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**Adult Education**

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

**July 1, 2024 to June 30, 2028**

### **ACRONYMS**

|  |  |
| --- | --- |
| ABE | Adult Basic Education |
| ADA | Americans with Disabilities Act of 1990 |
| AES | Adult Education Section |
| AEFLA | Adult Education and Family Literacy Act |
| BEST | Basic English Skills Test |
| CASAS | Comprehensive Adult Student Assessment System |
| CBOs | Community Based Organization(s) |
| C/I | Correctional/Institutional |
| DQS | Data Quality Standards |
| D&E | Direct and Equitable |
| DAEL | Division of Adult Education and Literacy |
| DWS | Division of Workforce Services |
| EFL | Educational Functioning Level |
| ELL | English Language Learner |
| ESL | English as a Second Language |
| ELA | English Language Acquisition |
| FY | Fiscal Year |
| GAE | General Adult Education |
| GAC | Grants and Aids to Councils |
| GED | General Educational Development |
| IET | Integrated Education and Training |
| IELCE | Integrated English Literacy/Civics Education |
| LACES | Literacy, Adult and Community Education System (Adult Education Data Management System) |
| LD | Learning Disabilities |
| LEA | Local Education Agency |
| LWDB | Local Workforce Development Board |
| MSG | Measurable Skill Gains |
| NRS | National Reporting System for Adult Education |
| PY | Program Year |
| RFP | Request for Proposals |
| SP | State Plan |
| SPL | Student Performance Level |
| TABE | Tests of Adult Basic Education |
| WAGE | Workforce Alliance for the Growth in the Economy |
| WIOA | Workforce Innovation and Opportunity Act |

### **ADULT EDUCATION FAMILY LITERACY ACT DEFINITIONS (AEFLA SEC. 203)**

**ADULT EDUCATION AND LITERACY ACTIVITIES:** 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.

**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 registered apprenticeships;

(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.

**ELIGIBLE INDIVIDUAL:** an individual—

(A) who has attained 16 years of age;

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

(C) who—

(i) is basic skills deficient;

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

(iii) is an English language learner.

**ENGLISH LANGUAGE ACQUISITION PROGRAM:** 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)(I) attainment of a secondary school diploma or its recognized equivalent; and

(II) transition to postsecondary education and training; or

(ii) employment.

**ENGLISH LANGUAGE LEARNER:** an eligible individual 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.

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

(A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.

(B) Interactive literacy activities between parents or family members and their children.

(C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.

(D) An age-appropriate education to prepare children for success in school and life experiences.

**INTEGRATED EDUCATION AND TRAINING**: a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION**: 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 shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

**LITERACY**: an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**POSTSECONDARY EDUCATIONAL INSTITUTION:**

(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES:** adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

**WORKFORCE PREPARATION ACTIVITIES:** 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.

## **INTRODUCTION**

The Adult Education Section requests proposals for funding to implement adult basic education. The purpose of this grant proposal is to fund programs that:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. assist adults who are parents or family members to obtain the education and skills that—
   1. are necessary to becoming full partners in the educational development of their children; and
   2. 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—
   1. improving their—
      1. reading, writing, speaking, and comprehension skills in English; and
      2. mathematics skills; and
   2. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. (AEFLA Section 202).

The 2024-2027 Arkansas Adult Education Request for Proposal (RFP) for Competitive Projects provides the information and standard forms needed to apply for federal and state funds. State funds include Adult Basic Education (ABE) and General Adult Education (GAE) funds. Federal funds include Direct and Equitable (D&E), Correctional/Institutional (C/I), and Integrated English Literacy/Civics Education (IELCE). **Current providers must apply for and receive D&E funds in order to continue receiving state funds [State Requirement]**. New applicants are eligible for federal funds only but are eligible for special project funds that may become available. If a current provider is not awarded funding under this RFP, the applicant will no longer qualify as a provider of adult education services for the state of Arkansas. In addition, state grant recipients must continue to adhere to all applicable policies and requirements.

For the application to be reviewed, considered, and scored for funding, the applicant must:

* + - 1. Be currently located and providing adult education and literacy services within the state of Arkansas.
      2. Be an eligible provider of demonstrated effectiveness.
         1. An eligible provider that has been funded under Title II of the Workforce Innovation and Opportunity Act (WIOA) must provide performance data required under section 116 of WIOA to demonstrate past effectiveness.
         2. An eligible provider that has not been previously funded under Title II of the Workforce Innovation and Opportunity Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes.

*\*See “Pre-Screening Requirements” on page 2 of the RFP Application.*

In the case of applicants applying as a consortium, demonstrated data from each member of the consortium is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be eligible providers of demonstrated effectiveness for the consortium application to be forwarded for review, scoring, and consideration for funding.

Please note that there are several sources of rules and regulations that govern and impact the administration of programs receiving grant funds. Completing this application is just part of the process. You must adhere to the information set forth in this document, along with all state or federal rules and regulations applicable to the project. **Unless specifically noted as a state requirement, all requirements in this application are federally imposed.** Additional state resource links are available on our website: <https://dws.arkansas.gov/adult-education/>.

**NOTE: Throughout this application, references to the specific sections within the Workforce Innovation and Opportunity Act of 2014 (PL 113-128), Title II, Adult Education and Family Literacy Act (AEFLA) are cited. Example: AEFLA Section 231.**

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| **THIRTEEN STATUTORY CONSIDERATIONS** |

Statutory Considerations for Awarding Grants from the Adult Education and Family Literacy Act, AEFLA, Section 231 (e) include:

1. the degree to which the eligible provider will be responsive to-
   1. regional needs as identified in the local workforce development plan; and
   2. serving individuals in the community who are identified in such plan; and
   3. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including --
      * 1. who have low levels of literacy; or
        2. who are English language learners;
2. the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. the past effectiveness of an eligible provider 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 eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance as described in §677.155;
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 of the Act, as well as the activities and services to the one-stop partners;
5. whether the eligible provider’s program--
   1. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
   2. uses instructional practices that include the essential components of reading instruction;
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, including scientifically valid research and effective educational practice;
7. whether the eligible provider’s activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality learning, and how such technology, services, and systems lead to improved performance;
8. whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that the individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. whether the eligible provider’s activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
10. whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways;
11. whether the eligible provider’s activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, 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. whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance; and
13. whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

**To receive funding, programs must satisfactorily address all thirteen considerations and be aligned to the Local Workforce Development Board (LWDB) plan. All questions must be addressed and answered for an application to be considered. *Failure to meet the requirements stated in the RFP may disqualify an application.***

It is recommended that applicants read the Application Acceptance Guidelines prior to completing the application. Applications **must be received** by the Adult Education Section (AES) via e-mail at [ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov), **no later than 5:00 p.m. on March 1, 2024.** A completed application must be submitted by the deadline.Applicants will receive an email confirmation of application receipt within 24 hours.

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| **Each application must be received by AES on or before the stated deadline in order to be considered for funding. No competitive grant applications will be considered if received after 5:00 p.m. on the closing date unless the applicant can show proof that the application was sent electronically to** [**ADED.RFP@arkansas.gov**](mailto:ADED.RFP@arkansas.gov) **by the deadline.** |

**ADULT EDUCATION AND LITERACY ACTIVITIES:**

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.

**ELIGIBLE INDIVIDUAL:**

In accordance with WIOA Title II (Sec. 203 (4)), the term ‘adult education’ means services or instruction below the postsecondary level for an individual:

(A) who has attained 16 years of age;

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

(C) who—

(i) is basic skills deficient;

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

(iii) is an English language learner.

***Awarded entities may not turn away any eligible individual for services. Eligible students who are 16-17 years of age, who are waived out of high school, are homeschooled, or are court-ordered to attend adult education, may not be denied services without approval from the State Director of Adult Education.***

**ELIGIBLE PROVIDER:**

In accordance with WIOA Title II (Sec. 203), an organization that has demonstrated effectiveness in providing adult education and literacy activities is eligible to apply for federal funds (D&E (Sec. 231), C/I (Sec. 225), and IELCE (Sec. 243)).

Examples of eligible providers include, but are not limited to:

1. a local educational agency;
2. a community-based organization or faith-based organization;
3. a volunteer literacy organization;
4. an institution of higher education;
5. a public or private non-profit;
6. a library;
7. a public housing authority;
8. a non-profit 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;
9. a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (A) through (H); and
10. a partnership between an employer and an entity described in any of paragraphs (A) through (I).
11. Other

Eligible providers may demonstrate effectiveness in one of two ways:

(1) An eligible provider that has been funded under Title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

(2) An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes.

Any organization meeting the definition of demonstrated effectiveness may apply. Each eligible provider receiving a grant or contract shall use the grant to establish or operate one or more programs that provide services or instruction in adult education and literacy services, including English language acquisition, integrated English literacy and civics education, workplace education, workforce preparation activities or integrated education and training, financial literacy (state requirement) and WAGE™ (state requirement). AEFLA, Section 231 (b) and CFR 34 463.24.

**ADULT EDUCATION ALLOWABLE ACTIVITIES:**

In accordance with WIOA Title II (Sec. 231), required local activities include one or more of the following categories:

1. Adult education;
2. Literacy;
3. Workplace adult education and literacy activities;
4. Family literacy activities;
5. English language acquisition activities;
6. Integrated English literacy and civics education;
7. Workforce preparation activities; or
8. Integrated education and training that—
   1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
   2. Is for the purpose of educational and career advancement.
9. Digital Literacy integrated into instruction [State Requirement];
10. Financial Literacy integrated into instruction [State Requirement];
11. Workforce Alliance for Growth in the Economy (WAGE™) [State Requirement]

All providers receiving state and/or federal funding from AES will be required to provide the following services in year one: adult education and literacy activities, English language acquisition, integrated education and training (IET), WAGE™, and workforce preparation. For new applicants, integrated education and training (IET) must be approved and implemented by June 30, 2025. New or current providers that have not had students finish an IET must complete the Integrated Education and Training Guide Toolkit and be approved by AES before implementation. Programs receiving Integrated English Language Literacy and Civics Education and Correctional/Institutional funds must also implement an IET and WAGE™. Optional services that may be provided throughout the grant period include workplace classes and family literacy activities. In addition, financial literacy, digital literacy, and WAGE™, a state requirement, shall be integrated into the curriculum. Details of these activities will be provided in each program’s proposal.

**1. Adult Education and Literacy Activities** include instruction and education services below a postsecondary level in reading, writing, and speaking in English, and computing and solving problems. These services increase a student’s ability to achieve a secondary school diploma or equivalent, transition to postsecondary education and training, and obtain employment.

**1a. Scope:** All organizations receiving WIOA Title II funds, hereinafter “local providers,” will offer Adult Education and Literacy Activities.

**1b. Organization:** The organization of Adult Education and Literacy Activities may vary according to the population served and the resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy, and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking.

**2. English Language Acquisition** includes adult education and literacy activities for English language learners with an additional skill requirement, comprehension of the English language.

