

**STATE OF IOWA**  
**Department of Education**

**RFP# 340376**

**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

<b>RFP Coordinator</b>	<i>All communication regarding this RFP <u>must</u> be made through the Adult Education and Literacy (AEL) State Director.</i> <b><u>Name:</u></b> Alex Harris <b><u>Title:</u></b> State Director, AEL <b><u>Contact Information:</u></b> alex.harris@iowa.gov
<b>Bidders Conference</b>	<b><u>Date:</u></b> February 20, 2020 <b><u>Time:</u></b> 10:00am – 2:00pm <b><u>Location:</u></b> B50, Grimes Building, 400 East 14 <sup>th</sup> Street, Des Moines Iowa. <b><u>Zoom Meeting:</u></b> <a href="https://IDOE.zoom.us/j/669191255">https://IDOE.zoom.us/j/669191255</a> Meeting ID: 669 191 255
<b>Submitted Questions Due</b>	<i>All questions <u>must</u> be received by:</i> March 1, 2020, no later than 4:00 p.m., local time
<b>Proposal Submission</b>	<i>Proposals <u>must</u> be received by the Department of Education by:</i> <b><u>Submission Deadline:</u></b> April 3, 2020, no later than 4:00 p.m., local time. <i>Proposals <u>must</u> be submitted electronically through Iowagrants.</i>

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**PUBLIC NOTICE**

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**State of Iowa  
Department of Education  
RFP# 340376  
FY21-25 Competitive Grant Application for  
Adult Education and Family Literacy Act (AEFLA)  
(WIOA, Sec. 231 and Sec. 225)**

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.

A copy of the RFP, as well as the Question & Answer Summary and all amendments related to this RFP, can be obtained at the following website: <https://educateiowa.gov/adult-career-and-community-college/adult-education-and-literacy/grant-opportunities>

A Bidders' Conference will be held on February 20, 2020 from 10:00am to 2:00pm at the following location: **B50, Grimes Building, 400 East 14<sup>th</sup> Street, Des Moines Iowa.**

Proposals must be submitted to the State of Iowa Department of Education, via Iowagrants. Proposal submissions must be received no later than 4:00 pm, local time, on April 3, 2020, when they will be opened. Proposals will be opened at the Grimes Building, 400 E. 14<sup>th</sup> Street, Des Moines, Iowa. Proposals not submitted to the Department of Education by the aforementioned deadline will not be considered for contract award.

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## RFP DEFINITIONS/ACRONYMS

The following terms and acronyms shall have the meaning indicated below as referenced in this RFP:

1. **RFP:** Request for Proposals (*state definition*)
2. **State:** State of Iowa (*state definition*)
3. **Department:** Department of Education (*state definition*)
4. **Administrative Costs:** 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; c) professional development; d) providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities, as appropriate, and e) carrying out the one-stop partner responsibilities described in Uniform Guidance 678.420 including contributing to the infrastructure costs of the one-stop delivery system, per federal regulations 34 CFR 463.26.
5. **Adult Education (AE):** The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—
  - a. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  - b. transition to postsecondary education and training; and
  - c. obtain employment (Section 203 (1) of WIOA).
6. **ABE:** Adult Basic Education, a component of adult education with instruction in the basic skills below the 9<sup>th</sup> grade level (0-8). Includes instruction for learners at the Beginning and Intermediate level (*state definition*).
7. **AEFLA:** Adult Education and Family Literacy Act
8. **Adult Education and Literacy Activities:** The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training (Section 203 (2) of WIOA).
9. **Adult High School Diploma:** secondary educational offerings that lead to a high school diploma awarded by the local school district (*state definition*)
10. **ASE:** Adult Secondary Education, a component of adult education with instruction in basic skills at or above 9<sup>th</sup> grade level (9-12). Key objectives include preparation for equivalency diploma examination. (*state definition*)
11. **Americans with Disabilities Act (ADA):** a civil rights law that prohibits discrimination against

individuals with disabilities in all areas of public life. For a full definition of ADA, visit the [ADA website](#). (*state definition*)

- 12. Basic Skills Deficient:** The term “basic skills deficient” means, with respect to an individual—
  - a. who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
  - b. who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society (Section 3 (5) of WIOA).
  
- 13. Career Pathway:** The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
  - a. aligns with the skill needs of industries in the economy of the State or regional economy involved;
  - b. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
  - c. includes counseling to support an individual in achieving the individual’s education and career goals;
  - d. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
  - e. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
  - f. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
  - g. helps an individual enter or advance within a specific occupation or occupational cluster (Section 3 (7) of WIOA).
  
- 14. CASAS— Comprehensive Adult Student Assessment System:** the State-approved assessment designed to test reading, listening and math skills (*state definition*).
  
- 15. Classroom Instruction:** consists of 1) focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners; 2) curriculum aligned to the College and Career Readiness Standards; 3) scheduled, leveled classes; and 4) taught by an instructor with valid Iowa certification or who meets any minimum qualifications established by the State, where applicable, and who have access to high quality professional development (*state definition*)
  
- 16. [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*)
  
- 17. Correctional Institution:** 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 (Section 225(e)(1) of WIOA).
  
- 18. Digital Literacy:** the ability to find, evaluate, utilize, share, and create content using information

technologies (including but not limited to smartphones, tablets, laptops, and traditional desktop PCs) and the Internet.

19. **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*)
20. **Education Department General Administrative Regulations (EDGAR):** US Department of Education’s regulations governing funding, [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)
21. **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*)
22. **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*).
23. **Eligible Agency:** The term “eligible agency” means the sole state entity or agency responsible for administering or supervising state policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively (Section 203(3) of WIOA).
24. **Eligible Individual:** The term “eligible individual” means an individual--
  - a. who has attained 16 years of age;
  - b. who is not enrolled or required to be enrolled in secondary school under State law; and
  - c. who--
    - (i) is basic skills deficient
    - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level or education; or
    - (iii) is an English language learner (Section 203 (4) of WIOA).
25. **English Language Acquisition (ELA) Program:** The term “English language acquisition program” means a program of instruction
  - a. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
  - b. that leads to
    - (i) attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or
    - (ii) employment (Section 203(6) of WIOA).
26. **English Language Learner (ELL):** The term “English language learner” when used with respect to an eligible individual, means an eligible who has limited ability in reading, writing, speaking, or comprehending the English language and—
  - a. whose native language is a language other than English; or
  - b. who lives in a family or community environment where a language other than English is the dominant language (Section 203 (7) of WIOA).
27. **Essential Components of Reading Instruction:** The term “essential components of reading instruction” means explicit and systematic instruction in—
  - a. phonemic awareness;

- b. phonics;
- c. vocabulary development;
- d. fluency, including oral reading skills; and
- e. reading comprehension strategies (20 U.S.C. 6368.3).

- 28. Fiscal Year (FY):** Iowa Adult Education’s fiscal year begins July 1 and ends June 30 (*state definition*).
- 29. 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*)
- 30. General Education Provisions Act (GEPA):** Section 427 requires each applicant for assistance under U.S. Department of Education federally-funded programs to provide 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 (*state definition*)
- 31. 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*)
- 32. Individualized Academic and Career Services:** services that include, as appropriate, comprehensive skills assessment (both academic and vocational), academic and career exploration and planning guidance, and development of an individual learning plan, to help individuals to obtain or retain employment (*state definition*)
- 33. In-Kind:** valued non-cash contributions, services, property, or assistance received by the literacy program, for literacy program operations. (*state definition*)
- 34. Instructional Materials:** content that conveys the essential knowledge and skills of a subject in the curriculum through a medium or a combination of media to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. (*state definition*)
- 35. Integrated English Literacy and Civics Education (IELCE):** The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services 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 (Section 203 (12) of WIOA).
- 36. Integrated Education and Training (IET):** The term “integrated education and training” means 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 (Section 203 (11) of WIOA).

- 37. Intensity and Duration:** educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults (*state definition*)
- 38. Learner Engagement:** the degree of attention, curiosity, interest, optimism and passion that learners show when they are learning or being taught, which extends to the level of motivation needed to learn and progress in their education (*state definition*)
- 39. Literacy:** The term “literacy” means an individual’s ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society (Section 203 (13) of WIOA).
- 40. Local Boards (LB):** The term “local board” means a local workforce development board established under Section 107(c)(4)(B)(i) of WIOA and defined by Section 3 (33).
- 41. Local Educational Agency (LEA):** The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) (Section 3 (34) of WIOA).
- 42. 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 (*state definition*)
- 43. 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*)
- 44. 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*)
- 45. National Reporting System (NRS):** an outcome-based reporting system for the state-administered federally-funded literacy program (*state definition*)
- 46. Non-Federal Match:** the commitment of state or other non-federal funds required to receive federal contributions (*state definition*)
- 47. Open Enrollment:** a system that allows learners to enter and exit a class at nearly any point throughout its term. Learners are free to come to class when they can, miss when they must, drop out for a while, and return without any wait time. Teachers may or may not receive notice of or information on new learners before they arrive in class. (*state definition*)
- 48. Real-life Contexts:** learning activities that ensure participants develop the skills needed to compete in the workplace, exercise the rights and responsibilities of citizenship, and/or teach academic subjects and transitional skills to be successful in postsecondary education or skill training. (*state definition*)



- 49. Recidivism:** It refers to a person’s relapse into criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release. (*state definition*)
- 50. Regional Planning Partnerships:** are focused on planning for the effective delivery of secondary CTE in a region, membership consists primarily of secondary representatives supported by various postsecondary, community, and employer stakeholders. One Regional Planning Partnership exists per region. The partnership will secure collaboration for students that aligns career guidance, twenty-first century career and technical education and academic curricula, and work-based learning opportunities that empower students to be successful learners and practitioners. (*state definition*)
- 51. 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*)
- 52. 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*)
- 53. TABE – Test of Adult Basic Education:** the State-approved assessment designed to test reading, listening and math skills (*state definition*).
- 54. TopsEnterprise (TE):** The state approved database used to track enrollment, participation, MSG and NRS tables for performance and accountability. (*state definition*)
- 55. Workforce Preparation Activities:** The term “workforce preparation activities” means 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).
- 56. Workforce training:** Services may include:
- occupational skills training, including training for nontraditional employment;
  - on-the-job training;
  - incumbent worker training (see definition);
  - programs that combine workplace training with related instruction, which may include cooperative education programs;
  - training programs operated by the private sector;
  - skill upgrading and retraining;
  - entrepreneurial training;
  - transitional jobs;
  - job readiness training provided in combination with services described in any of the items 1-8 above; and
  - customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

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**PART I INTRODUCTION**

**A. Purpose and Background**

The Department of Education (Department), as required by the [Workforce Innovation and Opportunity Act \(WIOA\)](#) is conducting a competitive Request for Proposals (RFP) to award multi-year funding to eligible agencies for the provision of [WIOA Title II Adult Education and Family Literacy Act \(AEFLA\)](#) services. These adult education and literacy programs, activities and services are defined in this RFP document. According to 2018 census information, there are approximately 2,420,763 individuals that make up the total adult population in Iowa (18 and older). Of this total, approximately 198,503 individuals have no high school diploma (8.2 percent). In addition, 93,111 (1.6 percent) identified as “speaking English less than very well.” This means approximately one in 12 adults across Iowa are affected by employment and educational barriers.

This document provides instructions for submitting proposals, 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). It is the purpose of Iowa’s Adult Education under WIOA to provide adult education and literacy services that also align with the goals in the [2016-2020 Unified State Plan](#) and encourage the growth of educational opportunities and, where applicable, to ensure career, citizenship and college readiness for all adults.

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 Program

In Iowa, Titles I and III are administered by the Iowa Workforce Development. Title II and IV is under the administration of the Iowa Department of Education. The Iowa Department of Education has been working collaboratively with the core partners to address the WIOA requirements and to ensure that adult education and literacy is an integral component of the Iowa workforce system. Within the Iowa Department of Education, the Division of Community Colleges and Workforce Preparation is responsible for the administration and oversight of Iowa’s statewide adult education system.

In Iowa statute ([281-23](#)), adult education and literacy means an education program primarily operated for individuals who are basic skills deficient, do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or are an English language learner. The services include intake, assessment, advising, instruction and individual learning plans; is guided by data management and analysis, annual monitoring and uses appropriately certified staff with individual professional development plans; is designed to meet

identified local needs; makes use of partnerships and alignment with workforce development, postsecondary institutions and support services; and provides statewide standards of content, instructors, and professional development.

Applicants will be required to offer instruction at ALL educational functioning levels (EFL) (Adult Basic Education, Adult Secondary Education and English as a Second Language), based on identified needs of the participant and the area served (*state requirement*). Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

The applicant understands that the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Department's knowledge, the information provided is accurate. The Department 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. The Department retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these State procurement terms.

## **B. General Provisions**

1. From the time this RFP is issued until award notification is made, all contact with the Department regarding this RFP must be made through the aforementioned RFP Coordinator. No other person/ State or Department employee is empowered to make binding statements regarding this RFP. Violation of this provision may lead to disqualification from the bidding process, at the Department's discretion. (*state requirement*)
2. Issuance of this RFP 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 RFP. 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 RFP 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 RFP.
4. Applicants shall take careful note that in evaluating a proposal submitted in response to this RFP, 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 fiscal agent 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 RFP 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 RFP 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 RFP.
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.

### C. Eligibility to Submit Bids

1. 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 complete **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 as outlined in PART V, F. Refer to PART V, A for the eligibility review process.

a. Applicants may apply if they meet the definition of eligible provider. An “eligible provider” means an organization that has demonstrated effectiveness in two consecutive years (*state requirement*) in providing adult education and literacy activities and may include (Section 203 (5) of WIOA):

- 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.

b. Applicants are eligible to submit bids if they have provided services to eligible individuals in the past two consecutive years (*state requirement*) in any of the areas outlined below.

An **eligible provider** must demonstrate past effectiveness by providing performance data on its record 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, per federal regulations 34 CFR 463.24.

**2. Eligible Providers** can demonstrate past effectiveness in two ways:

- a. 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** to demonstrate past effectiveness in the areas listed above.
- b. 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 in **Table 2** 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 federal regulations 463.24).

**Consortium Applicants:**

Each consortium member must meet the eligibility criteria as outlined above. Consortium member must complete **either Table 1 or 2, individually.**

**Corrections Education Applicants:**

Any applicant proposing to deliver corrections education and education for other institutionalized individuals must provide evidence of past effectiveness in delivering corrections education in **Appendix Q: Past Performance in Corrections Education.** An eligible provider can demonstrate past effectiveness by providing two consecutive years of performance data showing their effectiveness in serving eligible individuals in correctional institutions. (*state requirement*).

**D. Contract Terms**

The Department is seeking cost-efficient proposals to provide services, as defined in this RFP, for the anticipated contract period defined in the table below. Please note that the dates below are estimated and may be adjusted, as necessary, in order to comply with all procedural requirements associated with this RFP 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 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.

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

<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

## E. Number of Awards

The Department anticipates making multiple awards as a result of this RFP process. Award amounts for Section 231 of WIOA will depend upon available funding. An applicant must be determined an eligible provider and receive sufficient points to be awarded. (*state requirement*)

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 served is included in **Appendix A: Estimated Distribution of Section 231 of WIOA Funds by County**. Eligible providers may also use their allocation to serve those in correctional or institutionalized settings, as needed, per federal regulations 34 CFR Part 463.61(a).

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*)

## PART II SCOPE OF SERVICES TO BE PROVIDED

### A. Workforce Innovation & Opportunity Act, Sec. 202: Purpose of Services

Grantees must use the Title II funds to establish or operate programs that provide adult education and literacy activities to eligible learners, including programs that provide such activities concurrently.

