

Arkansas Division of Workforce Services Adult Education Section

- **Request for Proposal (RFP)**
- **for Competitive Projects**

July 1, 2020 to June 30, 2024



Welcome

- Purpose:
 - Review RFP Application
 - Answer Questions
- Format of session
- Adult Education website address:
<https://www.arcareereducation.org/about/adult-education>
- Workforce Innovation and Opportunity Act (WIOA) of 2014:
<https://www.govinfo.gov/content/pkg/PLAW-113publ128/html/PLAW-113publ128.htm>
 - Title II (Adult Education) begins at Section 201



Purpose of the RFP

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that
 - A. are necessary to becoming full partners in the educational development of their children; and
 - B. lead to sustainable improvements in the economic opportunities for their family;



Purpose of the RFP

3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in—
 - A. improving their—
 - i. reading, writing, speaking, and comprehension skills in English; and
 - ii. mathematics skills; and
 - B. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. (AEFLA Section 202)



Current Adult Education Providers

- **Current providers must apply and be awarded under the 2020-2024 RFP in order to continue receiving state funds [State Requirement].**
- If a current provider is not awarded funding under this RFP, the applicant will no longer qualify as a provider of adult education services for the state of Arkansas.



Application

- The application is based on the *federally-defined 13 considerations* outlined in the Workforce Innovation and Opportunity Act of 2014 (PL113-128), Title II, Adult Education and Family Literacy Act (AEFLA).
- Any *state-specific requirements* are noted as such.



Application Process

Step 1: Application received by Adult Education Section

Step 2: Adult Education Section Pre-Screens each Application for *Demonstrated Effectiveness*

Step 3: Applications that *do not show Demonstrated Effectiveness* are declined and do not move forward.



Application Process

- Step 4:** Applications that have shown Demonstrated Effectiveness are forwarded to the Review Committee and the relevant Local Workforce Development Boards (LWDBs).
- Step 5:** Applications are scored according to the Rubric.
- Step 6:** Declined Applications are informed and given the opportunity for appeal.



Application Process

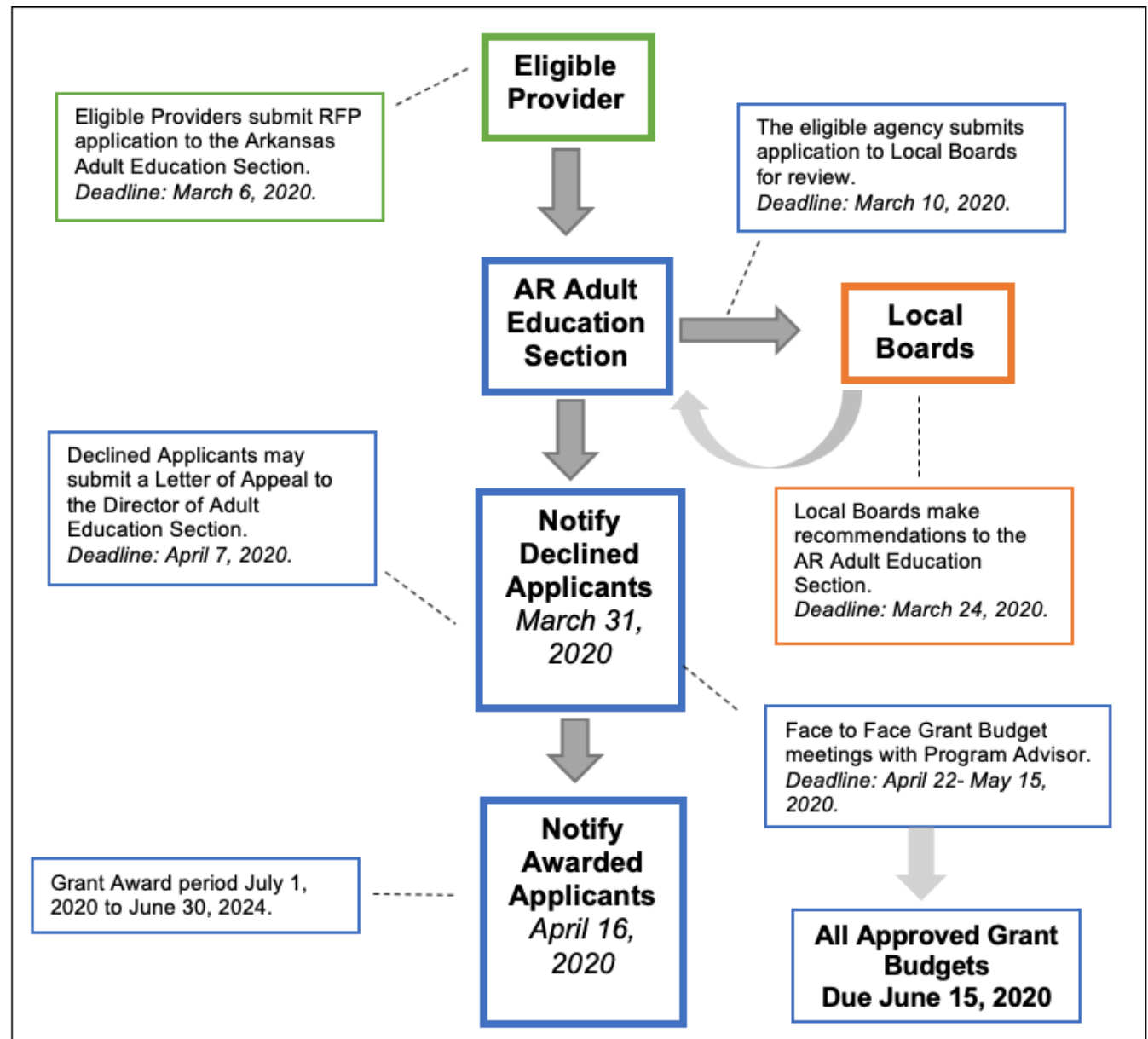
Step 7: Awarded Applicants are informed once all appeals have been reviewed.

