

Notice of Funding Opportunity

State Agency Name: **Iowa Department of Workforce Development**

Funding Opportunity Title: **PY25-PY26 Adult Education**

NOFO Coordinator: **Kyle Clabby-Kane** (kyle.clabby@iwd.iowa.gov or 319-939-4225)

Announcement Type: **Initial**

Assistance Listing Number (formerly CFDA Number): 84.002A Adult Education – State Grant Program

IMPORTANT DATES

Questions submitted: All questions must be received by April 4, 2025 via Iowa Grants.

Deadline: Grant applications are due by **April 21, 2025, at 2:00 p.m.** Central Standard Time.

Application Webinar Date: Iowa Workforce Development (IWD) will host a webinar to provide additional information on **March 14, 2025**.

Application Notification: A Notice of Funding Opportunity will be posted on the following websites:

<https://workforce.iowa.gov/opportunities/adult-education-and-literacy/ael-grants>

Application Submission: Applications must be submitted through Iowa Grants at www.iowagrants.gov.

Interested applicants should search for opportunity #597897 FY2026 (PY25) AEFLA, WIOA Sec. 231, 225, and 243. For additional guidance on Iowa Grants, see appendix A.

Additional References for Reading

- [Adult Education and Family Literacy Act \(AEFLA\) Resource Guide](#)
- [Assessment Policy](#)
- Iowa [AEL Program Standards](#)
- [CCRS Content Standards](#)
- State of Iowa [State Plan](#)
- Local Workforce Development Areas (LWDA) [Local Plans](#)
- Workforce Innovation and Opportunity Act (WIOA) Performance [Measure Definition](#)
- State of Iowa Performance [Measures](#)

PROGRAM DESCRIPTION

Iowa Workforce Development (IWD), as required by the Workforce Innovation and Opportunity Act (WIOA), is issuing this Notice of Funding Opportunity (NOFO) to award competitive multi-year awards to eligible providers for the provision of WIOA Title II Adult Education and Family Literacy Act (AEFLA) services.

The proposed schedule of events subject to the NOFO is outlined below:

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|--|---------------------------------|
| • Public Notice | Date: 3/05/2025 |
| • Applicant Information Session | Date: 3/14/2025 |
| • Question Period Deadline | Date: 4/04/2025 |
| • Response to Questions Posted | Date: 4/11/2025 |
| • Deadline to Submit Final Application | Date: 4/21/2025 (2:00 p.m. CST) |
| • Estimated Notification of Award | Date: 5/23/2025 |

Purpose

The State of Iowa is seeking proposals to provide adult education and literacy programs, activities and services, including programs providing activities concurrently, which will improve adult education and literacy in Iowa under WIOA Sec. 231, WIOA Sec. 225, and WIOA Sec 243.

It is the purpose of Iowa's Adult Education program under WIOA to provide adult education and literacy services that also align with the goals in the [2024-2027 Unified State Plan](#).

Signed into law in 2014, WIOA requires the alignment of workforce, education, and economic development systems to support access to high-quality, comprehensive, and accessible workforce services for all individuals, including those with significant barriers to employment. WIOA Required Core Partners:

- Title I: Adult, Dislocated Worker, and Youth Programs
- Title II: Adult Education and Literacy Program
- Title III: Wagner-Peyser Employment Services
- Title IV: Vocational Rehabilitation

In Iowa statute ([84A.19](#)), *adult education and literacy means adult basic education, adult education leading to a high school equivalency diploma under Iowa Code chapter 259A, English as a second language instruction, workplace and family literacy instruction, integrated basic education and technical skills instruction.*

Services provided under the Adult Education and Literacy (AEL) umbrella include intake, assessment, advising, instruction and individual learning plans. Guided by data management, analysis, and monitoring from the state of Iowa; AEL providers via appropriately certified staff meet identified local needs; makes use of partnerships and alignment with workforce development, postsecondary institutions and support services.

Applicants for AEL funding will be required to offer instruction at all educational functioning levels (EFL) (Adult Basic Education Levels 1-6 and English as a Second Language Levels 1-6), based on identified needs of the participant and the area served (state requirement) to prepare adult learners for and support them in achieving successful transition to employment, training, or postsecondary education.

The Applicant should familiarize themselves with applicable state rules and regulations regarding adult education and literacy located here: [Iowa Legislature - Rule Listings](#).

The Applicant understands that the information provided herein is intended solely to assist the Applicant in submittal preparation. To the best of the IWD's knowledge, the information provided is accurate. IWD does not warrant such accuracy and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. IWD retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these State terms.

General Provisions

1. From the time this NOFO is issued until award notification is made, all contact with the Department regarding this NOFO must be made through the aforementioned NOFO Coordinator. No other person/ State or Department employee is empowered to make binding statements

- regarding this NOFO. Violation of this provision may lead to disqualification from the bidding process, at the Department's discretion. (state requirement)
2. Issuance of this NOFO does not commit the Department to issue an award or to pay expenses incurred by an Applicant in the preparation of a response to this NOFO. This includes attendance at personal interviews or other meetings and software or system demonstrations, where applicable.
 3. All proposals should adhere to the instructions and format requirements outlined in this NOFO and all supplements and amendments, issued by the Department. Proposals are to follow the format and respond to all questions and instructions specified below in the "Proposal Submission Requirements" section of this NOFO.
 4. Applicants shall take careful note that in evaluating a proposal submitted in response to this NOFO, the Department will consider materials provided in the proposal, information obtained through interviews/presentations (if any), and internal Departmental information of previous contract history with the Applicant (if any). The Department also reserves the right to consider publicly available information in evaluating an Applicant's experience and capabilities.
 5. Consortium Applicants:
 - a. Applications must identify one organization that will act as the lead organization for the consortium. The lead organization shall submit a single proposal on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the roles and responsibilities of each member organization.
 - b. The lead organization serves as the application organization of record, the legally recognized subrecipient for the grant project, and the single point of contact for the Department. The lead organization is responsible for overseeing the implementation of all aspects of the grant, e.g., project plan, grant project monitoring, data reporting, and fiscal management.
 - c. All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.
 - d. All consortium members must provide demonstrated effectiveness data separately.
 6. The proposal shall be signed by a person authorized to legally bind the Applicant and shall contain a statement that the proposal and the budget contained therein will remain valid and binding for a period of 180 days from the date and time of the bid opening.
 7. The NOFO and the selected Applicant's proposal, including all appendices or attachments, shall be the basis for the final contract, as determined by the Department.
 8. Following announcement of an award decision, all submissions in response to this NOFO will be considered public records available for public inspection pursuant to the Freedom of Access Act (FOAA).
 9. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to this NOFO.
 10. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be the Applicant's responsibility to determine the applicability and requirements of any such laws and to abide by them.

*** Please note the federal law or U.S. Supreme Court decision controlling at the time the response to the NOFO is due will control relevant requirements.**

Program Authority

IWD's authority to award these grants may be found in PL 113-128 II Workforce Innovation and

Opportunity Act.

