California Department of Education

# Workforce Innovation and Opportunity ActTitle II: Adult Education and Family Literacy Act(Public Law 113–128)

Request for Applications–November 2019



Program Years: July 1, 2020–June 30, 2023

Adult Education Office

California Department of Education

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## INTRODUCTION

On July 22, 2014, the Workforce Innovation and Opportunity Act (WIOA), which amends and reauthorizes the Workforce Investment Act of 1998 was signed into law. Its overarching purpose is:

 *…to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes. (House of Representatives bill 803, Government Publication Office).*

A primary area of reform under WIOA requires states to plan across core programs and include this planning process in their Unified or Combined State Plans. The core programs responsible under this law are:

* Dislocated Worker Adult Program and Youth Program (Title I of WIOA)
* Adult Education and Family Literacy Act Program (AEFLA) (Title II)
* Wagner-Peyser Act Program (Title III)
* Vocational Rehabilitation Program (Title IV)

The California Department of Education (CDE), in collaboration with the California Workforce Development Board and other state partners, developed the California Unified State Plan. Within the plan, the CDE Adult Education Office (AEO) is charged with administering the WIOA, Title II: AEFLA program.

**NOTE:** Throughout this document, italicized words indicate WIOA excerpts. For the full WIOA text, refer to Public Law 113–128 at <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>.

## PURPOSE OF AEFLA

*…to create a partnership among the Federal Government, the States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:*

* *Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;*
* *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*

*(B) lead to sustainable improvements in the economic opportunities for their family;*

* *Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and*
* *Assist immigrants and other individuals who are English language learners in—*

*(A) improving their—*

*(i) reading, writing, speaking, and comprehension skills in English; and*

*(ii) mathematics skills; and*

*(B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.*

### PROGRAM AREA

### Adult Basic Education

The Adult Basic Education (ABE) program provides students’ basic skills in English language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes. ABE programs include reading, writing, and computational skills necessary for functioning at levels comparable to students in the first through eighth grades. Courses may be remedial for students or they may provide educational opportunities for students who speak, but do not read English. These programs are also designed to help students develop job readiness skills to gain employment, advance on the job, or enter adult secondary education classes.

### Adult Secondary Education

The Adult Secondary Education (ASE) program provides a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits, or gain the knowledge necessary, to attain a HSD or pass an HSE test. The ASE program is conducted within flexible time frames and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career programs.

### English Language Acquisition

The English Language Acquisition (ELA) program prepares adult learners to speak, read, and write English fluently. Students are placed, via language proficiency assessments, in one of six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments used to progress from one level to another measure both general language proficiency and specific standards mastered. Key objectives are as follows:

* Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings
* Develop students’ receptive English language skills of listening and reading comprehension
* Develop students’ productive English language skills of speaking and writing
* Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self-sufficiency

### English Literacy and Civics Education

English Literacy and Civics Education (ELCE) can be offered within the ELA program. ELCE activities include:

* Civic Participation modules that support the design, creation, implementation, and delivery of instructional activities that integrate civics education content with existing ELA courses.
* Citizenship Preparation courses that use ELA methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services oral and written citizenship tests.

### Integrated English Literacy and Civics Education

The Integrated English Literacy and Civics Education (IELCE) program, as defined in WIOA Section 243, is designed to:

1. *prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and*

*(2) integrate with the local workforce development system and its functions to carry out the activities of the program.*

Language and literacy objectives must be provided in combination with Integrated Education and Training (IET). The IET model combines workforce preparation activities and workforce training with literacy activities to increase a participant’s educational and career advancement.

The IET delivery model requires simultaneous, not sequential, instruction. Students are concurrently enrolled in both an ELA course and career technical education (CTE) course. IET uses a team teaching approach to deliver the curriculum in one or both of the following teaching models:

1. **Co-Teaching:** A CTE teacher and an ELA teacher provide instruction in the **same classroom** to students that are enrolled in **both** the CTE and ELA courses.
2. **Alternating Teaching:** A CTE teacher and an ELA teacher provide instruction in **two different classrooms** to students that attend two coordinated courses (CTE and ELA), at different times.