Note: Eligible providers with less than 500 adults in a county that speak English “less than very well,” based on the most current census data, are not required to offer English language acquisition programs in that county. [State Requirement]

**2a. Scope:** All providers will offer English Language Acquisition activities if there is a sufficient number of adult English language learners in their service areas.

**2b. Organization:** The organization of English Language Acquisition Activities may vary according to the populations served and the resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking.

**3. Family Literacy Activities** include interactive literacy activities between parents or family members and their children. To offer family literacy activities as defined in WIOA requires coordination with other services for the children’s component. Family literacy defined in WIOA must integrate all the following activities:

* Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
* Interactive literacy activities between parents or family members and their children.
* Training for parents or family members regarding how to be the primary teachers for their children and full partners in the education of their children.
* Age-appropriate education to prepare children for success in school and life experiences.

**3a. Scope:** Local providers may offer Family Literacy Activities in partnership with other agencies or organizations such as schools. The scope of family literacy activities will be determined by external partners.

**3b. Organization**: Family literacy activities will be organized collaboratively between local providers and their partners, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test-taking.

**4. Integrated English Literacy and Civics Education** will provide Immigrants and English learners access to English language acquisition services and civics education in combination with an integrated education and training program. English infused with civics education helps immigrants and English learners understand the American system of government and what it means to be a citizen and to be involved in civics activities. To live and work in the United States means not only a command of the language, but equally important are the civics-related skills and knowledge necessary to become involved parents, workers, and community members. Therefore, every adult education and literacy council program offering English language acquisition services will also include civics education. Refer to WIOA, Section 243.

**4a. Scope**: Local providers who can demonstrate adequate numbers of adult English language learners in their service areas may apply to offer Integrated English Literacy and Civics Education Activities. In addition, providers who meet the criteria and demonstrate effectiveness in performing the integrated English literacy and civics education in combination with integrated education and training activities will be awarded. Depending upon the amount of funding from the Office of Career, Technical, and Adult Education, the State will fund between 4-6 providers in areas of greatest need using Integrated English Literacy and Civics Education funds.

**4b. Organization:** The organization of Integrated English Literacy and Civics Education Activities may vary according to the populations served and the resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test-taking.

**5. Workforce Preparation** includes activities, programs, or services designed to help individuals acquire a combination of basic academic skills and employability skills such as critical thinking skills, digital literacy skills, and self-management skills. These activities include 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. Workforce preparation skills will be integrated into the adult basic education and literacy curriculum; therefore, occurring concurrently with adult basic and literacy skills instruction. Per grant assurances, teachers will integrate technology use in their lesson plans and all students will have access to and use computers and technology to enhance their learning and digital literacy skills. Each program will also be required to have a Career Development Facilitator/Career Service Provider to assist students in transitioning into the workforce and/or postsecondary education or training. [State Requirement]

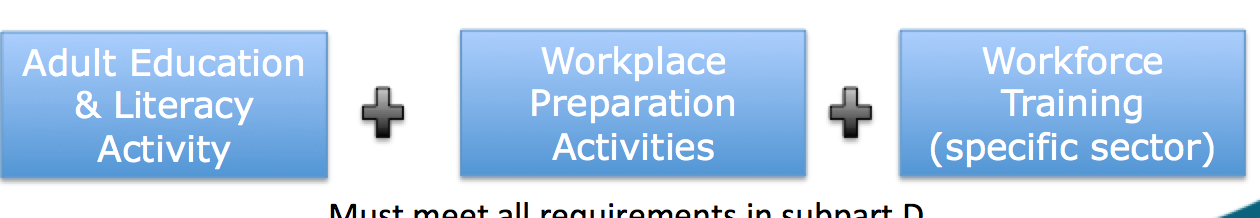
**5a. Scope:** All providers will offer Workforce Preparation Activities.

**5b. Organization:**  The organization of workforce preparation activities may vary according to the populations served and resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking.

**6. Workplace Adult Education and Literacy Activities** include instruction at a workplace or an off-site location that is designed to improve the productivity of the workforce. Instruction will include contextualized literacy, English language acquisition, and workforce preparation at Educational Functioning Levels appropriate to learners. Successful workplace literacy activities involve strong partnerships with employers or employee organizations in the design and delivery of the instructional program based on workplace needs.

**6a. Scope:** Local providers may offer Workplace Adult Education and Literacy Activities in partnership with employers or employee organizations. The scope of Workplace Adult Education and Literacy Activities will be determined by the interest of external partners.

**6b.** **Organization:** Workplace Adult Education and Literacy Activities will be organized at a workplace or an off-site location in collaboration between local providers and their partners, but will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking.

****7. 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.

**7a. Scope:** Local providers must align the IET with the local workforce development plan and have in place or be in progress of establishing an integrated education and training program by July 1, 2024. Providers will offer Integrated Education and Training Activities in a career pathways model.

**Failure to meet this requirement may result in a loss or reduction of funding for a provider.** [State Requirement]

**7b.** **Organization:** Integrated Education and Training Activities will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking. Instruction for learners who enroll in pathways available in the Accelerating Opportunity Arkansas model will include co-enrollment in postsecondary career technical education courses team-taught by basic skills and career technical instructors. Some programs will provide expanded transition services including career service providers and college success classes.

**8. Financial Literacy Activities (State Required)** include instruction that encompasses the knowledge of properly making decisions pertaining to certain personal finance areas like real estate, insurance, investing, saving, tax planning, and retirement. Financial literacy will be integrated into the curriculum to assist learners in financial matters to confidently take effective action that best fulfills personal, family, and global community goals. [State Requirement]

**8a. Scope:** All providers will offer financial literacy activities.

**8b.** **Organization**: The organization of workforce preparation activities may vary according to the populations served and resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test taking.

**9. Workforce Alliance for Growth in the Economy (WAGE)™** is the workforce preparation and training component of adult education. The workforce preparation and training component is required for all programs, providing all students enrolled in Adult Education with essential skills necessary to prepare and obtain self-sufficiency employment (positions or jobs) as with entry-level and mid-level careers. Additional to include basic academic and skill development necessary or needed to continue in short-term or post-secondary education training. WAGE™ is not a separate program and shall be integrated through the entire adult education program as another form of contextualized learning.

**9a. Scope:** All providers will integrate **Workforce Alliance for Growth in the Economy (WAGE)™** into the curriculum (<https://dws.arkansas.gov/adult-education/job-readiness-wage/>).

**9b. Organization:**  The organization of the WAGE™ activities is based on the state-provided course in the learning management system, CANVAS, and may vary according to the populations served and resources available, but all programs will follow the state’s Adult Education Policies, the Assessment Policy and Distance Learning Guidelines, which outlines enrollment, orientation, assessment, instruction, and test-taking.

Diagram

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Staff requirements must continue to support the local program. No additional staffing credentials are required. However, all teachers must be certified or licensed teachers to instruct the academic component of WAGE™. The workforce preparation component can be taught by a non-licensed teacher who holds at least a Bachelor’s degree, such as a WAGE™ Coordinator or a Career Coach. These components can be integrated by team teaching or by a licensed teacher trained to provide these skills. In addition, the WAGE™ Coordinator should have experience engaging as a business or community liaison to determine occupational training needs.

Trademark Utilization

The Arkansas Adult Education Workforce Alliance for Growth in the Economy (WAGE™) requires the inclusion of the trademark symbol (™) in any print or digital references.

**Support of One-Stop Delivery System**

As a one-stop partner, awarded providers are, as appropriate, required to:

1. Provide access and/or service through the one-stop delivery system to adult education and literacy activities;
2. Use a portion of the funds made available under the Act to maintain the one-stop delivery system. Awarded providers are expected to pay their appropriate share of infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the Local Board and set out in the infrastructure funding agreement and described in the memorandum of understanding, or pursuant to the determination of the Governor regarding State one-stop infrastructure funding;
3. Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;
4. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
5. Provide representation to the State board.

## **GRANT FUND USE AND LIMITATIONS:**

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| **Grant Fund Name** | **Services/Activities** |
|  | **FEDERAL FUNDS** |
| **Correctional/**  **Institutional (C/I)** | Instructional services in local correctional facilities and institutions (including prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or similar institutions for the confinement or rehabilitation of criminal offenders) for students at any of the ABE and ESL National Reporting System (NRS) levels and a release date within five (5) years. |
| **Direct & Equitable (D&E)** | Enable eligible providers within the State to develop, implement, and improve adult education and literacy activities and instructional services, including programs that provide such activities concurrently. Instructional services for any eligible participant students at any of the ABE and ESL National Reporting System (NRS) levels. |
| **Integrated English Literacy/Civics Education (IELCE)** | English Literacy and civics education, in combination with integrated education and training activities. Education services provided to adult English language learners, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language. In addition, such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and workforce training. |
|  | **STATE FUNDS** |
| **Adult Basic Education (ABE)** | Adult Basic Education state needs-based funds are distributed for services and activities for all eligible adult learners at any National Reporting System functioning level. |
| **General Adult Education (GAE)** | General Adult Education state performance-based funds are distributed and can be used for eligible individuals at any level, though primarily focused on secondary level services. |
| Administration costs on federal grants are limited to 5%, and on state grants are limited to 10% of the individual grants. Maintenance and operation costs are limited to 10% on each grant (state and federal). | |

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| **BUDGET AND COST GUIDELINES** |

**LOCAL APPLICATIONS:**

In accordance with WIOA Title II (Sec. 232), each eligible provider desiring a grant shall submit an application to AES (as the eligible agency) containing such information and assurances as the eligible agency may require, including a description of how funds awarded will be spent and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. In addition, applicants will also be required to provide a description of how services will be coordinated and funded through the one-stop delivery system.

Programs applying for general federal funds (D&E) pursuant to WIOA, Sec. 231, submit pages 1- 22.

Programs applying for Corrections (C/I) pursuant to WIOA, Sec. 225, submit pages 1-2 and 23-24. (optional grant)

Programs applying for Integrated English Literacy/Civics Education (IELCE) pursuant to WIOA, Sec. 243, submit pages 1-2 and 25-26. (optional grant)

Note: Applicants do not have to apply for D&E (Sec. 231) funds in order to be eligible to apply for IELCE (section 243) and/or Corrections C/I (Sec. 225) grant funds.

**LOCAL ADMINISTRATIVE COST LIMITS:**

In accordance with WIOA Title II (Sec. 233), of the amount made available to local providers under this RFP, not less than 95% of federal funds (90% for state funds) shall be expended for carrying out adult education and literacy activities, and the remaining amount, not to exceed 5% (10% for state funds), shall be used for planning, administration, including carrying out performance accountability requirements; professional development; providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system. (Special Rule: In cases where the cost limits described are too restrictive to allow for these costs, the eligible provider shall negotiate with the eligible agency to determine an adequate level of funds to be used for non-instructional purposes.) Programs that have a service area that includes a comprehensive one-stop, or located in an affiliate one-stop, must first use D&E funds to pay the infrastructure costs as determined by the local American Job Center before utilizing state funds.