Definitions

Terminology used throughout this document and application that is defined by federal law can be found in:

- [Code of Federal Regulations: Acronyms and Definitions](#)
- [Definitions of Terms Related to the Performance Accountability System](#)

Terms used across WIOA are defined in WIOA Sec. 103 and terms used specifically under Title II of WIOA are defined in WIOA sec. 203.

The following acronyms, terms and definitions are state definitions and shall have the meaning indicated below:

1. Notice of Funding Opportunity (NOFO): the opening of an application period for grant funding. (state definition)
2. State: State of Iowa. (state definition)
3. Department: Iowa Workforce Development or IWD. (state definition)
4. Adult High School Diploma: secondary educational offerings that lead to a high school diploma awarded by the local school district (state definition)
5. Comprehensive Adult Student Assessment System (CASAS): the State-approved assessment designed to test reading, listening and math skills. (state definition)
6. College and Career Readiness Standards for Adult Education (CCRS): a set of academic standards that reflect the content most relevant to preparing adult learners for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts and mathematics. (state definition)
7. Digital Literacy: means the skills associated with-
 - using technology to enable users to find, evaluate, organize, create, and communicate information; and
 - developing digital citizenship and the responsible use of technology.
8. Distance Learning: any educational or learning process or system in which the teacher and instructor are separated geographically or in time from his or her learners; or in which learners are separated from other learners or educational resources. (state definition)
9. Educational Functioning Level (EFL): levels at which participants are initially placed and continue to move through scope of services based on their ability to perform literacy-related tasks in specific content areas as determined by a State-approved standardized assessment. (state definition)
10. Educational Gain: after progress testing, a participant completes or advances one or more educational functioning levels (EFL) from the initial starting level as measured by a State-approved standardized assessment. (state definition)

11. Fiscal Year (FY): Iowa Adult Education’s fiscal year begins July 1 and ends June 30. (state definition)
12. Flexible Scheduled Classes: classes that are scheduled in such a way that meets the needs of the greatest number of participants in terms of start and end times, hours per week and entire course length. (State Definition)
13. General Education Provisions Act (GEPA): 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.
14. Individual Learning Plan (ILP): a plan that is jointly developed by the learner and academic and career advisor. The ILP is an ongoing strategy to identify academic, training, and employment goals, and steps to achieve them. It should also include information on resources available through other service providers, including referrals to other programs for specified activities. (State Definition)
15. Third Party In-Kind contributions: means the value of non-cash contributions (*meaning*, property or services) that:
 - (1) Benefit a project or program funded by a Federal award; and
 - (2) Are contributed by non-Federal third parties, without charge, to a recipient or subrecipient under a Federal award.
16. Library: a public, state, and community funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources.
17. Managed Enrollment: a system that allows learners to enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term. (State Definition)
18. Measurable Skill Gain (MSG): a performance indicator of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. (State Definition)
19. Non-Federal Match: the commitment of state or other non-federal funds required to receive federal contributions. (State Definition)
20. Program Year: Iowa Adult Education’s program year begins July 1 and ends June 30. (State Definition)

21. Research-based Instruction: research-based instructional programs, according to the U.S. Department of Education, are those that withstand the test of standard scientific testing practices. Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review. The conclusions of scientific research can be replicated and generalized. Part of the test for research-based instructional programs is whether they have a record of success in a variety of schools. (State Definition)

22. Substantial learning gain: a significant improvement in a learner’s knowledge and skills after a specific period of instruction. For example, after 70-100 hours of instruction, an increase of 3-5 points on the State-approved assessment could be characterized as a substantial learning gain. (State Definition)

23. TOPSpro Enterprise (TE): The state approved database used to track enrollment, participation, MSG and NRS tables for performance and accountability. (State Definition)

AWARD INFORMATION

Funding

IWD anticipates making multiple awards as a result of this NOFO process. Award amounts for federal Adult Education and Family Literacy (AEFLA) funds under WIOA will depend upon available funding. An Applicant must be determined an eligible provider and receive sufficient points to be awarded. (State requirement).

Estimated Award Amount

The Department reserves the right to award grant funds in amounts different than the applicant’s budget request and the suggested award amount. Such adjustment may be based on how the proposed budget and budget narrative will cover program expenses and whether the requested amount is appropriate, proportionate to the participants served, based on previous performance, and reasonable, as determined by the Department. (*state requirement*)

AEFLA Sec. 231 & 225 Awards

Iowa has on average allocated \$3,290,000 to eligible providers in AEFLA ABE and \$370,000 in IELCE. Federal allocations have historically been funded based on:

- Eighty-five percent (85%) on needs: institutional grant; ACS data relative to serving adult education and literacy participants; and enrollment; and
- Fifteen percent (15%) on performance in achieving the state’s targeted benchmarks and performance outcomes.

AEFLA Sec. 243 Awards

Iowa has on average allocated \$300,000 to eligible providers. Federal allocations have historically been funded based on the number of proposed eligible individuals served.

Projected Annual IELCE NRS Enrollment	Qualifying Award (Estimate)
10-25	\$15,000
26-40	\$30,000
41 or more	\$40,000

Match Requirement

For IWD to maintain the federally required maintenance of effort, IWD expects grantees to contribute at least a one-to-one local match, monetary and/or in-kind. This match can include, but is not limited to, the following:

- Any non-federal and non-state dollars used to provide adult education and literacy activities;
- In-kind contributions to adult education and literacy activities such as:
 - Infrastructure, facilities, and utilities costs;
 - custodial services;
 - copying and printing costs; and
 - phone, Internet, or other technology costs.
- The cost of staff time spent in providing adult education and literacy activities either:
 - volunteered or
 - paid for from non-federal and non-state funds.

Amounts reported for acceptable matching must:

- be properly documented and verifiable from recipient records;
- be necessary and reasonable to accomplish program objectives;
- be allowable under the Uniform Guidance cost principles;
- not be included as contribution for other federally assisted programs; and
- have the value supported by appropriate documentation of fair market value.

Contract Terms

Iowa Workforce Development is seeking cost-efficient proposals to provide services, as defined in this NOFO, for the anticipated contract period. The dates below are estimated and may be adjusted to comply with all procedural requirements associated with this NOFO and the contracting process. The actual contract start date will be established by a completed and approved contract.

Following the initial term of the contract and subject to continued availability of funding, IWD retains the right to fund the grant recipient for up to one (1) consecutive fiscal program years. The exercise of grant renewals after the first year of funding will be made on a program-by-program basis. Renewals will be contingent on the grant recipient's ability to successfully implement the terms of the grant and demonstrated effectiveness as determined by outcomes.

The term of the anticipated contract, resulting from this NOFO, is defined as follows:

Period	State Date	End Date
Initial Period of Performance	July 1, 2025	June 30, 2026
Renewal Period #1	July 1, 2026	June 30, 2027

Type of Award

Awarded applicants will be considered subrecipients under 2 CFR 200. Grant funds are administered as a reimbursement only and no advance payments will be provided.