Note: For agencies to receive funds under IELCE, students must have the opportunity to be co-enrolled in both an ELA program and a workforce training program. ELA students may be co-enrolled in one or more of the following:

* A workforce training program offered through the America’s Job Center of California (AJCC)
* The agency’s CTE program
* A series of courses within a career pathway offered by one or more providers designed to lead to employment
* Working directly with an employer through apprenticeship, pre-apprenticeship, or on the job training.

## ALIGNMENT WITH LOCAL WORKFORCE DEVELOPMENT PLAN

Applicants for the AEFLA must familiarize themselves with the Local Workforce Development Board (LWDB) plan and describe how services proposed in their application will align with that plan, including the extent to which:

* The application responds to regional needs as identified in the Local Workforce Plan
* The application responds to serving individuals in the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners (ELLs)
* The applicant’s proposed activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan
* The applicant’s proposed activities and services demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system

### Memorandum of Understanding—The America’s Job Center of California

All AEFLA applicants approved for funding are required to:

1. Enter into a Memorandum of Understanding (MOU) relating to the operation of the AJCC delivery system in the area with the LWDB (34 Code of Federal Regulations [CFR] 361.505).
2. Contribute from the federal funds reserved for local administration (an amount not to exceed 5 percent of the grant award), its proportionate share of local infrastructure costs based on proportionate use of the AJCC, and the relative benefit received by the grantee (34 CFR 361.720).
3. Contribute its proportionate share of local infrastructure costs based on corresponding use of the AJCC and the relative benefit received, in addition to local federal administrative costs. It may include non-federal resources that are cash, in-kind, or third-party contributions.

MOUs may include:

* a comprehensive referral system,
* shared customer-base,
* shared system costs and co-location when appropriate, and
* other shared services.

The agreements must ensure that access to information and services are available to all participants, thus improving the opportunity for positive employment outcomes. More specifically, the partnership has the potential to assist students by:

* Reducing the barriers to employment,
* Providing access to high-quality services in their communities to find jobs,
* Building basic educational or occupational skills,
* Earning postsecondary certificates or degrees, or
* Obtaining guidance on how to make career choices.

## CRITICAL DATES

| **Item** | **Date** |
| --- | --- |
| 2020–23 Request for Application (RFA) posted | November 2019 |
| RFA webinar recorded and posted | December 2019 |
| Applicant submission of Frequently Asked Questions:Answers will be posted by the CDE on the Online Application and Reporting site: <https://caadultedreporting.org/adulted/> | November 22–December 23, 2019 |
| Final submission date for Applicant Eligibility Information (Provider type and Demonstrated Effectiveness Table 1 or 2). Must be submitted electronically. | December 23, 2019 |
| The CDE notifies applicants of eligibility | January 2020 |
| Electronic Application opens for eligible providers | January 21, 2020 |
| Final Application submission date. Must be submittedelectronically.  | February 28, 2020 |
| The CDE reviews and scores grant applications | March 2–13, 2020 |
| The LWDB reviews and scores Title II applications for alignment with Title I programs:(The CDE will consider the LWDB’s recommendations for grant award approval.) | March 2–13, 2020 |
| Preliminary Notice of Intent to Award postedAppeals must be submitted within ten calendar days.  | April 3, 2020 |
| Final Notice of Intent to Award | April 30, 2020 |
| Grant Award Notifications | July 2020 |

## GRANT REQUIREMENTS

### I. Programmatic

Grantees must submit data reports and documents, commonly referred to as deliverables, no later than the due date. [[1]](#footnote-1) Grant reimbursements will be held until all requirements are met. All documentation related to this grant must be maintained onsite and available for review by the CDE for three full years, following the end of the program year (PY).

