



# BIDDER'S CONFERENCE

**WIOA, Title II –  
Adult Education and Family  
Literacy Act (AEFLA) Sec. 231/225**

**COMMUNITY COLLEGES &  
WORKFORCE PREPARATION**  
*PROSPERITY THROUGH EDUCATION*

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# Welcome

## Bidder's Conference

- In Person – Please silence phones
- Conference Call – Please mute call

Presentation is being recorded and available 2/25/2020

Questions will be answered throughout the conference and again at the end.

All questions and answers will be posted as an FAQ on the Department's website –

<https://educateiowa.gov/adult-career-and-community-college/adult-education-and-literacy/grant-opportunities-adult-education>

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# Introductions

- State Office Staff
- Attendees Role Call

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## Objectives

- Define WIOA and AEFLA
- Applicant Eligibility
- Eligible Services and Allowable Activities
- Proposal Submission Requirements
- Proposed Project
- Cost Proposal
- Guidance on Iowagrants
- Review, Scoring and Awarding
- Accountability and Performance
- Questions and Answers

This proposal is intended to solicit applications from **eligible providers of demonstrated effectiveness** that work to achieve the **purpose of Title II** of the Workforce Innovation and Opportunity Act of 2014 utilizing a **comprehensive** adult education model.

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## Direct and Equitable Access - WIOA, Section 231 (C)

The competitive grant process ensures:

- All eligible providers will have direct and equitable access to apply and compete for grants;
- The same grant announcement and application processes are used for all eligible applicants in the State; and
- All applicants must respond to the same thirteen (13) federal considerations.

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## Grant Funding Opportunities

- Adult Education & Family Literacy Act (AEFLA),  
*WIOA, Section 231 Funds*
- Corrections Education & Other Institutionalized  
Individuals  
*WIOA, Section 225 Funds*

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## Priorities of Funding

As required by WIOA, funding is prioritized for the following applicants:

- who have demonstrated effectiveness in improving the literacy of eligible individuals, especially; with respect to eligible individuals, who have low levels of literacy;
- whose services are aligned with local workforce strategies, priorities, and partners; and
- whose services are responsive to the needs of persons with barriers to employment.

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## Important Information

Applicants need to be familiar with the:

- Law (WIOA and Title II);
- Applicable Federal and State regulations – EDGAR, Uniform Guidance, IAC 23 and 32;
- Iowa’s Unified State Plan
- Local Workforce Development Plans
- Application instructions
- Iowa Adult Education and Literacy Policies –
  - Assessment Policy
  - Program, Instructor and Content Standards

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## 2020 Timeline

- February 14 – RFP Released
- February 20 – Bidder’s Conference
- March 1 – Questions due
- April 3 – Application Due Date
- April thru May – Review and Determination
- June – Announcements of Awards
- July 1 – PY 2021 Start Date

<b>Period</b>	<b>Start Date</b>	<b>End Date</b>
Initial Period of Performance	July 1, 2020	June 30, 2021
Renewal Period #1	July 1, 2021	June 30, 2022
Renewal Period #2	July 1, 2022	June 30, 2023
Renewal Period #3	July 1, 2023	June 30, 2024
Renewal Period #4	July 1, 2024	June 30, 2025

# Background and Purpose

## **Workforce Innovation & Opportunity Act, 2014**

- **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 – Workforce Innovation and Opportunity Act

- Signed into law on July 22, 2014
- First legislative reform in 15 years
- Goal to improve job and career options
- Utilize an integrated workforce system
- Focuses on collaboration among WIOA Core Partners
  - Four Titles under WIOA
    - Title I – Adults, Youth and Dislocated Workers
      - US Department of Labor/Iowa Workforce Development
    - Title II – Adult Education
      - US Department of Education/Iowa Department of Education
    - Title III – Wagner-Peyser Employment Services
      - US Department of Labor/Iowa Workforce Development
    - Title IV – Vocational Rehabilitation Program
      - US Department of Education/  
Iowa Department of Education and Iowa Department for the Blind