1. Pursuant to federal regulations 34 CFR Parts 463.20 through 463.26, the Iowa Department of Education (IDE), Division of Community Colleges and Workforce Preparation requests applications for funding to implement adult education and literacy activities throughout the state. The specific purpose of this grant application is to deliver comprehensive **adult education and literacy activities to eligible individuals** in order to--

- 1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- 2) assist adults who are parents or family members obtain the education and skills that--
  - (A) are necessary to becoming full partners in the educational development of their children; and
  - (B) lead to sustainable improvements in the economic opportunities for their family;
- 3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- 4) assist immigrants and other individuals who are English language learners in--
  - (A) improving their--
  - (B) reading, writing, speaking, and comprehension skills in English; and
  - (C) mathematics skills; and
  - (D) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship (WIOA §202).

Learners are not eligible for Title II services if they are enrolled in a public or private K-12 program, this includes public or private regular high schools, charter schools, and other alternative high school programs.

2. Learners who are enrolled in postsecondary institutions are eligible for Title II services if they meet two conditions:

- 1) are not concurrently enrolled in a K-12 program; and
- 2) lacks sufficient mastery of basic educational skills to enable the learner to function effectively in society, demonstrated by a score of Adult Secondary Education (Low) or lower in at least one state approved eligible content area. (*state requirement*)

3. Adult education and literacy activities include:

- 1) Adult education and literacy (Adult Basic Education (ABE) and Adult Secondary Education (ASE)) activities;
- 2) English language acquisition (English as a Second Language (ESL)) activities;
- 3) Family Literacy activities;
- 4) Workforce Preparation activities (WFP);
- 5) Workplace Adult Education activities (WPE);
- 6) Integrated Education and Training (IET); and
- 7) Integrated English Literacy and Civics Education (IELCE) (Section 203(2) of WIOA; federal regulations 34 CFR 463.30).

## **B. Workforce Innovation & Opportunity Act, Sec 231: Considerations**

In delivering **comprehensive adult education and literacy activities**, meaning that eligible providers will be required to be a full-service adult education program providing instruction at ALL educational functioning levels (EFL) (six Adult Basic Education (ABE) and Adult Secondary Education (ASE) plus all six English as a Second Language (ESL)), based on identified needs of the region. Providers must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment. As well as meeting the requirements of Section 231 (e) of WIOA.

1. Be responsive to—
  - a. Regional needs as identified in the local plan under WIOA Title I §108; and
  - b. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—
    - i. Who have low levels of literacy skills; or
    - ii. Who are English language learners;
2. Serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Demonstrate past effectiveness in improving the literacy of eligible individuals to meet State-adjusted levels of performance for the primary indicators of performance described in Section 116 of WIOA, especially with respect to eligible individuals who have low levels of literacy;
4. Align proposed activities and services to the strategy and goals of the local plan under Section 108 of WIOA, as well as with the activities and services of the one-stop partners;
5. Demonstrate that the 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.
6. In accordance with the [2016-2020 Unified State Plan](#), instruction in reading, writing, speaking, mathematics, and English language acquisition should be aligned with the state-adopted Career and College Readiness Standards for Adults, English Language Proficiency Standards and 21<sup>st</sup> Century Skills based on the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. Deliver activities that effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services and systems lead to improved performance;
8. Deliver activities that provide learning in context, including through integrated education and training, 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;
9. Ensure that activities are delivered by well-trained instructors, counselors, and administrators who meet the minimum state qualifications and certifications, where applicable, and who have access to high quality professional development, including through electronic means;
10. Coordinate activities 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 investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;



11. Provide activities that 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;
12. Maintain high-quality, accurate data of measurable participant outcomes (consistent with Section 116 of WIOA) in the state adult education managed information system and monitor program performance to demonstrate the ability to meet the goals outlined here through a variety of data sources, including academic assessment scores, attendance, and activity; and
13. Deliver additional English language acquisition programs and civics education programs if the local areas where eligible provider is located has a demonstrated need.

**C. Corrections Education and Other Institutionalized Individuals:** *(state requirement)*

Eligible providers may provide corrections education and education for other institutionalized individuals when such facilities are located within their service area. Eligible providers must demonstrate past effectiveness in serving eligible individuals in correctional institutions. Priority shall be given to eligible individuals who are likely to leave the correctional institution within 5 years of participation in the program (WIOA§225). The Department will ensure that only up to twenty percent of the 82.5 percent of the local grants and contracts under Section 231 of WIOA is used for corrections education and the education of other institutionalized individuals, per federal regulations 34 CFR 463.61(a).

Eligible programming for corrections education includes adult basic education, literacy, English language acquisition, adult secondary school completion and high school equivalency preparation, college transition, integrated education and training, and workforce preparation. Efforts should focus on increasing support and attention to reentry activities, enhancing access to College and Career Readiness educational opportunities and workforce preparation activities, and expanding access to support services that enable eligible individuals to transition to full, productive members of their communities. ([2016-2020 Unified State Plan](#))

**D. Allowable Expenditures**

Those costs that are necessary, reasonable and allocable as permitted by EDGAR, Uniform Grant Guidance, and permitted by WIOA Title II, WIOA Title II Rule and Joint Rule are allowable. Funding must be used to support the development, planning, and operation of comprehensive adult education and literacy activities to eligible individuals in the proposed service delivery area. *(state requirement)*

Examples of allowable expenditures include, but are not limited to, the following:

1. Administration Costs. There is a 5 percent limit on administrative costs. This includes the administrator's salary and benefits, operational costs indirect costs, and the infrastructure funding agreement costs. Remember, the administrative costs also include the data entry specialist and clerical support's time based on administrative function. The 5 percent cap for administrative costs include any and all administrative costs from the other agencies in the partnership/consortium as well as any indirect costs (e.g. rent and utilities, accounting expenses, expenses shared by other parts of the program). Special Rule for Local Administration Costs Limits (refer to Section 233 of WIOA)—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.
2. Salary and Benefits. Full- and part-time personnel, necessary for program activities and providing direct services to reportable individuals, including career services, instruction orientation, advising, and other activities.
3. Instructional Materials. Purchase of standards-aligned curriculum materials, including educational

and instructional software. Equipment necessary for and used in AEFLA programming by instructors and learners. This does not include general purpose equipment, such as furniture. Any equipment purchased with AEFLA funds should be labeled and inventoried (*state requirement*)

4. Assessments. State approved (CASAS, TABE) used for determining if a reportable individual is eligible for services. (*state requirement*)
5. Professional Development Activities. This includes the registration and travel related to all local and state sponsored activities to attend and participate in professional development activities (*state requirement*). All other registration and travel must be included in administrative costs as federally defined.

#### **E. Unallowable Expenditures**

Examples of unallowable expenditures include, but are not limited to, the following:

1. Capital improvements which add permanent value
2. General purpose equipment (e. g. furniture, microwaves, air conditioning, appliances)
3. Incentives of non-educational value
4. Food-related expenses\*
5. Scholarships and student aid costs
6. Lobbying
7. Gifts for instructors or students
8. Entertainment
9. Graduation expenses
10. Travel for anything other than approved adult education business
11. Life insurance, dental insurance and other benefits other than those listed as allowable above
12. Expenses for anyone other than adult education staff

\* Expenses related to the purchase of food must follow the guidance provided in **Appendix O: FAQ to Use Federal Funds for Conferences and Meetings**.

#### **F. Fiscal Management**

Federal statute authorizes the Department, as the state fiscal agent, to ensure grantee compliance with all WIOA, Title II: AEFLA fiscal and legal requirements.

1. **DUNS Number** - The Department requires that all applicants for Federal grants have a Dun and Bradstreet Data Universal Numbering System (DUNS) number, and that the registration be renewed annually (*state requirement*). A currently registered DUNS number is required in order to submit a grant application, and also in order to submit a reimbursement request for payment of any grant funds.
  - To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
2. **Supplement Not Supplant** - Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from non-federal sources:
  - Any program activity required by state law, State Administrative rules, or local board policy may not be paid with WIOA, Title II: AEFLA funds.
  - State or local funds may not be decreased or diverted for other uses merely because of the availability of WIOA, Title II: AEFLA funds.
  - Grantees must maintain documentation that clearly demonstrates the supplementary nature of WIOA, Title II: AEFLA funds.
3. **Administrative Costs (Direct and/or Indirect)** - Administrative costs are those charges to the program that are not directly related or can be allocated to the instructional costs of the program.

Direct charges are those that can be fully attributed to a person or service whereas indirect costs are costs that can be rationally attributed to the running of a program but cannot be reasonably assigned a direct cost. Additionally, for indirect costs, if a cost benefits two or more projects or activities, the cost should be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, the costs may be allocated on any reasonable documented basis. For further guidance, refer to the Uniform Guidance (2 CFR 200.405(c) and (d)). In cases where the administrative cap is too restrictive to allow for the activities described, the eligible provider shall negotiate with the eligible agency at the time of application or annually thereafter to determine an adequate level of funds to be used for administrative purposes by submitting **Appendix P: Administrative Cost Justification Form**.

As described in the Uniform Guidance 2 CFR Sec. 200.403 *Factors Affecting Allowability of Costs*, costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. For end-of-year financial reporting, it is important to be able to separate the indirect costs from the direct costs (*state requirement*).

- 4. Instructional Costs** -The Department and the federal government expect grant recipients to expend 95 percent of the grant award for adult education instructional and/or support activities.

The grant recipient should contact the Department about any questionable expenditure. In the event that a claim for reimbursement contains these or other unallowable items, the applicant will be contacted with the intent to bring the claim into compliance.

#### **Time and Effort Reporting**

The Uniform Guidance (2 CFR Sec. 200.430) requires that 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. Effort reporting is a federal compliance requirement and is almost always requested and reviewed by federal auditors when grants are under review.

Effort is a reasonable estimate of time worked on a grant but is not based on a standard 40 hour work week. Even where the number of hours of effort the individual expends each week substantially exceeds the “normal” workweek of 40 hours, effort percentages must be based on total effort, not hours. The effort report form must account for all effort for which the eligible provider compensates the individual and total 100 percent. Effort does not include outside activities such as external consulting. The effort report must reflect an "after-the-fact" distribution of actual activities and must be signed and dated by the employee. (*state requirement*)

- 5. Maintenance of Effort** -Maintenance of Effort (MOE) is the aggregate expenditures based on state and/or local non-federal expenditures for adult education and literacy activities. All providers must report to the Department the non-federal contribution used to meet the MOE requirement. The non-federal contribution can be cash or in-kind, fairly valued, and must include only non-federal funds used for adult education and literacy activities consistent with the WIOA, Title II: AEFLA. (*state requirement*)

- 6. Required Match** - All eligible providers must provide at least a 1:1 match of their grant award in non-federal funds. The non-federal match may be in the form of state funds allotted for programs within the WIOA, Title II: AEFLA, cash, and/or in-kind contributions. The Department will review that matching funds are allowable under WIOA and Uniform Guidance. *(state requirement)*

Amounts reported for acceptable matching include the following:

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

- 7. Program Fees** - Eligible providers that charge tuition or other fees for participation in AEFLA-funded services will submit an agency policy governing the collection, accounting, and use of tuition and other fees. All fees collected must benefit the AEFLA program and provide additional adult education and literacy services that the program would otherwise be unable to provide. Fees cannot be commingled with other funds to purchase non-AEFLA related items or provide non-AEFLA services. Such fees, if not refunded through the course of the program year, are regarded as program income in the Uniform Guidance (2 CFR Sec. 200.307). *(state requirement)*

The policy will include the following:

- details on how the fee is reasonable and necessary – fee structure that identifies the client (e.g., enrolled participant, employer/business), type(s) of fee, fee rate and fee schedule;
- details on how the fee is equitably administered and not reaching levels that have an adverse effect on the participation of economically disadvantaged participants;
- description of how the program will account for this income separately from other non-AEFLA related income; and
- a budget indicating the income collected and expenditures for costs allowable under AEFLA at the end of the program year with no carryover funds.

- 8. Budget and Expenditure Claim Report** - Eligible providers will enter expended amounts into appropriate categories for reimbursement. Each claim for reimbursement must be supported by adequate documentation *(state requirement)*.

The list below describes the information the supporting documentation must provide:

- For purchases, name of the vendor, date of purchase, and amount of expense must accompany all requests for reimbursement or payment.
- For salaries and wages, the name of the person paid, the person's job classification, the amount paid, and the time period paid for.
- For travel reimbursement, a description of what the expense was for, who it was for, and the amount.
- For any other payments, the information provided needs to describe where the money went, what it was for, and when it was spent.
- For professional development, documentation must include evidence that the activity occurred,

and be tied back to the plan submitted in the grant application. Evidence could include the agenda of the meetings, and/or sign in sheets. Information should include the what, where, how, and who for implementation. Documentation for uses of food must include rationale as described in **Appendix O**. For example, was this a working lunch/meal; did this allow for Q/A time with a national presenter; explain why funds were necessary, as opposed to a brown-bag event or allowing time off-site to eat and return.

- Please note that pursuant to the Uniform Guidance (2 CFR 200.415) upon submitting each reimbursement request, the grantee is required to certify the following:  
*“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).”*

All amendments are processed and approved by the Department before claims are approved. (*state requirement*)

- Moving funds within the same budget to a different object code is allowed (e.g. 301 Data Processing to 101 Personnel Services). Moving funds to a different budget is not allowed. Multiple changes to line items may be submitted in one amendment.
  - Provide a rationale on lowagrats clearly and succinctly explaining how the changes are reasonable, necessary, allocable and allowable with a revised budget.
9. **Budget Object Codes** - All budget items must fall within the 100 through 600 Object Code categories in accordance with the standard state object codes (see **Appendix N**).

**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**

10. **Carryover of Funds** - Any funds not obligated and expended during the period for which they were awarded becomes carryover funds. Carryover funds may be reallocated to budget categories other than those categories specified in the original application, providing the funds are expended on approved activities in accordance with program guidelines in effect during the carryover period. The carryover period is June 30 to December 31 of the subsequent funding year and are expended consistent with FIFO accounting principles (First In, First Out) (*state requirement*). If the carryover funds are not expended by the grantee by the end of the carryover project period, the unused carryover funds must be released. As specified in section 412(b)(2) of GEPA and §76.710 of EDGAR, any such carryover funds must be obligated and expended in accordance with the Federal statutes and regulations and as described in the local plan application as applicable to the program

and are in effect for the carryover period. ***In the event of a competition year or Sunset of grant funding, all carryover funds must be expended by September 30 to meet federal obligations and closeout deadlines (state requirement).***

**11. Equipment Inventory and Disposition** - The eligible provider must maintain a specific inventory of any item purchased with federal grant funds until transfer, replacement, or disposition takes place. The provider that cannot produce a piece of equipment purchased with federal funds during an audit review risks an audit finding, even if the purchase was allowable under the relevant federal grant program (*state requirement*). This inventory must, at a minimum, include the following information, as set forth in the Uniform Guidance (2 CFR 200.313(d)):

- Acquisition date, cost (including funding source), and brief description of the item/property;
- Serial number, model number, or other identification number (bar code or local identifying number);
- Records showing maintenance procedures to keep item/property in good condition;
- Percentage of cost share, if applicable;
- Location, use, and condition of the item/property, and date information was reported; and
- All pertinent information on the ultimate transfer, replacement or disposition (including date of disposal and the sale of the item/property, if applicable) when the item/property is retired from service.

A physical inventory of equipment item/property must be taken and the results reconciled with the inventory property records at least once every two (2) years to: 1) confirm the equipment item/property was found at the location indicated; 2) assess condition of the equipment item/property; and 3) verify equipment item/property is located in a secure environment that can be locked when not in use.

An inventory control system and records showing maintenance procedures must be developed and implemented to ensure adequate safeguards to prevent loss, damage or theft of the item/property. Any loss, damage, or theft must be investigated and fully documented by local law enforcement officials. This specific inventory information must be updated as equipment item/property is purged or new purchases are made.