**SUPPLEMENT, NOT SUPPLANT:**

In accordance with WIOA Title II (Sec. 241), funds made available for adult education and literacy activities under this RFP shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

**EXPENDITURE FUNCTION DEFINITIONS:**

Please review the ***Funding Packet General Instructions*** at the following location for a description of grant guidelines as well as budget category descriptions. Located under the RFP tab at: <https://dws.arkansas.gov/adult-education/information-forms/> under the **Budget Forms** section.

**CERTIFICATIONS AND ASSURANCES:**

This application is a proposal to provide Adult Education and Literacy services under Title II of the Workforce Innovation and Opportunity Act. If approved, the program will be conducted in accordance with the laws and regulations pertaining to the Adult Education and Family Literacy Act and state policies and procedures. Supporting documentation that must be accompanied with initial grant budget award can be found under Information and Forms at the following site: <https://dws.arkansas.gov/adult-education/information-forms/>.

**GRANT DURATION:**

In accordance with WIOA Title II (Sec. 231), the Adult Education Section shall award multi-year grants under this competition. Initial funding awards to selected providers will cover the fiscal year period of July 1, 2024 to June 30, 2025. Therefore, performance level projections and budgets submitted in response to this RFP should cover the period from July 1, 2024 to June 30, 2028. Costs incurred prior to grant approval may not be funded through the award.

Award grantees may be provisionally awarded funds for a maximum of four (4) years. Provisional grantees will be reviewed at 6 months and 12 months post-award. Based on the findings, the grantee may continue with a provisional award and receive guidance from the state office to improve program performance. If the program has not achieved satisfactory performance results, future funding may be affected.

**NOTE:** Continued funding is contingent on the availability of funds as well as performance. Selected providers will be continued for subsequent years if WIOA is continued by Congress, and selected providers may be required to complete an additional competitive RFP in order to receive subsequent year funding.

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| **PROGRAM MANAGEMENT** |

**ADULT EDUCATION POLICIES AND PROCEDURES:**

The Adult Education Policies and Procedures is a guide to establishing a high degree of understanding, cooperation, efficiency, and unity in executing adult education and literacy services in the state of Arkansas. It also assists programs to be in compliance with federal and state regulations and provides uniform policies for all providers of adult education and literacy services. Please review the Adult Education Program Policies at the following location <https://dws.arkansas.gov/adult-education/policies/>.

**NATIONAL REPORTING SYSTEM (NRS):**

The National Reporting System for Adult Education (NRS) is a mandatory, outcome-based reporting system for the State-administered, federally-funded adult education program, developed by the U. S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE). States are responsible for meeting Federal guidelines, implementing NRS measures, methods, and requirements, and for ensuring that outcomes are reported for the Core Indicators of Performance listed in WIOA Title II (Sec. 212). The Literacy, Adult, and Community Education System (LACES) is Arkansas’ web-based online reporting tool for NRS.

Local providers are responsible for adhering to the Arkansas Adult Education Section Assessment Policy and meeting all requirements for data collection, data entry, data verification, and accountability in LACES. **Data should be entered into LACES on a daily or weekly basis**. Arkansas Adult Education Section requires all data for the previous month to be entered by the 15th and reviewed by the 22nd by the program administrator or designee. The LACES system is free of charge to providers.

Quarterly and Financial Reports will be completed every quarter and submitted to the state office. All enrollment, assessment, or follow-up activity data must be entered in LACES by the end of the month following the quarter in which these quarterly activities occurred. Funds may be withheld and/or recaptured if quarterly data entry is not met and maintained. [State Requirement]

In addition, to allow the U.S. Department of Education to assess the quality of NRS data, states must comply with the Data Quality Standards (DQS) of the NRS. These standards clarify procedures for learner entry and assessment, data collection and verification, data analysis and reporting, and professional development related to data. States are required to complete and submit the NRS Data Quality Checklist with their annual NRS data report, along with a signed certification as to the validity and quality level of the State’s data.

Arkansas submits the NRS Data Quality Checklist annually along with a signed certification as to the validity and quality of the local program’s data to NRS. All grantees are expected to have written standards and procedures in place for data collection and verification, data analysis and reporting. Arkansas is currently certified at the Exemplary Level, the highest level of data quality. According to [NRS Guidelines](https://nrsweb.org/policy-data/nrs-ta-guide), data collectors are local program staff. States can improve quality in three ways: training local staff, improving local data collection methods, and local monitoring and data audits. Arkansas will utilize all three of these methods to ensure Exemplary quality data.

**ASSESSMENT POLICY:**

According to [NRS Guidelines](https://nrsweb.org/policy-data/nrs-ta-guide), the State must develop a written statewide assessment policy and has the discretion to establish the standardized student assessment method used within the State, as well as procedures for progress assessment. Only NRS-approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by OCTAE.

The Code of Federal Regulations 34CFR462.40 (b) requires each state to submit its assessment policy for review and approval at the time the NRS statistical report is submitted. Division of Adult Education and Literacy (DAEL), the Office of Career, Technical, and Adult Education (OCTAE) approves the *Arkansas Adult Education Assessment Policy and Distance Education Guidelines* annually. All funded providers must comply with the most current *Arkansas Adult Education Assessment Policy and Distance Education Guidelines*, which is available for reference at the following location: <https://dws.arkansas.gov/adult-education/policies/>.

## **CORE INDICATORS OF PERFORMANCE:**

In accordance with WIOA Title II (Sec. 212), AE must ensure continuous improvement in performance. AE has agreed with the Office of Career, Technical, and Adult Education (OCTAE), during annual performance measure negotiations, to meet performance levels for the Core Indicators of Performance.

Therefore, each local program must meet or exceed projected performance levels of the Core Indicators annually that will contribute to Arkansas’ success in meeting or exceeding the agreed upon performance levels and must also project continuous improvement in performance. Performance Level benchmarks may be subject to changes per OCTAE. Failure to do so may jeopardize current program funding. Core Indicators of Performance are:

* + - 1. Measurable Skill Gains Percentage Indicator - Percentage of all participants who increase their Educational Functioning Level (EFL) based on NRS Approved Assessment within the program year.
      2. 2nd Quarter Employment After Exit Indicator - **All NRS participants**, except those incarcerated at program entry and who remain incarcerated, who exit during the reporting period, who had employment status in the second quarter after exit.
      3. 4th Quarter Employment After Exit Indicator - **All NRS participants**, except those incarcerated at program entry and who remain incarcerated, who exit during the reporting period, who had employment status in the fourth quarter after exit.
      4. Median Earnings Indicator - **All NRS participants** who exit during the reporting period and who are employed in the 2nd quarter after exit. This is the midpoint of wages between the lowest and highest wage in the 2nd quarter after exit.
      5. Credential Attainment Indicator – 1) Those participants who Attained a Secondary School Diploma/Recognized Equivalent and enrolled in Post-Secondary Education or Training ***OR*** Employed within one year of exit; – 2) Attained a Post-secondary Credential, who exited during the program year and who were dually enrolled in a post-secondary program (i.e. IET program).

**Arkansas Indicators of Program Quality [STATE]**

Awarded programs will receive regular monitoring visits during which they will be evaluated on some of the areas listed below. These indicators, as outlined in the [*Standards of a Quality Adult Education Program*](http://ace.arkansas.gov/adultEducation/informationForms/Documents/Standards%20of%20a%20Quality%20Adult%20Education%20Program%202%2014%2012.pdf)*,* are:

1. **Program Planning:** The program has a Self-Study planning process that is on-going and participatory, guided by evaluation with analysis of performance data, and based on a written plan that considers community demographics, educational and workplace needs, resources, and economic and technological trends, and is implemented to its fullest extent.
2. **Administration:** The program administrator provides leadership and oversight to ensure effective day-to-day operations, adherence to federal and state laws, dedication to a high quality of instruction and professional development opportunities, accurate data management, sound fiscal reporting, and appropriate program improvement progress for growth.
3. **Curriculum, Instruction, & Facilities:** The program uses state approved standards and curriculum with instruction geared to a wide variety of educational functioning levels and student learning styles. The adult education facilities meet the intent of the Americans with Disabilities Act (ADA). The location of the facilities is strategic and accessible, and the signage is conspicuous and appropriate.
4. **Educational Gains:** Learners advance in Educational Functioning Levels, complete IETs, or attain a GED® to complete program educational requirements that allow them to pursue their educational, community, workplace, and personal goals.
5. **Staffing and Staff Development:** The program has on-going staff development that is responsive to the specific needs of its staff, offers high-quality job-embedded professional development to provide quality instruction and emphasizes practice and systematic follow-up using staff evaluation tools.
6. **Student Support Services:** The program identifies students’ need for support service at intake, with program specialists, WAGE™ Coordinators, and through ongoing evaluation methods to make services available for students directly, or through referrals to other educational and service agencies with which the program coordinates.
7. **Recruitment Plan:** The program strategically and successfully recruits and advertises its services, and coordinates services for the population in the community identified in the Adult Education and Family Literacy Act as underserved regarding literacy and basic skills. \*For recruitment advertising and adult education materials, the disclaimer: “***The Adult Education Section provides equal access to all programs and activities. Paid for with funds from the Adult Education Section”***, must be applied to all advertising and materials. To maximize state and local recruitment efforts, the program must provide voicemail or other means of receiving messages after business hours from prospective students. Also, conspicuous signage is also required to ensure that the public can easily locate adult education and literacy locations.
8. **Retention Plan:** The program has a written process of retaining students. Methods include verifying gaps in attendance, identifying special student circumstances, utilizing contact methods, using customer service best practices, and improving customized lesson planning for student success. The retention plan process should aim to retain students long enough to meet their educational needs/goals while efforts are made to utilize other core WIOA partner agencies’ support services to meet student needs.

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| **ARKANSAS ADULT EDUCATION AND LITERACY STANDARDS AND REQUIREMENTS [STATE]** |

All applicants are subject to the following standards and requirements established by the Adult Education Section (AES):

1. **Consolidated Delivery of Services:** For programs where enrollment is less than 100 eligible individuals, consolidation may be recommended. Applicants are strongly encouraged to propose programs with a cost per enrolled student that does not exceed $900. While this is not a requirement, failure to meet the suggested cost per student may affect funding of an applicant's grant. The cost per student is calculated as follows: total grant award divided by total number of eligible individuals equals the cost per student.