## Purpose (34 CFR § 463.1)

- (1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- (2) Assist adults who are parents or family members to obtain education and skills that –
  - (a) Are necessary to become full partners in the educational development of their children; and
  - (b) Lead to sustainable improvements in the economic opportunities for their family;
- (3) Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;

Purpose (34 CFR § 463.1) continued

- (4) Assist immigrants and other individuals who are English language learners in –
  - (a) Improving their reading, writing, speaking and comprehension skills in English; and mathematics skills; and
  - (b) Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

## Iowa's Strategic Vision for Workforce Development

Iowa's workforce delivery system partners will collaborate to build a Future Ready Iowa. The system will provide the training and education needed to develop a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. Iowa employers will have access to the skilled workforce needed to prosper in today's global economy.

Goal I: Iowa's employers will have access to skilled, diverse and Future Ready workers.

Goal II: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities.

Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner.

# Determining Applicant Eligibility

**An organization must be considered an eligible provider to receive federal adult basic education funding.**

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## Section I - Contact Information and Eligibility Form

All organizations who meet the definition of “Eligible Provider” are invited to submit bids. The Department will review all proposals to determine eligibility. Applicants determined to be ineligible because they did not meet the eligible provider requirements will not be considered for funding.

Eligible Provider 34 CFR §463.23

- An organization that has demonstrated effectiveness in demonstrated effectiveness in two consecutive years (state requirement) in providing adult education and literacy activities.

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## Contact Information

Provide contact information for the following:

- Organization and Authorized Representative
- Grant Manager/Program Coordinator
- Fiscal Contact

Upload an organization chart that connects the contacts provided.

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## Eligible Applicant Information

These organizations may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- 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;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h);
- a partnership between an employer and an entity described in any of subparagraphs (a) through (i); and
- any other organization type, even if not specifically listed above, to apply if they meet the demonstrated effectiveness requirement, per federal regulations 34 CFR 463.24.

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## Demonstrated Past Effectiveness

Eligible Provider 34 CFR §463.24

- An organization must by provide performance data in improving the skills of eligible individuals, in particular, individuals who are basic skills deficient 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 secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

\*Consortium Applicant – Each consortium member must meet the eligibility criteria as outlined.

Eligible Provider must demonstrate past effectiveness in 1 of 2 ways:

- 1) An **eligible provider** that has been previously funded under Title II of the Act must provide two consecutive years (*state requirement*) of performance data in **Table 1**.
- 2) An **eligible provider** that has not been previously funded under Title II of the Act must demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in WIOA with two consecutive years of performance data in **Table 2**.

# Table 1 or 2

**Past Performance Data Table – Option 1**

Performance Outcomes	Number Enrolled		Number Completing Level		Percentage Completing Level	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Educational Functioning Level (or Grade Level Equivalent)						
ABE Level 1 (0-1)						
ABE Level 2 (2-3)						
ABE Level 3 (4-5)						
ABE Level 4 (6-8)						
ABE Level 5 (9-10)						
ABE Level 6 (11-12)						
ESL 1 (0-1)						
ESL 2 (2)						
ESL 3 (3)						
ESL 4 (4)						
ESL 5 (5)						
ESL 6 (6-8)						
TOTAL (ABE+ESL)						

**Past Performance Data Table – Option 2**

Performance Outcome for the Target Population	Enrollment		# and % of Participants Improving				Population Served and Data Source Used
	2018	2019	#18	%18	#19	%19	
Improved Reading Skills							
Improved Writing Skills							
Improved Mathematics Skills							
English Language Acquisition							
Secondary Diploma Attainment							
Transition to Post Secondary	# in Cohort		# and % of Achieving Credential				Data Source Used
	2018	2019	#18	%18	#19	%19	
Employed after Exit	# in Cohort		# and % of Employed				Data Source Used
	2018	2019	#18	%18	#19	%19	

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# Eligibility to Submit

## Eligibility to Submit

All organizations who meet the definition of "Eligible Provider" as provided in WIOA Title II—AEFLA Federal Requirements and described below are invited to submit bids. Interested Applicants shall download [Appendix C—Eligible Provider Form](#) and submit it with the proposal. The Department will review all proposals to determine eligibility as defined by the requirements below. Applicants determined to be ineligible because they did not meet the eligible provider requirements will not be considered for funding. Applicants will be notified in writing that they are ineligible and will have appeal rights.