Step 8: Grant Awards are sent to awarded applicants.

Step 9: Awarded Applicants meet with Adult Education Section Program Advisors and submit budgets and other required documents.



Timeline



Eligible Provider of Demonstrated Effectiveness *(See pages v & 2)*

- Be currently located and providing services within the state of Arkansas.
- Be an eligible provider of demonstrated effectiveness
 1. An eligible provider that *has been funded under Title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.*
 2. 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.*



Eligible Provider: Pre Screening Requirement (See pages v & 2)

- Data must be from the previous two program (July 1 2017- June 30, 2019) or calendar years (January 1, 2018- December 31, 2019) that demonstrate
 - *serving individuals who have low levels of literacy in the content domains of: reading, writing, mathematics, and English language acquisition (if applicable), and*
 - *outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.*



Eligible Provider: Pre Screening Requirement *(See pages v & 2)*

- A brief summary that describes and analyzes the included performance data that *identifies trends in enrollment, demographic groups, and increases/decreases in educational progress and what may be causing/affecting these trends.*



Eligible Provider: Pre Screening Requirement *(See pages v & 2)*

Data provided may include the following, but not limited to:

Number and percent of individuals

- making educational progress through formal assessments overall and/or in each content domain
- attaining secondary credential
- transitioning to and/or completing post-secondary institutions/programs
- entering, retaining or improving employment



Eligible Individual

An individual -

(A) who has attained 16 years of age;

(B) who is not enrolled or required to be enrolled in secondary school under State law; and

(C) who—

(i) is basic skills deficient;

(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

(iii) is an English language learner.



Service Areas

- Applicants may apply for the service area(s) where they will provide services.
 - All counties included in the applied for service area must be addressed within the RFP application
- All counties listed in the service area must be included in the grant application and projected budgets.
- Each service area contains 1-5 counties



Required Activities

- Adult education and Literacy
- English language acquisition activities
- Workforce preparation activities
- Integrated education and training
- Digital Literacy [State Requirement]
- Financial Literacy [State Requirement]

See pages x-xiv and 6-7 for full definitions and descriptions



Allowable Activities

- Workplace adult education and literacy activities
- Family literacy activities
- Integrated English literacy and civics education

See pages x-xiv and 6-7 for full definitions and descriptions



Grant Awards for Federal Funds

- Direct & Equitable (D&E) funds will be determined in the funding process based on need and performance.
- D&E funds are to be used for eligible individuals at any educational level below NRS Level 6 including all ESL levels



Grant Awards for Federal Funds

- Correctional/Institutional (C/I) instructional services in local correctional facilities and other institutions (Optional)
- Integrated English Literacy/Civics Education (IEL/CE) instructional services in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Optional)



Grant Duration

- Grant funds are awarded on a year-to-year basis.
- Award grantees may be provisionally awarded funds for a maximum of four (4) years- July 1, 2020- June 30, 2024.
- Provisional grantees will be reviewed 6-month and 12-month post-award.