#### Student Attendance and Instructional Time Requirements

* Grantees must submit an Entry Record for each learner in each instructional program. If the learner has 12 or more hours of instruction in the PY, the CDE requires an Update Record in that instructional program.
* Collect and record monthly attendance hours for each enrolled student.
* Learners must receive 12 or more hours of instruction within the current PY to be included in the federal reports.
* Every student must complete an approved pretest and post-test. Learners must have a minimum of 40 instructional hours prior to post-testing.
* Grantees must schedule ELCE and IELCEstudents for a minimum of 30 hours of instruction in a pre-selected civic objective course.
* Grantees must submit a Program Implementation Survey that will collect information pertaining to program management, student transitions to postsecondary education, training, and employment, budget issues, coordination, planning for professional development, distance learning, and ELCE.
* Learners concurrently enrolled in both kindergarten through grade twelve compulsory education and ASE are not allowed to be included in performance reports.

It should be noted that student performance is measured by the educational learning gains of each learner in the ELA, ABE, ASE, ELCE, and IELCE programs. These performance learning gains will determine grant awards.

#### Performance Measures

The primary indicators of performance for activities are listed below. However, the CDE may require additional information and performance measures from the AEFLA grantees as outlined in WIOA Section 116:

1. *Employment Rate (Q2 post-exit)—the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;*
2. Employment Rate (Q4 post-exit)—*the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;*
3. *Median Earnings—the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;*
4. *Credential Rate—the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;*
5. *Measurable Skills Gains— the percentage of program participants who, during a PY, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.*

#### Data and Accountability Trainings (state-imposed requirement)

Grantees must attend data and accountability trainings provided by the CDE, specifically National Reporting System Accountability Training and Assessment Implementation Training.

#### Annual Progress Report

The annual progress report must include the following sections:

* **Technology and Distance Learning:** Grantees will report and describe the development and implementation of technology as well as distance learning opportunities to support and expand students’ educational options. Grantees will include timelines and budgets for growing and implementing technology and distance learning within the agency.
* **Professional Development:** Grantees are required to set aside funds and offer relevant professional development for administrators, instructors, and support staff to implement an effective AEFLA program.
* **Integrated English Literacy and Civics Education:** Grantees are required to outline their service approach to providing 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.

#### Da**ta Privacy Requirement**

All grantees must comply with the Family Educational Rights and Privacy Act (the FERPA) (20 United States Code [U.S.C.] 1232g), a federal privacy law administered by the U.S. Department of Education. The FERPA and its implementing regulations (34 CFR part 99) protect the privacy of students’ education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. The general rule under the FERPA is that PII from education records cannot be disclosed without written consent.

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

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

### II. Fiscal

#### Required Match (State-imposed Requirement)

All grantees must contribute at least a 25 percent match of their grant award in non-federal dollars, and/or in-kind contributions. The in-kind contributions must be allowable under the AEFLA and fairly valued, as ultimately determined by the CDE and/or auditors. This match may include, but is not limited to, the following:

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

Amounts reported for acceptable matching must:

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

#### Consortium Fiscal Agent (State-imposed Requirement)

The fiscal agent is responsible for overseeing the implementation of all aspects of the grant, including, but not limited to, the following:

1. Conducts annual internal fiscal reviews of all consortium members to ensure expenditures are allowable per the United States Education Department General Administrative Regulations;
2. Tracks all expenditures by the members to ensure that all expenditures are allowable under federal and state grant requirements;
3. Submits quarterly expenditure claim reports attesting that aggregated totals represent information that is legally correct and accurate from all members;
4. Maintains individual member expenditure claim documentation and upon request provides them to the CDE for review; and

5. Ensures that each member with an AEFLA program is allocated funds based upon the value and the number of earned payment points or projections as determined by the CDE. Any changes to the distribution of allocations to individual members will be granted by the CDE only as the result of a unanimous vote of the participating member agencies.

#### Program Fees (State-imposed Requirement)

No fees of any kind may be collected from students for participation in AEFLA programs.[[2]](#footnote-2) A “no program fee” policy must be clearly stated in program information and prominently displayed.

#### Supplement Not Supplant (Federal Statute WIOA Section 241 (a))

Funds for this program must be used to supplement(increase the level of services) andnot supplant(replace)funds from non-federal sources:

* Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with AEFLA funds.
* State or local funds may not be decreased or diverted for other uses merely because of the availability of AEFLA funds.
* Grantees must maintain documentation that clearly demonstrates the supplementary nature of AEFLA funds.