Disposition of equipment acquired with federal grant funds, but that is no longer needed for the original project or program or for other activities currently or previously supported by federal funds, must be in accordance with the grant requirements. In the absence of specific instructions of the federal grant, equipment valued at \$5,000 or less may be retained, sold or otherwise disposed of with no further federal obligation. Please refer to the Uniform Guidance (2 CFR 200.313(e)).

**12. Final Expenditure Reports (FERs)** - Pursuant to the Uniform Guidance (2 CFR 200.343), IDOE is responsible to ensure that all federal grants are closed out with a timely annual final reporting of grant program expenditures for the approved program objectives and activities. The FERs are available to Eligible Providers to complete in Iowagrants on or about September. FERs must be completed and submitted to IDOE no later than October 15<sup>th</sup> (*state requirement*). The final expenditure report for each grantee must provide the budget expenditures, match requirement, program fees, sub-grantee details as well as specific budget expenditures.

## **G. Facilities for the Program**

The Eligible Provider shall provide suitable ADA compliant space conducive to adult learning for the local literacy program. The facility shall include office space(s), adequate classrooms for instruction and separate space for orientation and testing. The learning environment should be in good condition and properly maintained (*state requirement*).

## **H. Responsiveness to Technical Assistance and Monitoring**

It is the legal and fiduciary responsibility of the Department to provide technical assistance and compliance monitoring of the grant. Eligible Providers are expected to be responsive to the Department's technical assistance efforts, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, Eligible Providers are expected to implement, follow through and communicate in a timely manner.

As indicated, the Department will be conducting compliance monitoring of all implementation activities. The compliance monitoring includes but is not limited to, fiscal budgets and expenditures, programmatic outcomes, partnerships, data security and integrity, and operational effectiveness. A [risk assessment tool](#) will be used to evaluate risk factors identified by the Uniform Guidance (2 CFR § 200.331) and Section 221(1) of WIOA. Monitoring takes place on-site and/or virtually. (*state requirement*)

## **I. Corrective Actions and Sanctions**

When findings arise, the Department will implement a series of corrective actions. This may include further technical assistance or training to help agencies achieve the stated objectives. If the actions do not result in grantee compliance, the Department may need to conduct audits and impose appropriate sanctions. The federal guidelines for sanctions are defined in the Office of Management and Budget's [Uniform Guidance \(2 CFR 200.338\)](#). (*state requirement*)

### **Actions may include the following:**

- Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
- Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.
- Wholly or partly suspend or terminate the Federal award.
- Initiate suspension or debarment proceedings as authorized under the Uniform Guidance (2 CFR part 180) and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).
- Withhold further Federal awards for the project or program.
- Take other remedies that may be legally available.

## **J. Data Privacy Requirements**

All Eligible Providers must comply with the [Family Educational Rights and Privacy Act](#) (FERPA) (20 U.S.C. 1232g; federal regulations 34 CFR Part 99), a federal privacy law administered by the U.S. Department of Education. FERPA protects the privacy of enrolled participants' education records and afford parents and eligible individuals certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. The general rule under FERPA is that PII from education records cannot be disclosed without written consent. (*state requirement*)

Individuals applying for or receiving services must be informed, in writing, that their personal and confidential information:

- will be shared only among the WIOA core program partner staff and subcontractors;
- will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and
- will not be shared among WIOA core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.

#### **K. Program Accountability**

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

1. All staff of funded programs are expected to adhere to the Department’s AEL policies and procedures posted on the website, <https://educateiowa.gov/adult-career-and-community-college/adult-education-and-literacy>
2. The state accountability system, TopsEnterprise (TE) is Iowa’s web-based online reporting tool for NRS reporting and using this system is a state requirement. Local providers are responsible for allocating sufficient resources to collect NRS measures and enter data into TE. Programs are required to meet all elements for data collection, entry, verification, and accountability. The TE system is free of charge to providers. All grantees will be responsible for using TE as the data management system at the local level by following the current data dictionary, the state approved assessment policy guidelines and attending the data specialist trainings.
3. The Department’s Adult Education and Literacy has adopted and implemented standards-based instruction, focusing on College and Career Readiness (CCR) Standards to promote the quality of adult education and literacy outcomes to prepare learners for success in adult education, postsecondary education, and employment. A state requirement is that all grantees are required to adopt and align instruction to the [CCRs](#), the [English Language Proficiency \(ELP\) Standards](#), [Iowa’s 21<sup>st</sup> Century Skills](#), and [Adult Citizenship Standards](#).
4. The purpose of professional development (PD) is to raise the level of expertise of adult educators through continuing learning opportunities. Program directors shall ensure the program’s compliance with the PD requirements set forth by [Iowa’s Professional Development Standards](#) and Administrative Rules, [Chapter 23 – Adult Education and Literacy Programs](#).
5. The Department has high expectations of practitioner performance. Eligible providers will ensure services are delivered by knowledgeable, well-trained staff by using the standards identified in the [Instructor Standards](#), a framework of what Iowa’s AEL instructors should know and be able to do to perform their jobs.

#### **L. WIOA Performance Accountability**

In order to measure the effectiveness of state and local areas, WIOA Section 116 performance accountability measures apply across the core programs. The Iowa’s Adult Education and Literacy levels of performance are negotiated with the U.S. Department of Education, Office of Career Technical and Adult Education (OCTAE) to establish minimum levels for each fiscal year. The goal is for each local program to meet or exceed projected performance levels including:

- Measurable Skill Gains
- Credential attainment
- Employment rate – second and fourth quarter
- Median earnings
- Effectiveness in serving employers



## PART III KEY RFP EVENTS

### A. Bidders' Conference

The Department will sponsor a Bidders' Conference concerning this RFP beginning at the date, time and location shown on the RFP cover page. The purpose of the Bidders' Conference is to answer and/or field questions, clarify for potential Applicants any aspect of the RFP requirements that may be necessary and provide supplemental information to assist potential Applicants in submitting responses to the RFP. Although attendance at the Bidders' Conference is not mandatory, it is *strongly encouraged* that interested Applicants attend. (*state requirement*)

### B. Questions

#### 1. General Instructions

- a. It is the responsibility of all Applicants and other interested parties to examine the entire RFP and to seek clarification, in writing, if they do not understand any information or instructions.
- b. Applicants and other interested parties should use **Appendix E: Submitted Questions Form** – for submission of questions.
- c. The Submitted Questions Form **must be submitted by e-mail and received by the RFP Coordinator, identified on the cover page of this RFP**, as soon as possible but no later than the date and time specified on the RFP cover page.
- d. Submitted Questions must include the RFP Number and Title in the subject line of the e-mail. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

#### 2. Question & Answer Summary:

- a. Responses will be compiled in writing and posted on the following website no later than seven (7) calendar days prior to the proposal due date:
- b. It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

### C. Amendments

All amendments released in regard to this RFP will also be posted on the following website: It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

### D. Submitting the Proposal

1. **Proposals Due:** Proposals must be received no later than 4:00 p.m. local time, on the date listed on the cover page of this RFP, at which point they will be opened. Proposals received after the 4:00 p.m. deadline will be rejected without exception.
2. **Submission Instructions:** Proposal submissions are to be submitted to the State of Iowa Department of Education via Iowagrants.
  - a. Only proposals received by the electronic grant system will be considered. The Department assumes no liability for assuring accurate/complete transmission and receipt.
  - b. Applicants are to complete the following forms in the grant system:
    - Contact Information and Eligibility
    - Assurance and Certifications
    - Minority Impact Statement
    - Narrative of Services (Sec.231)
      - Program Design and Leadership
      - Curriculum, Instruction and Professional Development
      - Learner Progress

- Accountability
- Community Interaction and Outreach
- One-Stop Integration
- Correction and Institutional Services (Sec. 225) (Optional)
- AEFLA Budget Summary
- c. Applicant's proposals will include the opportunities to upload documentation to the grant system. The following documents will at least need to be uploaded (*PDF format*):
  - Signature Page
  - Table of Demonstrated Effectiveness
  - Program Flexible Schedule
  - Integrated Education and Training and Alignment
  - Organizational Chart
  - Personnel List and Qualifications
  - Memorandum of Understanding (Consortium or Core Partners)
  - Letters of Support
  - Financial Viability
  - Certificate of Insurance

## PART IV PROPOSAL SUBMISSION REQUIREMENTS

This section contains instructions for Applicants to use in preparing their proposals. 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.

According to 2018 census information, there are approximately 2,420,763 individuals that make up the total adult population in Iowa (18 and older). Of this total, approximately 198,503 individuals have no high school diploma (8.2 percent). In addition, 93,111 (1.6 percent) identified as "speaking English less than very well." This means approximately one in 12 adults across Iowa are affected by employment and educational barriers. Every year, Iowa adult education enrolls nearly 12,000 adults in a basic skills program where they can earn a high school credential, develop vocational skills, and continue their academic pursuits to achieve additional credentials that may be needed for reaching their educational or employment goals.

The Department, and its evaluation team for this RFP, has sole discretion to determine whether a variance from the RFP specifications should result in either disqualification or reduction in scoring of a proposal. Rephrasing of the content provided in this RFP will, at best, be considered minimally responsive. The Department seeks detailed yet succinct responses that demonstrate the Applicant's experience and ability to perform the requirements specified throughout this document. The Department is also seeking an Applicant 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;
- more apprenticeships are available to adults;
- adults earn a high school equivalency diploma while going to college; and
- opportunities for English language learners is not too limited to prepare them for successful careers.

### A. Proposal Format (*state requirement*)

1. 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).** The system does not allow for special formatting or fonts.
2. All attached documents should be formatted for printing, as formatting will not be adjusted prior to printing and reviewing these documents. Each Attachment must reference the section or subsection number to which it corresponds and PDF is preferred.
3. 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.
4. Include any forms provided in the submission package or reproduce those forms as closely as possible.
5. Alignment with Section 231(e)(3) of WIOA and [Iowa's Adult Education and Literacy Program Standards](#). Responses from the RFP will be evaluated based on the following established principles of program quality. Benchmarks for each principle serve as guides for continuous program improvement and progress.
  - a) **Program Design and Leadership** – Program serves the adult education needs of the community. Program leader provides vision, direction, resources, evaluation and support for all program operations and staff that is effective and equitable in the provision of adult teaching and learning.
  - b) **Curriculum, Instruction and Professional Development** – Curriculum development and instruction meets learners' needs and learning styles, is embedded in real-life contexts while anchored in standards. The program provides opportunities for all instructors to

participate in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflection, and observation to improve instructional practice.

- c) **Learner Progress** – Program provides an interactive intake procedure with information presented using adult education principles and is accessible to ALL learners. Informal and formal assessment and collaborative goal development are used to gauge learner progress, guide instruction, advising and other services that support a “successful” transition and demonstrate gains in abilities.
  - d) **Accountability** – Program implements processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy and security. Sufficient resources and training is allocated to implement the processes for financial and data management with clearly defined procedures and the ability to monitor program efficiency and effectiveness.
  - e) **Community Interaction and Outreach** – Program establishes 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.
  - f) **One-Stop System Integration** – Program addresses 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 businesses through unified strategic planning and shared governance.
6. It is the responsibility of the Applicant to provide all information requested in the RFP package at the time of submission. Failure to provide information requested in this RFP may, at the discretion of the Department’s evaluation review team, result in a lower rating for the incomplete sections and may result in the proposal being disqualified for consideration.
  7. The Applicant should complete and submit the “Cover Page” of this RFP and provide it with the Applicant’s proposal. It is important that the cover page show the specific information requested, including principal address and other details listed. The signature page shall be dated and signed by a person authorized to enter into contracts on behalf of the Applicant and **mailed** to the Department.
  8. The Applicant should read and agree to the **Statement of Assurances and Certifications** of this RFP including the specific **Fiscal Assurances**. Failure to verify this certification may result in the disqualification of the Applicant’s proposal, at the discretion of the Department.

## **B. Proposal Contents**

The Applicant should complete and submit “Adult Education and Literacy Funds, WIOA Sec. 231 and 225 (July 1, 2020 – June 30, 2025)” as posted in Iowagrants. The Applicant is asked to be brief and concise in answering RFP questions.

## **Section I Contact Information and Eligibility Form**

1. Upload **Appendix C: Eligible Provider Form**. If this proposal is being submitted as a consortium, each consortium member must complete the form including the **Table of Demonstrated Effectiveness**.
2. Provide an **Organization Chart**.
3. Sign and upload the **Assurances and Certifications**. Provide authorizing signatures and mail the original to: Iowa Department of Education, Grimes Office Building, 400 East 14th Street, Des Moines, IA 50319.

## **Section II Proposed Project**

1. Complete the **Appendix F: Narrative of the Application—Proposal Contents** which includes 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. Applicants who intend to deliver corrections education and education for other institutionalized individuals should reference their proposed services in the appropriate questions (*state requirement*).
2. Complete **Appendix G: Program Flexible Schedule** (*state requirement*)
3. Complete **Appendix J: Integrated Education and Training and Alignment**. (*state requirement*)
4. Complete **Appendix L: Personnel List and Qualifications**. (*state requirement*)
5. If this proposal is being submitted in which subcontractors are to be used, provide a list that specifies the name, address, phone number, contact person, and a brief description of each subcontractors’ organizational capacity and expertise as an attachment. This must be accompanied by letters of support or Memorandum of Understandings. (*PDF format*). (*state requirement*).
6. Provide a **Minority Impact Statement and General Education and Provisions Act (GEPA) Attestation**.

The GEPA provision applies to applicants for new grant awards under the U.S. Department of Education’s programs. This provision is [Section 427 of GEPA](#) enacted as part of the Improving America’s Schools Act of 1994 (Public-Law 103-382). All applicants for new awards must include information in their applications to address this provision to receive funding. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

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.

**7. Financial Viability.** The fiscal agent will be the single point of contact for all fiscal matters and will oversee the implementation of all aspects of the fiscal management throughout the period of the grant. The Eligible Provider will need to detail their fiscal capacity, including evidence of internal controls, financial records, fiscal solvency, and a sound fiscal accounting system with auditable cost allocations and any relevant experience with receiving federal funds. In accordance with the Uniform Guidance 2 CFR 200.302, all consortium members or subcontractors must have financial management systems that include written procedures for ensuring all expenditures conform to the terms and conditions of the grant as well as the Uniform Guidance Cost Principles.

Awardees must retain all records of financial transactions and accounts relating to this grant for a period of five (5) years and shall make such records available for inspection and audit by the Department. Provide the following information for each of the past three tax years (*state requirement*):

- Balance Sheets
- Income (Profit/Loss) Statements

### **Section III Cost Proposal**

#### **1. General Instructions**

- a. The Applicant must submit a cost proposal that covers the entire period of the initial one year contract. Please use the expected Program Year dates July 1, 2020 – June 30, 2021. (*state requirement*)
- b. The cost proposal shall include the costs necessary for the Applicant to comply fully with the contract terms and conditions and RFP requirements.
- c. No costs related to the preparation of the proposal for this RFP or to the negotiation of the contract with the Department may be included in the proposal. Only costs to be incurred after the contract effective date that are specifically related to the implementation or operation of contracted services may be included.
- d. Applicants must provide a minimum 1:1 non-federal match for the requested grant award in cash or in-kind matching. (*state requirement*)
- e. Administrative costs shall not exceed 5 percent of the requested grant award. Special Rule for Local Administration Costs Limits (refer to WIOA §233)—In cases where the cost limits 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 described in subsection (a) administrative purposes. The Applicant may negotiate up 15 percent of the requested grant award in administrative costs. (*state requirement*)

**2. Cost Proposal Form Instructions**

The Applicant should fill out **Appendix M: Budget Form**, which includes the Budget Narrative and Budget Forms, following the instructions detailed in the form. Failure to provide the requested information, and to follow the required cost proposal format provided, may result in the exclusion of the proposal from consideration, at the discretion of the Department. Expenditures related to corrections education should be included in the budget for Sec. 225. (*state requirement*)

**3. Complete the Fiscal Assurances Form.**

**4. Certificate of Insurance.** Provide a certificate of insurance on a standard Acord form (or the equivalent) evidencing the Applicant's general liability, professional liability and any other relevant liability insurance policies that might be associated with the proposed services. (*state requirement*)

## PART V PROPOSAL EVALUATION AND SELECTION

### A. Eligible Provider Review

- a) The Department will review each application to determine if it meets the eligible provider requirements published in this document and if it moves forward to the next stage of the review process. An Applicant will be considered eligible if the following criteria are met:
  - a. Applicant organization is a local educational agency; community-based or faith-based organization; volunteer literacy organization; institution of higher education; public or private nonprofit agency; library; public housing authority; a nonprofit institution having the ability to provide adult education and literacy services to adults; a consortium of agencies, organizations, institutions, and libraries described above; a partnership between an employer and an entity described in any of the categories listed above (Section 203(5) of WIOA); or other organization type, even if not specifically listed above.
  - b. Applicant completes **Appendix C: Eligible Provider Form** and completes either Table of Demonstrated Effectiveness, submitting performance data as described in federal regulations 34 CFR 463.24. **Applications that do not provide sufficient evidence of demonstrated effectiveness, will be eliminated from the competition.** The same data tables will be used to determine Past Effectiveness in Consideration #3. (*state requirement*)
  - c. The required application components are submitted per the **Appendix U: Application Components Checklist**.