Adult Education Program Management

- Adult Education Policies and Procedures
- National Reporting System
- Assessment Policy
- Core Indicators of Performance
- Standards of a Quality Adult Education Program

See pages xvi-xvii for full definitions and descriptions.



Core Indicators *(page xvii)*

Core Indicator 1: Demonstrated improvements in Educational Functioning Levels (EFL) in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.	Measurement: Percentage of all participants who increase their Educational Functioning Level (EFL) based on NRS Approved Assessment within the program year.			
	<u>2020-2021*</u>	<u>2021-2022*</u>	<u>2022-2023*</u>	<u>2023-2024*</u>
ABE Level 1	53%	54%	55%	56%
ABE Level 2	48%	49%	50%	51%
ABE Level 3	47%	48%	49%	50%
ABE Level 4	48%	49%	50%	51%
ABE Level 5	52%	53%	54%	55%
ESL Level 1	36%	37%	38%	39%
ESL Level 2	43%	44%	45%	46%
ESL Level 3	50%	51%	52%	53%
ESL Level 4	52%	53%	54%	55%
ESL Level 5	43%	44%	45%	46%
ESL Level 6	24%	25%	26%	27%
OVERALL Measurable Skill Gains (MSG)	47%	48%	49%	50%



Follow-up Measures *(page xvii)*

Indicator	Measurement	Benchmark
2 nd Quarter employment	All participants who exit during the program year.	Benchmark TBD
4 th Quarter employment	All participants who exit during the program year.	Benchmark TBD
Median Earnings- 2 nd Quarter Employed	All participants who exit during the program year.	Benchmark TBD
Attained a Secondary School Diploma/Recognized Equivalent <u>and</u> Enrolled in Post-Secondary Education or Training OR Employed within one year of exit	All participants who exited during the program year who were enrolled in secondary program at the ninth-grade equivalent or higher.	Benchmark TBD
Attained a Post- Secondary Credential	All participants who exited during the program year and who were dually enrolled in a post-secondary program (i.e. IET program).	Benchmark TBD
Indicators of Effectiveness of Serving Employers	The total number of establishments located within the state during reporting period.	Collection Methods & Benchmark TBD

Quality Program Standards

- Program Planning
- Administration
- Curriculum, Instruction, & Facilities
- Educational Gains
- Staffing and Staff Development
- Student Support Services
- Recruitment Plan
- Retention Plan

See pages xviii-xix for full definitions and descriptions.



Standards & Requirements [State]

- Consolidated Delivery of Services
- Opportunity to Learn Standards
- Duration and Intensity of Instructional Programs
- Attendance Policy
- Wait List Policy

See page xx for full definitions and descriptions.



Standards & Requirements [State]

- Documentation of Attendance
- Recommended Standards of Class Sizes
- Personnel Requirements
- Professional Development
- Required Trainings
- Required Meetings
- Required Reporting

See pages xxi-xxiii for full definitions and descriptions.



Required Reporting

- Initial Approved Budgets
- Monthly Expenditure Report
- Annual Final Budget (must include revenue and local match)
- Carryover and Excess Carryover Budget(s)
- Inventory Submission
- Quarterly & Financial Reports
- Ad-hoc Reports as requested by Adult Education Division throughout the entire grant period

See pages xxiv for specific due dates.



Required Reporting

Records Retention:

Financial records should be maintained for five (5) years from the last day of the program or longer if there is an ongoing investigation or audit.

Monitoring & Evaluation:

An assigned Adult Education Division Program Advisor will monitor programs to determine compliance with the standards and achievement of goals.

See pages xxiv for full definitions and descriptions.



Risk Assessment

- To identify the primary process used by the Quality Assurance team to select adult education and providers for specific monitoring strategies
- Risk Assessment is a process used to evaluate variables associated with the grants by assigning a rating for the level of risk



Risk Factor Examples

- A provider receiving a larger number or amount of grants may indicate a higher risk
- A provider with a significant amount of findings during a program review may indicate a high risk
- A provider that meets reporting deadlines consistently and submits correct budgets may indicate a lower risk.