2. **Opportunity to Learn Standards**: The following standards must be followed for programs providing classroom instruction.

a. **Learner Fees**: Entities funded by AES cannot charge any students (reportable individuals or participants) any fees (books, tuition, supplies, etc.) at any level.

b. **Curriculum**: Applicants shall deliver instruction based on a comprehensive curriculum that includes clearly articulated content/learning standards and is based on the Arkansas Adult Education College and Career Readiness (CCR) Standards and the Arkansas Adult Education ESL Curriculum, if applicable. The curriculum should be designed to enable learners to acquire the skills needed to increase their literacy levels and to achieve their goals: a high school diploma; obtaining, retaining, or advancing on the job; entering post-secondary training or education; increasing parental involvement; citizenship participation.

c. **Duration and Intensity of Instructional Programs:**

1. Classes funded with state and federal funds must provide a minimum of 40 hours of instruction.
2. Classes must provide sufficient intensity for students to meet their goals for enrollment in the program. Classes should meet a minimum of three hours per week for the duration of the class. Each student instructed by volunteers should meet a minimum of three hours per week.
3. The class schedule should offer flexible scheduling to include day, evening, weekend classes, and distance learning unless there is a viable reason why this is not feasible.
4. There must be a written enrollment process.
   1. Enrollment systems documentation for all students shall include intake, assessment, student learning plan development,
   2. Orientation process,
   3. Counseling to transition learners to other education, training, or employment.
5. **Managed Enrollment: *Seventy-five percent (75%) of classes are required to be managed enrollment and must be indicated as such in LACES***. A managed class has identified start and end dates and times, learning objectives, and attendance requirements. Duration and topic of these classes may vary according to the needs of the program, students and business and industry.

d. **Attendance Policy:** The NRS requires that programs have a clearly stated attendance policy and maintain attendance files. The policy should define for learners their responsibility to attend a certain number or percentage of the classes or be withdrawn from enrollment. Any learner who does not receive services for 90 calendar days will be automatically exited/withdrawn for that period of participation by LACES.

e. **Waiting List Policy:** Programs may establish and document waiting lists. Programs shall have a clearly defined policy and procedure for the management of the waiting list and be able to report on the number waiting for services and the length of time on the list. Locations with a waiting list must notify the Adult Education Section to plan to expand services.

f. **Documentation of Attendance**: Programs must have documentation of students’ attendance, which includes student printed or typed name and signature (in ink), digital signature (if applicable), date, name of class, and the student arrival and departure time. Programs may also use a state-supported digital system to document attendance.

3. **Recommended Standards for Class Sizes**: Applicants must specify class sizes by level. Grant funds may not be used to support adult education classes with fewer than eight (8) enrolled learners, unless it is a class designed for individuals with special needs.

4. **Personnel Requirements:**

*\*\*Any staff paid with adult education funds must submit a college transcript (if applicable) and teacher license (if applicable) along with the Personnel Data Form when new personnel are hired. Further documentation, such as a resume and/or job description, may be required upon request from the state office.*

a. **Adult Education/ Literacy Council Program Administrator:** The Adult Education/Literacy Council Administrator must have knowledge of and experience in Adult Education, program development, supervision, grants management, and fiscal program management.

b. **Program Specialists:** Each grantee shall employ four Program Specialists personnel. Any or all of the Program Specialist positions may be classified as part-time. *Roles may be combined*.

1. *Intake Specialist* shall provide leadership for appropriate intake, assessment, and goal setting of learners.
2. *Test Administrator* may assess students using the TABE, TABE CLAS-E, GED Ready® and GED® Official (if applicable) tests.
3. *Instructional Specialist/Director/Volunteer\** shall provide leadership for instructional improvement and serve as a resource for all instructional staff.
4. *Data Entry Specialist\** shall provide leadership for the program’s LACES data entry, data analysis, and data reporting.
5. *Career Coach/Career Development Facilitator/Career Service Provider* \*(certified) shall provide early outreach to adult education students and assist students with enrolling in postsecondary education institutions or training programs. In addition, the Career Coach is responsible for supporting or leading the workforce preparation component of WAGE™ by helping students with job search skills in preparation for the workforce, connecting with support services, and helping learners establish career and educational goals. A Career Service Provider training must be completed within 12 months of hiring.
6. *ADA Coordinator* – Screens students for learning disabilities, connects them to supportive services, and tracks their academic progress through program completion. The ADA Coordinator assists students with the process of requesting accommodations for GED® testing, if necessary.
7. *WAGE™ Coordinator (Workforce Preparation Coordinator)\*-* This position is the business liaison for the adult education program whose primary responsibility is to build relationships with businesses, develop IETs, apprenticeships, internships, and work-based learning opportunities for adult learners, conducting literacy task analyses (LTAs), and teaching WAGE, or the workforce preparation portion of WAGE (if they do not have a teacher’s license). Must complete the Career Service Provider training within one year of hire.
8. *Special Program Coordinator (TANF/SNAP)\** – Provides case management services for SNAP E&T and TANF. Must complete the Career Service Provider training within one year of hire.

\*The position requires a minimum of a Bachelor’s degree.

**Note**: The Adult Education Section has the expectation that the Adult Education/Literacy Council Administrator and the Program Specialists will work as a team to coordinate their individual job functions and attend required trainings to achieve seamless delivery of effective local program services resulting in learner achievement, and that the Adult Education/Literacy Council Administrator and Specialists will attend required training(s).

c. **Instructional Staff:**

1. ***Full-time Instructors:*** Must hold a current Arkansas Department of Education teacher’s license. If teachers do not already have a license in Adult Education, they must obtain an Adult Education additional license within three (3) years of the date of their initial employment as a full-time adult education teacher. In lieu of a current Arkansas Department of Education teacher’s license, full-time instructors may hold a Master’s Degree in the subject area of instruction and four (4) years of teaching experience at an accredited institution in the relevant subject area based on prior approval of the Adult Education Section. They must obtain an Adult Education license within three (3) years of the date of their initial employment as full-time Adult Education teachers. Newly hired adult education teachers must show academic progression towards adult education licensure annually. Instructors with a Master’s Degree and no teacher’s license at the date of hire are limited to 25% of a center’s instructional staff.
2. ***Part-time Instructors*:** Must hold a current AR teacher’s license. In lieu of a current Arkansas Department of Education teacher’s license, part-time instructors may hold a Master’s Degree in the subject area of instruction and four (4) years of teaching experience at an accredited institution in the relevant subject area based on prior approval of the Adult Education Section. Instructors with a Master’s Degree and no teacher’s license at the date of hire are limited to 25% of a center’s instructional staff.

Staff must have the experience and training to effectively assist the target population to achieve their goals, to improve their educational skills, and to assist the program to demonstrate success on the Core Indicators of Performance. Although part-time instructors are not required to obtain a license in Adult Education, it is strongly encouraged and highly recommended that professional development in areas such as *Teaching Adults*, *Adult Learning Theory,* *Foundations of Adult Education, or any related course* be a part of part-time teachers’ professional development plan. A priority for hiring program staff should be persons who demonstrate knowledge of and cultural sensitivity toward the eligible student population.

5. **Professional Development**: The Adult Education/Literacy Council Administrator shall actively support and be involved with the professional development process by ensuring each staff/faculty completes an annual professional development plan in consultation with the Adult Education/ Literacy Council Administrator and team of Specialists described above, who will analyze program data and learner outcomes to help determine professional development needs.

State-required professional development trainings must be entered into LACES under STAFF in the “Professional Development” tab.

Program staff will be required to meet a standard of participation in State-approved professional development activities. Refer to required trainings on pages xxvi-xxvii. It is the responsibility of each staff member to complete all required trainings. The program administrator must ensure that staff members have completed all trainings to continue employing the individual in the assigned role. Failure of staff to meet professional development requirements within the timeline will initially require a meeting with the program administrator.

Adult Education/Literacy Council Administrator must attend all meetings required by the state office. In rare instances that the Administrator is unable to attend, they should contact AES to receive permission to send a representative. Failure to attend will require a meeting with the program administrator’s direct supervisor or the local education agency or awarded provider and may jeopardize current and future funding of the program for non-compliance.

**Adult Education Administrator Required Meetings**

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| **Meetings** | **Required Staff** |
| 1. Fall Administrators’ Meeting | All Program Administrators |
| 1. Spring Administrators’ Meeting | All Program Administrators |
| 1. Annual Budget Meeting | All New Program Administrators |
| 1. WIOA Partners’ Meeting | All Program Administrators |
| 1. Local Workforce Development Board Meetings (All) | Adult Education Regional Representatives |
| 1. Local Workforce Development Board Meetings (1 meeting minimum) | All Program Administrators |
| 1. New Directors’ Orientations | All New Program Administrators |
| 1. Other called meetings as deemed necessary by the state office. | All Program Administrators |

*Note: Trainings and Required Meetings may be added, removed or changed as needed determined by the Adult Education Section.*

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| **REQUIRED PROFESSIONAL DEVELOPMENT TRAININGS AND MEETINGS** |

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| **Staff** | **Hours Required** | **Professional Development Training** |
| **All** | Any 2 trainings regardless of hours | Diversity |
| 2 | Confidentiality (once over span of employment) |
|  | Customer Service |
| **Administrators** |  | Fall and Spring Administrator’s Meetings |
|  | WIOA Partner’s Meetings |
|  | Budget Training |
|  | LACES 101 |
|  | LACES for Director’s |
|  | New Director’s Orientation (if 3 years or less exp.) |
|  | LEAD Institute (if applicable) |
| **Instructors** | 12 | Content Area Taught |
|  | Once at hire | New Teacher Orientation (all teachers new to Adult Education) |
| 3 every 2 years | Financial Literacy |
| Once at hire, then every 2 years | Canvas Basics |
| Once at hire, then **only** *Policy*, *Online Teaching*, and *New to Canvas modules* every 2 years | Growing with Canvas  (Canvas Basics must be completed prior to taking this course) |
| Once at hire | LD: Foundations |
| Once at hire-All instructors, *then* *every 3 years thereafter for P/T instructors only* | Learning Disabilities (LD): Applications |
| Once at hire-All instructors, *then every 3 years thereafter for F/T instructors only* | LD: Comprehensive |
|  | LACES for Teachers |
| 1 | Human Trafficking |

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|  | 2 beginning in 2018-2019, then every 4th year | Parental Involvement |
|  | 2 beginning in 2019-2020, then every 4th year | Teen Suicide Awareness and Prevention |
| **ELL/ESL Instructors** | 6 | ELL/ESL Content |
| **SNAP E & T Coordinators** |  | Civil Rights History (Provided through DHS) |
|  | 120 | Career Development Facilitator (CDF)/Career  Service Provider (CSP) |
| **TANF Coordinators** | 120 | Career Development Facilitator (CDF)/Career Service Provider (CSP) |
| **Career Coaches** | 120 | Career Development Facilitator (CDF)/Career  Service Provider (CSP) |
| **ADA Coordinators** |  | ADA Coordinator’s Training |
|  | Once at hire | LD: Applications |
|  | Once at hire | LD: Foundations |
| Once at hire,  then every 3 years  (F/T time staff only) | LD: Comprehensive |
| **Data Personnel** |  | LACES for Data Entry |
|  |  | LACES 101 |
| **For Assessment Purposes** | These trainings will be made available: | Most recent Test of Adult Basic Education (TABE)  TABE CLAS-E |

**REPORTING REQUIREMENTS:**

Grantees must also submit the following documents throughout the year by the deadline:

* Initial Approved Budgets …………………………….………………………………………………….... June 1st
* Monthly Expenditure Report............................10th of each month following expenditures
* Annual Final Budget (must include revenue and local match) ………………………….…July 31st
* Inventory Submission …………………………………………………………………………..……..…..August 1st
* Carryover and Excess Carryover Budget(s)………………………………….……………September 30th
* Quarterly Reports.................................................October 31, January 31, April 30, July 31
* Quarterly Financial Reports\*\*- Submission is not required but must be available for review during monitoring visits for the previous and current year.
* Ad-hoc Reports as requested by Adult Education Section throughout the entire grant period.