Use of Funds

Federal statute authorizes IWD, as the administering agency (pass-through entity), to ensure grantee compliance with all WIOA, Title II: AEFLA fiscal and legal requirements, Federal Uniform Guidance requirements (2 CFR 200), and Education Department General Administrative Regulations (EDGAR)

including but not limited to:

Supplement Not Supplant

Funds received under this grant shall be used to supplement and not supplant funds already available to the Applicant from other sources for purposes authorized by the WIOA Title II grant programs.

Allowable Expenses

Program funds must be used solely for activities that directly support the purpose, priorities, and expected outcomes of the program during the award period. All expenditures must be consistent with the approved application as well as applicable state and federal laws, regulations, and guidance.

Eligible providers accept the responsibility of using the fiscal control and fund accounting procedures that will ensure the proper disbursement of and accounting for federal funds. Applicable federal regulations are included in 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

Travel Reimbursements

All costs associated with transportation, meals, and lodging incurred by the Subrecipient or its subrecipients (if allowed), if any, shall be limited to travel directly related to the services performed pursuant to this funding opportunity and shall follow State of Iowa travel policies for Executive Branch employees as set forth in the Department of Administrative Services' State Accounting Policy and Procedures Manual, Section 210, <https://das.iowa.gov/manuals/state-accounting-policies-procedures> and must be consistent with all Iowa Executive Orders currently in effect.

Program Income

In accordance with 2 CFR 200.307, applicants intending to earn program income must estimate and report it in the AEFLA Budget Narrative Directions, along with a detailed explanation in the AEFLA Budget Narrative. Applicants must account for program income using the Addition method, as outlined in 2 CFR 200.307(b)(2).

Per 34 CFR 76.534, tuition and fees collected from students cannot be counted toward federal matching, cost-sharing, or maintenance of effort requirements. Additionally, fees charged to students participating in a federally supported adult education program must be collected equitably and set at levels that do not adversely impact economically disadvantaged students.

Applicants collecting program income must ensure full compliance with all applicable laws and regulations.

Additional Grant Obligations

Provider Effectiveness

Providers are responsible for collecting data that will be used to evaluate their effectiveness in enabling enrolled participants to make educational gains, earn workforce credentials, and obtain and retain employment. Providers will be expected to meet federal and state performance targets.

Responsiveness to Technical Assistance and Monitoring

Federal Uniform Guidance [2 CFR 200.331] mandates IWD to conduct program monitoring of grantees.

The purpose of monitoring is to ensure that grantees are using federal awards for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and that performance goals are achieved. Program monitoring is conducted through various means, including risk assessment, on-site reviews, and desk reviews. Programs are expected to be responsive to IWD's technical assistance efforts which may include meetings, workshops, or trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through on them in a timely manner.

The local program will accept liability for any failure to comply with the terms of the award and the fiscal requirements of the grant. IWD staff may, as it deems necessary, evaluate and provide guidance, technical assistance, and program support in conducting activities performed under this grant. However, failure of the IWD staff to evaluate and provide guidance, technical assistance, and program support will not relieve the fiscal agent of its liability. [State Requirement].

Corrective Action and Sanctions

When findings arise, IWD will implement a series of corrective actions which may include further technical assistance or training to help agencies achieve the stated objectives. If these actions do not result in grantee compliance, IWD may conduct audits and impose appropriate sanctions. The federal guidelines for sanctions are defined in the Uniform Guidance. Actions may include the following:

- temporarily withholding payment until the grantee complies with requirements;
- disallowing costs;
- adding new terms and conditions to the grant agreement (for example, designation as a high-risk grantee);
- refusing to continue a grant under a noncompetitive renewal;
- suspending grant funds pending corrective action or award termination;
- voiding or terminating the award; or
- pursuing recovery of funds.

Memorandum of Understanding with the Local Workforce Development Board (LWDB) and Local One-Stop Infrastructure Cost

To assure that designated One-Stop partners comply with the requirements governing the Memorandum of Understanding with the WDB and (2) the local One-Stop infrastructure costs of WIOA and its implementing regulations (34 CFR 463.505 and 34 CFR 463.720), the recipient agrees that if funded, the designated organization will become a member of the local workforce development area (LWDA) Memorandum of Understanding, which includes the Infrastructure Funding Agreement, relating to the operation of the One-Stop delivery system in the local area with the WDB.

In addition, the grantee will contribute its proportionate share of local infrastructure costs based on corresponding use of the One-Stop center and relative benefit received. Grantee contribution will be designated from federal funds reserved for local administration and will not exceed 5% of the grant award. 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 eligible agency to determine an adequate level of funds to be used for non-instructional purposes. 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.

The grantee further agrees that the local contribution to infrastructure costs, in addition to local federal administrative costs, may include non-federal resources that are cash, in-kind, or third-party contributions.

Alignment with Local Workforce Development Board Plans

Applicants will describe the alignment between their proposed services and the local WDB plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services; strategy; and goals of the local plan to the activities and services of the one-stop partners. Local WDB plans may be accessed at <https://swdb.iowa.gov/local-workforce-development-areas>.

As required under WIOA (34 CFR 463.21), the IWD office will submit all applications to the appropriate LWDBs. If an Applicant's intended service delivery area includes more than one local workforce development area, the LWDB from each area must review the application. The LWDB will make recommendations to the IWD office about the application's alignment with the local LWDB plan. Local workforce boards provide recommendations but are not responsible for approving or denying applications.

Record Retention

The federal records retention period is three (3) years from the end of a fiscal year for all financial and programmatic records kept in paper and/or electronic form. The retention period for equipment records starts on the date of disposition, replacement, or transfer. The following guidelines clarify which programmatic records must be retained:

- Programs are not required to keep documents such as progress plans, homework, or informal testing papers or results. These documents can be given to the student or destroyed.
- Programs must retain documents such as student data forms, Individual Education Plans (IEP) from a school district, diagnostic results of standardized tests, and attendance records.

Reporting Requirements

The Adult Education and Literacy program in Iowa is required to report on the WIOA key performance measures. Additional information on the WIOA key performance measures can be found in [WIOA Sec. 116](#) and [AEFLA Program Memorandum 17-2](#). Those key performance measures are:

- Employment in the 2nd Quarter after Exit
- Employment in the 4th Quarter after Exit
- Median Earnings in the 2nd Quarter after Exit
- Measurable Skill Gain
- Credential Attainment Rate

Awardees must use the data management system approved and maintained by the State of Iowa in accordance with applicable policies and procedures to ensure accurate and timely calculation and reporting of the above key performance measures in accordance with federal regulations.

In addition to ensuring accurate data is entered into the data management system, awardees must submit periodic reports to the state. These reports include but are not limited to end of year annual financial and

narrative reports, program status updates, and information related to IETs. All reports must be submitted through the Iowa Grants grant management system, unless otherwise specified.

ELIGIBILITY INFORMATION

Eligible Applicants

As part of the grant process, Applicants will submit documentation that will be used to determine if the Applicant meets the criteria of an eligible provider. The Applicant must both meet the definition of an “eligible provider” and must establish their “demonstrated effectiveness” in providing adult education services, pursuant to 34 CFR 463.24.