Reviewing for eligibility is intended to ensure that only those applications that are eligible for award are further reviewed.

- b) Applicants determined to be ineligible because they did not meet the eligible provider of demonstrated effectiveness requirements will not be considered for funding. Applicants will be notified in writing that they are ineligible and will have appeal rights as outlined in [PART V, F](#).

### B. Local Board Review

The Department will share applicable portions of the eligible applications to be reviewed by appropriate Local Board(s) where service will be provided for consistency with the local plan under section 108 of WIOA. If more than one board is located within an adult education service area, the application will be reviewed by all relative boards in the region. From Section 231(e)(3) of WIOA, Local Board(s) will be encouraged to review the entire application with particular focus on Considerations #1 and #4.

Local Board(s) will submit comments and recommendations to promote alignment to the Department using the provided template and within the required timeframe via Iowagrants.

The Department developed the following four-step process for the Local Board(s) review:

- Eligible Providers will submit their applications to the Department;
- The Department will provide the Local Board(s) designated point of contact access to the online applications with a rubric designed for an alignment review for each application within their service area;
- The Local Board(s) designee, with the assistance of a committee, will submit the review, recommendations for promoting alignment, and signed non-conflict disclosures by the due date; and
- The Department will consider the recommendations of the Local Board(s) in the negotiations and awarding the contract.



### C. Evaluation Process—General Information

1. An evaluation team, comprised of qualified reviewers, will judge the merits of the proposals received in accordance with the criteria defined in the RFP, and in accordance with the most advantageous financial and economic impact considerations (where applicable) for the Department.
  - 1.1. The evaluation team will complete a conflict of interest, confidentiality and non-disclosure statement prior to scoring and will be selected based on being:
    - 1.1.1. A subject matter expert in adult education and literacy;
    - 1.1.2. Not a local eligible provider; and
    - 1.1.3. A cross-section of eligible provider types.
2. Officials responsible for making decisions on the selection of a contractor shall ensure that the selection process accords equal opportunity and appropriate consideration to all who are capable of meeting the specifications through pre-award monitoring. The goals of the evaluation process are to ensure fairness and objectivity in review of the proposals and to ensure that the contract is awarded to the Applicant whose proposal provides the best value to the State of Iowa and who is capable of providing services.
3. The Department reserves the right to communicate and/or schedule interviews/presentations with Applicants if needed to obtain clarification of information contained in the proposals received as it relates to publicly available information prior to making a final awarding decision. Interviews/presentations will follow a standardized process. Applicants should submit proposals that present their application as clearly and completely as possible.

### D. Scoring Weights and Process

1. **Scoring Weights:** The score will be based on a 550-point scale and will measure the degree to which each proposal meets the following criteria.

#### **Section I. Contact Information and Eligibility (5 points)**

Includes all elements addressed above in Part IV, B, Section I.

- |                                       |           |
|---------------------------------------|-----------|
| ● Proposal Cover Page                 | Pass/Fail |
| ● Assurances and Certification        | Pass/Fail |
| ● Table of Demonstrated Effectiveness | Pass/Fail |
| ● Overview of the Organization        | 5 points  |
| ● Consortium/Single Entity            | Pass/Fail |

#### **Section II. Proposed Project (500 points and 100 points OPTIONAL for Sec. 225)**

Includes all elements addressed in the **Appendix F: Narrative of the Application—Proposal Contents.**

#### **Section III. Cost Proposal (45 points)**

Includes all elements.

2. **Scoring Process:** The review team will use a consensus approach to evaluate and score Sections I & II above. Members of the review team will not score those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections. Sections III, Cost Proposal will be scored as described below in a consensus approach.
3. **Scoring the Proposed Project:** The review team will use a consensus approach to evaluate the Proposed Project. The factors below described in WIOA §231(e) are federal requirements that must be considered to evaluate applications and determine funding decisions.
  - a. **Federal Consideration 1:** The degree to which the eligible provider would be responsive to:
    - 1) Regional needs as identified in the local workforce development plan; and
    - 2) Serving

individuals in the community who were identified in such plan 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;

- b. **Federal Consideration 2:** The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- c. **Federal Consideration 3:** 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;
- d. **Federal Consideration 4:** the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
- e. **Federal Consideration 5:** Whether the eligible provider's program is: 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and 2) used instructional practices that include the essential components of reading instruction;
- f. **Federal Consideration 6:** Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
- g. **Federal Consideration 7:** Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology services, and systems lead to improved performance;
- h. **Federal Consideration 8:** Whether the eligible provider's activities provide learning in context, including through integrated education and training, 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;
- i. **Federal Consideration 9:** Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
- j. **Federal Consideration 10:** 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 investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
- k. **Federal Consideration 11:** 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;
- l. **Federal Consideration 12:** 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; and
- m. **Federal Consideration 13:** Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics

education programs.

4. **Scoring the Cost Proposal:** Budget narratives and forms are considered the “cost” portion of the proposal. The review team will consider the degree to which the project represents a *good return for the investment* (money, time) as well as whether the project work and cost estimates (tasks and budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.
5. **Negotiations:** The Department reserves the right to negotiate with the successful Applicant(s) to finalize a contract at the same rate or cost of service as presented in the selected proposal. Such negotiations may not significantly vary the content, nature or requirements of the proposal or the Department’s Request for Proposals to an extent that may affect the price of goods or services requested. The Department reserves the right to terminate contract negotiations with a selected Applicant(s) who submits a proposed contract significantly different from the proposal they submitted in response to the advertised RFP. In the event that an acceptable contract cannot be negotiated with the highest ranked Applicant(s), the Department may negotiate with the next-highest ranked Applicant, and so on, until an acceptable contract has been finalized. Alternatively, the Department may cancel the RFP, at its sole discretion.

#### E. Selection and Award

1. The final decision regarding the award of the contract will be made by representatives of the Department subject to review of the review committee.
2. Notification of contractor selection or non-selection will be made in writing by the Department.
3. Issuance of this RFP in no way constitutes a commitment by the State of Iowa to award a contract, to pay costs incurred in the preparation of a response to this request, or to pay costs incurred in procuring or contracting for services, supplies, physical space, personnel or any other costs incurred by the Applicant.
4. The Department reserves the right to reject any and all proposals or to make multiple awards.

#### F. Appeal Rights

**Appeal of Contract Award:** Any person aggrieved by the award decision that results from this RFP may appeal the decision to the [Director](#) of the Department of Education in the manner prescribed in Iowa Administrative Code 281-6. The appeal must be in writing and filed with the Iowa Department of Education, Grimes Office Building, 400 East 14th Street, Des Moines, IA 50319 within 15 calendar days of receipt of notification of award or rejection.

**Federal Appeal of Contract Award:** Any person aggrieved by the award decision that results from this RFP may appeal the decision to the Secretary of the US Department of Education. For further information about the federal appeal rights process, see [EDGAR §76.401](#).

## **PART VI CONTRACT ADMINISTRATION AND CONDITIONS**

### **A. Contract Document**

1. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the Adult Education and Literacy Procurement Review Committee. Contracts are not considered fully executed and valid until approved by the Department and funds are encumbered.
2. The Department recognizes that the actual contract effective date depends upon completion of the RFP process, date of formal award notification, length of contract negotiation, and preparation and approval by the Adult Education and Literacy Procurement Review Committee. Any appeals to the Department's award decision(s) may further postpone the actual contract effective date, depending upon the outcome. The contract effective date listed in this RFP may need to be adjusted, if necessary, to comply with mandated requirements.

In providing services and performing under the contract, the successful Applicant(s) shall act as an independent contractor and not as an agent of the State of Iowa.

### **B. Standard State Agreement Provisions**

1. Agreement Administration
  - a. Following the award, a Consultant from the Department will be appointed to assist with the administration of the contract and to act as approver for the claims during the entire contract period. Department staff will be available after the award to consult with the successful Applicant in the finalization of the contract.
  - b. In the event that an acceptable contract cannot be negotiated with the highest ranked Applicant(s), the Department may negotiate with the next-highest ranked Applicant, and so on, until an acceptable contract has been finalized. Alternatively, the Department may cancel the RFP, at its sole discretion.
2. Payments and Other Provisions

The Department anticipates paying the Contractor on a reimbursement basis upon the receipt of an accurate and acceptable claim. A claim will be considered accurate and acceptable if it contains correct budget expenditures and provides all required supporting documents, as applicable, and any other specific and agreed-upon requirements listed within the contract that results from this RFP.

## **PART VII LIST OF RFP APPENDICES AND RELATED DOCUMENTS**

1. Appendix A - Distribution of Funds by County
2. Appendix B - Assurances and Certification
3. Appendix C – Eligible Provider Form
4. Appendix D – General Education and Provisions Act (GEPA) Attestation
5. Appendix E - Submitted Question Form
6. Appendix F – Narrative of Application—Proposal Contents
7. Appendix G – Program Flexible Schedule
8. Appendix H – Enrollment by County
9. Appendix I – Integrated Education and Training Checklist
10. Appendix J – Integrated Education and Training and Alignment
11. Appendix K – Prior Professional Development Activities
12. Appendix L – Personnel List and Qualifications
13. Appendix M – Budget Form
14. Appendix N – Budget Codes
15. Appendix O – FAQ on Federal Funds for Conference and Meetings
16. Appendix P – Administrative Cost Justification Form
17. Appendix Q: Past Performance in Corrections Education
18. Appendix R – Iowa Workforce Development Local Areas and Plans
19. Appendix S – WIOA Performance Measures
20. Appendix T – Educational Functioning Level Descriptors
21. Appendix U – Application Components Checklist

**State of Iowa**  
**Department of Education**  
**ESTIMATED DISTRIBUTION OF SECTION 231 of WIOA FUNDS BY COUNTY**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

County	AEFLA (Sec. 231) Grant Estimated Allocation	Percentage
Adair County, Iowa	\$2,449	0.09%
Adams County, Iowa	\$2,547	0.09%
Allamakee County, Iowa	\$6,367	0.22%
Appanoose County, Iowa	\$6,661	0.23%
Audubon County, Iowa	\$784	0.03%
Benton County, Iowa	\$12,440	0.43%
Black Hawk County, Iowa	\$220,785	7.71%
Boone County, Iowa	\$8,326	0.29%
Bremer County, Iowa	\$4,114	0.14%
Buchanan County, Iowa	\$4,800	0.17%
Buena Vista County, Iowa	\$49,760	1.74%
Butler County, Iowa	\$1,567	0.05%
Calhoun County, Iowa	\$35,557	1.24%
Carroll County, Iowa	\$9,599	0.34%
Cass County, Iowa	\$6,857	0.24%
Cedar County, Iowa	\$7,738	0.27%
Cerro Gordo County, Iowa	\$32,618	1.14%
Cherokee County, Iowa	\$7,934	0.28%
Chickasaw County, Iowa	\$3,037	0.11%
Clarke County, Iowa	\$17,827	0.62%
Clay County, Iowa	\$11,460	0.40%
Clayton County, Iowa	\$2,155	0.08%
Clinton County, Iowa	\$38,202	1.33%
Crawford County, Iowa	\$51,425	1.80%
Dallas County, Iowa	\$56,519	1.97%
Davis County, Iowa	\$3,232	0.11%
Decatur County, Iowa	\$4,114	0.14%
Delaware County, Iowa	\$3,037	0.11%
Des Moines County, Iowa	\$52,699	1.84%

APPENDIX A

DISTRIBUTION OF ESTIMATED SEC. 231 FUNDS BY COUNTY

County	AEFLA (Sec. 231) Grant Estimated Allocation	Percentage
Dickinson County, Iowa	\$6,465	0.23%
Dubuque County, Iowa	\$56,911	1.99%
Emmet County, Iowa	\$14,889	0.52%
Fayette County, Iowa	\$5,094	0.18%
Floyd County, Iowa	\$11,069	0.39%
Franklin County, Iowa	\$9,501	0.33%
Fremont County, Iowa	\$392	0.01%
Greene County, Iowa	\$2,351	0.08%
Grundy County, Iowa	\$2,351	0.08%
Guthrie County, Iowa	\$2,547	0.09%
Hamilton County, Iowa	\$16,750	0.59%
Hancock County, Iowa	\$4,996	0.17%
Hardin County, Iowa	\$12,832	0.45%
Harrison County, Iowa	\$3,624	0.13%
Henry County, Iowa	\$60,339	2.11%
Howard County, Iowa	\$1,567	0.05%
Humboldt County, Iowa	\$4,310	0.15%
Ida County, Iowa	\$1,371	0.05%
Iowa County, Iowa	\$4,996	0.17%
Jackson County, Iowa	\$7,542	0.26%
Jasper County, Iowa	\$46,332	1.62%
Jefferson County, Iowa	\$8,620	0.30%
Johnson County, Iowa	\$180,625	6.31%
Jones County, Iowa	\$42,805	1.50%
Keokuk County, Iowa	\$1,959	0.07%
Kossuth County, Iowa	\$8,522	0.30%
Lee County, Iowa	\$33,598	1.17%
Linn County, Iowa	\$238,809	8.34%
Louisa County, Iowa	\$13,811	0.48%
Lucas County, Iowa	\$1,861	0.07%
Lyon County, Iowa	\$3,037	0.11%
Madison County, Iowa	\$2,841	0.10%
Mahaska County, Iowa	\$16,652	0.58%
Marion County, Iowa	\$11,069	0.39%
Marshall County, Iowa	\$69,350	2.42%
Mills County, Iowa	\$3,134	0.11%
Mitchell County, Iowa	\$1,273	0.04%
Monona County, Iowa	\$784	0.03%

APPENDIX A

DISTRIBUTION OF ESTIMATED SEC. 231 FUNDS BY COUNTY

	AEFLA (Sec. 231) Grant Estimated Allocation	Percentage
Monroe County, Iowa	\$5,191	0.18%
Montgomery County, Iowa	\$8,816	0.31%
Muscatine County, Iowa	\$68,861	2.41%
O'Brien County, Iowa	\$7,053	0.25%
Osceola County, Iowa	\$2,939	0.10%
Page County, Iowa	\$13,615	0.48%
Palo Alto County, Iowa	\$3,232	0.11%
Plymouth County, Iowa	\$16,848	0.59%
Pocahontas County, Iowa	\$1,175	0.04%
Polk County, Iowa	\$519,835	18.16%
Pottawattamie County, Iowa	\$62,690	2.19%
Poweshiek County, Iowa	\$7,444	0.26%
Ringgold County, Iowa	\$588	0.02%
Sac County, Iowa	\$1,567	0.05%
Scott County, Iowa	\$120,874	4.22%
Shelby County, Iowa	\$3,820	0.13%
Sioux County, Iowa	\$40,454	1.41%
Story County, Iowa	\$34,088	1.19%
Tama County, Iowa	\$14,595	0.51%
Taylor County, Iowa	\$1,469	0.05%
Union County, Iowa	\$17,827	0.62%
Van Buren County, Iowa	\$980	0.03%
Wapello County, Iowa	\$65,236	2.28%
Warren County, Iowa	\$9,599	0.34%
Washington County, Iowa	\$19,003	0.66%
Wayne County, Iowa	\$1,077	0.04%
Webster County, Iowa	\$80,419	2.81%
Winnebago County, Iowa	\$8,130	0.28%
Winneshiek County, Iowa	\$3,428	0.12%
Woodbury County, Iowa	\$124,204	4.34%
Worth County, Iowa	\$1,861	0.07%
Wright County, Iowa	\$15,770	0.55%
<b>Total</b>	<b>\$2,862,275</b>	<b>100%</b>



## APPENDIX B

**State of Iowa**  
**Department of Education**  
**STATEMENT OF ASSURANCES AND CERTIFICATION**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

The Applicant understands that if its application is accepted by the Iowa Department of Education (IDOE), the applicant shall enter into a contract with the State. The applicant agrees to comply with all applicable federal, state, and local laws in carrying out the work. To receive funds through the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, the authorized contact of the eligible provider must agree to the general assurances for all federal grants as well as State requirements associated with receiving federal funds and certify commitment to abide by the requirements through the period of this grant award. Additional grant terms are incorporated by reference throughout the application.