**RECONCILING BUDGETS**

To ensure the timely completion of Annual Final Budgets and reduce errors throughout the year, programs must reconcile budgets at least quarterly, and preferably monthly. Upon request, the Adult Education Section Finance Office can provide a copy of expenses reimbursed.

**RECORDS RETENTION:**

It is the responsibility of the fiscal agency to retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the Adult Education Section Finance Office, all records must be provided. Records should be maintained for five (5) years from the last day of the program year or longer if there is an ongoing investigation or audit. This also includes student sign-in sheets, intake forms, and other student records.

## **MONITORING AND EVALUATION:**

All programs will be monitored by the assigned Adult Education Section Program Advisor to determine compliance with the standards and the extent to which progress is being made toward achieving the stated goals and objectives. Programs will be evaluated both by desk and on-site monitoring annually. Intensive program reviews are conducted every four years, but may be more often at the discretion of the state office.

**NOTICE OF INTENT-TO-APPLY (optional):**

All organizations that plan to apply for grant funds are requested to complete and return to AES the *Notice of Intent to Apply* *Form* included on page 1. The due date to notify (AES) is Tuesday, February 6, 2024. This notification can be sent by [e-mail](mailto:adulted@arkansas.gov?subject=2014-2015%20RFP%20-%20Intent%20to%20apply) to [ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov)

Completing the *Notice of Intent to Apply* *Form* is not required for an application to be considered.

## **SUBMISSION REQUIREMENTS:**

Applications must be received according to guidelines on page vii. Applicants must complete the RFP application in full to receive consideration of grant award(s).

Completed application, with requested attachments (100 page maximum), must be submitted to <mailto:>[ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov), no later than 5:00 p.m. on **March 1, 2024.**

**REQUIRED COMPONENTS:**

Applications must be completed in form and content as specified. The Application and Budget Pages are provided as separate files to facilitate completion.

**TECHNICAL ASSISTANCE CONTACT:**

Questions regarding this RFP must be e-mailed to [ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov) with a subject line “RFP”. Failure to submit questions to the correct email and subject line may delay a response. All responses will be posted online at least weekly under the RFP link at <https://dws.arkansas.gov/adult-education/>.

**BIDDERS’ CONFERENCE (*OPTIONAL/Recommended*):**

A technical assistance briefing of the RFP will be held on **February 8, 2024,** from 1:00-4:00 p.m. and **February 9, 2024,** from 9:00 a.m.-noon. The sessions will be identical and used to discuss and explain grant requirements, rubric, and the application packet. A copy of the PowerPoint presentation will be available online under the RFP tab at <https://dws.arkansas.gov/adult-education/>. The briefing sessions will be held at the Arkansas Adult Learning Resource Center (AALRC) auditorium located at 124 W. Capitol Ave., Suite 1000, Little Rock, AR 72201. Valet parking will be available. Please RSVP to Ashley Davis by phone at (501) 907-2490 or by e-mail to [ashley@aalrc.org](mailto:ashley@aalrc.org) by February 6, 2024.

**PROPOSAL REVIEW:**

The review of proposals includes the following process:

1. Proposals are due to the Adult Education Section by 5:00 p.m. on **March 1, 2024**. Written proposals will be pre-screened to verify the inclusion of all required components in the order specified in the RFP. Proposals not meeting all pre-screen requirements will not be read. Applications that do not illustrate demonstrated effectiveness will not be considered. Applicants not meeting the pre-screening requirement will be notified along with all declined applicants.
   1. Only applications that are from eligible providers of demonstrated effectiveness will be forwarded for review, scoring, and consideration for funding. (See page 2 of Application for full pre-screening requirements.)
2. Written proposals will then be submitted to the Local Board for review by **March 4, 2024**. The Local Board will review each application in its respective area and provide feedback to the state on its alignment with the local plan by **March 11, 2024**.
3. A review panel established by the Adult Education Section will evaluate the written proposals. The panel will be composed of individuals with expertise in adult education and literacy, WIOA partner agency representatives, and Adult Education Section personnel. Reviewers will be trained and will rate proposals and assign numerical scores.
4. The Adult Education Section will consider the results of the local board’s review for alignment with the strategies and goals of the local plan and the extent to which the application addresses the required considerations in its scoring.
5. Declined applicants will be notified by **March 14, 2024, at 12:00 p.m.,** and have an opportunity to submit an appeal by **March 21, 2024, at 12:00 p.m**.
   1. In the event an applicant’s proposal is not approved, the applicant may send a *Letter of Appeal* to the Director for Adult Education Section by **March 21, 2024 by 12:00 p.m**. The letter must provide a thorough justification for the appeal. The Director of the Adult Education Section, along with the state leadership team, will make the final determination regarding the appeal. A response will be e-mailed to the applicant within 5 calendar days of the date the appeal letter was received. All appeal decisions will be final.
6. Awarded applicants may be provisionally awarded funds for a maximum of four (4) years. Provisional grantees will be reviewed 6-month and 12-month post-award. Based on the findings, the grantee may continue with a provisional award and receive guidance from the state office to improve program performance. If the program has not achieved satisfactory performance results, future funding may be affected.
7. The review panel will recommend proposals to receive awards and funding levels.

**AWARD NOTIFICATION:**

All applicants will be notified in writing of their award status by **March 25, 2024**.

**NON-DISCRIMINATION STATEMENT:**

The Adult Education Section (AES) is an equal opportunity program. It is the policy of AES that all persons have equal opportunity and access to employment opportunities, services, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or veteran status.

Auxiliary aids and services are available upon request to individuals with disabilities.

**Application Acceptance Guidelines:**

1. Funding under this RFP is a multi-year grant and will be awarded for the time period **July 1, 2024** to **June 30, 2028**.
2. Federal funds must be used to *supplement* (add to, extend) and not *supplant* (take the place of) other funding. AEFLA 241 (a)
3. Each item must be submitted in the order of the application format.
4. **All items must be answered completely**.
5. Applications must be submitted in 12-point font or larger type where possible and returned on the pages provided. Total pages shall not exceed 100.
6. The original application must be signed in **BLUE** ink or with an official, dated, digital signature.
7. Each application must demonstrate that Adult Education funds will be used effectively and efficiently.
8. Each application must assure coordination among providers to avoid duplication of services, programs, and/or activities made available to adults under other local, federal or state adult education programs.
9. Adult literacy services for adults in family literacy programs may be supported from state ABE/GAE, federal D&E (Sec. 231), and/or federal C/I (Sec. 225) grant funds.
10. Students ages 16 and 17 may be served with Adult Education funds if they are waivered into an adult education center. Organizations other than adult education programs may not use adult education funds to serve students under the age of 18 in accordance with Arkansas Act 1659 of 2001, Arkansas Act 604 of 2003, and/or any subsequent acts amending it.
11. Additional pages may not be submitted except where noted within this application.
12. A cover letter or transmittal letter may not be submitted as part of the application.
13. IELCE (Sec. 243) funds may only be used to provide services to English Language Learners at all educational functioning levels.
14. Direct and Equitable (D&E) (Sec. 231) and Correctional/Institutional (C/I) (Sec. 225) funds may be used to serve students at all educational functioning levels.
15. D&E (Sec. 231) and IELCE (Sec. 243) funds may not be used to provide services to adults in C/I (Sec. 225) settings. Those services may only be supported with C/I grant funds, state funds and/or other public or private funds.
16. D&E (Sec. 231), C/I (Sec. 225), and IELCE (Sec. 243) proposal requests for equipment will not be considered.
17. C/I (Sec. 225) requests will only be considered for Instruction category-02 (on Arkansas Adult Education Budget Forms).
18. All personnel paid with adult education funds and any volunteer tutors whose students and hours are reported to the DWS/AES must meet current requirements as found in the [Adult Education Program Policies](https://dws.arkansas.gov/adult-education/policies/).
19. All programs receiving funds will be responsible for adhering to [Adult Education Program Policies](https://dws.arkansas.gov/adult-education/policies/), Assurances, and [Arkansas Assessment Policy and Distance Education Guidelines](https://dws.arkansas.gov/wp-content/uploads/2023-2024-Arkansas-Adult-Education-Assessment-Policy-and-Distance-Education-Guidelines.pdf).
20. The Adult Education Section requires all programs funded with State and/or Federal Adult Education Funds to use the Literacy, Adult, and Community Education System (LACES). The Adult Education Section provides all funded programs access to LACES, training, and a help desk at no charge.

**Arkansas Adult Education Section**

**Request for Proposals (RFP) Timeline**

Advertised………………………..….........................................................................January 28, 2024 Arkansas Democrat-Gazette (online and in print)

Website-Posting……………………………………………………..….………..January 28, 2024 to March 1, 2024 Adult Education Website: <https://dws.arkansas.gov/adult-education/>

AALRC Website: <https://aalrc.org/>

Intent-to-Apply Deadline.….........…………………………………………………………………….February 6, 2024

\***E-mail:** **[ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov)**

**\*Subject line: Intent to Apply Form**

\*\*Bidders’ Conference (*optional)*….........................In-person and virtual-*choose one date*

**Date:** February 8, 2024

**Time:** 1:00 p.m. to 4:00 p.m.

**Zoom:** <https://us06web.zoom.us/j/87877729738>

**Date:** February 9, 2024

**Time:** 9:00 a.m. to 12:00 p.m.

**Zoom:** <https://us06web.zoom.us/j/85197998771>

**In-Person Location**

Arkansas Adult Learning Resource Center

124 W. Capitol Ave., Suite 1000, Little Rock, AR 72201

**RSVP by February 6, 2024, to Ashley Davis by phone or e-mail**

(501) 907-2490 or [ashley@aalrc.org](mailto:michara@aalrc.org)

*\*\*Is designed to give interested and eligible grantees the opportunity to ask questions regarding the Adult Education Request for Proposal.*

Proposals Due to the State Office………………….….……................................................March 1, 2024

State Office Submits Proposals to Local Boards……...…………….………………….….……….March 4, 2024

Local Boards Return Proposals to State Office with Comments………….……….………March 11, 2024

Review/Evaluate RFPs…….……………………………………………..………………….…………….March 4-13, 2024

Notify Declined Applicants Deadline.………………………………………………………(Noon) March 14, 2024

Deadline to Appeal…………………………………………………………..………….……......(Noon) March 21, 2024

Notify Awarded Applicants……………………………………………………..…………………..……..March 25, 2024

Grant Budget Meetings……………………………………………………………………….…….…….…April 1-12, 2024

All Completed Grant Budgets Due to State Office…………………………………….………..…….May 3, 2024

Project Period……………………………….………….........................................**July 1, 2024 – June 30, 2028**

**RFP Review and Award Timeline**



**REQUEST FOR PROPOSAL GRANT APPLICATION TITLE PAGE**

## **NOTICE OF INTENT TO APPLY FORM**

## The Adult Education Section will be able to develop and implement an efficient process for reviewing proposals if it understands how many organizations intend to apply.