### Eligible Provider:\*

Please select the eligible provider category your organization falls under.

### Proposed Service Area (County or Counties):\*

If your organization plans to provide services to multiple counties, hold down the Ctrl key, highlight the counties you plan to serve, and press enter.

### Local Workforce Development Board Area:\*

If your organization plans to provide services in multiple regions, hold down the Ctrl key, highlight the counties you plan to serve, and press enter.

## Grants and Funding - Check the grant(s) your organization is applying for and include the dollar amounts requested.

### Adult Education and Family Literacy Act (AEFLA)\*

Dollar (\$) Amount Requested for AEFLA Grant, Sec. 231: \* \$0.00

### Corrections Education and Other Institutionalized Individuals (C&I)

Dollar (\$) Amount Used for Corrections, Sec.225: \$0.00  
This may be up to 20% of Sec. 231 funds.

## Eligible Provider Form

### Complete the [Appendix C: Eligible Provider Form](#) and upload.\*

If a consortium include all copies of the form as one single PDF to upload.

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## Eligible Applicant Review

Once the Department has completed its process to evaluate each application's data on demonstrated effectiveness, only those applications that passed the eligibility screening for review and consideration of funding will be advanced.

Applications that did not result in a determination that the application was from an organization of demonstrated effectiveness will not be further considered for funding.

# Eligible Services and Allowable Activities

**Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently.**

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## Target Population

Eligible Participants for service under Title II are individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law ([Iowa Chapter 299](#));
- lack sufficient mastery of basic educational skills to enable the individuals to function in society;
- do not have a secondary school diploma or its recognized equivalent; and
- are English language learners (ELL).

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## WIOA 231 Allowable & Required Activities

- Adult Basic Education\*
- Adult Secondary Education\*
- English Language Acquisition (ELA)\*
- Workforce Preparation Activities\*
- Integrated Education and Training\*
- Family Literacy
- Integrated English Literacy and Civics Education Activity

\*Required – based on Unified State Plan needs analysis

# WIOA 225 Allowable & Required Activities

- Adult basic and secondary education;\*
- Special education, as determined by the eligible agency;\*
- Secondary school credit;\*
- Integrated education and training;\*
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

\*Required – others may be as indicated by the Local Workforce Development Plan

A program of academic instruction and education services below the secondary level that increases an individual's ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

- Refers to instruction at the 0-8.9 grade levels.
- National Reporting System (NRS) Educational Functioning Levels (EFL) 1, 2, 3 or 4.
- Eligible providers must use College and Career Readiness Standards and incorporate 21<sup>st</sup> Century Skills

A program of academic instruction and education services at the secondary level that increases an individual's ability to read, write, and perform mathematics necessary to attain a secondary school diploma, or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

- Refers to instruction at the 9.0 – 12.9 grade levels.
- National Reporting System (NRS) Educational Functioning Levels (EFL) 5 or 6.
- Eligible providers must use College and Career Readiness Standards and incorporate 21<sup>st</sup> Century Skills

A program of instruction designed to help eligible individuals who are English language learners (ELLs):

- achieve competence in **reading, writing, speaking, and comprehension of the English language;**
- attain a **secondary school diploma or its recognized equivalent;** and
- **transition to postsecondary education, training or employment.**

*Adult education programs offering English language acquisition services are required to include civics education.*

- Eligible providers must use English Literacy Proficiency and Adult Citizen Standards

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (Section 203 (17) of WIOA).

- Eligible providers must incorporate 21<sup>st</sup> Century Skills and digital literacy.

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. (WIOA Section 203 (11))

## INTEGRATED EDUCATION & TRAINING

"...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."

(34 CFR §463.35).

### Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

### Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." (34 CFR §463.34).

