionalized individuals, incumbent workers, families out of school youth, etc.)	0	1	2-3	4	
2) Describe your program's past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them.	0	1	2-3	4	
3) Describe your program's past effectiveness in improving the literacy skills of adults. Include supporting data and factors that contribute to both positive and negative outcomes. Identify challenges and plans to address them.	0	1	2	3	
	Points			/11	

Consideration #4: Local Plan and One-Stop Alignment (6 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Describe how the applicant demonstrates alignment between proposed AE activities and services and the activity and services of the one-stop center.	0	1	2	3	
2) Describe how the applicant contributes to infrastructure costs according to 34 CFR § 463.700.	0	1	2	3	
	Points			/6	

Consideration #5: Intensity, Quality and Duration (16 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Describe how the applicant's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains.	0	1	2-3	4	
2) Describe the instructional practices that will be utilized to assure student's instructional level gains include the essential components of reading instruction.	0	1	2-3	4	
3) Describe the factors considered in developing the instructional schedule for open learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for not offering instruction during any periods of time in excess of two weeks.	0	1	2-3	4	
4) Describe how the applicant will offer flexible schedules, distance learning, and coordinate <u>support services</u> to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.	0	1	2-3	4	
	Points			/16	

Consideration # 6: Effective Educational Practices (12 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Provides evidence that the essential components of reading are incorporated into instruction.	0	1	2-3	4	
2) Provides evidence that the applicant's activities include practices in content areas of reading, writing, mathematics, and English language acquisition as appropriate.	0	1	2-3	4	
3) Provide evidence that the applicant's activities are based on a solid foundation of research and best practices derived from the most rigorous research available, including scientifically valid research and effective educational practices. Should mention <u>College and Career Readiness Standards</u> .	0	1	2-3	4	
	Points			/12	
Consideration #7: Use of Technology (4 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1. Describe how the applicant's activities effectively use technology, services and delivery systems, including distance learning in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.	0	1	2	3-4	
	Points			/4	

Consideration #8: Integrated Education and Training (10 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1. Describe the applicant's activities to provide learning in context, including through integrated education and training.	0	1	2-3	4-5	
2. Describe bridge service patterns so students acquire the skills necessary to transition to and complete post-secondary education, training programs, obtain and advance in employment leading to economic self-sufficiency, <u>and</u> to exercise their rights and responsibilities of citizenship.	0	1	2-3	4-5	

	Points	/10	
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Consideration #9: Quality Staffing (12 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)	Reviewer Comments:
1) Indicate the number of adult education/ELL trained staff who will be paid from this grant. Describe instructor onboarding process including pre-service, policy training, and mentoring services.	0	1	2	3	
2) Describe specific efforts to recruit and retain <u>qualified</u> staff and volunteers (Note: the description must be more than “follow agency policy”).	0	1	2	3	
3) Qualifications of Staff – An applicant’s activities are to be delivered by well-trained teachers/instructors, counselors and administrators who meet the minimum qualifications established by the state and who have access to high quality professional development, including through electronic means. Define the specific adult education job descriptions of personnel by category, (teacher-certified employees, ELL-endorsed employees, counselors, administrators, and volunteers) assigned to this grant application. <i>WIOA AEFLA Section 231(e) (8)</i>	0	1	2	3	
4) Describe process for evaluating instructors and other program staff. How are these evaluations used to determine professional development needs and promote program development?	0	1	2	3	
	Points			/12	

Consideration #10: Coordination of Support Services / Collaboration for Developing Career Pathways (10 Points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Describe how the applicant coordinates with other available education, training and social service resources in the community such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service	0	1-2	3-4	5	

agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries for the development of Career Pathways.					
2) Describe how the applicant will expand the coordinated efforts and collaboration for developing Career Pathways with the above entities.	0	1-2	3-4	5	
	Points			/10	

Consideration #11: Flexible Schedules and Coordination (12 Points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)	Reviewer Comments:
1) Describe how the applicant's activities provide flexible schedules and coordination with support services (DHW, IDOL, Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the community necessary to enable individuals to attend and complete an adult education program.	0	1	2-3	4	
2) Describe any support services to be offered to program participants, including those made through a referral process.	0	1	2-3	4	
3) Explain the process the program intends to utilize to make consistent referrals to community services providers so that participants are provided with full wrap-around services.	0	1	2-3	4	
	Points			/12	

Consideration #12: Maintains High Quality Data Collection System (15 Points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Adult Education in Idaho uses LACES software for managing student information. Provide a brief description that the applicant will be able to comply with the minimum requirements needed to access and use the state data collection system.	0	1	2	3	
2) Describe the process of data collection and data input and how often is it reviewed.	0	1	2	3	
3) Describe what quality controls are used, what data is shared with instructors, and	0	1	2	3	

what triggers adjustments to instruction and assessments.					
4) Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff	0	1	2	3	
5) Describe how data quality and data validity are monitored.	0	1	2	3	
	Points			/15	