1. The applicant has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act (FERPA) (20 USC 123g) and its federal regulations 34 CFR Part 99.
2. The applicant will use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are “eligible individuals” within the meaning of Section 203(4) of WIOA, unless it is providing programs, services, or activities related to family literacy activities, as defined in Section 203(9) of WIOA.
3. The applicant will comply with Title VI of the Civil Rights Act of 1964 (45 USC 2000d through 2000d-4) and its implementing federal regulations 34 CFR Part 100, and in accordance therewith, no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
4. The applicant will comply with Title II of the Americans with Disabilities Act, (42 USC 12134), et seq. and its implementing federal regulations 28 CFR Part 35, which prohibit discrimination on the basis of disability to public entities, or it will comply with Title III, (42 USC 12181) et seq., and its implementing federal regulations 28 CFR Part 36, which prohibit discriminations on the basis of disability in public accommodations, whichever is applicable.
5. The applicant will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and its implementing federal regulations 34 CFR Part 104, which prohibits discrimination based on disability in programs and activities receiving federal financial assistance.
6. The applicant will comply with Title IX of the Education Amendments of 1972, as amended (20 USC 1681-1683), and its implementing federal regulations 34 CFR Part 106, which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance.

7. The applicant will comply with the Discrimination Act of 1975, as amended (42 USC 6101) et seq., and its implementing federal regulations 45 CFR Part 90, which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance.
8. The applicant understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements, as included in the Uniform Guidance (2 CFR Part 200 Subpart E – Cost Principles).

*By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this proposal:*

- a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.*
- b. Have not within three years of submitting the proposal for this contract been convicted of or had a civil judgment rendered against them for:*
  - 1. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.*
  - 2. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;*
  - 3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and*
  - 4. Have not within a three (3) year period preceding this proposal had one or more federal, state or local government transactions terminated for cause or default.*
- c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this proposal is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.*

**Failure to provide this certification may result in the disqualification of the Applicant's proposal, at the discretion of the Department.**

**State of Iowa  
Department of Education  
ELIGIBLE PROVIDER FORM  
RFP# 340376**

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

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

- Option 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.
- Option 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)).

APPENDIX C

<b>Past Performance Data Table – Option 1</b>						
<i>Performance Outcomes</i>	<i>Number Enrolled</i>		<i>Number Completing Level</i>		<i>Percentage Completing Level</i>	
<i>Educational Functioning Level (or Grade Level Equivalent)</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>
<b>ABE Level 1 (0-1)</b>						
<b>ABE Level 2 (2-3)</b>						
<b>ABE Level 3 (4-5)</b>						
<b>ABE Level 4 (6-8)</b>						
<b>ABE Level 5 (9-10)</b>						
<b>ABE Level 6 (11-12)</b>						
<b>ESL 1 (0–1)</b>						
<b>ESL 2 (2)</b>						
<b>ESL 3 (3)</b>						
<b>ESL 4 (4)</b>						
<b>ESL 5 (5)</b>						
<b>ESL 6 (6–8)</b>						
<b>TOTAL (ABE+ESL)</b>						
<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>4<sup>th</sup> Quarter after Exit</i>						

APPENDIX C

Past Performance Data Table – Option 2							
<i>Performance Outcome for the Target Population</i>	Enrollment		# and % of Participants Improving				Population Served and Data Source Used
	2018	2019	#18	%18	#19	%19	
<b>Improved Reading Skills</b>							
<b>Improved Writing Skills</b>							
<b>Improved Mathematics Skills</b>							
<b>English Language Acquisition</b>							
<b>Secondary Diploma Attainment</b>							
<b>Transition to Post Secondary</b>	# in Cohort		# and % of Achieving Credential				Data Source Used
	2018	2019	#18	%18	#19	%19	
<b>Employed after Exit</b>	# in Cohort		# and % of Employed				Data Source Used
	2018	2019	#18	%18	#19	%19	
<b>2<sup>nd</sup> Quarter after Exit</b>							
<b>Median Wage Earnings 2<sup>nd</sup> Quarter</b>							
<b>4<sup>th</sup> Quarter after Exit</b>							

**APPENDIX D**

**State of Iowa  
Department of Education  
GENERAL EDUCATION AND PROVISIONS ACT (GEPA) Sec. 427  
ATTESTATION  
RFP# 340376  
FY21-25 Competitive Grant Application for  
Adult Education and Family Literacy Act (AEFLA)  
(WIOA, Sec. 231 and Sec. 225)**

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

This attestation outlines the steps that (Applicant’s name) \_\_\_\_\_ will ensure the following steps will be taken should the Adult Education application be funded.

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

If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

The Act highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps to be taken to comply with the GEPA requirements. Be specific regarding programs and steps that will be taken in their design and implementation that will ensure access and participation.



State of Iowa  
Department of Education  
NARRATIVE OF THE APPLICATION—PROPOSAL CONTENTS  
RFP# 340376  
**FY21-25 Competitive Grant Application for  
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(WIOA, Sec. 231 and Sec. 225)**

**Section II: Proposed Project: (500 points and 100 points for OPTIONAL Sec. 225)**

The Eligible Provider will deliver comprehensive **adult education and literacy activities** to **eligible individuals** within their identified service area. Applicants who intend to deliver corrections education and education for other institutionalized individuals should reference their proposed services in the appropriate questions (*state requirement*).

Where available and appropriate, the Applicant will use data from reputable and verifiable sources to respond to the questions below.

**A. PROGRAM DESIGN AND LEADERSHIP** (Assigned/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. Program leader provides vision, direction, resources, evaluation and support for all program operations and staff that is effective and equitable in the provision of adult teaching and learning.

***REGIONAL NEEDS***

- *Describe what the eligible provider’s local and/or regional workforce needs (demographics – race/ethnicity, socio-economic status and economic development) of the geographical/service delivery areas are as identified in the local workforce development plan and how proposed adult education and literacy services will be responsive to that need. (WIOA Consideration #1)*
- *Describe how the eligible provider will recruit and serve individuals in the community who were identified in such plan(s) as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or are English language learners; and others with barriers to employment. Describe the alignment between proposed activities and services and the strategy and goals of the local plan(s) under section 108 of the Act. An enrollment target for serving participants in the first program year must be set. (WIOA Consideration #4)*

*NOTE: The eligible provider must have the capacity to serve a minimum of 100 enrolled participants per program year. Detail any regional circumstances that may prohibit the eligible provider from meeting this enrollment expectation.*

- *Describe what the eligible provider’s service delivery areas has for demonstrated need for additional English language acquisition programming that leads to high school completion, postsecondary training and unsubsidized employment and civics education programs. (WIOA Consideration #13)  
*NOTE: Iowa’s Adult Education and Literacy requires eligible providers to integrate civics education in the English language acquisition instructional services. Any eligible provider’s service delivery area with 500 or more eligible individuals (documented in the ACS as “speak English less than well”.) must offer IELCE activities as detailed in Sec. 231 (b). All English language learners receiving instructional services by an eligible provider must receive services in English.**



### **PHYSICAL CAPACITY AND DELIVERY**

- *Describe your program's physical capacity to serve eligible individuals, include compliance with the American Disabilities Act of 1990. Complete the chart detailing the Appendix G: Program Flexible Schedule as previously detailed in coordination with Federal, State, and local support services. (WIOA Consideration #12)*
- *Describe the eligible provider's service delivery format(s) and explain how the format(s) enable individuals to attend and complete the program.*

*NOTE: The Department has expectations that programs use a variety of delivery methods with the majority of class offerings as managed enrollment. Services are to be offered year-round with at least 8 hours per week offered for each class. An eligible provider should be closed for no more than four consecutive weeks at one time and for no more than a total of six weeks within a program year (July 1 – June 30). (state requirement)*

- *Describe how the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains. Provide a rationale for the decisions made in developing the schedule and how it provides year-round access to instruction and support services across service delivery area. (WIOA Consideration #5)*

### **STAFFING AND CONTINUOUS IMPROVEMENT**

- *Describe the eligible provider's program personnel and how it will build on existing personnel. Complete the chart on Appendix L: Personnel List and Qualifications to present information on number of employees, details regarding duties, employment status (full or part time) weeks contracted to work, amount budgeted for position and location (site specific or entire service delivery area) and qualification. Detail how the Coordinator of the grant, as the person responsible for making decisions for the Federal funds meets the criteria of the Department. Please include only those personnel relative to the grant.*

*NOTE: If the Coordinator of the grant will not be a full-time administrator, please detail the portion and duties of the job that will be dedicated to other responsibilities. Individual hiring and staffing decisions at the eligible provider level are made at the discretion of each individual organization. The standards and [Coordinator Handbook](#) provide a framework for the expectations of staff roles.*

- *Upload a current job description for each of the following key positions: 1) Coordinator; 2) Lead Instructors; 3) Professional Development Specialist; 4) Data Specialist; 5) ESL Lead; 6) Retention Specialist; and 7) any others you deem to be key positions.*
- *Describe the eligible provider's policies or procedures for the following: 1) Professional development travel for full- and part-time personnel; 2) Allowance for preparation/planning time; 3) Compensation for preparation/planning time; and 4) Recourse for personnel not meeting the state minimum requirement. (state requirement)*
- *Describe how the eligible provider's activities are delivered by instructors, counselors, and administrators who meet the minimum qualifications established by Iowa Administrative Code 281-23.6, how qualified staff are recruited, retained and competitively compensated. (WIOA Consideration #9)*
- *Describe how the eligible provider will capture feedback on reportable individuals and enrolled participant satisfaction and how this feedback will be used for continuous improvement. Feedback may include having participants serving in an advisory capacity for program improvement or as ambassadors to recruit and retain.*

## **B. CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT** (Assigned/150 Points)

Programs will describe their process for development and/or approval of curriculum and evidence of how instruction meets learners' needs and learning styles, while embedded in real-life contexts anchored in Iowa's Adult Education and Literacy content adopt and align instruction to the [CCRs](#), the [English Language Proficiency \(ELP\) Standards](#), [Iowa's 21<sup>st</sup> Century Skills](#), and [Adult Citizenship Standards](#). The program will detail their practice for ensuring high quality instructors are engaged in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflection, and observation to improve instructional practice.

### ***EVIDENCE – BASED INSTRUCTIONAL PRACTICES, CONTENT AND DESIGN***

- ***Describe how the eligible provider will use explicit and systematic instructional practices that include essential components of reading instruction. (WIOA Consideration #5)***
  - a. *phonemic awareness;*
  - b. *phonics;*
  - c. *vocabulary development;*
  - d. *fluency, including oral reading skills; and*
  - e. *reading comprehension strategies (20 U.S.C. 6368.3).*

***NOTE: Since 2012, Iowa's Adult Education and Literacy has been supporting STAR – Student Achievement in Reading, a national evidence-based professional development offering based on a body of research to identify learner profiles for intermediate-level readers in adult basic education and English language acquisition programs. Every awardee will be required to ensure that this training has been provided and is maintained at the local service delivery area to support instructor implementation in the classroom. (state requirement)***

- ***Describe how the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered is aligned with the state adopted standards, and are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice. (WIOA Consideration #6)***
- ***Describe how the eligible provider will ensure that lesson plans are developed, contextualized, aligned and administered with the instructional standards, while accounting for the diverse needs of enrolled participants.***

***NOTE: At a minimum, a lesson plan should include:***

- *expected outcomes of the activity;*
- *content standards, such as the college and career readiness standards, English Proficiency standards and/or 21st Century Skill being addressed;*
- *activities, materials, and resources that will be used to teach the processes and content being addressed;*
- *methods and/or materials that will be used to assess learning gains; and*
- *an estimated timeline for completing the instruction.*
- ***Describe how and how often the eligible provider will measure the success of curriculum and instructional practices.***

***NOTE: Eligible providers must be able to demonstrate that the curricula and instruction is:***

- *aligned with the appropriate standards and level-specific standards and reflects the instructional shifts for the program's lowest-level students and extends through Level D–E;*
- *based on thematic instructional units;*

- *informed by participants' needs and goals;*
- *preparing participants for college or further education and careers, and*
- *developing learners' digital literacy, academic, employability, and metacognitive skills.*

#### **INTEGRATING TECHNOLOGY**

- *Describe how the eligible provider's activities will effectively use technology, services and delivery systems, including distance education (in compliance with [Iowa's Distance Education Policy](#)), in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance. (WIOA Consideration #7)*
- *Describe how the eligible provider will ensure that digital literacy is a core component of instruction for all learners. Detail how digital literacy will be incorporated in workplace preparation, how learners might be assessed and competency measured 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. Demonstrated evidence of how the eligible provider is addressing the digital divide among learners and ensuring expanded access to technology must be provided.*
- *Describe how the eligible provider will provide instruction through a blended delivery model that integrates face to face delivery with distance learning activities to effectively address learner needs and expand access to services and completion. Include opportunities for those with low levels of literacy and those with learning disabilities. Detail how the blended delivery model will increase the number of hours of participation for learners beyond the minimum requirement of five hours per week.*

#### **CONTEXTUALIZED AND INTEGRATED EDUCATION AND TRAINING**

- *Describe how the eligible provider's activities will provide learning in (real-life) context 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. (WIOA Consideration #8)*
- *Each eligible provider is to describe how they will design and implement an [Integrated Education and Training \(IET\)](#) skills training delivery model that combines basic education, workplace education (WPE), and workforce training (WFE) per the [State of Iowa Unified Plan 2016-2020](#). Complete the chart detailing the Appendix J: IET Program Schedule and Alignment including the occupation, career pathway alignment, learning objectives, schedule and key personnel.*

#### **ACCESS AND HIGH QUALITY PROFESSIONAL DEVELOPMENT**

- *Describe how the eligible provider's activities are delivered by instructors, volunteers, counselors, and administrators who have access to high-quality professional development, including through electronic means, based on the most rigorous and scientifically valid research. (WIOA Consideration #9) (IAC 281-23.7)*
- *Describe recent professional development activities (PDAs) that your program has participated in over the last two years, what was the impact of the professional development activity on the program, instructors and learners. Complete the chart detailing the Appendix K: Prior Professional Development Activities attended or participated in specific areas of adult education and literacy services.*

- *Describe how the eligible provider will provide staff development to ensure staff (especially new staff) are knowledgeable about adult education, best practices for instructional delivery, and state policies, procedures and priorities and that the professional development is implemented in the classroom.*

#### **PROFESSIONAL DEVELOPMENT ASSURANCES**

*The eligible provider will agree to the following assurances to the Department specific to the state requirement of implementing a high quality professional development system as outlined in Iowa’s Administrative Code 281-23.7.*

- *The awardee will use the state’s professional development management system for the tracking of professional development hours, classroom observation, individual professional development plans, registering for state and local PDAs.*
- *The awardee will ensure that 70% of staff complete the state required number of professional development hours each program year and that documentation for any waivers or exclusions is available for the Department to review as needed.*
- *The awardee will ensure that 100% of all staff will complete an individual professional development plan using the state’s professional development management system before the end of the program year.*
- *The awardee will ensure that ALL new staff complete a new orientation training to orientate staff on the regional needs, specific cultural needs and barriers addressed by the program for participants within three months of their hiring date.*
- *The awardee will ensure that ALL professional development activities will follow the state adopted [Standards](#), effective November 1, 2012, to promote continuous instructional improvement.*
- *The awardee will ensure appropriate participation in Iowa’s Professional Development Planning Project (PDPP) which concentrates on using State Leadership funds to support local program need, state dissemination of products and information, and leadership development through the development of local PD plans that target continuous program improvement and professional growth.*

#### **C. LEARNER PROGRESS** (Assigned/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. Informal and formal assessment and collaborative goal development will be described as learners’ progress and programs guide instruction, advising and other services that support a “successful” transition while demonstrating gains in abilities. (Refer to Section III: Program Operations, [Coordinator Handbook](#))

#### **PARTICIPANT EXPERIENCE**

- *Describe how the eligible provider will assess learner needs for educational programming, support services, or accommodations.*
- *Describe how the eligible provider will identify and resolve barriers to program completion and refer learners to support services to minimize barriers to learning. Demonstrate evidence of innovative and research based practices which have increased participation, retention and outcome for learners must be included.*

- Describe how the eligible provider's activities offer flexible schedules in coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (WIOA Consideration #12).
- Describe how the eligible provider will utilize an advisor to assist learners with academic completion, career planning, and utilizing local labor market information to make informed choices.