### Workforce Training

"may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...;
- (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; and
- b) Interactive literacy activities between parents or family members and their children.

# Integrated English Literacy and Civics Education Activity

## Requirements:

- educational services that enable adults who are ELLs to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States;
- 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.

IELCE provided under section 231 – not using section 243 funds – are not required to be in combination with integrated education and training activities.

# Proposal Submission Requirements

**The Applicant's proposal must follow instructions provided in Iowagrants to complete the application. Each form in the application contains instructions describing the intent and content to be included.**

The Department is seeking an applications that can demonstrate collaboration and innovation by rethinking adult education and literacy services in Iowa. Responses will score well that can demonstrate how:

- adults learn anytime, anywhere, at their own pace and can earn credentials faster;
- integrated education and training programs is the rule, not the exception; and
- opportunities for English language learners is not too limited to prepare them for successful careers.

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## Proposal Submission

- The Applicant is asked to be brief and concise in responding to the RFP questions and instructions. Each narrative response is limited to 5,000 characters (approximately 500 to 1000 words).
- For each attachment PDF is preferred.
- The Applicant may not provide additional attachments beyond those specified in the RFP for the purpose of extending their response. Additional materials not requested will not be considered part of the proposal and will not be evaluated.

Responses from the RFP will be evaluated based on alignment with Section 231(e)(3) of WIOA (13 Considerations) and Iowa's Adult Education and Literacy Program Standards. Benchmarks for each principle serve as guides for continuous program improvement and progress.

- Program Design and Leadership
- Curriculum, Instruction and Professional Development
- Learner Progress
- Accountability
- Community Interaction and Outreach
- One-Stop System Integration

# Proposed Project

**Prepare a narrative response to how the Applicant's programming is responsive to Section 231(e)(3) of WIOA as aligned with Iowa's Program Standards, Instructor Standards, Professional Development Administrative Rules, and approved content standards.**

## PROGRAM DESIGN AND LEADERSHIP (100 Points)

Programs will detail which services and how those services are administered to meet the needs of the adult education population including those with barriers to employment in the community.

- REGIONAL NEEDS
  - Data detailing the needs associated with the proposed service area
- PHYSICAL CAPACITY AND DELIVERY
  - ADA compliance
  - Appendix G: Program Flexible Schedule
  - Appendix D: GEPA Attestations
- STAFFING AND CONTINUOUS IMPROVEMENT
  - Appendix L: Personnel List and Qualifications

## CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT (150 Points)

Programs will describe their curriculum and evidence of how instruction meets learners' needs and learning styles, while embedded in real-life contexts anchored in standards.

- EVIDENCE – BASED INSTRUCTIONAL PRACTICES, CONTENT AND DESIGN
- INTEGRATING TECHNOLOGY
- CONTEXTUALIZED AND INTEGRATED EDUCATION
  - Appendix J: IET Program Schedule and Alignment
- ACCESS AND HIGH QUALITY PROFESSIONAL DEVELOPMENT

**LEARNER PROGRESS (50 Points)**

Eligible providers will describe their intake procedures for serving all eligible individuals with special attention to those with multiple barriers to employment using adult education principles and in an accessible manner for ALL learners.

- **PARTICIPANT EXPERIENCE**
- **ACCESSIBILITY TO SERVICES**

**ACCOUNTABILITY (100 Points)**

The program will detail processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy and security. Programs will set targets for enrollment and detail strategies for achievement of post-test rates and measurable skill gains along with co-enrollment.

- **PERFORMANCE AND OUTCOMES**
- **MANAGEMENT INFORMATION SYSTEMS**
- **FISCAL MANAGEMENT**
  - Financial Viability
  - Certificate of Insurance

**COMMUNITY INTERACTION AND OUTREACH (50 Points)**

Programs establish a visible and valued presence in the community through outreach and local partnerships. Program recruits and coordinates with partners and local resources to ensure the continuation of services to adult learners in the community.