## GRANT REIMBURSEMENT

Grant reimbursements are contingent upon satisfactory completion and submittal of all program deliverables. Reimbursements to grantees with delinquent deliverables will be delayed until all submissions are up-to-date. If deliverables are persistently delinquent, the CDE reserves the right to discontinue AEFLA funding.

All grant awards are subject to the availability of funds from the federal government and approved in the state budget. The California AEFLA is a pay-for-performance reimbursable grant. Documented student academic and transition outcomes are used to determine funding.

Successful applicants of the competitive grant process that meet the demonstrated effectiveness requirements will be funded based on total funds available for the 2020–23 program years:

* Current AEFLA agencies in good standing will be funded based on performance outcomes in the 2018–19 program year. (state-imposed requirement)
* New grantees will be funded based on a review of the applicant’s capacity and projected service levels. Funding considerations include, but are not limited to, the following:
* Provider fiscal capacity, including evidence of internal controls, financial records, solvency, and a sound fund accounting system
* Provider physical capacity, including classroom space that meets all Americans with Disabilities Act requirements, dedicated facilities for proper intake, assessment, and education
* Provider staffing, including qualified teachers and office personnel

## BUDGET GUIDELINES AND REQUIREMENTS

Grantees must prepare and submit a full program budget for the CDE’s approval, subsequent to receiving the grant award notification. A limited preview of the budget guidelines and requirements include:

### Budget Object Codes

Budgeted expenditures fall within Object Codes 1000 through 5000 in accordance with the *California School Accounting Manual*. The manual in its entirety is located on the CDE Definitions, Instructions, and Procedures web page at <https://www.cde.ca.gov/fg/ac/sa/>. Expenditures under Object Code 6000, capital expenditures, and Object Code 7000, “indirect costs”, are not reimbursable with AEFLA funds.

Approved budgets will be pre-programmed into the online Expenditure Claim Report (ECR) system.

### Administrative Costs

#### Direct Costs

Fully documented direct administrative costs are allowable up to five percent of the total grant award. Professional development expenditures have been determined to be administrative costs by the federal government. The CDE may negotiate on a case-by-case basis to increase the five percent limit for providers that can demonstrate a compelling need for higher administrative costs.

#### Indirect Costs (State-imposed Requirement)

Indirect administrative costs are not allowable under the AEFLA grant.

### Instructional Cost

Grantees are required to expend 95 percent of the grant award for adult education instructional and support activities. Instructional costs and support activities may include, but are not limited to:

* Salaries and benefits for teachers and instructional assistants directly involved in instructional delivery of education activities
* Textbooks and technology used for direct instruction
* Repair, maintenance, and replacement of instructional supplies used in the program
* Other direct student support costs which may include, at the same percentage that the AEFLA grant represents of the entire adult education budget:
* Maintenance and operational expenses
* Rents or leases of non-agency owned facilities
* Childcare support services when students are attending classes
* Transportation to/from classes for adult education students

### Expenditure Claim Report

Grantees must submit quarterly ECRs that accurately reflect AEFLA expenditures under the appropriate object code. Funding changes greater than 10 percent under an object code during any quarter must be justified on the ECR. The transfer of funds across resource codes is not allowed. All ECRs are approved by the CDE before payments are rendered.

## COMPLIANCE MONITORING (FEDERAL)

As the recipient of federal funding, the CDE is required to conduct program monitoring of all AEFLA grantees (2 CFR 200.331). The purpose of monitoring is to ensure that grantees use federal funds for authorized purposes in compliance with the laws, regulations, and provisions of the grant agreement and that performance goals are achieved. Program monitoring is conducted via an online or onsite process which includes, but is not limited to, the review of fiscal budgets, expenditures, programmatic outcomes, partnerships, operational effectiveness, and data security and integrity.

### Responsiveness to Technical Assistance

Grantees are expected to be responsive to technical assistance efforts of the CDE, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, grantees are expected to implement and follow through in a timely manner.