**ACCESSIBILITY TO SERVICES**

- Describe the ability of the eligible provider to serve eligible individuals with disabilities (detailing specific programmatic and instructional strategies), including eligible individuals with learning disabilities. (WIOA Consideration #2)
- Describe the ability of the eligible provider to serve eligible individuals with barriers to current employment such as, homeless, single parents, displaced homemaker, incarcerated, and/or previously incarcerated. Consideration will be given to eligible providers that demonstrate effective partnerships and/or subcontracts with specialized providers of services to individuals with barriers to employment.
- Describe how the eligible provider will promote the inclusion of learners with physical, emotional, mental, and learning disabilities.

**D. ACCOUNTABILITY** (Assigned/100 Points)

The program will detail processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy and security. Programs will ensure that sufficient resources and training is allocated to implement the processes for financial and data management with clearly defined procedures and the ability to monitor program efficiency and effectiveness. 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**

- Describe the eligible provider's ability in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the Department its PY 2019-2020 State-adjusted levels of performance for the primary indicators of performance described in Section 116 and §677.155, relevant to the services contained in this application for funds and the service delivery areas proposed. Use data from the Table of Demonstrated Effectiveness for the narrative to detail the eligible provider's strengths and challenges for improving on past performance. (WIOA Consideration #3)

<b>IA</b>	<b>2019-2020</b>
<b>TARGETS</b>	
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%

- *The Department has set the expectation for each program to post-test 65 percent of enrolled participants after achieving sufficient hours of instruction. (Refer to [Iowa's Assessment Policy](#)). Detail what measures are in place to ensure that the eligible provider will meet or exceed the state post-test rate. (state requirement)*

#### **MANAGEMENT INFORMATION SYSTEMS**

- *Describe how the eligible provider is able to maintain high-quality, accurate data of measurable participant outcomes (consistent with WIOA §116, [Iowa's Data Dictionary](#) and [Iowa's Assessment Policy](#)) and to monitor program performance. Detail how the eligible provider has internal processes and policies in place to collect and submit data while ensuring data integrity, security and privacy of personally identifiable information. (WIOA Consideration #12)*
- *Describe the eligible provider's ability to ensure accurate and timely data collection and submission, how the eligible provider will use data to improve performance (increase recruitment and retention efforts), as well as how data-related tasks are assigned to appropriate staff with clear responsibilities for data collection, data entry, attestation, correcting errors and resolving issues. (Refer to Data Management Procedures – [Coordinator Handbook](#))*

#### **FISCAL MANAGEMENT**

- *Describe the eligible provider's fiscal stability and capacity (internal controls and oversight) -*
  - *procurement and contract management policies;*
  - *invoice, payment and recording;*
  - *planning and budgeting;*
  - *management responsibility relating to fraud code of conduct; and*
  - *external and internal audit**to manage a federal grant including sources and tracking of the match requirement. (state requirement)*
- *Describe the eligible provider's ability for fiscal sustainability of adult education and literacy services that will ensure that the Federal funds are used as support even if there are deviations in the annual allocation. (state requirement)*

#### **E. COMMUNITY INTERACTION AND OUTREACH** (Assigned/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**

- *Describe the eligible provider's coordination with local resources to develop partnerships. Name specific coordinated agencies and services – attach letters of support and/or Memorandum of Understanding, include partnership(s) for each county in the proposed service delivery area.*

- *Describe the eligible provider’s coordination with workforce, education and postsecondary partners to reduce barriers for adults, including individuals with disabilities or other special needs, to access educational services, remove barriers and to support their academic advancement and transition to postsecondary courses or career training. (WIOA Consideration #11)*
- *Describe the eligible provider’s coordination and partnerships with other available education, training, and social service resources in the community (such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries) in the development and implementation of [career pathway strategies](#) that are aligned to the local workforce development board plan(s) to expand access to employment, education and other services for individuals with barriers to employment. (WIOA Consideration #10)*
- *Describe how the eligible provider will coordinate support and wraparound services that avoid duplication among partners while increasing participation success and increase completion rates. (state requirement)*

#### **F. ONE-STOP INTEGRATION** (Assigned/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***

- *Describe how the eligible provider will provide access through the [one-stop delivery system](#) to adult education and literacy activities. (state requirement)*
- *Describe how the eligible provider plans to use a portion of the funds made available to maintain the one-stop delivery system, in accordance with the methods agreed upon by the local board and described in the [memorandum of understanding](#).*
- *Describe how the eligible provider will commit to the use of the common identifier, “American Job Center network”; and 2) “a proud partner of the American Job Center network” (“Logos”) for use in the public workforce system, as defined by Sec. 121(e)(4) to include the identification of products, programs, activities, services, facilities, and related property and materials, in addition to using the state logo, “Your Future Starts Here” (Refer to Section VIII: Public Awareness, Outreach and Communication, [Coordinator Handbook](#)) (state requirement)*

##### ***COORDINATION OF ONE-STOP SERVICES***

- *Describe the extent to which the eligible provider demonstrates alignment and not duplication between proposed activities and services and the activities and services of the one-stop partners. (WIOA Consideration #4)*
- *Describe the eligible providers’ process to ensure timely and seamless referrals between partner agencies in the proposed service delivery area. (state requirement)*
- *Describe the eligible providers’ representation (or willingness to serve) on the local workforce development board and/or standing committees. Detail how the eligible provider has experience or has the capacity to negotiate the Memorandum of Understanding including the Infrastructure Funding Agreement.*

**G. Sec. 225 Corrections and Institutionalized (C&I) Services (OPTIONAL)** (Assigned/100 Points)  
In accordance with WIOA, Title II, Section 225, the AEFLA funds may be used to support educational programs for criminal offenders in correctional institutions and other institutionalized individuals. No more than 20 percent of the allocated federal grant received for adult education and literacy activities for Section 231 can be used to provide programs for corrections education and education for other institutionalized individuals as described in Section 225 of the Act.

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)

NOTE: The Department shall require that each eligible provider use the grant funds as required by their local service delivery area needed to operate education programs for correctional and institutional services for approved academic programs. Each eligible provider using grant funds to serve C&I participants must give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Responses will be scored separately and must achieve a minimum of 70 percent of points possible. (state requirement)

#### **CORRECTIONAL NEEDS AND PROPOSED SERVICES**

- *Describe the degree to which the eligible provider will be responsive to the regional corrections education needs as identified in the local workforce development board plan under Section 108 in order to serve eligible individuals in the service delivery area.*
- *Describe how the eligible provider will provide accessible services in a manner that meets the needs of eligible incarcerated individuals.*
- *Describe the partnerships that exist that will support the efforts of adult education and literacy services within the correctional setting.*
- *Describe how the eligible provider will effectively use technology in the proposed correctional setting in a manner sufficient to increase the effect and quality of learning.*
- *Describe the qualifications of the eligible providers' C&I adult education staff, including instructors, counselors, and administrators, to ensure that they meet minimum qualifications established by the state, and who have access to high-quality professional development.*

#### **PERFORMANCE ACCOUNTABILITY**

- *Describe how the eligible provider will support transition to re-entry and other post-release services with the goal of reducing recidivism.*

*NOTE: In addition to performance measures and outcomes required under Section 116, each eligible provider serving correctional education will be required to submit a report on the progress of integrating education and training and preparing incarcerated participants with transitioning to postsecondary opportunities and the relative rate of recidivism for the offenders served.*



APPENDIX G

**State of Iowa**  
**Department of Education**  
**PROGRAM FLEXIBLE SCHEDULE**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

<b>Organization Name:</b>	
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**Instructions:**

List the AEFLA courses to be offered, including the schedule, delivery method, and alignment with standards.

Course Name	Course Subject	Course Level (i.e. Advanced ESL)	On-site Learning Lab or Managed Enrollment	Software Directed or Teacher Lead	Duration (ie.8 Weeks)	Total # of Instructiona l Hours offered	Face-to- Face, Distance, or Hybrid	Class Location (City/County)	Instructor	Key Standards/Learning Objectives Addressed

APPENDIX H

**State of Iowa**  
**Department of Education**  
**ENROLLMENT BY COUNTY**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

County	3 YR Average Eligible Individuals	3 YR Average Enrolled Participants
Adair County, Iowa	11	5
Adams County, Iowa	17	12
Allamakee County, Iowa	43	31
Appanoose County, Iowa	48	34
Audubon County, Iowa	5	2
Benton County, Iowa	92	27
Black Hawk County, Iowa	977	744
Boone County, Iowa	91	38
Bremer County, Iowa	33	20
Buchanan County, Iowa	15	6
Buena Vista County, Iowa	419	307
Butler County, Iowa	23	13
Calhoun County, Iowa	51	105
Carroll County, Iowa	43	22
Cass County, Iowa	21	14
Cedar County, Iowa	57	19
Cerro Gordo County, Iowa	134	107
Cherokee County, Iowa	33	26
Chickasaw County, Iowa	42	24
Clarke County, Iowa	67	38
Clay County, Iowa	61	37
Clayton County, Iowa	16	8
Clinton County, Iowa	206	124
Crawford County, Iowa	317	269
Dallas County, Iowa	341	219
Davis County, Iowa	11	5
Decatur County, Iowa	33	18
Delaware County, Iowa	35	12
Des Moines County, Iowa	282	128

**APPENDIX H**

**ENROLLMENT BY COUNTY**

<b>County</b>	<b>The Average of Enrollment between 2013-2016</b>	<b>Percentage</b>
Dickinson County, Iowa	34	21
Dubuque County, Iowa	400	143
Emmet County, Iowa	72	55
Fayette County, Iowa	42	16
Floyd County, Iowa	46	39
Franklin County, Iowa	38	30
Fremont County, Iowa	9	4
Greene County, Iowa	24	16
Grundy County, Iowa	5	3
Guthrie County, Iowa	15	4
Hamilton County, Iowa	86	69
Hancock County, Iowa	16	15
Hardin County, Iowa	81	62
Harrison County, Iowa	21	11
Henry County, Iowa	409	309
Howard County, Iowa	33	12
Humboldt County, Iowa	30	23
Ida County, Iowa	10	8
Iowa County, Iowa	23	7
Jackson County, Iowa	35	16
Jasper County, Iowa	294	234
Jefferson County, Iowa	46	31
Johnson County, Iowa	780	494
Jones County, Iowa	109	79
Keokuk County, Iowa	9	6
Kossuth County, Iowa	27	15
Lee County, Iowa	364	198
Linn County, Iowa	1012	455
Louisa County, Iowa	119	76
Lucas County, Iowa	15	9
Lyon County, Iowa	18	12
Madison County, Iowa	24	16
Mahaska County, Iowa	122	73
Marion County, Iowa	28	15
Marshall County, Iowa	480	366
Mills County, Iowa	18	11
Mitchell County, Iowa	7	4
Monona County, Iowa	24	11

APPENDIX H

ENROLLMENT BY COUNTY

County	Estimated Average of Enrollment between 2013-2016	Percentage
Monroe County, Iowa	10	9
Montgomery County, Iowa	70	23
Muscatine County, Iowa	333	220
O'Brien County, Iowa	21	12
Osceola County, Iowa	38	18
Page County, Iowa	128	197
Palo Alto County, Iowa	16	11
Plymouth County, Iowa	71	53
Pocahontas County, Iowa	19	12
Polk County, Iowa	3906	2334
Pottawattamie County, Iowa	472	281
Poweshiek County, Iowa	32	22
Ringgold County, Iowa	13	6
Sac County, Iowa	10	8
Scott County, Iowa	816	529
Shelby County, Iowa	34	16
Sioux County, Iowa	240	156
Story County, Iowa	259	173
Tama County, Iowa	83	52
Taylor County, Iowa	14	7
Union County, Iowa	120	41
Van Buren County, Iowa	11	8
Wapello County, Iowa	316	213
Warren County, Iowa	70	40
Washington County, Iowa	95	38
Wayne County, Iowa	8	6
Webster County, Iowa	303	361
Winnebago County, Iowa	17	14
Winneshiek County, Iowa	26	12
Woodbury County, Iowa	874	566
Worth County, Iowa	10	8
Wright County, Iowa	36	34
<b>Total</b>	<b>16920</b>	<b>10864</b>

**APPENDIX I**

**State of Iowa  
Department of Education  
INTEGRATED EDUCATION AND TRAINING (IET) CHECKLIST  
RFP# 340376  
FY21-25 Competitive Grant Application for  
Adult Education and Family Literacy Act (AEFLA)  
(WIOA, Sec. 231 and Se. 225)**

An IET program must meet the definition and requirements set forth in [WIOA law](#) and the final [regulations](#) as established by the Department of Education on 8/19/16. This review form may be used for the development or review of a WIOA compliant IET program.

General discussion – Integrated Education and Training is 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 (§463.35). An IET program must include the following three components: adult education and literacy activities, workforce preparation activities, and workforce training (§463.36). In addition, as part of a career pathway (§463.37), the design of an IET program should support the local and state workforce development board plans as required under WIOA.