**Please return the intent to apply form by 5:00 P.M. on February 6, 2024.**

**Attention:** Decandria Vault

**E-Mail:** [ADED.RFP@arkansas.gov](mailto:ADED.RFP@arkansas.gov)

The organization named below intends to respond to the PY 2024-2027 *Request for Proposals* for Adult Education Services.

**Organization Name:** Click or tap here to enter text.

**Contact Person:** Click or tap here to enter text.

**Address, Line 1:** Click or tap here to enter text.

**Address, Line 2 if applicable:** Click or tap here to enter text.

**City/Town/State/Zip:** Click or tap here to enter text.

**Telephone Number:** Click or tap here to enter text.

**Fax Number:** Click or tap here to enter text.

**E-Mail Address:** Click or tap here to enter text.

|  |  |
| --- | --- |
| Indicate the type of eligible provider your organization is: | |
| Local educational agency  Institution of higher education  Public or Private nonprofit agency  Library  Community or faith-based organization  Nonprofit institution not described above | Volunteer Literacy Organization  Public Housing Authority  A Partnership between an employer and entity described above  Consortium of the agencies, organizations, institutions, libraries or authorities described above  Other |
| Indicate the number of adult learners you propose to serve in PY 2024-2025: Click or tap here to enter text.  Indicate the number of adult learners you propose to serve in PY 2025-2026: Click or tap here to enter text. | |

Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_ Click or tap here to enter text.

**Applicant Administrator Signature**  **Date**

Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_ Click or tap here to enter text.

**Applicant Administrator Name Title**

**DEMONSTRATED EFFECTIVENESS: *PRE-SCREENING REQUIREMENT***

**Organization Name:** Click or tap here to enter text.

All applications must be screened to show the applicant is currently providing services in Arkansas and to ensure it has been submitted by an eligible provider of demonstrated effectiveness before the application is reviewed, scored, and considered for funding.

**Only applicants that have been determined to be submitted by an eligible provider of demonstrated effectiveness are forwarded to be reviewed, scored, and considered for funding.**

*Note: If applying as a consortium, demonstrated effectiveness data from each consortium member is evaluated to determine if each member is an eligible provider of demonstrated effectiveness. All consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the consortium application to be reviewed, scored and considered for funding.*

**Is the applicant currently physically located and providing services within the state of Arkansas?**

**The applicant is currently located and providing services in Arkansas.**

**Yes  No**

How is the eligible provider demonstrating effectiveness?

An applicant that has been previously funded under *AEFLA*, must submit performance data required under section 116 to demonstrate past effectiveness.

An applicant that has not been previously funded under *AEFLA,* must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

*Data must be from the previous two years (July 1, 2021- June 30, 2023) or calendar years (January 1, 2022- December 31, 2023). The data submitted must include serving individuals who have low levels of literacy in the content domains of: reading, writing, mathematics, and English language acquisition (if applicable). In addition, an eligible provider must provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.*

*In addition to the data submitted, provide a brief summary that describes and analyzes the performance data that has been included for individuals eligible for adult education and literacy services to demonstrate effectiveness. The analysis should identify trends in enrollment, demographic groups, and increases/decreases in educational progress and what may be causing/affecting these trends.*

**The applicant is an eligible provider of demonstrated effectiveness.**

**Yes**  **No**

**GRANT APPLICATION**

(July 1, 2024 through June 30, 2028)

|  |  |
| --- | --- |
| **Applicant:**  Click or tap here to enter text. | **Telephone:** Click or tap here to enter text. |
| **Applied Service Area:** Click or tap here to enter text. | **E-Mail:** Click or tap here to enter text. |
| **Contact Person:** Click or tap here to enter text. | **Fax:** Click or tap here to enter text. |
| **Job Title:** Click or tap here to enter text. | **Total Requested Grant Amount:**  D&E (Sec. 231):Click or tap here to enter text.  C/I (Sec. 225) (If applicable): Click or tap here to enter text.  IELCE (Sec. 243) (if applicable): Click or tap here to enter text. |

**Instructions:** To apply for D&E (Sec. 231) funding, all applicants must complete the application and follow all directions for full consideration. Answer **all 13 considerations** in addition to the alignment with the Local Workforce Development Boards and proposed budget forms.

If the applicant chooses only to apply for the C/I and/or IELCE grants, only the applicable supplemental application(s) **and** budget forms must be completed.

**By signing below, the Applicant is expressing interest in applying for grant funds to provide services for Adult Education in the designated service area. In addition, the LEA agrees to adhere to the policies and procedures of Arkansas Adult Education Section, state, and federal law under the Workforce and Innovation Opportunity Act (WIOA) of 2014.**

**Applicant Administrator Name:** Click or tap here to enter text.

**Applicant Administrator Signature:** Click or tap here to enter text. **Date:** Click or tap here to enter text.

**Applicant Administrator Title:** Click or tap here to enter text.

**Access and Equity:**

The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Arkansas Adult Education Request for Proposals (RFP) for Competitive Projects**  **Proposed Requested Federal Funds**  **July 1, 2024 to June 30, 2028.** | | | | |
| **Applicant/Local Education Agency**  Click or tap here to enter text. | | | | **DUNS Number**  **(if applicable)**    Click or tap here to enter text. |
| **Street Address or P.O. Box Number**  Click or tap here to enter text. | | **City**  Click or tap here to enter text. | | **Zip Code**    Click or tap here to enter text. |
| **Contact Person’s Name (typed)**  Click or tap here to enter text. | | **E-mail Address**  Click or tap here to enter text. | | **Phone**  Click or tap here to enter text. |
| **County(ies) to be served** | **PY 2024-2027 Amounts Requested per Year** | | | |
| **Name** | Federal D&E | Federal C/I | Federal IELCE | Total per County |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **Total:** | $Click or tap here to enter text. | $Click or tap here to enter text. | $Click or tap here to enter text. | $Click or tap here to enter text. |
|  | **D&E** | **C/I** | **IELCE** |  |

**I understand and agree to the following:**

* Completion of this funding application is required of all applicants for any adult education funding effective July 1, 2024.
* Funding for PY **2024-2025** will be contingent upon proven effectiveness.
* This application will not be considered for funding in the event any items or pages are omitted unless an acceptable written explanation is provided to the Director for Adult Education.
* **I have reviewed my application and certify the information provided is complete and accurate.**
* **This is a multi-year grant for PY 2024-2027; the grant may not be available for future years.**

|  |  |  |  |
| --- | --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Applicant/Local Education Agency (LEA) Administrator Signature | Title (typed) | Applicant/LEA Administrator Name (typed) | Date signed |

|  |
| --- |
| **ADULT EDUCATION AND LITERACY ACTIVITIES** |

***For Adult Education and Literacy Activities only***: Please place a check next to the Adult Education Service Area(s) for which you would like to be a service provider. Applicants may choose one or more areas. Award amounts will be for one year of funding. If an awarded recipient no longer wants to be the provider of Title II Adult Education program, the Adult Education Section will reopen the service area for bid.

Placing a check in the box will not guarantee that you will be the service provider for this area, only that you are requesting consideration for this area. The Adult Education Section reserves the right to allow multiple providers or only one provider in a single service area and distribute those funds in that service area at its discretion. For multiple providers in a single county, the service area will be divided by zip codes.

*\*State funding is limited to adult education providers only as literacy councils currently receive state funds through the Grants and Aid Council (GAC) as distributed by the Arkansas Literacy Council (ALC). ABE funding is based on the population and literacy rate of each county according to the 2020 United States Census.*

**ADULT EDUCATION AND LITERACY ACTIVITIES- SERVICE AREAS**

|  |  |  |
| --- | --- | --- |
|  | **Service Area** | **Counties Included in Projected Service Area** |
|  | 1 | Benton |
|  | 2 | Washington |
|  | 3 | Boone, Carroll, Madison, Newton, Searcy |
|  | 4 | Baxter, Marion |
|  | 5 | Pope, Yell |
|  | 6 | Crawford |
|  | 7 | Sebastian, Scott |
|  | 8 | Franklin, Johnson, Logan |
|  | 9 | Conway, Faulkner, Perry, Van Buren |
|  | 10 | Fulton, Izard, Stone |
|  | 11 | Independence, Sharp |
|  | 12 | Cleburne, White, Woodruff |
|  | 13 | Clay, Greene, Lawrence, Randolph |
|  | 14 | Craighead, Jackson, Poinsett |
|  | 15 | Mississippi |
|  | 16 | Crittenden, Cross |
|  | 17 | Monroe, St. Francis |
|  | 18 | Lee, Phillips |
|  | 19 | Lonoke, Prairie |
|  | 20 | Pulaski, Saline |
|  | 21 | Ashley, Chicot, Desha, Drew, Lincoln |
|  | 22 | Garland |
|  | 23 | Montgomery, Polk |
|  | 24 | Clark, Hot Spring, Grant |
|  | 25 | Howard, Little River, Pike, Sevier |
|  | 26 | Hempstead, Lafayette, Miller, Nevada |
|  | 27 | Calhoun, Columbia, Dallas, Ouachita |
|  | 28 | Bradley, Union |
|  | 29 | Arkansas, Cleveland, Jefferson |

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| **ADULT EDUCATION AND LITERACY FUNDING APPLICATION** |

Applicant Information

This application/proposal is for Adult Education and Literacy services. This grant award is a multi-year award and is renewable contingent on the reallocation of state and federal funds.

|  |  |
| --- | --- |
| Indicate the type of eligible provider your organization is: | |
| Local educational agency  Institution of higher education  Public or Private nonprofit agency  Library  Community or faith-based organization  Nonprofit institution not described above | Volunteer Literacy Organization  Public Housing Authority  A Partnership between an employer and entity described above  Consortium of the agencies, organizations, institutions, libraries or authorities described above  Other |
| Indicate the number of adult learners you propose to serve in PY 2024-2025: Click or tap here to enter text.  Indicate the number of adult learners you propose to serve in PY 2025-2026: Click or tap here to enter text. | |

|  |
| --- |
| **REQUIRED AND ALLOWABLE ACTIVITIES** |

|  |  |
| --- | --- |
| **Required Activities:** | |
| Adult Education | Workforce Preparation |
| Literacy | Integrated Education & Training (IET)\*\* |
| English Language Acquisition\* | Financial Literacy (Integrated) [State Required] |
| Digital Literacy (Integrated) [State Required] | WAGE™ [State Required] |

**\*English Language Acquisition: Eligible providers with less than 500 adults in their counties that speak English “less than very well,” based on the most current census data, are not required to offer English language acquisition programs in that county [State Requirement].**

**\*\*Integrated Education & Training (IET): While new applicants may not have an IET program in place, the expectation is that by the end of the first grant year under this RFP, an IET will be fully implemented, or documentation of progress as described on p. xi. [State Requirement].**

Place a check next to the type of service(s) you wish to provide.

|  |  |
| --- | --- |
| **Additional Allowable Activities the applicant intends to provide:** | |
| Family Literacy | Workplace Literacy |

Place a check next to the type of service(s) you wish to provide.

|  |  |
| --- | --- |
| **Optional Grant Applications-require additional application (see pp 23-26)** | |
| Corrections Education and other Education of Institutionalized Individuals | Integrated English Literacy and Civics Education Program |

***\*\*The amount of funding will also be contingent upon the number and type of activities offered.***

|  |
| --- |
| **FUNDING APPLICATION QUESTIONS:** |

**Directions***: Answer each of the following questions. Responses to questions should be numbered and answered in a clear and concise manner. A maximum of 100 pages are allowed for all responses to questions and to provide any support documentation (i.e. performance data, instructional plans, etc.). Please use Times New Roman or Candara font, size 12 and double space answers to questions. Handwritten applications will be disqualified.*

***Consideration 1A.* [*AEFLA Section 231 (e)]***

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

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

***Applicant Requirements***

1. ***What are the demographics of the chosen service area by county? At minimum include age, gender, race, ethnicity, English language learners, disabilities, educational levels. Provide source(s). Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number ESL students.*** Click or tap here to enter text.
2. ***What are the identified needs of the county population as related to adult education activities?***  Click or tap here to enter text.
3. ***How will the applicant meet the identified needs?***   Click or tap here to enter text.