See pages xiv-xv for full definitions and descriptions



Submission Requirements

- Electronic submissions - completed application, with requested attachments, must be submitted to adulthood@arkansas.gov, no later than 4:00 p.m. on **March 6, 2020**.
- Hardcopy submissions must have the **original** and **four (4)** copies of the completed application, with requested attachments, and must be submitted no later than 4:00 p.m. on **March 6, 2020**.
- **Staple or clamp** in the top left corner. DO NOT use binders, covers, or section dividers.
- Signatures on the original application must be in **BLUE** ink.



Award Notifications

- All declined applicants will be notified by March 31, 2020.
 - If an applicant wishes to appeal the award decision, the applicant may submit a *Letter of Appeal* by April 7, 2020.
- All **awarded applicants** will be notified in writing by April 16, 2020.



Award Notifications- Appeal

- The Director of the Division of Workforce Services, the Director of the Adult Education Section, and the Associate Director will make the final determination regarding the appeal.
- A response will be mailed to the applicant within 5 calendar days of the date the appeal letter was received.
- All appeal decisions will be final.



Acceptance Guidelines Highlights

- Federal funds must *supplement* and not *supplant* other funding.
- Each item must be **answered completely**, submitted in the order of the application format on the pages provided, not including supporting documentation.
- A **maximum of 75 pages** may be submitted, including data and supporting documentation in a minimum 12 point font (when possible).

See page xxix for full description.



Applicant Information

- Title Page
 - LEA Contact Person
 - Total Requested Grant Amount for each grant
 - LEA Signature
- Type of Provider
- Indicate the ***Allowable Activities*** that will be provided

Note: English language acquisition (ELA) and Integrated Education and Training (IET) requirements



Considerations

- All 13 Considerations must be answered in full.
- Alignment of Local Workforce Development Board Plan must be addressed.
- Budgets and Narratives are required.
- Carefully read the **considerations and the accompanying questions.**
- Utilize the **Rubric** to ensure compliance.



Application Rubric

- Each Consideration is weighted separately.
- Each Consideration may be weighted differently.
- Each question within the consideration may be weighted differently.



Application Rubric

Total Point Value of Consideration

Quality Program				___/25
Consideration 5A: Whether the eligible provider's program-- (A) Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains.	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
Application should demonstrate: <ul style="list-style-type: none"> • Description of how the activities are based on rigorous research and of sufficient intensity and duration so that participants achieve substantial learning gains; • Attendance Policy for managed enrolled classes; • Three course outlines/syllabi; • Evidence of the number and percent of managed enrolled class for the dates indicated; and, • Explanation of how managed enrollment will be implemented (Applicants not currently funded only). 				
1. Describe how the applicant's program is of sufficient intensity and duration and the activities are based on the most rigorous research available to ensure the participants achieve substantial learning gains. Include research sources.	0 1 2 3	4 5 6	7 8 9	10
2. Include the attendance policy for managed enrollment classes and a sample of three course outlines/syllabi.	0 1 2 3	4 5 6	7 8 9	10
3. What is the percentage of managed enrolled classes for 2017-18 and 2018-19? For applicants not currently funded, how will managed enrollment be implemented to ensure student educational progress and effective instruction?	0	1 2	3 4	5

Point Value of each Question within the Consideration



Application Rubric

Response should demonstrate...

Local Support Services for Students	____/40			
<p>Consideration 11: Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.</p>	<p>Inadequate (information not provided)</p>	<p>Minimal (requires additional clarification)</p>	<p>Adequate (clear and fairly complete)</p>	<p>Excellent (concise and thoroughly developed)</p>
<p>Application should demonstrate:</p> <ul style="list-style-type: none"> Evidence the program address the needs of individuals with disabilities and/or special needs; Evidence the program will implement the American with Disabilities Act of 1990; Evidence of how the applicant will identify barriers and coordinate support services to address needs, including the referral process and local resources; and, Evidence of how the applicant determines location, days, times, class topic, method of delivery (face to face, distance), include a current class schedule with class names, days/times, and locations; and, Explanation/Evidence of how the applicant will utilize a CDF to assist students 				
<p>1. How will the applicant address the needs of individuals with disabilities and/or other special needs?</p>	0	1 2	3 4	5
<p>2. How will the applicant identify barriers and coordinate support services to address the needs of the local population? Provide the referral process, and local resources.</p>	0 1 2 3	4 5 6	7 8 9	10
<p>3. How will the applicant ensure instruction is accessible, providing the flexibility needed to meet the needs of students, including evening, weekend, and/or distance learning classes? What is the rationale used to determine class topic, location, days and times? Include the most current class schedule with class names, days, times, and locations.</p>	0 1 2 3	4 5 6	7 8 9	10
<p>4. How will the applicant utilize a Career Development Facilitator (CDF) to assist students with career planning and in identifying career pathways based on local needs, interests, and aptitude?</p>	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15

How does the response address the question?



