

APPENDIX C

State of Iowa
Department of Education
ELIGIBLE PROVIDER FORM
RFP#
FY21-25 Competitive Grant Application for
Adult Education and Family Literacy Act (AEFLA)
(WIOA, Sec. 231 and Sec. 225)

Instructions: This form will be used to determine whether the Applicant is an eligible provider of demonstrated effectiveness, as defined in [PART I, C](#). Please indicate the applicant organization-type below and answer the questions below. **All consortium members must complete this form.**

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 as described above
 - 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:

Please answer the following question based on the past two consecutive years Yes No (state requirement).		
1. Has the provider delivered services to eligible individuals who have low levels of literacy in the following content domains?		
a. Reading		
b. Writing		
c. Mathematics		
d. English language acquisition		
e. Other subject areas relevant to services in the application for funds		
2. Has the provider delivered services for participants that led to the following outcomes?		
a. Employment		
b. Attainment of secondary school diploma		
c. Transition to postsecondary education and training		
3. Has the provider delivered corrections education? (if applicable)		

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- **Complete the Table of Demonstrated Effectiveness.**

- Table 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 required under section 116 to demonstrate past effectiveness.
- Table 2: An **eligible provider** that has not been previously funded under Title II of the Act must provide two consecutive years (*state requirement*) of performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the WIOA Title II AEFLA Federal Requirements. (See WIOA Final Rules Subpart C, §463.24 and 29 U.S.C 3272(5)).

Past Performance Data - Table 1						
<i>Performance Outcomes</i>	<i>Number Enrolled</i>		<i>Number Completing Level</i>		<i>Percentage Completing Level</i>	
	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>
<i>Educational Functioning Level (or Grade Level Equivalent)</i>						
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)						

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<i>Past Performance Data – Table 1 (continued)</i>						
<i>High School Outcomes</i>	<i>Number Enrolled</i>		<i>Number Earning Certificate</i>		<i>Percentage Earning Certificate</i>	
	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>
<i>High School Equivalency Diploma</i>						
<i>Transition to Post Secondary</i>	<i>Number Enrolled</i>		<i>Number Earning Credential</i>		<i>Percentage Earning Credential</i>	
	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>
<i>Transition to Post Secondary</i>						
<i>Employment Outcomes</i>	<i>Number Employed</i>		<i>Percentage Employed</i>		<i>Median Earnings</i>	
	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>	<i>2017–18</i>	<i>2018–19</i>
<i>2nd Quarter after Exit</i>						
<i>4th Quarter after Exit</i>						

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Past Performance Data - Table 2							
<i>Performance Outcome for the Target Population</i>	Enrollment		# and % of Participants Improving				Population Served and Data Source Used
	2018	2019	#2018	%2018	#2019	%2019	
Improved Reading Skills							
Improved Writing Skills							
Improved Mathematics Skills							
English Language Acquisition							
Secondary Diploma Attainment							
Transition to Post Secondary							
Employed after Exit	# in Cohort		# and % of Employed				Data Source Used
	2018	2019	#2018	%2018	#2019	%2019	
2nd Quarter after Exit							
Median Wage Earnings 2nd Quarter							
4th Quarter after Exit							