- **PARTNERSHIPS AND COORDINATION OF SERVICES**

### ONE-STOP INTEGRATION (50 Points)

Programs address design principles that support the alignment of core and required WIOA partners to ensure seamless integrated services that are accessible to all jobseekers, workers and business through unified strategic planning and shared governance.

- ONE-STOP SYSTEM SERVICES
  - Memorandum of Understanding
- COORDINATION OF ONE-STOP SERVICES

# Corrections and Institutionalized Services

Funding under Section 225 will include the following correctional institutionalized settings: prisons, jail reformatories, detention centers, halfway houses, community based rehabilitation centers or other similar institutions designed for the confinement or rehabilitation of criminal offenders. (state requirement)

No more than 20 percent of the allocated federal grant received for adult education and literacy activities can be used to provide programs for corrections education and education for other institutionalized individuals.

## C&I Services (100 Points)

Must complete Section 231 questions to apply for Section 225. Priority is serving individuals who will be released within 5 years of participation in program. Applicant must demonstrate prior experience with serving in a correctional setting.

- **CORRECTIONAL NEEDS AND SERVICE**
  - Appendix G: Program Flexible Schedule
  - Appendix Q: Past Performance in Corrections Education
  - Appendix L: Personnel List and Qualifications
- **PERFORMANCE ACCOUNTABILITY**
  - Enrollment Target

**BREAK**

# Cost Proposal

**Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently.**

- All grantees must meet the requirements of the Education Department General Administrative Regulations (EDGAR).
- Requests for reimbursement must be submitted quarterly via Iowagrants and all documentation must be included to demonstrate that the claim is necessary, reasonable, allowable and allocable.
- Grantees will submit an end of year fiscal report, adhere to assurances and will submit to periodic program review, monitoring, and/or technical assistance on-site visits.

- **Allowable:** refers to costs that can be funded with federal grant dollars as long as the cost fits within a framework of responsible stewardship of public funds.
- **Allocable:** the cost of the item is proportional to the benefit the program will receive from the cost (especially important when it comes to salaries).
- **Reasonable:** A cost is “reasonable” if, in its nature and amount, it does not exceed that which would be incurred by a prudent person.
- **Necessary:** A cost is “necessary” if it meets an important program objective - it must address an existing need.

- Title II funds must supplement, and not supplant other state or local public funds expended for adult education and literacy activities.
- Supplement, not supplant means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available.

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## Match Requirement

Applicants must demonstrate a match of 1:1 of the funds requested. Federal funds may not be used for matching funds.

- May include both in-kind and cash matches.
- State dollars, local-dollars, private dollars, or in-kind support.

- Uniform Guidance (2 CFR Sec. 200.430) requires time distribution records must be maintained for all employees whose salary is paid in whole or in part with federal funds or is used to meet a match or cost share requirement for a grant.
- Time and effort reporting is almost always requested and reviewed by federal auditors when grants are under review.
- The effort report must reflect an "after-the-fact" distribution of actual activities and must be signed and dated by the employee.

Administrative costs are those charges to the program that are not directly related or can be allocated to the instructional costs of the program.

- There is a 5 percent limit on administrative costs.
- This includes costs related to the planning and administration of the grant, carrying out performance accountability requirements, professional development, and carrying out one-stop infrastructure funding responsibilities.

- The Department can only approve administrative salaries that directly support the grant. Administrators who provide direct student services need to account for those hours as instructional expenses.
- The administrative costs for sub-grantees must also be included as part of the total administrative cost.
- The Department defines administrative PD expenses to include non-Iowa AEL registration fees and travel expenses, including out of state travel.

### Special Rule for Local Administration Costs Limits

- In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(s), the eligible provider shall negotiate with the eligible agency in order to determine an adequate level of funds to be used for administrative purposes.

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# Instructional Expenditures

- Salary and Benefits
- Instructional Material
- Assessments
- Professional Development Activities

All budget items must fall within the 100 through 600 Object Code categories in accordance with the standard state object codes.