Consideration 1A

The degree to which the eligible provider would be responsive to—

(A) regional needs as identified in the local plan under section 108;

- ***Use reliable sources***
 - ***US Census***
 - ***American Community Survey***



Consideration 1A

- 1. What are the demographics of the chosen service area by county? At minimum include age, gender, race, ethnicity, English language learners, disabilities, educational levels. Provide source(s). Include the percentage of decline/growth between 2017-18 and 2018-19 program years in respect to the number of ABE students, number of ASE students, and number ESL students.***
- 2. What are the identified needs of the county population as related to adult education activities?***
- 3. How will the applicant meet the identified needs?***



Consideration 1B

The degree to which the eligible provider would be responsive to—

(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—

- (i) who have low levels of literacy skills; or
- (ii) who are English language learners;

Note: *Grant awardees must provide a English Language Acquisition program if 500 or more English language learners in the service area by July 1, 2020.*



Consideration 1B

- 1. Describe the allowable activities and/or required activities that will be included in the applicant's program. Include the scope and organization.***
- 2. How will the applicant recruit and retain eligible students? Include targets and how success will be measured. Name specific methods and tools.***
- 3. Describe how the project will serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills.***



Consideration 1B

- 4. Describe how these services will be designed and delivered.***
- 5. How will the applicant address the needs of English language learners? Name the specific allowable activities that will be used to meet those needs.***
- 6. How will the applicant integrate the following topics into instruction: 1) financial literacy, 2) digital literacy, and 3) employability skills. Describe topics and subjects included. How often will the applicant measure student progress in each of these areas?***



Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

***Note:** Grant awardees must have standardized written policies and procedures that adhere to the American with Disabilities Act 1990 by July 1, 2020.*



Consideration 2

1. How has the applicant addressed and met the needs of students with disabilities in the past?

What steps will the applicant take to address the needs and promote inclusion of students with physical, emotional, mental, and learning disabilities?



Consideration 3

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

***Note:** Grant awardees must maintain accurate records including a written procedure to ensure checks and balances for data entry by July 1, 2020.*



Consideration 3

- 1. For how many eligible individuals did the applicant provide literacy services from July 1, 2017 to June 30, 2018 and July 1, 2018 to June 30, 2019?***
- 2. What percentage of applicant's students has made measurable skill gains for the 2017-18 and 2018-19 program years? How were students' achievements/gains measured? Include assessments used, procedures for assessments, etc.***
- 3. How were the applicant's past performance goals related to the other primary indicators of performance?***



Consideration 3

- 4. How were those goals met? Identify weaknesses and strengths for improvement of those goals.***
- 5. How were the applicant's past performance measure data collected and maintained to ensure reliability and validity?***
- 6. How will the eligible provider meet the core indicators of performance levels that are listed on page xviii-xix for PYs 2020-2024? What steps will be taken to meet benchmark requirements should there be deficiencies in meeting any one category?***



Consideration 4

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, as well as the activities and services of the one-stop partners.

***Note:** If the service area being applied for falls in more than LWDB area, utilize the LWDB plan that covers the county in which the applicant is based.*



Consideration 4

- 1. Identify the region where services will be offered and the priorities of the LWDB.***
- 2. Describe how the applicant plans to align with the LWDB regarding employment, training, education and supportive services that are needed by adult education students. Describe the alignment between the applicant's proposed activities, services, and the regional needs identified in the LWDB proposed local plan, including concurrent enrollment.***



Consideration 4

- 3. How has the applicant participated in the activities of the LWDB? Provide specific details about shared cost activities and the resources used to support those costs (example: AEFLA funds cover the cost of the full-time adult education teacher and local board covers the cost of the classroom facility). For new providers, indicate how you plan to participate in the LWDB activities, shared cost activities, and resources that will be used.***
- 4. How has the applicant worked with Titles I, III, and IV to meet mutual goals?***



Consideration 5A

Whether the eligible provider's program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains.