To apply for a grant, an Applicant must be an “eligible provider”, and grants will be awarded to eligible providers on a competitive basis. The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities, that may include, but is not limited to:

- A. A local educational agency;
- B. A community-based organization or faith-based organization;
- C. A volunteer literacy organization;
- D. An institution of higher education;
- E. A public or private nonprofit agency;
- F. A library;
- G. A public housing authority;
- H. A nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- I. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- J. A partnership between an employer and an entity described in any of subparagraphs (a) through (i).
- K. Other

Additionally, to be considered an eligible provider, an Applicant must establish their “demonstrated effectiveness” in providing adult education services under [34 CFR 463.24](#). An eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language acquisition. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of high school diploma or equivalency, and transition to postsecondary education and training. “Demonstrated effectiveness” is used to determine if an Applicant would be considered an “eligible provider” and is not a scored part of the application. Applicants who do not establish demonstrated effectiveness will **not** have their applications reviewed, scored, or considered for funding.

Applicants must meet the criteria above to compete for funds.

Considerations for Award

In awarding Adult Education grants, IWD will take into account the WIOA 13 considerations which can be found at <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-IV/part-463/subpart-C/section-463.20>.

GEPA Section 427

Applicants must include information to address Section 427 of the General Education Provisions Act (GEPA). The provision established in Section 427 requires each Applicant to include 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, Applicants should determine whether these or other barriers may prevent students, teachers, etc. from such access or participation in, the Federally funded project or activity. The description in the 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.

*** Please note the federal law or U.S. Supreme Court decision controlling at the time the response to the NOFO is due will control relevant requirements.**

APPLICATION AND SUBMISSION INFORMATION

An Applicant Information Session will be held virtually on 3/14/2025 as well as a regional in-person conference will be held on 3/14/2025 at the following location: Iowa Workforce Development, 1000 East Grand Ave, Des Moines, IA 50319.

Electronic Submission Instructions

Applicants must submit applications electronically via IowaGrants.gov. IWD recommends that applicants create an account and begin the application in advance of the deadline. For registration guidance, refer to “IowaGrants.gov New User Registration Instructions” (See Appendix A).

The applicant’s authorized representative must be the person who submits the application. The authorized representative must be using his or her own IowaGrants.gov account to sign and submit the application.

Official email communication from IWD regarding this application will be issued from a representative from Iowa Workforce Development. Applicants are required to assure these communications are received and responded to accordingly.

Application Submission Method and Due Date

Applications must be submitted to the State of Iowa, Iowa Workforce Development, via lowagrants.gov. Submissions must be received no later than 2:00 pm, local time, 4/21/2025, when they will be opened. Applications not submitted to Iowa Workforce Development by the aforementioned deadline will not be considered for contract award.

This document provides instructions for submitting applications, the procedure and criteria by which the Provider(s) will be selected and the contractual terms which will govern the relationship between the State of Iowa (State) and the awarded Applicant(s).

In alignment with 34 CFR § 463.22, each eligible provider seeking a grant or contract must submit an application to the eligible agency containing the information and assurances listed below, as well as any additional information required by the eligible agency, including:

1. A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2. 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;
3. 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;
4. A description of how the eligible provider will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to—
 - a. Provide access through the one-stop delivery system to adult education and literacy activities;
 - b. 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;
 - c. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
 - d. 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
 - e. Provide representation to the State board;
6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
7. Information that addresses the 13 considerations listed in § 463.20; and
8. Documentation of the activities required by § 463.21(b).

Minority Impact Statement

Pursuant to 2008 Iowa Acts, HF 2392, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa must include a Minority Impact Statement. This requires applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups. This form includes a series of questions for the applicant to complete identifying either a potential positive impact, negative impact, or no impact.

ALL INFORMATION WILL BE COMPLETED In Iowa Grants.

Application Components Checklist

NOTE: Use of this checklist is **optional**. It does not need to be submitted with the Applicant’s proposal. The completed proposal **must** be submitted by **4/21/2025** at 2:00 pm and shall include the documents below:

Eligible Provider – Contact Information:

- Proposal Cover and Signature Page, completed and signed
- Eligible Provider Form
- Table of Demonstrated Effectiveness (If a consortium application, this must be completed by each partner)
- Organizational Chart

Application – Proposal Content

- Narrative
- Program Flexible Schedule
- Personnel List and Qualifications
- Integrated Education and Training and Alignment
- Prior Professional Development Activities
- General Education Provisions Act (GEPA) Attestation
- Consortium/Subcontractors/Partners, MOUs or Letters of Support, completed (*if applicable*)
- Budget Form, spreadsheet completed for PY25/FY26
- Budget Narrative, completed
- Fiscal Assurances

Proposal Submission Requirements

NOFO Sections:

- I. **Section I: Applicant Information and Eligibility (completed by all Applicants)**
- II. **Section II: Adult Education and Family Literacy Act (AEFLA) (completed by all applying for funding under WIOA Section 231 and 225 (if applicable))**
- III. **Section III: Integrated English Literacy and Civics Education (IELCE) (completed by all applying for funding under WIOA Section 243)**
- IV. **Budget Form and Budget Narrative**

Application Type (Select all that apply):

<input type="checkbox"/> Adult Education and Literacy Activities (WIOA Section 231)	Complete Section I (must be completed by all applicants to this NOFO)
<input type="checkbox"/> Corrections Education (WIOA Section 225)	
<input type="checkbox"/> Integrated English Literacy and Civics Education (WIOA Section 243)	Complete Section II (complete only if applying for IELCE funds)

Section I: Applicant Information and Eligibility (completed by all Applicants)

Applicant Information

Complete every field in the “Applicant Information” table. It is acceptable to duplicate information. Do not refer to other fields. If an individual has multiple roles (i.e. if the Primary Program Contact of the Applicant Organization is also the Primary Financial Contact), please list information in both fields. Complete all fields unless otherwise denoted.

Applicant Organization Information:

Name of Applicant Organization:	
Address of Applicant Organization:	
Federal Unique Entity Identifier (UEI):	
Applicant Organization Website Link (if available)	

Applicant Organization Contact Information: provide information on the Primary and Secondary Program Contacts for the Adult Education and Literacy (AEL) program of the Applicant Organization. The Primary Program Contact is the individual responsible for the general oversight of the AEL program and is the person that the state department (IWD) will contact for programmatic questions. The Secondary Contact will serve as the back-up or alternate contact for the AEL program in lieu of the Primary Program Contact.

Applicant Organization Primary Program Contact Name:	
Applicant Organization Primary Program Contact Title (Director, Coordinator, etc.):	
Applicant Organization Primary Program Contact Phone Number:	
Applicant Organization Primary Program Contact Email Address:	
Applicant Organization Secondary Program Contact Name:	
Applicant Organization Secondary Program Contact Title (Director, Coordinator, etc.):	
Applicant Organization Secondary Program Contact Phone Number:	
Applicant Organization Primary Program Contact Email Address:	

Applicant Organization Primary Financial Contact Information: provide the information for the individual who is responsible for the financial and fiscal management of the Adult Education and Literacy (AEL) program of the Applicant Organization. The Primary Financial Contact is the person that the state department (IWD) will contact for fiscal/financial questions.