**Instructions:** Answer the Review Questions for each section.

<p><b>A. Adult Education and Literacy</b> <b>Activities</b> must include one or more of the following as described in rule §463.30:</p> <ol style="list-style-type: none"> <li>1. Adult education</li> <li>2. Literacy</li> <li>3. Workplace adult education and literacy activities</li> <li>4. Family literacy activities</li> <li>5. English language acquisition activities</li> <li>6. Civics education</li> </ol>	<p><b>Review Questions:</b> A1. Which activities are included in this IET program?</p> <p>A2. Which of the State’s content standards (CCRS, English Language Proficiency Standards) are reflected in these activities?</p>
<p><b>B. Workforce Preparation Activities</b> as cited in §463.34 are required in an IET program and may include the following:</p> <ol style="list-style-type: none"> <li>1. Activities, programs, or services that are designed to help an individual acquire a combination of 21<sup>st</sup> Century skills, critical thinking, digital literacy, and self-management skills</li> <li>2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment</li> <li>3. Other employability skills that increase an individual’s preparation for the workforce</li> </ol>	<p><b>Review Question:</b> B1. What specific workforce preparation activities are included in this IET program?</p> <p>B2. Which of the State’s content standards (21<sup>st</sup> Century Skills) are reflected in these activities?</p>

<p>C. <b>Workforce Training</b> must include at least one of the following as described in WIOA law section 134 (c) (3) (D):</p> <ol style="list-style-type: none"> <li>1. Occupational skills training, including training for nontraditional employment</li> <li>2. On-the-job training</li> <li>3. Incumbent worker training</li> <li>4. Programs that combine workplace training with related instruction, which may include cooperative education programs</li> <li>5. Training programs operated by the private sector</li> <li>6. Skill upgrading and retraining</li> <li>7. Entrepreneurial training</li> <li>8. Transitional jobs</li> <li>9. Job readiness training</li> <li>10. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training</li> </ol>	<p><b>Review Questions:</b></p> <p>C1. Which workforce training activities are included in this IET program?</p> <p>C2. What is the specific occupation or occupational sector?</p> <p>C3. How are training activities being provided?</p>
<p>D. The term “<b>integrated</b>” (§463.37) means services must be provided concurrently and contextually such that:</p> <ol style="list-style-type: none"> <li>1. Within the overall scope of the integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training: <ol style="list-style-type: none"> <li>a. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;</li> <li>b. Occur simultaneously; and</li> <li>c. Use occupationally relevant instructional materials</li> </ol> </li> <li>2. The integrated education and training program has a single set of learning objectives that identifies: <ol style="list-style-type: none"> <li>a. specific adult education content;</li> <li>b. workforce preparation activities; and</li> <li>c. workforce training competencies,</li> </ol> </li> </ol>	<p><b>Review Questions:</b></p> <p>D1. What is the intensity and quality of the described adult education and literacy activities, workforce preparation activities, and workforce training?</p> <p>D2. How was the adequacy of the intensity and quality determined?</p> <p>D3. What research, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals, is reflected in the design of this IET?</p> <p>D4. How are the three required components occurring simultaneously within the scope of the IET program?</p> <p>D5. How are occupationally relevant materials being used?</p> <p>D6. How does the single set of IET learning objectives identify specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively?</p>

<p>and the program activities are organized to function cooperatively.</p>	
<p>E. The phrase “for purposes of <b>educational and career advancement</b>” (§463.38) means:</p> <ol style="list-style-type: none"> <li>1. The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and</li> <li>2. The integrated education and training program is part of a career pathway.</li> </ol> <p>WIOA Sec. 3(7) defines Career Pathways to mean a combination of rigorous and high-quality education, training, and other services that:</p> <ol style="list-style-type: none"> <li>a. <b>aligns with skill needs of industries in the state or regional economy</b></li> <li>b. prepares an individual to succeed in secondary or postsecondary education options</li> <li>c. includes counseling to support the individual’s education and career goals</li> <li>d. includes education offered concurrently and contextually with workforce preparation and training in specific occupation or occupational cluster</li> <li>e. <b>organizes education, training and other services to support the particular needs of an individual to accelerate their educational and career advancement</b></li> <li>f. enables an individual to attain a secondary school diploma or its recognized equivalent</li> <li>g. helps an individual enter or advance within a specific occupation or occupational cluster</li> </ol>	<p><b>Review Questions:</b></p> <p>E1. How does the adult education component of the IET program align with the State’s content standards for adult education?</p> <p>E2. How does the IET program reflect the criteria of being a part of a career pathway?</p> <p>E3. What data are used for individuals (target population selection) and industry/occupations (LMI) as part of the career pathways and IET program development?</p> <p>Note – Potential demographic data resources may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">U.S. Census American Factfinder Tool</a> (For languages spoken at home with self-reporting English language proficiency)</li> <li>• <a href="#">Migration Policy Institute’s (MPI) State Immigration Data Profiles</a> (For entire universe of limited English proficient individuals, including those in the labor force)</li> <li>• <a href="#">U.S. Department of Education’s Adult Education NRS</a> (Individuals at all ESL educational functioning levels that have achieved measurable skills gains [Tables 3 &amp; 4 but other tables as well])</li> <li>• Other state, regional or local population data bases</li> </ul> <p>Note – Potential data resources that may impact IET program design may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">U.S. Department of Labor’s Career Pathways Toolkit</a> (Comprehensive list of data sources for analyzing in-demand occupations and industries)</li> <li>• <a href="#">Bureau of Labor Statistics Occupational Employment Statistics</a> (Employment by occupation and industry at national, state, and some metropolitan areas)</li> <li>• <a href="#">Bureau of Labor Statistics Current Employment Statistics</a> (Employment projections by industry for states and some metropolitan areas)</li> <li>• <a href="#">U.S. Department of Labor’s Occupational Information Network- O*NET</a> (Find occupations within industry and those with a bright future)</li> <li>• Other state, regional or local LMI or occupational data bases</li> </ul>
<p><b>F. Funding and Program Delivery Strategy</b></p>	<p>F1. Which funding sources are being used to implement the IET program (e.g., AEFLA 231, Title 1, TANF, ETC.)?</p> <p>F2. If multiple funding sources are being use, which funding source is applied to which component/activity?</p> <p>F3. Who is doing what? That is, for each major component of the IET program, describe what person (job title) from which agency/institution is administering or implementing that specific component.</p> <p>F4. What is the program strategy for supporting program</p>

	<p>participants and ensuring learner retention? For example, what partnerships exist and what personal and program support services are in place to support learners?</p>
<p><b>G. Local Workforce Plan Alignment Related to Career Pathways</b></p>	<p><b>Review Questions:</b></p> <p>G1. Given the required alignment with local workforce plans, and specifically the requirement that local workforce plans must include objectives and strategies for addressing career pathway programming, how does this IET program align to the local workforce plans with regard to career pathways?</p> <p>G2. How does the data in E3 above align with the labor market analysis in the local workforce plan?</p> <p>G3. How do the IET support the local workforce plan’s strategic vision and goals? (see Sec. 108 (b)(1)(F))</p> <p>G4. How is local eligible provider’s IET addressing and aligning with how WIOA core programs will expand access to employment, education and other services for individuals with barriers to employment through career pathways (see Section 108(b)(3))?</p>



**APPENDIX J**

**State of Iowa**  
**Department of Education**  
**INTEGRATED EDUCATION AND TRAINING (IET) AND ALIGNMENT**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**

<b>Organization Name:</b>	
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**Instructions:** Please complete the chart provided to present information on the required IET activity detailing the specific occupation, learning object and provider associated with the workforce training. Indicate the level of the targeted participants, duration and number of hours. Include the class site and point of contact for the IET (this may be a role that is described in the organizational chart or a staff person) that will be coordinating the concurrent and contextual delivery of the required components of IET.

IET Service/Activity and/or Course Name	Occupation/Career Pathway Alignment	Target EFL Level	Total # of Hours offered	Class Location (City/County)	Point of Contact	Agency/Personnel providing Workforce Training	AEL Instructor	Key Standards/Learning Objectives Addressed/Certificate Attained

**APPENDIX K**

**State of Iowa**  
**Department of Education**  
**PRIOR PROFESSIONAL DEVELOPMENT ACTIVITIES**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**

<b>Organization Name:</b>	
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**Instructions:** Please complete the chart provided to present information on the past two years of professional development activities. Include activities related to the content focus from the drop down list as it relates to specific activity types (i.e. conference attendance, in-service, webinars, workshops, state sponsored events, etc.). Detail the number that participated and the number of PD hours awarded along with a brief description of the activity (100 character limit).

Prior Professional Development Activities									
2018					2019				
Content-Focus	Activity Type	Number of Participants	Number of Credit Hours	Brief Description	Content-Focus	Activity Type	Number of Participants	Number of Credit Hours	Brief Description

APPENDIX L

**State of Iowa**  
**Department of Education**  
**PERSONNEL LIST AND QUALIFICATIONS**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

<b>Organization Name:</b>	
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**Instructions:** Please complete the chart provided to present information on the number of staff, details regarding duties, employment status (full or part-time), weeks contracted to work, amount budgeted for position, and location (**site specific or entire service delivery area**), certification and expiration date. Please only include personnel relative to this grant application.

Personnel Name	Title	Primary Duty	FTE	Weeks contracted to Work	Total Salary Paid by this Grant	Total Benefits Paid by this Grant (benefits must be proportionate to salary)	% Federal \$	% State \$	% Other \$	Years of Experience	Certification

**State of Iowa**  
**Department of Education**  
**BUDGET FORM**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

<b>Organization Name:</b>	
<b>Proposed Cost:</b>	\$

**General Budget Information:**

- The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the program, and the funding being requested should be specific enough to give reviewers a clear idea of priorities and focus for funding. If applicable, expenditures for corrections education should be included.
- The requested amount should be appropriate and reasonable for the size and scope of the project.
- Refer to **PART II SCOPE OF SERVICES TO BE PROVIDED** for specific guidance on allowable and unallowable expenses.

**Budget Narrative:** *(No more than 5,000 words. This excludes the budget forms.)*

Provide a detailed narrative describing how items with the budget support the accomplishment of the Applicant’s specific AEFLA program goals and outcomes. The Budget Narrative must align with and provide an explanation of the content in the Budget Forms.

**Please address the following items:**

- a. Identify federal, state, and local provider resources that will be combined and coordinated with the proposed program for the most effective use of public resources. If applicable, indicate in-kind contributions.
- b. Describe the purpose of all expenditures.

Describe any financial and in-kind contributions that demonstrate the capacity to sustain programming. Detail what dollar amounts and resources will be secured and how.

**Instructions:**

Please complete the following chart detailing the amount of funding required to achieve for each line item to meet the proposed program goals effectively. The proposed budget must be for a one-year period and illustrate costs for an anticipated period of 7/1/2020 to 6/30/2021.

In order to process a subsequent year’s funding, providers must submit a new budget at the end of each grant year. Any changes in an approved budget must be submitted for Department review and approval before subsequent funds can be accessed. All Budget Forms will be uploaded to Iowagrants to submit with the final application as instructed.

**APPENDIX M**

<b>Administrative Salaries</b>					
Administrative Activity Description	Administrator Name	Hours	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Category Amounts:</b>			\$ -		\$ -

<b>101 Instructional Salaries</b>					
Instructor Name	Name of Course(s)	Hours	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Category Amounts:</b>		0	\$ -		\$ -

<b>101 Intake/Advising/Career Services Salaries</b>					
Personnel Name	Course/Service Description	Hours	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Category Amounts:</b>		0	\$ -		\$ -

<b>101 Benefits (PLEASE NOTE: Benefits only for personnel above and must be in proportion with cost)</b>					
Personnel Name	Benefit(s) Description	Cost rate	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Category Amounts:</b>		\$ -	\$ -		\$ -

**APPENDIX M**

<b>202 In-State Travel</b>						
Rationale and Purpose	Expenditure Type	# Attending	Cost Per Person	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
EXAMPLE - State Conference - Expand instructor knowledge	mileage, registration, lodging, meals	5	\$ 560.00			\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>\$ 560.00</b>	<b>\$ -</b>		<b>\$ -</b>

<b>205 Out of State Travel</b>						
Rationale and Purpose	Expenditure Type	# Attending	Cost Per Person	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>

<b>301 Instructional Materials</b>						
Instructional Materials Description	Course Name (where materials will be consumed)	Quantity	Cost per Item	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
Supplies, Textbooks						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>

<b>405 Professional Development Contracts</b>						
PD Description	Rationale	# Attending	# PD Hours Awarded	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>0</b>	<b>\$ -</b>		<b>\$ -</b>

<b>406 IET (Integrated Education &amp; Training) - Include ONLY Workforce Training expenses below</b>						
IET Category	IET Description/Personnel	# Participating	Cost per Person	IDOE Approved Budget Grant Funds	Local Funds* (enter match funds per category)	Total Grant Allocations
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>0</b>	<b>\$ -</b>		<b>\$ -</b>

**APPENDIX M**

<b>505 Data Processing Non Inventory</b>						
<b>Instructional Materials Description</b>	<b>Course Name (where materials will be consumed)</b>	<b>Quantity</b>	<b>Cost per Item</b>	<b>IDOE Approved Budget Grant Funds</b>	<b>Local Funds* (enter match funds per category)</b>	<b>Total Grant Allocations</b>
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
<b>Total Category Amounts:</b>		<b>0</b>	<b>0</b>	<b>\$ -</b>		<b>\$ -</b>

<b>602 Other Expenses and Obligations</b>					
<b>Describe the Other Expense</b>	<b>Indicate if Administrative or Instructional</b>	<b>Detail the Rationale for the Expense</b>	<b>IDOE Approved Budget Grant Funds</b>	<b>Local Funds* (enter match funds per category)</b>	<b>Total Grant Allocations</b>
					\$ -
					\$ -
					\$ -
					\$ -
<b>Total Category Amounts:</b>			<b>\$ -</b>		<b>\$ -</b>

<b>Totals</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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\* Non-Federal funds must demonstrate at least a 1:1 match of AEFLA grant funds

\*\* Indicate if the funds are going to be used for the purpose of Corrections (Sec. 225) by indicating with a (C) after the expense.

\_\_\_\_\_  
FISCAL AGENT SIGNATURE

**State of Iowa**  
**Department of Education**  
**OBJECT CODES**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

Code	Description
101	<b>Personnel Services—Salaries and Wages</b> Amounts paid to both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll as well as the amounts paid on behalf of employees (amounts not included in gross salary but in addition to that amount). Such payments are fringe benefit payments and, although not paid directly to employees, nevertheless are part of the cost of personnel services. If administrative costs can be directly billed for personnel use this budget code
202	<b>In State Travel (Meals, Lodging and Registration).</b> Expenditures for transportation, meals, hotel, and other expenditure/expenses associated with AEL staff travel within the state. Payments are for actual expenses not for per diem. Reimbursement of mileage is at the state rate of \$0.39.
205	<b>Out of State Travel (Meals, Lodging and Registration).</b> Expenditures for transportation, meals, hotel, and other expenditure/expenses associated with AEL staff travel outside of Iowa. Payments are for actual expenses not for per diem.
301	<b>Office Supplies and Materials (Curriculum and Training Materials).</b> Amounts paid for items that are consumed, are worn out, or have deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Expenditures for all supplies (other than those listed below) for the operation of a school district, including freight and cartage. Expenditures for printing, copying and binding, usually according to specifications of the school district. Textbooks, loose-leaf or bound manuals, systems of reusable instructional materials or combinations of books and supplementary instructional materials which convey information to the program participant or otherwise contribute to the learning process.
405	<b>Professional Development Contracts (Fees, Travel Expenses, Training Materials).</b> Services that by their nature can be performed only by persons or firms with specialized skills and knowledge. Although a product may or may not result from the contract, the primary reason for the purchase is the service provided. Included are the charges from external vendors to conduct training courses (at either the AEL site or off-site), and other expenditures associated with training or professional development by third-party vendors. All expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.
406	<b>Contracts. (Funds paid for services or pass through to other providers/partners).</b> Services supporting the instructional program. Included are child care, transportation and training services that can be directly billed for participants and activities but provided by a third party through a cost sharing agreement, MOU or invoice. These services could include for additional assessment,



## APPENDIX N

counseling and guidance services related to Integrated Education and Training.

- 505 **Data Processing Non Inventory (Desktop Software License Fees).** Electronic licenses or assessments, include but are not limited to computer software, applications using computer-assisted instruction and other computer courseware which convey information to the student or otherwise contribute to the learning process. Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software under the amount of \$5,000.
- 602 **Other Expenses and Obligations.** Any indirect administrative expense would be in this budget code including but not limited to expenditures incurred for the common benefit of more than one direct activity, and therefore are not easily or specifically identifiable with any particular activity. Examples include expenditures for utilities, insurance coverage, and administrative services, such as the Financial Services Office, Purchasing, Personnel, Payroll, Institutional Finance, Management Analysis and Research.