***Note:** Grant awardee must provide 75% of classes as managed enrollment beginning July 1, 2020. [State Requirement]*



Consideration 5A

- 1. Describe how the applicant's program is of sufficient intensity and duration and the activities are based on the most rigorous research available to ensure the participants achieve substantial learning gains. Include research sources.***
- 2. Include the attendance policy for managed enrollment classes and a sample of three course outlines/syllabi.***
- 3. What is the percentage of managed enrolled classes for 2017-18 and 2018-19? For applicants not currently funded, how will managed enrollment be implemented to ensure student educational progress and effective instruction?***



Consideration 5B

Whether the eligible provider's program—

(B) uses instructional practices that include the essential components of reading instruction.



Consideration 5B

- 1. What instructional practices will the applicant employ, including the implementation of the science of reading as required in Arkansas Act 1063 of 2017?***
- 2. How will instructional practice provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship? Provide examples.***



Consideration 6

Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;



Consideration 6

- 1. Describe how the College and Career Readiness (CCR) and/or English Language Proficiency Standards will be integrated into instruction.***
- 2. Describe any other scientific research upon which instruction is based. Why was this research deemed appropriate to address the needs of the applicant's potential students?***
- 3. How and how often will the applicant measure the success of instructional practices?***



Consideration 7

Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality learning, and how such technology, services, and systems lead to improved performance.

***Note:** Grant awardees must integrate technology into instruction and work towards establishing a distance education component by July 1, 2020.*



Consideration 7

- 1. How will the applicant measure, support, and ensure instructors are trained in the effective use of technology?***
- 2. How will the applicant measure, support, and ensure the integration of technology into class instruction, including software, equipment, and any other technology?***



Consideration 7

- 3. How will the applicant implement distance learning? Include specific types of distance learning such as hybrid, flipped, supplemental, etc.***
- 4. How will the applicant staff the distance-learning program and ensure follow-up and evaluation of student progress?***



Consideration 8

Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.



Consideration 8 cont'd

IET: 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. (See diagram below)



Consideration 8

1. *What IET programs have been offered in 2017-18 and 2018-19? How many participants were enrolled? How many completed? What and how many credentials were obtained? (Current Providers)*

What IET programs will be offered? How will participants be recruited? What is the expected enrollment? What credentials or certificates will be attained? (New Providers)

2. *What criteria was/will be used to select the applicant's IET program?*



Consideration 8

- 3. How will the applicant transition students to unsubsidized employment? Include partnerships for each county in the service area.***
- 4. How will the applicant transition students to postsecondary education and training? Include partnerships for each county in the service area.***



Consideration 8

- 5. Describe how the IET program provides concurrent and contextualized instruction. How are career pathways determined and utilized? How did the applicant ensure and document inclusion and integration of all components in the IET? Include partnerships for each county in the service area. New applicants may describe how they will provide concurrent and contextualized instruction.***



Consideration 9

Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

Note: Grant awardees must maintain professional development plans for each staff/faculty member as well as records of completed trainings beginning July 1, 2020.



Consideration 9

1. ***How will the applicant ensure that directors, instructors, paraprofessionals and other staff meet the minimum qualifications for hire as outlined in the state's program policies?***
2. ***What is the applicant's process for ensuring each staff/faculty member has an annual high-quality professional development plan?***



Consideration 9

- 3. How does the applicant determine the impact of professional development activities on the staff performance and/or program outcomes?***
- 4. Describe how the applicant will provide staff development to ensure staff are knowledgeable about adult education instruction, policies, procedures, and priorities.***



Consideration 9

- 5. How will information from professional development trainings be shared with other staff who may not have attended and within what timeframe?***



Consideration 10

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 Workforce Development Boards (LWDBs), one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways.

Note: Grant awardees will be required to contribute to the operational cost of all area one-stop centers by July 1, 2020.