Applicant Organization Primary Financial Contact Name:	
Applicant Organization Primary Financial Contact Title (CFO, Comptroller, etc.):	

Applicant Organization Primary Financial Contact Phone Number:	
Applicant Organization Primary Financial Contact Email Address:	

Fiscal Agent Information (if applicable): provide information of the fiscal agent, such as a bank or trust company, that acts on behalf of the Applicant Organization performing various financial duties. The state department (IWD) will contact the Fiscal Agent for fiscal/financial questions, if applicable.

<i>Fiscal Agent:</i>	
<i>Fiscal Agent Primary Contact Name:</i>	
<i>Fiscal Agent Primary Contact Title:</i>	
<i>Fiscal Agent Primary Contact Phone Number:</i>	
<i>Fiscal Agent Primary Contact Email Address:</i>	

Authorized Signatory Information: the Authorized Signatory is the person(s) allowed to act on behalf of the Applicant Organization and enter into contractual agreements for the organization such as the Chief Executive Officer (CEO), President, etc., The Authorized Signatory is the person(s) that the state department (IWD) will contact for contractual questions and/or amendments.

Applicant Organization Authorized Signatory Contact Name:	
Applicant Organization Authorized Signatory Contact Title:	
Applicant Organization Authorized Signatory Contact Phone Number:	
Applicant Organization Authorized Signatory Contact Email Address:	

Applicant Organization Type: (Select all that apply)

- Local educational agency
- Community-based organization or faith-based organization
- Volunteer literacy organization
- Institutions of higher education
- Public or private nonprofit agency
- Library
- Public housing authority
- Nonprofit institution having the ability to provide adult education and literacy services to adults
- A consortium of agencies, organizations, institutions, and libraries described above

Identify Consortium Lead Agency:

- A partnership between an employer and an entity described in any of the categories listed above
- Other organization types, even if not specifically listed above

Describe your organization:

The italicized font is the Federal requirement, whereas the numeric questions are State specific requirements to address the federal requirements.

WIOA Consideration 1 (Standard 5; Community Interaction and Outreach): *The degree to which the eligible provider would be responsive to:*

a. Regional are needs identified in the local workforce plan; and

b. Serving individuals in the community who are identified as most in need of adult education and literacy activities, including individuals: Who have low levels of literacy skills; or who are English language learners.

1. Describe the Applicant's outreach plan for PY2025.
2. Explain specific steps the Applicant will take to meet Iowa's PY2025 WIOA performance targets. <https://wioaplans.ed.gov/node/493301>
3. Explain how the Applicant intends to ensure that all eligible individuals who desire Adult Education and Literacy (AEL) activities will be served.
4. Describe plans the Applicant has to provide family literacy activities that meet the needs of parents and allow parents to be more active in their children's education.

WIOA Consideration 2 (Standard 1; Learner Progress): *The ability of the eligible provider to serve eligible individuals with disabilities, including individuals with learning disabilities:*

1. Describe how the Applicant intends to identify eligible individuals with learning disabilities and persistent barriers to employment. This includes students who may not have received an individualized education plan ("IEP") prior to enrollment in adult education.
2. Explain how the organization/program has met, and plans to meet, the needs of eligible individuals with disabilities, learning disabilities, and persistent barriers to employment (address all three).
 - a. Describe the tools, schedules, curriculum, and services the organization/program has provided, and will provide, this population.
3. Explain how the organization/program has met, and plans to meet, the needs of teachers and staff with disabilities, learning disabilities, and persistent barriers to success (address all three).

WIOA Consideration 3 (Standard 1; Learner Progress): *The 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:*

1. Describe the Applicant's past experience serving eligible individuals and explain how the Applicant has increased performance outcomes among eligible individuals.
2. How will the Applicant meet state performance targets for Measurable Skill Gains, Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Credential Attainment?

WIOA Consideration 4 (Standard 6; One-Stop System Integration): *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:*

1. Describe how the Applicant has aligned, and will align, its service(s) with the Local Workforce Development Area's (LWDA) Local Plans. Include an explanation of how the Applicant plans to ensure continuous alignment with the Local Plan. *
2. Describe the Applicant's relationship with the one-stop partners in the communities it serves:
 - a. How has the organization worked with the one-stop partners to ensure the efficient

- delivery of adult education services to eligible individuals.
- b. Discuss how the applicant will complete co-enrollment, referral services, and infrastructure costs.
- c. Explain how the Applicant will establish, or retain, a working relationship with the one-stop partners in the communities it intends to serve.

*LWDA Local Plans can be found at <https://swdb.iowa.gov/local-workforce-development-areas>.

WIOA Consideration 5 (*Standard 2; Curriculum, Instruction*): *Whether eligible provider’s program:*

- a. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
- b. Uses instructional practices that include the essential components of reading instruction.*
 - 1. Describe the Applicant’s planned enrollment and class schedule. (Be specific or include attachments)
 - 2. Describe how the Applicant will implement the state requirement of managed enrollment, which means instructional programs have defined entry points and durations, and that learners join at scheduled times and abide by each Adult Education provider’s attendance policy.
 - 3. Describe how the Applicant will support participants in achieving substantial learning gains.
 - 4. Describe the Evidence Based Reading Instruction practices that will be used by the Applicant that include the essential components of reading instruction, as noted in WIOA, Title II.

WIOA Consideration 6 (*Standard 2; Curriculum, Instruction, and Professional Development*): *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:*

- 1. Describe the instructional practices and the types of instructional services that will be provided, including any available research supporting the efficacy of such practices, including Evidence Based Reading Instructional practices.
- 2. How will instruction be differentiated for eligible individuals to meet the needs of diverse learners at various stages of learning? What processes will be used place learners in appropriately leveled instruction?
- 3. Describe the curricula used and its alignment to the [College and Career Readiness Standards for Adult Education](#) and/or the [English Language Proficiency Standards for Adult Education](#). Give specific examples of textbooks, online learning platforms, publishers, and providers and how it was selected.

WIOA Consideration 7 (*Standard 3; Program Design and Leadership*): *Whether activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how technology, services, and systems lead to improved performance:*

- 1. Describe the Applicant’s integration of technology into curriculum. This includes the use of computers/tablet devices, equipment, software, and other technology.
- 2. Explain the steps the Applicant has taken, and plans to take, to improve the digital literacy skills of eligible individuals.
 - a. Describe how the program measures digital literacy skills.
- 3. Does the Applicant offer, or intend to offer, distance learning?
 - a. If the Applicant offers, or plans to offer, distance learning describe the curriculum, scheduling, and/or technology the organization uses, and plans to use, for distance learning.

- b. Describe the steps the Applicant will take to increase the use of distance education in their program(s).