**State of Iowa**  
**Department of Education**  
**FAQ TO USE FEDERAL FUNDS FOR CONFERENCES AND MEETINGS**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**

**1. May Federal grant funds be used to host a meeting or conference?**

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

- a. Consistent with its approved application or plan;
- b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and
- c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

**2. What factors should a grantee consider when deciding whether to host a meeting or conference?**

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

**3. May a grantee use Federal grant funds to pay for food, beverages, or snacks?**

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

**4. May indirect cost funds be used to pay for food and beverages?**

The cost of food and beverages, because they are easily associated with a specific cost objective are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

**5. May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?**

Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event's purpose.

**6. May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?**

Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

## APPENDIX O

### **7. May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?**

If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee's own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is "necessary," grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant.

### **8. What are the consequences of using Federal grant funds on unallowable expenses?**

IDOE will not reimburse expenses that are deemed unallowable. If it is discovered through an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses, IDOE may seek to recover any Federal grant funds identified.

State of Iowa  
Department of Education

ADMINISTRATIVE COST JUSTIFICATION FORM

NEGOTIATION REQUEST

RFP# 340376

FY21-25 Competitive Grant Application for  
Adult Education and Family Literacy Act (AEFLA)  
(WIOA, Sec. 231 and 225)

<b>Organization Name:</b>	
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**Total Administrative Percentage Requested:** \_\_\_\_\_

As defined by AEFLA and EDGAR 34 Part 463, Subpart C (§463.25, §463.26), **not less** than 95 percent of funds must be spent on adult education direct services and literacy activities and **not more** than 5 percent of funds may be spent on administrative costs. Please note, that in cases where the cost limits 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 described in subsection (a) administrative purposes, through the following method:

1. AEFLA defines administrative costs as allowable costs related to the planning and administration of the grant, including: carrying out performance accountability requirements, professional development, providing adult education and literacy services in alignment with local workforce plans, carrying out one-stop partner responsibilities, and any state approved indirect costs charged to the grant.
2. Iowa’s AEL 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. All hours must be accounted for through time and effort reporting. The administrative costs for sub-grantees must also be included as part of the total administrative cost.
3. AEFLA Sec. 233 states that professional development (PD) expenses are administrative expenses and part of the 5 percent cap. The Department has further defined administrative PD expenses to include non-Iowa AEL registration fees and travel expenses, including out of state travel. The PY21-25 budget form includes a section to identify these PD expenses as administrative costs. Please note that the Department defines Iowa’s local and state AEL training of direct service staff as instructional expenses.
4. Programs may negotiate on an individual basis to determine an adequate level of funds for administrative costs by submitting the Administrative Cost Justification Form with their Application. The Department will not grant administrative cost requests that exceed 15 percent. Programs requesting to spend more than 5 percent of their grants on administrative costs must apply anew each year.

**Instructions to Initiate the Negotiations Process:**

1. Complete and submit this form with your Application materials.
2. Submit a copy of your flexible schedule and budget:

**APPENDIX P**

- **Administrative Cost Budget:** including all of the proposed budget line items identified as administrative cost.
  - Salaries --- include position descriptions with all functions and job responsibilities performed and the percent of time dedicated to each job function and/or responsibility.
- **Direct Services Budget:** including all ‘other’ non-administrative proposed cost budget line items.

**Note: It is at the discretion of the Department to determine the appropriate administrative cost percentage on a case-by-case basis.**

**Justification:**

In the shaded space below, provide a written narrative to justify this request for administrative costs greater than 5percent of the grant award amount. Include specific references to explain each of the following:

- why an amount greater than 5 percent is requested;
- ways your application could be hindered in accomplishing the project goals and objectives if only 5% of the administrative costs are allowed in the grant.

Authorized Signatory: \_\_\_\_\_ Title: \_\_\_\_\_

Typed Name: \_\_\_\_\_ Date \_\_\_\_\_

.....

**For IDOE use only:**      **Approved**       **Denied**

**Administrative Cost Percentage (%) Approved:** \_\_\_\_\_

Consultant: \_\_\_\_\_ Date \_\_\_\_\_

State Director Review: \_\_\_\_\_ Date \_\_\_\_\_

**State of Iowa**  
**Department of Education**  
**PAST PERFORMANCE IN CORRECTIONS EDUCATION**  
**RFP# 340376**  
**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 can demonstrate effectiveness in serving participants in a correctional or institutionalized setting. Please indicate the applicant organization-type below.

**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
- 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:

- **Complete a Table of Past Performance in Corrections Education.**
  - Option 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 for participants served in a correctional setting as defined under WIOA Section 225.
  - Option 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 served in a correctional education setting.

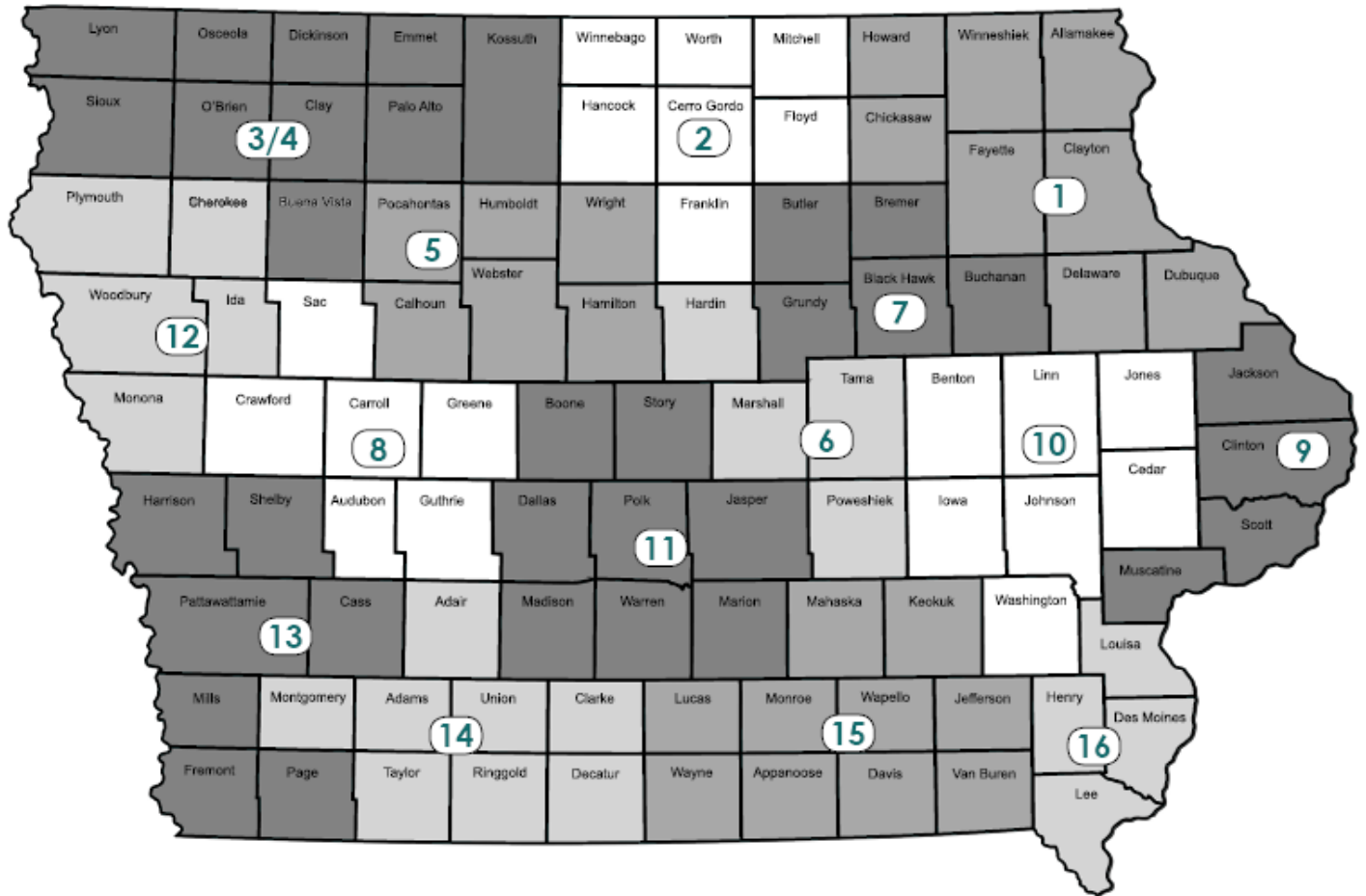
Past Performance Data Table – Option 1						
Performance Outcomes	Number Enrolled		Number Completing Level		Percentage Completing Level	
	2017–18	2018–19	2017–18	2018–19	2017–18	2018–19
Educational Functioning Level (or Grade Level Equivalent)						
ABE Level 1 (0-1)						
ABE Level 2 (2-3)						
ABE 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)						
<b>TOTAL (ABE+ESL)</b>						
<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>						

### Past Performance Data Table – Option 2

<i>Performance Outcome for the Target Population</i>	<b>Enrollment</b>		<b># and % of Participants Improving</b>				<b>Population Served and Data Source Used</b>
	<b>2018</b>	<b>2019</b>	<b>#18</b>	<b>%18</b>	<b>#19</b>	<b>%19</b>	
<b>Improved Reading Skills</b>							
<b>Improved Writing Skills</b>							
<b>Improved Mathematics Skills</b>							
<b>English Language Acquisition</b>							
<b>Secondary Diploma Attainment</b>							

**State of Iowa**  
**Department of Education**  
**IOWA WORKFORCE DEVELOPMENT LOCAL AREAS AND PLANS**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**



*CURRENT AS OF 11/5/2019*

**RESOURCE: LOCAL PLANS - <https://www.iowawdb.gov/>**



**State of Iowa**  
**Department of Education**  
**WIOA PERFORMANCE MEASURES**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Sec. 225)**

Accountability and reporting for Iowa’s adult education and literacy funding addresses two sets of reporting criteria. One set represents the federal accountability measures, identified in Section 116 of the Workforce Innovation and Opportunity Act (WIOA) as the “[primary indicators of performance.](#)” The other represents state reporting criteria, which are focused primarily on state priorities such as industry-recognized and high school equivalency credential attainment. Both criteria are described below.

Under section 116(b)(2)(A) of WIOA, there are six primary indicators of performance:

- (A) Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit);
- (B) Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit);
- (C) 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;
- (D) Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) 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. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;
- (E) Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads 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. Depending on the type of education or training program, documented progress is defined as one of the following for Title II programs:
  - (a) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
  - (b) Documented attainment of a secondary school diploma or its recognized equivalent;
- (F) Effectiveness in Serving Employers: WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge three critical workforce needs of the business community.

## APPENDIX S

- (a) Approach 1 – Retention with the same employer – addresses the programs’ efforts to provide employers with skilled workers;
- (b) Approach 2 – Repeat Business Customers – addresses the programs’ efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and
- (c) Approach 3 – Employer Penetration Rate – addresses the programs’ efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

The Department will develop and implement the necessary updates to the state management information system for collecting and reporting the required data as well as develop the rules for provider reporting. Once the updates have been implemented and the procedures developed, training on the policies and procedures for entering adult education and literacy data will be provided to eligible providers. Included in the training will be any Title II performance expectations established by the Department (*state requirement*).

**State of Iowa**  
**Department of Education**  
**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS AND FUNCTIONAL DESCRIPTORS**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**

<b>Outcome Measures Definitions</b>			
<b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS</b>			
<b>Literacy Level</b>	<b>Basic Reading and Writing</b>	<b>Numeracy Skills</b>	<b>Functional and Workplace Skills</b>
<p><b>ABE Level 1</b>  <b>Beginning ABE Literacy (</b></p> <p><b>Test Benchmark:</b>                      TABE (9–10) scale scores                      (grade level 0–1.9):                      Reading: 367 and below                      Total Math: 313 and below                      Language: 389 and below</p> <p>CASAS scale scores:                      Reading: 200 and below                      Math: 200 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p><b>ABE Level 2</b>  <b>Beginning Basic Education</b></p> <p><b>Test Benchmark:</b>                      TABE (9–10) scale scores                      (grade level 2–3.9):                      Reading: 368–460                      Total Math: 314–441                      Language: 390–490</p> <p>CASAS scale scores:                      Reading: 201–210                      Math: 201–210</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p><b>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</b></p>

APPENDIX T

EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS AND FUNCTIONAL DESCRIPTORS

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>ABE Level 5</b>  <b>Low Adult Secondary Education</b>  <b>Test Benchmark:</b>                      TABE (9–10): scale scores                      (grade level 9–10.9):                      Reading: 567–595                      Total Math: 566–594                      Language: 560–585                      CASAS scale scores:                      Reading: 236–245                      Math: 236–245</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p><b>ABE Level 6</b>  <b>High Adult Secondary Education</b>  <b>Test Benchmark:</b>                      TABE (9–10): scale scores                      (grade level 11–12):                      Reading: 596 and above                      Total Math: 595 and above                      Language: 586 and above                      CASAS scale scores:                      Reading: 246 and above                      Math: 246 and above</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education \*Learners who enter at ASE High can complete the level only by passing the GED® or the National External Diploma Program.

**APPENDIX T**

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS AND FUNCTIONAL DESCRIPTORS**

<b>Outcome Measures Definitions</b>			
<b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS</b>			
<b>Literacy Level</b>	<b>Listening and Speaking</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
<p><b>ESL Level 1</b> <b>Beginning ESL Literacy</b></p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 180 and below L&amp;W Listening: 162-180 and below</p> <p>BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–20 (SPL 0–2)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p><b>ESL Level 2</b> <b>Low Beginning ESL</b></p> <p><b>Test benchmark:</b> CASAS scale scores Reading: 181–190 L&amp;W Listening: 181–189</p> <p>BEST Plus: 401–417 (SPL 2) BEST Literacy: 21-52 (SPL 2-3)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores

**APPENDIX T**

**EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS AND FUNCTIONAL DESCRIPTORS**

<b>Outcome Measures Definitions</b>			
<b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS</b>			
<b>Literacy Level</b>	<b>Listening and Speaking</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
<p><b>ESL Level 3</b> <b>High Beginning ESL</b></p> <p><b>Test benchmark:</b> CASAS scale scores Reading: 191–200 L&amp;W Listening: 190–199</p> <p>BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3-4)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p><b>ESL Level 4</b> <b>Low Intermediate ESL</b></p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 201–210 L&amp;W Listening: 200–209</p> <p>BEST Plus: 439–472 (SPL 4) BEST Literacy: 64– 67 (SPL 4-5)</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

APPENDIX T

EDUCATIONAL FUNCTIONING LEVELS, TEST BENCHMARKS AND FUNCTIONAL DESCRIPTORS

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>ESL Level 5</b> <b>High Intermediate ESL</b></p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 211–220 L&amp;W Listening: 210–218</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>
<p><b>ESL Level 6</b> <b>Advanced ESL</b></p> <p><b>Test Benchmark:</b> CASAS scale scores: Reading: 221–235 L&amp;W Listening: 219–227</p> <p>TABE CLAS-E scale scores:* Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

\* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

## APPENDIX U

**State of Iowa**  
**Department of Education**  
**APPLICATION COMPONENTS CHECKLIST**  
**RFP# 340376**  
**FY21-25 Competitive Grant Application for**  
**Adult Education and Family Literacy Act (AEFLA)**  
**(WIOA, Sec. 231 and Se. 225)**

**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 **April 3, 2020** at 4:00 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)
- Statement of Assurances and Certification**, signed
- 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**, completed and signed
  - Consortium/Subcontractors/Partners, MOUs or Letters of Support**, completed (*if applicable*)
- Budget Form**, spreadsheet completed for FY21
- Budget Narrative**, completed
  - Fiscal Assurances**
  - Financial Viability**, documents provided
  - Certificate of Insurance**