Consideration 10

- 1. How will the applicant coordinate with local resources to develop partnerships? Name specific coordinated agencies and services that have not been addressed in Consideration 4. Please include partnerships for each county in the service area.***



Consideration 10

- 2. How will the applicant coordinate with the local one-stop center? Name specific coordinated agencies and services.***
- 3. How will the applicant coordinate with education and training providers? Name specific coordinated services.***



Consideration 11

Whether the eligible provider's activities offer the flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

***Note:** Grant awardees must have standardized written policies and procedures that adhere to the American with Disabilities Act 1990 by July 1, 2020.*



Consideration 11

- 1. How will the applicant address the needs of individuals with disabilities and/or special needs?***
- 2. How will the applicant identify barriers and coordinate support services to address the needs of the local population? Provide the referral process, and local resources.***



Consideration 11

- 3. How will the applicant ensure instruction is accessible, providing the flexibility needed to meet the needs of students, including evening, weekend, and/or distance learning classes? What is the rationale used to determine class topic, location, days and times? Include the most current class schedule with class names, days, times, and locations.*
- 4. How will the applicant utilize a Career Development Facilitator (CDF) or Career Services Provider (CSP) to assist students with career planning and in identifying career pathways based on local needs, interests, and aptitude?*



Consideration 12

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance

***Note:** Grant awardees must have standardized written policies and procedures for student intake and exit, pre- and post-testing of students, personnel responsible for data collection and reporting by July 1, 2020.*



Consideration 12

- 1. The state requires the timely entry of data and completion of quarterly reports using data. Describe how the applicant will ensure adherence.***
- 2. How does the applicant ensure the validity of data? Include a description of the data collection and data entry process.***
- 3. How will the applicant use the data to improve performance and make programming decisions, including recruitment and retention efforts?***



Consideration 13

Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Note: Grant awardees are required to provide English language instruction if 500+ English language learners are within the awarded service area beginning July 1, 2020.



Consideration 13

- 1. What is the ELL population in the local area? Provide the data source.***
- 2. What is the anticipated growth of the ELL population based on the Department of Labor statistics?***



Consideration 13

3. Please describe the applicant's experience and/or ability to provide instruction and services to English language learners. At minimum address the following:

a. Instructors' education, experience, and professional development,

b. Curriculum and materials (textbooks, software, websites),

c. Inclusion of employability skills and career pathways in curriculum,

d. Incorporating financial and digital literacy,

e. civics education.



One Stop Delivery System (WIOA, § 463.22)

- ***Include a description of how they will address the following, from 34 CFR 463.22 (a):***

A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—

- 1. Provide access through the one-stop delivery system to adult education and literacy activities;***



One Stop Delivery System (WIOA, § 463.22)

- 2. Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;***



One Stop Delivery System (WIOA, § 463.22)

- 3. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;***
- 4. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and***
- 5. Provide representation to the local board.***



Budget Narratives

- ***Please describe in detail how funds will be used to implement the project. For each grant funds D&E, C/I (if applicable), and IEL/CE (if applicable).***
- ***Include a composite budget for all counties in the service area, a budget narrative for each county, and a composite line item budget page containing all grants D&E, C/I (if applicable), and IEL/CE (if applicable).***
- ***Please do not include shopping carts, inventory lists, lease agreements, etc.***



Correctional/Institutional (C/I)

Optional

- If the applicant is applying for both Correctional/Institution (C/I) grant and a Direct & Equitable (D&E) grant, complete this section *in addition to* all other sections of the RFP application.
- If applying for C/I only, complete demonstrated effectiveness (page 1), title page (page 2), and C/I application in addition to the Budget Page and Narrative to these grant funds.



Correctional/Institutional (C/I)

Optional

The funds (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals*, including academic programs for—

- 1) adult education and literacy activities;***
- 2) special education, as determined by the eligible agency;***



Correctional/Institutional (C/I)

Optional

- 3) *integrated education and training;***
- 4) *career pathways;***
- 5) *concurrent enrollment;***
- 6) *peer tutoring; and***
- 7) *transition to re-entry initiatives and other post release services with the goal of reducing recidivism.***



Correctional/Institutional (C/I)

Optional

Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.



Correctional/Institutional (C/I)

Optional

CORRECTIONAL INSTITUTION means any (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders funded under §225. (2) **CRIMINAL OFFENDER** means any individual who is charged with or convicted of any criminal offense.



Correctional/Institutional (C/I)

Optional

1. How many students in correctional/institutional settings did the applicant serve in 2017-18 and 2018-19? Include the percentage of decline/growth between 2017-18 and 2018-19 program years in respect to the number of ABE students, number of ASE students, number ESL students.