WIOA Consideration 8 ([Standard 2; Curriculum and Instruction](#)): *Whether the eligible provider's activities provide learning in context, including through integrated education and training (IET), so that an 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:*

Awardees will be required to spend a minimum of 5% of federal funds awarded on the provision of IET. (State requirement)

1. Explain how the Applicant has provided, or plans to provide, IET instruction to eligible individuals.
2. Describe how College and Career Readiness standards are used by the Applicant to enhance instruction.
3. Explain how career readiness and workforce skills are taught, and/or plan to be taught, to eligible individuals.
4. Describe how the Applicant provided, and/or plans to provide, career awareness curriculum.
5. [Complete Appendix I for IET Description](#)
6. Explain the existing relationships with businesses in the area applicant intends to serve and how IETs are provided; include letters of support from those businesses.

WIOA Consideration 9 ([Standard 2; Curriculum, Instruction, and Professional Development](#)), [Standard 3; Program Design and Leadership](#)): *Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state (see [IAC 877-32.6](#)), where applicable, and who have access to high quality professional development, including through electronic means:*

1. Describe the minimum qualifications for employment used by the Applicant in hiring for any applicable positions:
 - a. Instructors:
 - b. Administrators:
 - c. Data Specialists:
 - d. Grant Coordinators:
2. Describe the Applicant's professional development plan. Explain how the Applicant is ensuring, or plans to ensure:
 - a. Instructors and staff have the opportunity to work collaboratively; and
 - b. Have continual training on research and evidence-based best practices in:
 - i. Adult Education:
 - ii. English Language Acquisition:
 - iii. Workforce preparedness; and
 - iv. College and Career Readiness.
3. Complete Appendix (TBD) Personnel and Qualifications
4. Provider Prior Professional Development activities via [2025 NOFO Prior PD Table-DRAFT.xlsx](#)

WIOA Consideration 10 ([Standard 5; Community Interaction and Outreach](#)): *Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor*

organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways:

1. Describe the supports the Applicant offers, and plans to offer, to help eligible individuals meet employment goals so that they are on pathways to obtain and sustain self-sufficient wages.
2. Describe the Applicant's engagement activities with each educational institution with which the Applicant is connected (e.g., elementary/secondary school, postsecondary education, higher education) and how each arrangement supports the delivery of Adult Education activities.
3. Describe the Applicant's engagement activities with each workforce entity with which the Applicant is connected (e.g., Local Workforce Development Board, American Job Center (AJC), Job Training Programs, Local Business, Industry Representative, Labor Organization) and how each cooperative arrangement will support the delivery of Adult Education activities.
4. Describe the Applicant's engagement activities with each community organization with which the Applicant is connected (e.g., social service agency, community-based organization, nonprofit organization) and how each cooperative arrangement will support the delivery of Adult Education activities.

WIOA Consideration 11 ([Standard 3; Program Design, Standard 5; Community Interaction and Outreach](#)): *Whether the eligible provider's activities offer 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:*

1. Describe the Applicant's approach to flexible schedules and attendance requirements that ensures instruction is provided in compliance with the [Assessment Policy](#).
2. Describe the ways the Applicant will help mitigate common barriers participants may experience. NOTE: These barriers might also be described in [Section 427 of General Education Provisions Act \(GEPA\)](#). How will the Applicant continue to assess barriers and work to mitigate them?
3. Describe coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning). If no such partnerships currently exist, describe the Applicant's plan for developing these relationships.
4. What steps will the Applicant take to ensure support services are available to enable individuals, including those with disabilities or other special needs, to attend and complete programs?
5. Complete Program Flexible Schedule.

WIOA Consideration 12 ([Standard 4; Accountability](#)): *Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance:*

1. Describe the internal process and policies the Applicant has in place for the collection and submission of data, including sharing data with relevant staff and partner agencies.
2. Explain how the Applicant will ensure data accuracy, including finding and resolving errors.
3. Describe the methods the Applicant will use to ensure security and confidentiality of personally identifiable information and data.
4. Describe the ways data will be monitored and how it will inform program decisions.
5. Explain which staff will have responsibility for each data task including collection, verification, reporting, and monitoring.

WIOA Consideration 13 ([Standard 5; Community and Outreach](#)): *Whether local areas have a demonstrated need for additional English language acquisition programs and civics education programs:*

1. Describe how the Applicant measures the need for English Language Acquisition (ELA) services in the community that it serves.
2. Describe the need in the local area for Civics Education services, which might include, but are not limited to, instruction regarding U.S. History and Government, instruction about the rights and responsibilities of citizenship, and introductions to community services or agencies.
3. Describe the need in the local area for Financial Literacy education, if applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. Financial Literacy skills can be defined as the confidence, knowledge, and skills needed to make financial decisions that promote financial self-sufficiency, stability, and well-being.
4. Describe the need in the local area for Health Literacy education, if applicable, for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement. Health Literacy skills can be defined as the knowledge, skills, and ability to ask questions; obtain, apply, and evaluate information; communicate effectively; and make critical decisions to promote one's own health and well-being and that of one's family and community.
5. Describe the need in the local area for digital skills education for the purposes of exercising the rights and responsibilities of citizenship and increasing civic engagement.

GEPA Section 427

Applicants must include information to address Section 427 of the General Education Provisions Act (GEPA). The provision established in Section 427 requires each Applicant to include 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, Applicants should determine whether these or other barriers may prevent students, teachers, etc. from such access or participation in, the Federally funded project or activity. The description in the 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.

*** Please note the federal law or U.S. Supreme Court decision controlling at the time the response to the NOFO is due will control relevant requirements.**

Additional Information for WIOA Section 225

This optional section is designed for Applicants to describe proposed provision of services under **WIOA Section 225 – Programs for Corrections Education and Other Institutionalized Individuals**. Clearly and completely respond to all questions in this section.

WIOA Section 225 defines the following terms:

- The term “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.
- The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

List each correctional facility name and type, including additional relevant information such as “minimum

security,” as applicable, that the Applicant intends to serve. Enter the average number of adults in each proposed correctional facility during a fiscal year. Include the method(s) of obtaining these numbers or the source of these numbers. This information will be used in the calculation of funding, if awarded. The Applicant’s earlier responses to WIOA’s 13 considerations and additional state considerations will be considered as part of this application.

Facility

- Facility selection and the partnerships that exist that allow the Applicant to access these facilities and provide service to eligible individuals;
- The space available for programming, including HiSET, and CASAS testing. (Include information about accessibility, physical accommodations, security, and privacy considerations).

Staffing

- The number of and responsibilities of staff involved in correctional services; How will the Applicant ensure adequate staffing, including during transitions?
- Staff access to the facility and access to instruction for learners. (This could include procedures for notifying staff of lockdowns, procedures for escorting students to secure classrooms, and/or other activities that could impact activities).
- Training staff will receive regarding the safety, policies, and procedures of each facility. How will the Applicant ensure the staff receive this training?

Programming

- The Applicant’s past experience serving eligible individuals in facilities.
- The manner in which the Applicant will ensure data collection and monitoring is in compliance with all federal and state considerations for data and monitoring.
- Applicant’s plan for priority of service to eligible individuals who are likely to leave the correctional institution within five (5) years.