**101 Personnel Services (Salaries and Wages)**

**202 In State Travel (Meals, Lodging, and Registration)**

**205 Out of State Travel (Meals, Lodging and Registration)**

**301 Office Supplies and Materials (Curriculum and Training Materials)**

**405 Professional Development Contracts (Fees, Travel Expenses, Training Materials)**

**406 Contracts (Funds paid for services or pass through to other providers/partners)**

**505 Data Processing Non Inventory (Desktop Software License fees)**

**602 Other Expenses & Obligations**

- Applicants must submit a proposed budget for the provision of services in FY 2021 (July 1, 2020 – June 30, 2021).
- Applicants will provide a detailed narrative describing the activity(ies) that will be provided and how funds will be allocated.
- Applicants will also provide a line item budget summary for each grant.

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# Budget - lowagrants

Budget Codes:	Proposed Budget:	Awarded Amount:	Description of Allowable Use of Funds	Proposed Match:
101 Personnel Services (Salaries and Benefits- Administration)	\$10,000.00	\$10,000.00	for coordinator	\$20,000.00
200 Professional Development Expenses (In or Out of State - Meals, Lodging, and Registration) Not State Sponsored	\$250.00	\$250.00	for CASAS conference	\$0.00
602 Other Expenses & Obligations (Indirect)	\$0.00	\$0.00	N/A	\$0.00
602 Other Expenses & Obligations (Infrastructure Funding Agreement)	\$3,000.00	\$3,000.00	one stop center funds	\$100.00
<b>Totals</b>	<b>\$13,250.00</b>	<b>\$13,250.00</b>		<b>\$20,100.00</b>

### AEFLA Instructional - Budget Narrative

The purpose of the budget narrative is to supplement the information provided in the budget summary by explaining how the budget cost elements are necessary to implement project objectives and accomplish the results. The budget narrative is a tool to help the Department fully understand the budgetary needs of the eligible provider and is an opportunity to provide descriptive information about the costs beyond the constraints of the budget grid. Together, the budget narrative and budget summary should provide a complete financial and qualitative description that supports the application. The description provided on the budget summary should be brief.

The budget narrative must provide a description of costs associated with each line item on the summary. It should also include a description of the match funds provided (as applicable) to support grant activities. \*

all of these funds are needed

### Grant Total

**Grant Total Year 1: \$133,750.00**

**Match Total Year 1: \$131,600.00**

The Department anticipates making multiple awards as a result of this FO. Award amounts will depend upon available funding.

- Iowa has on average allocated \$2,900,000 to eligible providers.
- 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.

- Suggested award amounts for each county is included in **Appendix A: Estimated Distribution of Sec. 231 Funds by County**.
- Eligible providers may also offer up to twenty percent (estimated \$580,000) of the state allocation to serve those in correctional or institutionalized settings, as needed.
- The Department reserves the right to negotiate with the successful Applicant to finalize a budget. Adjustment may be based on whether the requested amount is appropriate, proportionate to the participants served, based on previous performance, and reasonable, as determined by the Department.

# Application Submission

**The Department will review each application to determine if it meets the eligible provider requirements published in the RFP and if it moves forward to the next stage of the review process.**

- It is the responsibility of all Applicants to seek clarification, in writing, if they do not understand any information or instructions.
- Appendix E: Submitted Questions Form or an e-mail should be sent to the RFP Coordinator no later than March 1.
- Submitted Questions must include the RFP Number in the subject line of the email.
- Responses will be compiled in writing and posted on the Department's [website](#) no later than seven calendar days prior to the proposal due date: April 3, 2020.

# Funding Opportunities - lowagrants

-  [Instructions](#)
  -  [My Profile](#)
  -  [Funding Opportunities](#)
  -  [My Applications](#)
  -  [My Grants](#)
  -  [View Abstracts](#)
  -  [Review](#)
-  [My Inventory](#)

## Current Funding Opportunities

All currently posted opportunities appear below. The Application Deadline indicates the due date for the application submission. You will be unable to submit your application after this date.  
 Click on the title to open the Funding Opportunity summary.  
 Click on the column headers to sort list of Opportunities.