Consideration #13: English Language Acquisition (ELA) Need (10 Points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1) Describe how the applicant will provide ELL services (assessment, instructional services, civics education, integrated employment, and training.	0	1-2	3-4	5	
2) Describe knowledge of the regional need for English language acquisition programs and partnerships and how they will be used to meet outcomes. Must include census or other data.	0	1-2	3-4	5	
	Points			/10	

Initial Budget Summary and Budget Narrative (15 Points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
<p>Budget is reasonable for the scope of the project.</p> <p>The Initial Budget and Budget Narrative adequately detail the proposed use of funds in relation to the objectives and project activities. Is this amount sufficient to achieve the proposed activities?</p> <p><i>For programs offering correctional or other institutionalized AE instruction, there is a separate budget and must be included.</i></p> <p>The Full Cost budget illustrates the bigger picture of how the funds will supplement and not supplant other</p>	0	1-5	6-11	11-15	

federal, non-federal, state, or local funds. A Request for Waiver to Increase Administrative Costs if the Administrative and Professional Development costs are above 5%.					
	Points			/15	Subtotal /161

Corrections Education & Education of Other Institutionalized Individuals Required elements (20 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1. Describe which of the eight academic programs the applicant will offer.	0	1-2	3-4	5	
2. Describe how the applicant will establish priority of services in the program.	0	1-2	3-4	5	
3. Describe the educational programs to be offered for transition to re-entry and other post-release services with the goal of reducing recidivism.	0	1-2	3-4	5	
4. Describe any integrated education and training that is available to eligible individuals.	0	1-2	3-4	5	
	Points			/20	

Integrated English Literacy & Civics Education (IELCE) Required Elements (20 points)	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise & thoroughly developed)	Reviewer Comments:
1. Describe how the applicant will prepare and place eligible ELL's into in-demand industries and occupations that lead to economic self-sufficiency; and integrate these services with the Department of Workforce Services in combination with the Integrated Education and training activities.	0	1-2	3-4	5	
2. Describe the design of the program and collaboration with community partners. Describe the roles and responsibilities of each partner.	0	1-2	3-4	5	
3. Describe how 243 funds (IELCE) will be utilized to meet the requirement of IELCE being provided in combination with IET.	0	1-2	3-4	5	
4. Describe any integrated education and training that is available to eligible individuals.	0	1-2	3-4	5	
	Points			/20	

Attachment and HELPFUL LINKS und



Attachment #1.docx



Attachment #2.docx



Attachment #3.docx



Attachment #4.docx



Attachment #5.docx

Standardized Idaho Adult Education Reports, Resources, & Forms

To access forms, resources, and reports used by the Adult Education program in Idaho, please visit Idaho Career Technical Education's, Adult Education program's website at:

<https://cte.idaho.gov/educators/college-educators/adult-basic-education/>

Guidelines & Policies

Idaho Adult Education 2018-19 State Assessment Policy

<https://cte.idaho.gov/wp-content/uploads/2018/10/Final-FY2019-Assessment-Policy.pdf>

Post-Test Justification Form

<https://cte.idaho.gov/wp-content/uploads/2018/11/Post-Test-Justification-Form.pdf>

Adult Education Budget Modification

<https://cte.idaho.gov/wp-content/uploads/2018/10/7-Adult-Education-budget-modifications.pdf>

WIOA Performance Measures and Indicators of Performance

<https://cte.idaho.gov/wp-content/uploads/2019/02/WIOA-Performance-Targets-1.pdf>

WIOA Adult Education Eligibility Requirements

<https://cte.idaho.gov/wp-content/uploads/2019/02/WIOA-AEFLA-Eligibility-Requirements.pdf>

AEFLA Resource Guide (Adult Education & Family Literacy Act)

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aepla-resource-guide-2017.pdf>

Reporting Information

Data Desk Audit Guidance

<https://cte.idaho.gov/wp-content/uploads/2018/09/Data-Desk-Audit-Guidance-FY19.pdf>

Data Desk Audit Report

<https://cte.idaho.gov/wp-content/uploads/2018/09/Data-Desk-Audit-FY2019.pdf>

Performance & Monitoring

Monitoring Guidance

https://cte.idaho.gov/wp-content/uploads/2016/01/Monitoring_Guidance.pdf

Monitoring Instrument – NRS Data Quality Monitoring Matrix

https://cte.idaho.gov/wp-content/uploads/2016/01/Monitoring_Instrument.pdf

Corrective Action Plan (CAP) Guidance – AEFLA Corrective Action Process

https://cte.idaho.gov/wp-content/uploads/2016/01/CAP_Guidance.pdf

Professional Development

Schedule & Contact Information -

Professional Development: Required Trainings

https://cte.idaho.gov/wp-content/uploads/2016/01/AEFLA_PD_Required_Trainings.pdf

Descriptions of Training Modules – Idaho AEFLA Professional Development Modules

https://cte.idaho.gov/wp-content/uploads/2016/01/AEFLA_Idaho_Training_Modules.pdf

Idaho Professional Development Standards

https://cte.idaho.gov/wp-content/uploads/2016/01/Professional_Development_Standards.pdf

Idaho Professional Development Funding – Idaho Vision for Quality ABE Professional Development

https://cte.idaho.gov/wp-content/uploads/2016/01/Idaho_ABE_Professional_Development.pdf