***Consideration 1B.* [*AEFLA Section 231 (e)]***

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

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

**(i) who have low levels of literacy skills; or**

**(ii) who are English language learners;**

***Applicant Requirements***

**Note:** Grant awardeesmust provide an English Language Acquisition program if 500 or more English language learners in the service area by July 1, 2024.

***1. Describe the allowable activities and/or required activities that will be included in the applicant's program. Include the scope and organization.***Click or tap here to enter text.

***2. How will the applicant recruit and retain eligible students? Include targets and how success will be measured. Name specific methods and tools. Describe any previous successes.*** Click or tap here to enter text.

***3. Describe the process of new student orientation and how it is used to make incoming students aware of available services. How frequently will orientation be conducted at all locations?*** Click or tap here to enter text.

***4. Describe how the project will serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills. Describe any partnerships that will assist in reaching individuals most in need.***Click or tap here to enter text.

***5. How will the applicant address the needs of English language learners, including those seeking citizenship? Name the specific allowable activities that will be used to meet those needs.*** Click or tap here to enter text.

***6. Describe how the applicant will integrate: 1) financial literacy, 2) digital literacy, and 3) employability skills into instruction? How often will the applicant measure student progress in each of these areas?*** Click or tap here to enter text.

***Consideration 2.* [*AEFLA Section 231 (e)]***

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

***Applicant Requirements***

**Note:** Grant awardeesmust have standardized written policies and procedures that adhere to the American with Disabilities Act 1990, Pub. L. 336 (1990), by July 1, 2024.

1. ***Describe the applicant’s process(es) for identifying needs of students with disabilities.*** Click or tap here to enter text.
2. ***How has the applicant addressed and met the needs of students with disabilities in the past? What technologies and resources has the program used to address the needs of students with disabilities in the past?*** Click or tap here to enter text.
3. ***What steps will the applicant take to address the needs and promote inclusion of students with physical, emotional, mental, and learning disabilities?*** Click or tap here to enter text.
4. ***How will the applicant track the academic progress of students with learning disabilities?*** Click or tap here to enter text.

***Consideration 3.* [*AEFLA Section 231 (e)]***

**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.**

***Applicant Requirements***

***Note:*** Grant awardeesmust maintain accurate records including a written procedure to ensure checks and balances for data entry by July 1, 2024.

1. ***For how many eligible individuals did the applicant provide literacy services from July 1, 2021 to June 30, 2022, and July 1, 2022 to June 30, 2023?*** Click or tap here to enter text.
2. ***What percentage of applicant’s students has made measurable skill gains for the 2021-22 and 2022-23 program years? How were students’ achievements/gains measured? Include assessments used, procedures for assessments, etc.*** Click or tap here to enter text.
3. ***What is the applicant’s method of conducting a performance self-evaluation? What strengths have been identified? What weaknesses have been identified? How have they been addressed? How does the program use data analysis to improve student performance outcomes?*** Click or tap here to enter text.
4. ***How were the applicant’s past performance measure data collected and maintained to ensure reliability and validity?*** Click or tap here to enter text.
5. ***How will the eligible provider meet the Core Indicators of Performance and Benchmarks for the 2024-2025 PY, which are:* *Measurable Skill Gains Percentage (53%), 2nd Quarter Employment After Exit (43%), 4th Quarter Employment After Exit (36%), Median Earnings ($4,700), Credential Attainment (41%) \*Explained under “CORE INDICATORS OF PERFORMANCE” on pages xix-xx?*** Click or tap here to enter text.

***Consideration 4.* [*AEFLA Section 231 (e)]***

**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.**

***Applicant Requirements***

1. ***Identify the region where services will be offered, and the priorities of the LWDB.*** Click or tap here to enter text.
2. ***Describe the alignment between the applicant’s proposed activities, services, and the regional needs identified in the LWDB proposed local plan, including concurrent enrollment.*** Click or tap here to enter text.
3. ***Describe how the applicant plans to align with the LWDB regarding employment, training, education and supportive services that are needed by adult education students.*** Click or tap here to enter text.
4. ***How has the applicant participated in the meetings and activities of the LWDB? Provide specific details about shared costs, activities, and the resources used to support those costs (example: AEFLA funds cover the cost of the full-time adult education teacher and local board covers the cost of the classroom facility). Provide details about local workforce development board quarterly meetings attended, local WIOA partner meetings, and any other activities of shared partnerships such as job fairs, open houses, or business engagement events. For new applicants, indicate how you plan to participate in the LWDB activities, shared cost activities, and resources that will be used.*** Click or tap here to enter text.
5. ***How has the applicant worked with Titles I, III, and IV to meet mutual goals?*** Click or tap here to enter text.

***Consideration 5A.* [*AEFLA Section 231 (e)]***

**Whether the eligible provider’s program—**

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

***Applicant Requirements***

**Note:** Grant awardee must provide 75% of classes as managed enrollment beginning July 1, 2024 [State Requirement].

1. ***Describe how the applicant’s program is of sufficient intensity and duration, and the activities are based on the most rigorous research available to ensure the participants achieve substantial learning gains. Include research sources.*** Click or tap here to enter text.
2. ***Include the attendance policy for managed enrollment classes and a sample of two course outlines/syllabi that include College and Career Readiness Standards (CCRS).*** Click or tap here to enter text.
3. ***How is managed enrollment implemented to ensure student educational progress?*** Click or tap here to enter text.

***Consideration 5B.* [*AEFLA Section 231 (e)]***

**Whether the eligible provider’s program—**

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

***Applicant Requirements***

1. ***What instructional practices will the applicant employ, including the implementation of the science of reading as required in Arkansas Act 1063 of 2017?*** Click or tap here to enter text.
2. ***How will instructional practices provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship? Provide examples***. Click or tap here to enter text.
3. ***In what ways are teachers trained to use academic resources to supplement instruction to inform and support academic success of adult learners.*** Click or tap here to enter text.
4. ***How do teachers evaluate students’ academic progress and share information with the adult learner?*** Click or tap here to enter text.

***Consideration 6.* [*AEFLA Section 231 (e)]***

**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;**

***Applicant Requirements***

1. ***Describe how the College and Career Readiness (CCR) and/or English Language Proficiency Standards has been integrated into instruction. For new applicants, how will the CCR and the English Language Proficiency Standards be integrated into instruction?*** Click or tap here to enter text.
2. ***Describe any other scientific research upon which instruction is based. Why was this research deemed appropriate to address the needs of the applicant’s potential students?*** Click or tap here to enter text.
3. ***How and how often will the applicant measure the success of instructional practices? How will identified instructional deficiencies be addressed?*** Click or tap here to enter text.

***Consideration 7.* [*AEFLA §231 (e)]***

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

***Applicant Requirements***

***Note:*** Grant awardeesmust integrate technology into instruction and work towards establishing a distance education component by

July 1, 2024.

1. ***How will the applicant measure the success of the use of technology in the instructional lesson plans, mode of delivery, and instructor’s effectiveness in the use of the technological component?*** Click or tap here to enter text.
2. ***How will the applicant implement distance learning? Include specific types of distance learning such as hybrid, flipped, supplemental, etc.*** Click or tap here to enter text.
3. ***How will the applicant recruit students into distance learning and ensure follow-up and evaluation of student academic progress and follow-up measures?*** Click or tap here to enter text.

***Consideration 8.* [*AEFLA §231 (e)]***

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

***Applicant Requirements***

**\*IET**: a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. (See diagram below)

1. ***(Current Providers) Describe all IET programs offered in 2021-22 and 2022-23 and why each was selected. How many participants were enrolled? How many completed? What and how many credentials were obtained?*** Click or tap here to enter text.
2. ***(New Applicants) What IET programs will be offered and why? How will participants be recruited? What is the expected enrollment? What credentials or certificates will be attained?*** Click or tap here to enter text.
3. ***How did the applicant ensure and document inclusion and integration of all components in the IET? New applicants may describe how they will provide concurrent and contextualized instruction.*** Click or tap here to enter text.
4. ***How will IETs be used to meet the needs of students and area employers? Include partnerships for each county in the service area.*** Click or tap here to enter text.
5. ***How will the applicant transition students to unsubsidized employment, postsecondary education, and training?*** Click or tap here to enter text.

***Consideration 9.* [*AEFLA §231 (e)]***

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

***Applicant Requirements***

**Note:** Grant awardeesmust maintain professional development plans for each staff/faculty member as well as records of completed trainings.

1. ***How will the applicant ensure that directors, instructors, paraprofessionals, and other staff meet the minimum qualifications for hire as outlined in the state’s program policies?*** Click or tap here to enter text.
2. ***What is the applicant’s process for ensuring each staff/faculty member has an annual high-quality professional development plan?*** Click or tap here to enter text.
3. ***How does the applicant determine the impact of professional development activities on the staff performance and/or program outcomes?*** Click or tap here to enter text.
4. ***Describe how the applicant will provide staff development to ensure staff are knowledgeable about adult education instruction, policies, procedures, and priorities.*** Click or tap here to enter text.
5. ***How will information from professional development trainings be shared with other staff who may not have attended and within what timeframe?*** Click or tap here to enter text.

***Consideration 10.* [*AEFLA §231 (e)]***

**Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Workforce Development Boards (LWDBs), one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways.**

***Applicant Requirements***

**Note:** Grant awardeeswill be required to contribute to the operational cost of all area one-stop centers by July 1, 2024.

1. ***How will the applicant coordinate with local community resources to develop partnerships? Name specific coordinated agencies and services that have not been addressed in Consideration 4.*** Click or tap here to enter text.
2. ***How will the applicant coordinate with the local one-stop center? Include specific coordination activities within the past two years.*** Click or tap here to enter text.
3. ***How will the applicant coordinate with education and training providers? Name specific coordinated services within the past two years.*** Click or tap here to enter text.