Additional Information for WIOA Section 243

This optional section is designed for Applicants to describe proposed provision of services under **WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)**. Clearly and completely respond to all questions in this section.

WIOA Section 243 provides the following definitions:

1. Describe the eligible individuals to be served in this IELCE program. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?
2. Describe how the eligible provider's IELCE activities will provide learning in (real-life) context so that an individual acquires the skills needed to:
 - obtain and advance in employment leading to economic self-sufficiency,
 - transition to and complete postsecondary education and training programs, and
 - to exercise the rights and responsibilities of citizenship.
3. Describe how the eligible provider will design and implement an Integrated English Learning and Civics Education (IELCE) per the definition above and in alignment with the Iowa’s Unified State Plan 2024-2027. Include a description how the IELCE is delivered in combination with the IET activities for participants and how IELCE participants access and participate in the IET program. Additionally, complete the chart detailing the AEFLA Integrated Education and Training and

Alignment (IET & IELCE) including the occupation or training program, career pathway alignment, learning objectives, and key personnel.

4. What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in an in-demand industry and occupations that lead to economic self-sufficiency? How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?

Additional State Considerations for Awards

Applicants will be required to respond to the following state required questions:

1. Is the applicant willing and able to serve a minimum of 100 participants?
2. Is the applicant able to provide at least eight (8) hours of classes per week?
3. What percentage of the local coordinators time that is developed to the administration, management, and supervision of the grant? How is that time documented?
4. Is the applicant willing and able to provide and maintain Student Achievement in Reading (STAR) training for instructors, including the costs associated with such training?
5. What is the applicant's ability and plan to implement high quality professional development in alignment as outlined in [Iowa Administrative Code 877-32.7](#)?
6. What is the applicant's ability and plan to achieve the State defined pre- and post-test rate in alignment with the State Assessment Policy?
7. Is the applicant able to ensure timely and seamless referrals between partner programs within the local workforce development area?
8. Is the applicant willing to serve on the local workforce development board and/or standing committees?
9. Is the applicant able and willing to provide access through the one-stop delivery system and to use the common identity and marketing of "IowaWORKS", "American Job Center" and "a proud partner of the American Job Center", in accordance with policy issued by the State Workforce Development Board?
10. Is the applicant able to comply with Family Educational Rights and Privacy Act (FERPA) to protect the privacy of student education records?
11. Is the applicant able to participate in the provision of Rapid Response services when workers are laid off due to a business closing or mass layoff in coordination with other partner programs within the local workforce development area?
12. Does the applicant intend to serve incarcerated or justice involved individuals?
13. Is the applicant willing and able to provide services to refugees?
14. FY2026 (PY25) Enrollment Target

Budget Summary and Budget Narrative

Applicants will be required to use the AEFLA Budget Form and Narrative Directions and prepare a budget narrative. These documents will be uploaded as part of the application in Iowa Grants.

Submission Dates and Times

Please see the Important Dates section at the beginning of this announcement for the submission deadline. IWD reserves the right to extend the submission deadline, and any notice of such extension will be posted on IWD's website and/or IowaGrants.gov.

Attempted submission of a completed application after the stated due date and time will not be allowed by the system. If a submission is attempted after the published date and time, the applicant will receive a notice stating, "The Funding Opportunity is closed."

APPLICATION REVIEW INFORMATION

Scoring Criteria

WIOA 13 Considerations	65 Points
Additional State Considerations	65 points
WIOA Sec. 225 Corrections Education (optional)	15 points
WIOA Sec. 243 IELCE (optional)	20 points
Fiscal Management	5 points
Budget Summary & Budget Narrative	30 points

Review and Selection Process

A review team selected by Iowa Workforce Development will use the criteria listed in this section to review applications under this funding announcement.

Applicant Clarification

Some applicants may receive requests to provide clarifying information and/or make changes to their application, including changes to their budget. This information is used by IWD in making funding recommendations. Applications may be recommended for funding even if they are not asked clarifying questions. A request for clarification does not guarantee a grant award. Failure to respond to requests adequately and in a timely manner may result in the removal of applications from consideration.

AWARDING AGENCY CONTACT(S)

Please direct any questions regarding this NOFO to:

Kyle Clabby-Kane
State Director of Adult Education
Iowa Workforce Development
kyle.clabby@iwd.iowa.gov
319-939-4225

APPENDIX A: IowaGrants.gov New User Registration Instructions

Are you new to IowaGrants.gov? Follow these basic instructions to create an account and begin your grant application.

1. Watch this 4 min video <https://dom.iowa.gov/iowa-grants-login>.
2. Go to www.iowagrants.gov
3. Always select the blue button “Click Here to Access Single Sign On Tool” no matter if this is your first time accessing the system or you’re already registered.
4. Do not use the “enter your user ID and password” options
5. If you do not have an account, select “Sign Up” at the bottom of the screen.
6. Enter your first name, last name and valid email address.
7. Complete the Set Up for security methods, including setting your password.
8. Verify your email and enter the verification code that was sent by the system. This email is sent by Admin@id.iowa.gov. This provides you with a one-time code to complete the verification process.
9. Complete your registration by entering your contact information on the Registration page. Enter your basic information and select your Program Area of Interest. While the system instructions do not make this clear, it is important that you select a program area of interest from the drop-down list. This will expedite registration.

Your registration is now pending final system approval. You will receive a confirmation email once approval is complete.

If you have any questions regarding these instructions or want additional assistance, please contact IWD staff at adulthoodeducation@iwd.iowa.gov or 319-939-4225.

APPENDIX B: Estimated Funding Available for Sec. 231

Estimated Funding Available for Sec. 231

County	AEFLA (Sec. 231) Grant	
	Estimated Allocation	Percentage
Adair	\$ 2,949	0.09%
Adams	\$ 2,949	0.09%
Allamakee	\$ 7,209	0.22%
Appanoose	\$ 7,537	0.23%
Audubon	\$ 983	0.03%
Benton	\$ 14,090	0.43%
Black Hawk	\$ 252,638	7.71%
Boone	\$ 9,503	0.29%
Bremer	\$ 4,587	0.14%
Buchanan	\$ 5,570	0.17%
Buena Vista	\$ 57,016	1.74%
Butler	\$ 1,638	0.05%
Calhoun	\$ 40,632	1.24%
Carroll	\$ 11,141	0.34%
Cass	\$ 7,864	0.24%
Cedar	\$ 8,847	0.27%
Cerro Gordo	\$ 37,355	1.14%
Cherokee	\$ 9,175	0.28%
Chickasaw	\$ 3,604	0.11%
Clarke	\$ 20,316	0.62%
Clay	\$ 13,107	0.40%
Clayton	\$ 2,621	0.08%
Clinton	\$ 43,581	1.33%
Crawford	\$ 58,982	1.80%
Dallas	\$ 64,552	1.97%
Davis	\$ 3,604	0.11%
Decatur	\$ 4,587	0.14%
Deleware	\$ 3,604	0.11%
Des Moines	\$ 60,292	1.84%
Dickinson	\$ 7,537	0.23%
Dubuque	\$ 65,207	1.99%
Emmet	\$ 17,039	0.52%
Fayette	\$ 5,898	0.18%
Floyd	\$ 12,779	0.39%
Franklin	\$ 10,813	0.33%
Fremont	\$ 328	0.01%
Greene	\$ 2,621	0.08%
Grundy	\$ 2,621	0.08%