ID	Agency	Program Area	Opportunity Title	Pre-Application Deadline	Application Deadline
327653	Iowa Commission on Volunteer Service	2020-2021 AmeriCorps State	<a href="#">AmeriCorps State 2020-2021</a>	Pre-Application Deadline not Applicable	Final Application Deadline not Applicable
340376	Education	Adult Literacy	<a href="#">Adult Education and Literacy Federal Funds, WIOA Sec. 231 and 225 (July 1, 2020 - June 30, 2025)</a>	Pre-Application Deadline not Applicable	04/03/2020
340574	Education	Adult Literacy	<a href="#">Adult Education and Literacy Federal Funds, WIOA Sec. 243 (July 1, 2020 - June 30, 2025)</a>	Pre-Application Deadline not Applicable	04/03/2020

Opportunity Details

[Copy Existing Application](#) | [Start a New Application](#)

**-340376-Adult Education and Literacy Federal Funds, WIOA Sec. 231 and 225 (July 1, 2020 - June 30, 2025)**

Adult Literacy

Application Deadline: 04/03/2020 4:00 PM

## Attachments

Click on the File Name to open attachment

### Description

2019-2020 Assessment Policy Guidelines

21 century Iowa Core Standards

Adult Education Logo with AJCN

Appendix C: Eligible Provider Form

### File Name

2019-2020 Assessment Guide FINALreduced size.pdf

21 century Iowa Core Standards.pdf

### File Size

2.4 MB

550 KB

1.4 MB

## Website Links

Click on the URL to go to website

### URL



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

<http://aem.cast.org/about/publications/2002/ncac-explicit-instruction.html>

<https://www.govinfo.gov/content/pkg/FR-2018-09-21/pdf/2018-20590.pdf>

### Description

Demonstrated improvement in literacy skill performance is measured by student educational functioning level (EFL) gain. Using the NRS benchmarks, program instructional personnel can determine when learners have made progress within an EFL, completed an EFL, and are ready to move to the next level. The 12 EFLs representing adult education literacy skills are explained on the Website for the National Reporting System.

Evidence of Effectiveness - Definition and Implications of Explicit Instruction by Tracey Hall, Ph.D., Senior Research Scientist, NCAC

Federal Registry of approved assessments for basic skill needs

Application Forms		Preview	Submit
Form Name	Complete?	Last Edited	
General Information	✓	02/13/2020	
Contact Information - Sec. 231 and 225			
Cover Sheet-General Information			
Minority Impact Statement			
Program Design and Leadership (Sec. 231)			
Curriculum, Instruction, and Professional Development (Sec. 231)			
Learner Progress (Sec. 231)			
Accountability (Sec. 231)			
Community Interaction and Outreach (Sec. 231)			
One-Stop Integration (Sec. 231)			
Corrections and Institutionalized (C&I) Services (OPTIONAL)			
AEFLA Budget Sec. 231 and 225		02/13/2020	

### Physical Capacity and Delivery

The Iowa Adult Education and Literacy program requires that all persons shall have equal access to its programs, facilities and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability or sexual orientation. It does not discriminate in admission to its programs, services or activities; in treatment of individuals with disabilities; or in any aspect of operations.

Describe your program's physical capacity to serve eligible individuals, include compliance with the American Disabilities Act of 1990. \*

Response Type

Providers must ensure equitable access to, and participation in, its Federally-assisted program for participants, and other program beneficiaries with special needs to meet the requirements of Section §427 of the General Education Provisions Act (GEPA).

Attach ADA documentation for site(s) that will host adult education and literacy activities demonstrating that there are no physical accessibility issues and/or include a plan to address any known issues. \*

Choose File No file chosen

In addition to considerations for accessibility, locations for classes should reflect a needs assessment of the service area. Suitable sites could include one-stop centers and other partner locations. The provider and participating site should enter into a service contract agreement detailing the arrangements. If the adult education program is using classroom space in a school, the teachers whose classrooms are being utilized should be included in such meetings so all parties will agree on how to share the space.