Correctional/Institutional (C/I)

Optional

- 2. How will the program deliver instruction to raise the educational levels in reading, math, and/or language arts of adults in correctional or institutional settings? Include the intensity (hours of instruction per week) and duration (weeks of instruction per year) of C/I instruction.***
- 3. How will C/I funds supplement—not supplant—program funds?***



Correctional/Institutional (C/I)

Optional

- 4. Which of the activities (described in the consideration) will the applicant participate in? Provide details of specific activities the program will deliver.***
- 5. Describe the program's past success with learners enrolled in correctional or institutional settings. How are participants selected? First-time applicants should describe how your program will measure success in providing C/I services and activities.***



Integrated English Literacy/Civics Education (IEL/CE) **Optional**

- If the applicant is applying for both Integrated English Literacy/Civics Education (IEL/CE) grant and a Direct & Equitable (D&E) grant, complete this section *in addition to* all other sections of the RFP application.
- If applying for IEL/CE only, complete demonstrated effectiveness (page 1), title page (page 2), and the IEL/CE application in addition to the Budget Page and Narrative to these grant funds.



Integrated English Literacy/Civics Education (IEL/CE) **Optional**

The Integrated English Literacy and Civics Education in §243 program will be delivered in combination with integrated education and training activities through Career Pathways, including partnerships with business and industry and other educational institutions, and language instruction to address local needs.



IEL/CE **Optional**

- 1. English Language Instruction: reading, writing, listening, speaking.***
- 2. Civics Activities that include the US Citizenship and Immigration Services (USCIS) as well as OCTAE's Civics Education curriculum that includes the 4 Pillars of Civics.***
- 3. Workforce Training that includes Soft Skills, Employability Certificates, and Integrated Education and Training (IET).***



IEL/CE **Optional**

IEL/CE are services provided to adult English language learners, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.



IEL/CE **Optional**



IEL/CE **Optional**

- 1. How will the program deliver content and activities as described through effective practices that enable ELLs to increase their English language proficiency in combination with civics education and workforce training, including an IET, in order to better understand and navigate governmental, educational, and workplace systems and key American institutions, including preparation for unsubsidized employment leading to economic self-sufficiency? Include instructional/course outline, materials/resources, and 3-5 sample activities.***



IEL/CE **Optional**

- 2. How will the eligible provider co-enroll participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243? Include recruitment plan and orientation/transition support specifically for IET.***
- 3. What is the number of anticipated ELL participants in the IEL/CE program? Include criteria and/or student profile for enrolling in IEL/CE. Include the percentage of decline/growth between 2017-18 and 2018-19 program years in respect to the number of English Language Learners (ABE and ESL designated).***



IEL/CE **Optional**

- 4. What was the enrollment of IEL/CE participants in PYs 2017-18 and 2018-19? Of those, how many enrolled and completed an IET? If not a current provider, please indicate the number of ELLs enrolled in similar types of program(s). Include the percentage of decline/growth between 2017-18 and 2018-19 program years in respect to the number of ABE students, number of ASE students, number ESL students.***
- 5. What is the actual or anticipated ELL population growth based on the Department of Labor statistics?***



Application Checklist

Submit completed application to the Adult Education Section by March 6, 2020 at 4:00 p.m.

Electronic Submissions to adulthood@arkansas.gov

Hard copy submissions must include one (1) original, clearly identified, and four (4) copies of the application.

- Sign originals of each required form with easily identifiable signatures – in **BLUE** ink.
- Complete and submit all applicable pages of the application in numerical order.



Application Checklist

Submit completed application to the Adult Education Section by March 6, 2020 at 4:00 p.m.

- Provided information to be considered an eligible provider with demonstrated effectiveness.
- Address all thirteen (13) considerations and/or C/I and IEL/CE considerations (optional grants).
- Describe alignment with local plans.



Application Checklist

The following forms **Must Be Submitted** with the Arkansas Adult Education Funding Application:

- Proposed Budget Page for Fiscal Year 07/01/20 to 06/30/21
- Proposed Budget Narrative for 07/01/20 to 06/30/21
- Proposed Line-Item Budget for Fiscal Year 07/01/20 to 06/30/21



Technical Assistance and/or Questions

- Questions regarding this RFP must be [e-mailed](mailto:adulthood@arkansas.gov) to adulthood@arkansas.gov.
- Responses will be posted online weekly at the following location:
<https://www.arcareereducation.org/about/adult-education>



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