Guthrie	\$	2,949	0.09%
Hamilton	\$	19,333	0.59%
Hancock	\$	5,570	0.17%
Hardin	\$	14,745	0.45%
Harrison	\$	4,260	0.13%
Henry	\$	69,140	2.11%
Howard	\$	1,638	0.05%
Humboldt	\$	4,915	0.15%
Ida	\$	1,638	0.05%
Iowa	\$	5,570	0.17%
Jackson	\$	8,520	0.26%
Jasper	\$	53,083	1.62%
Jefferson	\$	9,830	0.30%
Johnson	\$	206,763	6.31%
Jones	\$	49,151	1.50%
Keokuk	\$	2,294	0.07%
Kossuth	\$	9,830	0.30%
Lee	\$	38,338	1.17%
Linn	\$	273,281	8.34%
Louisa	\$	15,728	0.48%
Lucas	\$	2,294	0.07%
Lyon	\$	3,604	0.11%
Madison	\$	3,277	0.10%
Mahaska	\$	19,005	0.58%
Marion	\$	12,779	0.39%
Marshall	\$	79,297	2.42%
Mills	\$	3,604	0.11%
Mitchell	\$	1,311	0.04%
Monona	\$	983	0.03%
Monroe	\$	5,898	0.18%
Montgomery	\$	10,158	0.31%
Muscatine	\$	78,970	2.41%
O'Brien	\$	8,192	0.25%
Osceola	\$	3,277	0.10%
Page	\$	15,728	0.48%
Palo Alto	\$	3,604	0.11%
Plymouth	\$	19,333	0.59%
Pocahontas	\$	1,311	0.04%
Polk	\$	595,059	18.16%
Pottawattamie	\$	71,761	2.19%
Poweshiek	\$	8,520	0.26%
Ringgold	\$	655	0.02%
Sac	\$	1,638	0.05%

Scott	\$	138,279	4.22%
Shelby	\$	4,260	0.13%
Sioux	\$	46,202	1.41%
Story	\$	38,993	1.19%
Tama	\$	16,711	0.51%
Taylor	\$	1,638	0.05%
Union	\$	20,316	0.62%
Van Buren	\$	983	0.03%
Wapello	\$	74,710	2.28%
Warren	\$	11,141	0.34%
Washington	\$	21,627	0.66%
Wayne	\$	1,311	0.04%
Webster	\$	92,077	2.81%
Winnebago	\$	9,175	0.28%
Winneshiek	\$	3,932	0.12%
Woodbury	\$	142,211	4.34%
Worth	\$	2,294	0.07%
Wright	\$	18,022	0.55%
Total	\$	3,276,755.00	100.0%

APPENDIX C: Estimated Number of Eligible Individuals for Sec. 231

County	Average Eligible Individuals
Adair	11
Adams	17
Allamakee	43
Appanoose	48
Audubon	5
Benton	92
Black Hawk	977
Boone	91
Bremer	33
Buchanan	15
Buena Vista	419
Butler	23
Calhoun	51
Carroll	43
Cass	21
Cedar	57
Cerro Gordo	134
Cherokee	33
Chickasaw	42
Clarke	67
Clay	61
Clayton	16
Clinton	206
Crawford	317
Dallas	341
Davis	11
Decatur	33
Deleware	35
Des Moines	282
Dickinson	34
Dubuque	400
Emmet	72
Fayette	42
Floyd	46
Franklin	38
Fremont	9
Greene	24
Grundy	5

Guthrie	15
Hamilton	86
Hancock	16
Hardin	81
Harrison	21
Henry	409
Howard	33
Humboldt	30
Ida	10
Iowa	23
Jackson	35
Jasper	294
Jefferson	46
Johnson	780
Jones	109
Keokuk	9
Kossuth	27
Lee	364
Linn	1012
Louisa	119
Lucas	15
Lyon	18
Madison	24
Mahaska	122
Marion	28
Marshall	480
Mills	18
Mitchell	7
Monona	24
Monroe	10
Montgomery	70
Muscatine	333
O'Brien	21
Osceola	38
Page	128
Palo Alto	16
Plymouth	71
Pocahontas	19
Polk	3906
Pottawattamie	472
Poweshiek	32
Ringgold	13
Sac	10

Scott	816
Shelby	34
Sioux	240
Story	259
Tama	83
Taylor	14
Union	120
Van Buren	11
Wapello	316
Warren	70
Washington	95
Wayne	8
Webster	303
Winnebago	17
Winneshiek	26
Woodbury	874
Worth	10
Wright	36
Total	16920

APPENDIX D: Estimated Eligible Individuals for Sec. 243

County	18 Years and Over - Speaks English "Not Well" or "Not At All"
Adair	4
Adams	9
Allamakee	571
Appanoose	69
Audubon	35
Benton	91
Black Hawk	3,995
Boone	29
Bremer	119
Buchanan	149
Buena Vista	3,371
Butler	158
Calhoun	44
Carroll	138
Cass	39
Cedar	24
Cerro Gordo	256
Cherokee	209
Chickasaw	209
Clarke	359
Clay	98
Clayton	198
Clinton	312
Crawford	1,908
Dallas	3,237
Davis	379
Decatur	114
Deleware	30
Des Moines	361
Dickinson	184
Dubuque	1,141
Emmet	330
Fayette	103
Floyd	106
Franklin	364
Fremont	54

Greene	88
Grundy	75
Guthrie	68
Hamilton	456
Hancock	92
Hardin	274
Harrison	40
Henry	355
Howard	141
Humboldt	257
Ida	55
Iowa	57
Jackson	70
Jasper	466
Jefferson	357
Johnson	5,338
Jones	88
Keokuk	76
Kossuth	280
Lee	22
Linn	4,109
Louisa	665
Lucas	172
Lyon	82
Madison	39
Mahaska	222
Marion	302
Marshall	3,956
Mills	76
Mitchell	251
Monona	50
Monroe	0
Montgomery	13
Muscatine	1,692
O'Brien	243
Osceola	229
Page	171
Palo Alto	56
Plymouth	576
Pocahontas	133
Polk	22,191
Pottawattamie	2,198
Poweshiek	243

Ringgold	65
Sac	128
Scott	3,340
Shelby	80
Sioux	1,278
Story	2,624
Tama	495
Taylor	148
Union	117
Van Buren	139
Wapello	1,619
Warren	463
Washington	483
Wayne	59
Webster	549
Winnebago	179
Winneshiek	175
Woodbury	7,600
Worth	24
Wright	827
Total	85,513