New Teacher Training -

New Teacher Training Booklet

https://cte.idaho.gov/wp-content/uploads/2016/01/NewTeacher_IntroBooklet.pdf

New Teacher Training: Eval 2

https://cte.idaho.gov/wp-content/uploads/2016/01/NewTeacher_Eval1.pdf

New Teacher Training: Eval 2

https://cte.idaho.gov/wp-content/uploads/2016/01/NewTeacher_Eval2.pdf

New Teacher Training: Eval 3

https://cte.idaho.gov/wp-content/uploads/2016/01/NewTeacher_Eval3.pdf

CASAS Training -

CASAS Training Requirements

https://cte.idaho.gov/wp-content/uploads/2016/01/CASAS_TrainingRequirements.pdf

Regional CASAS Administrator Site Observation

https://cte.idaho.gov/wp-content/uploads/2017/03/CASAS_RegionalAdmin_SiteObservation.pdf

CASAS Training Administrator Observation

https://cte.idaho.gov/wp-content/uploads/2016/01/CASAS_TrainingAdmin_Observation.pdf

CASAS Training Administrator Observation answer key

https://cte.idaho.gov/wp-content/uploads/2016/01/CASAS_TrainingAdmin_ObservationKey.pdf

CASAS Initial Evaluation

https://cte.idaho.gov/wp-content/uploads/2016/01/CASAS_eval_1.pdf

CASAS 30 Day Evaluation

https://cte.idaho.gov/wp-content/uploads/2016/01/CASAS_eval_2.pdf

CASAS 90 Day Evaluation

https://cte.idaho.gov/wp-content/uploads/2017/03/CASAS_eval_3.pdf

Distance Learning Training –

Distance Learning Policy Training

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_PolicyTraining.pdf

Distance Learning Policy Training answer key

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_PolicyTraining_Key.pdf

Distance Learning – Instructor Training

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_InstructorTraining.pdf

Distance Learning – Day of Training Eval

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_EvalTraining.pdf

Distance Learning – 30 day Eval

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_Eval30day.pdf

Distance Learning – 90 day Eval

https://cte.idaho.gov/wp-content/uploads/2016/01/DL_Eval90day.pdf

IDEAL Handbook, 5th Edition

https://cte.idaho.gov/wp-content/uploads/2017/03/IDEAL_Handbook-1-1.pdf

NRS Website link

<https://www.nrsweb.org/>

OCTAE (Office of Career, Technical, and Adult Education) –<https://aefta.ed.gov/>

<https://www2.ed.gov/about/offices/list/ovae/index.html>

Other Information Regarding AEFLA Grants

1) AELFA Site	https://aefta.ed.gov/
2) Career Pathways	http://www.collegetransition.org/publications.icacurriculum.html
3) CLASP briefs	http://www.clasp.org/
4) College Transition	https://community.lincs.ed.gov (groups) https://lincs.ed.gov (resources)
5) Digital Learning	http://lincs.ed.gov/programs/digital-literacy
6) Employability Skills	http://cte.ed.gov/employabilityskills/
7) Coordination with employers	https://lincs.ed.gov/employers
8) ESL Pro Suite Activities	https://lincs.ed.gov/programs/eslpro
9) Reentry	Interagency reentry council: https://www.justice.gov/reentry/roadmap-re-entry National reentry resource center: https://csgjusticecenter.org/nrrc
10) WIOA	https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf ., 2CFR Parts 462 and 463.
11) Data Validation	https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf

PROGRAM INCOME: FEES, TUITION, AND OTHER PROGRAM INCOME

Background

Program income is defined as gross income earned by the grantee that is directly generated by a Title II supported activity or earned as a result of the federal award during the period of performance except as provided in 2 CFR 200.307 paragraph (f) (2 CFR 200.77 Period of performance). Program income revenues for Title II-funded programs include student fees, fee for services (tuition), and user or rental fees. Program income must only be used for costs allowable under Title II.

Policies

Program income must only be used for costs allowable under Title II.

Local AE programs or their sponsoring organizations must have a local policy that allows for or recommends the collection of fees, tuition, or other program income. Local AE programs may not charge fees, tuition, or other program charges that exclude economically disadvantaged learners.

- Explain why tuition, fee, or other charges will be implemented
- Identify who will be charged tuition and/or fees
- Identify sources for other program income
- Describe how program income will be spent for costs allowable under Title II
- Describe the policy and process to reduce adverse effect on economically disadvantaged learners, including a waiver policy

Local AE programs must complete a Program Income Report annually, which includes:

- Program area for which the fee is charged (ABE/ASE, ESL, IET)
- The amount of the fee and what it pays for
- The amount of the fee that can be waived
- Eligibility criteria for waivers
- Process for waiver, including who decides or grants the waiver and the deadline for applying for waivers
- Source of funding for waivers
- Number of waivers available annually
- Number of waivers used in the past year

Local programs must include the amount of program income collected and the amount of program income spent on the annual final financial status report. Program income must be expended within the year it is collected.

UNALLOWABLE/ALLOWABLE WITH RESTRICTIONS COSTS See Attachment #5 page 42