Complete and upload Appendix G: Program Flexible Schedule.\*

Choose File No file chosen

Response Type

Complete and upload Appendix D: General Education and Provisions Act (GEPA) Sec. 427 Attestation.\*

Choose File No file chosen

Using the form, provide a narrative (maximum 5,000 characters) of the steps the applicant proposes to take to ensure equitable access to and participation in its Federally-assisted program for participants, instructors, and other program beneficiaries with special needs.

- 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, it is necessary to determine whether these or other barriers may prevent your participants, instructors, etc. from access to or participation in the proposed Federally-funded project or activity.
- The description in the application of steps to be taken to overcome these barriers need not be lengthy.

Hyperlink

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# Submission

## Administrative Cost Justification (OPTIONAL)

[Mark as Complete](#) | [Go to Application Forms](#)

Complete the justification for negotiating an adjusted administrative amount. Follow the guidelines of [Appendix P: Cost Justification Form](#) to begin the negotiation process.

[APPENDIXPADMINISTRATIVECOSTJUSTIFICATIONFORM TEST.docx](#)



## Instructions

Clicking "Mark as Complete" does not submit the application component or prevent further editing. To submit the application click the Submit button. Note: All application components must be marked as complete in order to submit.

## Application Forms

[Preview](#) [Submit](#)

# Evaluation Process

**The Department will review each application to determine if it meets the eligible provider requirements published in the RFP and if it moves forward to the next stage of the review process.**

All Grant Applications submitted by April 3, 2020 will be pre-screened prior to review to verify that the following criteria have been met:

- Complete application is submitted by the required due date.
- Determination of eligible applicant
  - Demonstrated effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided.

1. Applications will be reviewed by applicable Local Workforce Development Board(s) regarding alignment with the local workforce development plan. The Boards will provide recommendations for alignment.
2. A review panel comprised of individuals with expertise in adult education will evaluate proposals. A minimum consensus score of 70% is needed to be considered for funding.
3. Budget Review—The review team will consider the degree to which the project represents a *good return for the investment* along with the proposed matching funds.

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## Negotiations and Appeal

- The Department reserves the right to terminate contract negotiations with a selected Applicant who submits a proposed budget significantly different from the response to the RFP.
- The Department may cancel the RFP, at its sole discretion.
- Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Director of the Department in the manner prescribed in IAC 281-6 within 15 calendar days of receipt of notification of award or rejection.

# Accountability and Performance

**In order to measure the effectiveness of local areas, WIOA Section 116 performance accountability measures apply across the core programs. Levels of performance are negotiated with the U.S. Department of Education, for each fiscal year.**

# Monitoring and Technical Assistance

- **Desk Top Monitoring/Data Reviews:** One hundred percent (100%) of AEFLA funded programs will be monitored annually.
- **Monitoring Visits/On-Site Program Reviews:** Based on risk assessment tool, the application score is a consideration.
- **Technical Assistance:** Is always available and can be targeted to specific areas of continuous improvement.

# Accountability and Performance - Participation

- **Enrollment Target**– based on application and continuous improvement.
- **Post-Test Rate** – set by the department – 65% for PY2021.
- **Measurable Skill Gains** –
  - Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
  - Documented attainment of a secondary school diploma or its recognized equivalent.

IA TARGETS	2019-2020
ABE 1	38%
ABE 2	45%
ABE 3	42%
ABE 4	43%
ABE 5	60%
ABE 6	N/A
ESL 1	45%
ESL 2	50%
ESL 3	50%
ESL 4	46%
ESL 5	47%
ESL 6	28%

# Accountability and Performance - Outcome

- **Employment Rate – 2nd Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Employment Rate – 4th Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program
- **Median Earnings – 2nd Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Credential Attainment:** The percentage of those participants enrolled in an education or training program who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

- Following the initial term of the contract and subject to continued availability of funding the Department retains the right to fund the grant recipient for up to four (4) 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.

# Submission Deadline

- **Proposals must be received by the Department of Education by April 3, 2020, no later than 4:00 p.m., local time.**
- **Proposals must be submitted electronically through Iowagrants.**

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# Questions and Answers



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