***Consideration 11.* [*AEFLA §231 (e)]***

**Whether the eligible provider’s activities offer the flexible schedules and coordination with Federal, State, and local support services (such as childcare, 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.**

***Applicant Requirements***

**Note:** Grant awardeesmust have standardized written policies and procedures that adhere to the American with Disabilities Act 1990.

1. ***How will the applicant identify barriers and coordinate support services to address the needs of the local population, including individuals with disabilities or other special needs? Provide the referral process and local resources.*** Click or tap here to enter text.
2. ***How will the applicant ensure instruction is accessible, providing the flexibility needed to meet the needs of students, including evening, weekend, and/or distance learning classes? How can the public locate information on available class offerings?*** Click or tap here to enter text.
3. ***How will the applicant utilize a Career Development Facilitator (CDF)*** ***or Career Services Provider (CSP) to assist students with career planning and in identifying career pathways based on local needs, interests, and aptitude?*** Click or tap here to enter text.

***Consideration 12.* [*AEFLA §231 (e)]***

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

***Applicant Requirements***

**Note:** Grant awardeesmust have standardized written policies and procedures for student intake and exit, pre- and post-testing of students, personnel responsible for data collection and reporting by July 1, 2024.

1. ***The state requires the timely entry of data and completion of quarterly reports using data. Describe how the applicant will ensure adherence.*** Click or tap here to enter text.
2. ***Describe the methods and frequency the applicant plans to assess the analysis of the data.*** Click or tap here to enter text.
3. ***Explain how the applicant will follow and ensure the validity of data? Include a description of the intake process, data collection process, data entry process, and validation process.*** Click or tap here to enter text.
4. ***How will the applicant use the data to improve performance and make programming decisions, including recruitment and retention efforts?*** Click or tap here to enter text.
5. ***Describe the method and processes the applicant will make to ensure the follow-up process for each participant is validated.*** Click or tap here to enter text. ***Consideration 13.* [*AEFLA §231 (e)]***

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

***Applicant Requirements***

**Note:** Grant awardeesare required to provide English language instruction if 500+ English language learners (ELL) are within the awarded service area beginning July 1, 2024. [State Requirement]

1. ***What is the ELL population in the local area? Provide the data source.***  Click or tap here to enter text.
2. ***What is the anticipated growth of the ELL population based on the Department of Labor statistics?*** Click or tap here to enter text.
3. ***Please describe the applicant’s experience providing instruction and services to English language learners. At minimum address the following:***

***a. Instructors’ education, experience, and professional development,***

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

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

***d. Incorporating financial and digital literacy,***

***e. civics education.***

Click or tap here to enter text.

***Budget Narrative***

***Applicant Requirements***

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

1. ***Provide a proposed budget page (link below) and a detailed budget narrative describing the costs of administration, instruction (instructors, paraprofessionals, instructional text and software), Maintenance and Operations (Rent, Utilities Custodial Services, etc.…), and Other Support Services (Equipment, Conference Travel, etc.) for each proposed grant fund source (link below).*** Click or tap here to enter text.

<https://dws.arkansas.gov/adult-education/>

***Additional Federal Application- Correctional/Institutional (Optional)***

***Correctional/Institutional Program Requirements***

***[AEFLA § 222(a)(1)]***

**If the applicant is applying for both Correctional/Institution (C/I) grant and a Direct & Equitable (D&E) grant, complete this section *in addition to* all other sections of the RFP application. If applying for C/I only, complete this section in addition to the Budget Page and Narrative to these grant funds. C/I Funds must supplement and not supplant program funds.**

***The funds (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals\*, including academic programs for— (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) integrated education and training; (4) career pathways; (5) concurrent enrollment; (6) peer tutoring; and (7) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.***

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

***Applicant Requirements***

***(include a budget and a budget narrative)***

*\* (1) CORRECTIONAL INSTITUTION means any (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders funded under §225. (2) CRIMINAL OFFENDER means any individual who is charged with or convicted of any criminal offense.*

1. ***How many students in correctional/institutional settings did the applicant serve in 2021-22 and 2022-23? Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number of ESL students.*** Click or tap here to enter text.
2. ***How will the program deliver instruction to raise the educational levels in reading, math, and/or language arts of adults in correctional or institutional settings? Include the intensity (hours of instruction per week) and duration (weeks of instruction per year) of C/I instruction.*** Click or tap here to enter text.
3. ***Which of the activities (described in the consideration) will the applicant participate in? Provide details of specific activities the program will deliver.*** Click or tap here to enter text.
4. ***Describe the program’s past success with learners enrolled in correctional or institutional settings. How are participants selected? First‐*** ***time applicants should describe how your program will measure success in providing C/I services and activities.*** Click or tap here to enter text.
5. ***Describe how the program will give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.*** Click or tap here to enter text.
6. ***Describe how the program will implement strategies to increase post-release services with the goal of reducing recidivism***. Click or tap here to enter text.***Additional Federal Application- Integrated English Literacy and Civics Education (Optional)***

***If the applicant is applying for both an Integrated English Literacy and Civics Education (IELCE) grant and Direct & Equitable (D&E) grant, complete this section in addition to all other sections of the RFP application. If applying for IELCE only, complete this section in addition to the Budget Page and Narrative related to these grant funds.***

***Integrated English Literacy and Civics Education\* Program Requirements***

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

***1. English Language Instruction (reading, writing, listening, speaking)***

***2. Civics Activities that includes the US Citizenship and Immigration Services (UCIS) as well as OCTAE’s Civics Education curriculum that includes the 4 Pillars of Civics (Naturalization & Citizenship, Civic Participation, US History, Government)***

***3. Workforce Training that includes Soft Skills (Completing Employment Applications, Interview Techniques, Computer Literacy, Workplace Culture), Employability Certificates (CRC, WAGE™), and Integrated Education and Training\* (IET) Programs (Accelerated Opportunity, Apprenticeships, Employer-requested Training)***

***Individuals who are eligible to receive IELCE services must meet the definition of “eligible individual” AND must be English Language Learners.***

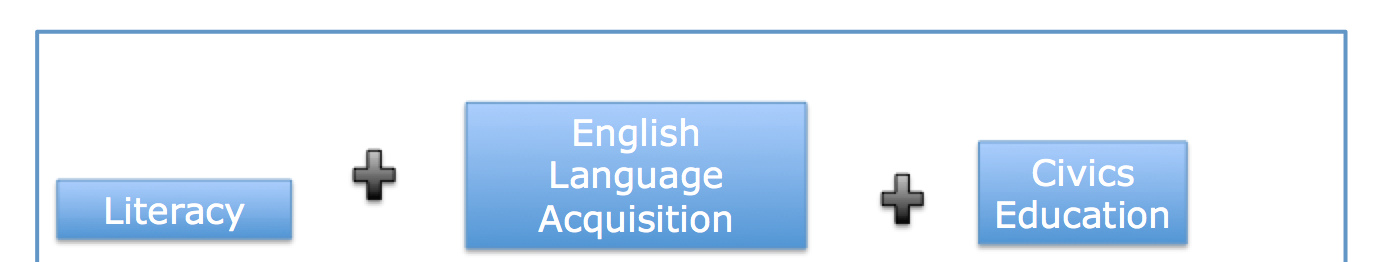
***Applicant Requirements***

***(include a budget and budget narrative)***

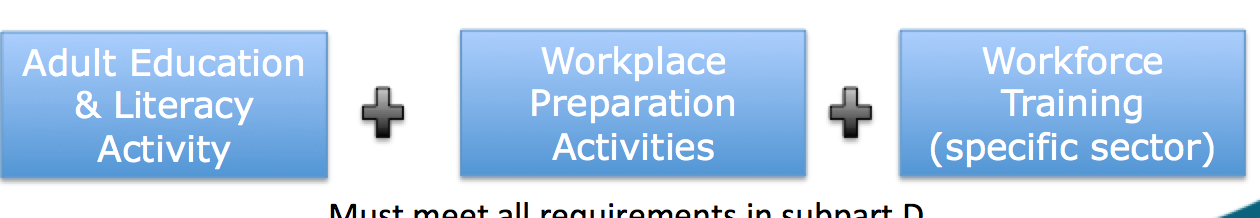
***\*Integrated English Literacy and Civics education:*** education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

(See diagram below)

1. ***What is the actual or anticipated ELL population growth for the selected service area? State source(s) used.*** Click or tap here to enter text.
2. ***How will the program deliver content and activities as described through effective practices that enable ELLs to increase their English language proficiency in combination with civics education and workforce training, including an IET, in order to better understand and navigate governmental, educational, and workplace systems and key American institutions, including preparation for unsubsidized employment leading to economic self-sufficiency? Include instructional/course outline, materials/resources, and 3-5 sample activities.*** Click or tap here to enter text.
3. ***(Current Providers) Describe all IET programs offered in 2021-22 and 2022-23, why each was selected, the number of ELLs enrolled, and analysis of enrollment trends. How has the eligible provider co-enrolled participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243? Include recruitment plan and orientation/transition support specifically for IET.*** Click or tap here to enter text.
4. ***(New Applicants) Describe how an IET program will be selected and on what basis for English Language Learners (ELLs). What is the projected enrollment and how will the eligible provider co-enroll participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243? Include recruitment plan and orientation/transition support specifically for IET.*** Click or tap here to enter text.
5. ***How will the applicant utilize a Career Development Facilitator (CDF) or Career Services Provider (CSP) to assist English Language Learners with career planning and in identifying career pathways based on local needs, interests, and aptitude?*** Click or tap here to enter text.
6. ***How will IETs be used to meet the needs of English Language Learners and area employers? Include partnerships for each county in the service area.*** Click or tap here to enter text.
7. ***How will the applicant transition English Language Learners to unsubsidized employment, postsecondary education, and training?*** Click or tap here to enter text.

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***Delivered in Combination with an IET***



***Each RFP will be evaluated based on a rubric provided by the state and funds will be distributed based on need and services provided.***

# Application Checklist

Prior to submitting the application, please complete the following checklist to assist in reviewing the PY 2024-2027 application. The checklist will help ensure the completeness of the application and its compliance with the Arkansas Adult Education Funding Application requirements. The checklist should be submitted to the Adult Education Section with the application.

Submit completed application to the Adult Education Section by March 1, 2024, at 5:00 p.m.

Electronic Submissions to [**ADED.RFP@arkansas.gov**](mailto:ADED.RFP@arkansas.gov)

Sign originals of each required form with official, dated, digital signatures or easily identifiable signatures – in **BLUE** ink.

Complete and submit all applicable pages of the application in numerical order.

Provided information to be considered an eligible provider with demonstrated effectiveness.

Address all thirteen (13) considerations and/or C/I and IELCE considerations (optional grants).

Describe alignment with local plans.

The following forms ***Must Be Submitted*** with the

Arkansas Adult Education Funding Application:

Proposed Budget Page for Fiscal Year 07/01/24 to 06/30/25

Proposed Budget Narrative for 07/01/24 to 06/30/25

Proposed Line-Item Budget for Fiscal Year 07/01/24 to 06/30/25