### Corrective Action and Sanctions

Grantees deemed out of compliance during an online or onsite visit are issued a “finding”. The finding is a formal description of the issue. In conjunction with the finding, the CDE will suggest a series of corrective actions to help agencies achieve the stated objectives. In instances where the corrective actions do not result in grantee compliance, the CDE may conduct audits and impose appropriate sanctions. The following are some potential actions that may be taken:

* Disallow costs
* Suspend or terminate the grant award
* Augment the terms and conditions to the grant agreement
* Pursue recovery of funds, via civil or criminal penalties

## APPLICANT ELIGIBILTY SCREENING

Applicants must receive a pass on the two bulleted areas below before they are allowed to complete and submit the application. Agencies who do not pass both sections are not eligible for funding.

* Is the applicant an eligible provider?
* Has the applicant demonstrated effectiveness?

### Eligible Provider

An organization must be considered an eligible provider to receive federal adult basic education funding. An “eligible provider” is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to:

1. local educational agencies;
2. community-based or faith-based organizations;
3. volunteer literacy organizations;
4. institutions of higher education;
5. public or private nonprofit agencies;
6. libraries;
7. public housing authorities;
8. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals;
9. consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section. (NOTE: All agencies applying as a consortium or a coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program [CAEP]);
10. partnerships between employers and entities described (a) through (i) of this section. (WIOA, Title II, Section 203[5]; 34 CFR 463.23).

### Demonstrated Effectiveness

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy. This must be demonstrated in the following content domains:

* reading,
* writing,
* mathematics,
* ELA (also known as English as a Second Language [ESL]), and
* other subject areas relevant to the services contained in the state’s application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to:

* employment,
* attainment of secondary school diploma or its recognized equivalent, and
* transition to postsecondary education and training (34 CFR §463.24).

An eligible provider may meet the requirements in one of the following two ways:

1. An eligible provider that **has been previously funded under AEFLA** must provide performance data required under Section 116 to demonstrate effectiveness in the areas listed above (See Demonstrated Effectiveness Data, Table 1).
2. An eligible provider that has **not been previously funded under AEFLA** must provide performance data to demonstrate effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above (see Demonstrated Effectiveness Data, Table 2).

**NOTE:** For applicants applying as a consortium, **each member of the consortium** must provide performance data to demonstrate effectiveness.

## EVALUATION PROCESS FOR DEMONSTRATED EFFECTIVENESS

All applicants must complete either Demonstrated Effectiveness Data Table 1 or Table 2. Demonstrated effectiveness requires all eligible applicants to submit the two (2) most recent years’ data illustrating success in serving a similar target population and corresponding performance outcomes.

Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstratedeffectiveness will be eliminated from the competition.

## APPLICATION REVIEW AND SCORING

The AEO and a team of reviewers will read and score the applications. Each application will be scored by two readers using the rubric (Appendix D). For instances where the readers’ pass/fail determinations differ, they will attempt to reach consensus. If consensus is not reached, the application will be read by a third reader. Applicants must score 70 percent or higher to qualify for a grant award.

## **APPEAL PROCESS**

Applicants who wish to appeal a grant award decision must submit a Letter of Appeal to the AEO within 10 calendar days from the posting date of the Notice of Intent to Award. Appeals are limited to the grounds that the AEO failed to apply the standards for reviewing the application as specified in this RFA. Appeals must be based on either (1) a procedural error or inconsistency, or (2) a substantive failure to accurately evaluate an application based on the facts or statements. The appellant must file a full and complete written appeal, including the following items:

* Issue in dispute
* Legal authority or other basis for the appellant’s position
* Remedy sought

Only eligible providers that submitted an application may protest the provisional approval or disapproval. Incomplete or late appeals will not be considered.

All appeals will be considered based on the written record alone. Appeals must be based on evidence or information that was available at the time of the evaluation process. The appeal should raise facts that are so significant as to materially affect the outcome of the tentative awards.

A signed original copy of the Letter of Appeal must be postmarked or hand-delivered to the AEO within 10 calendar days from the posting date of Notice of Intent to Award. Submit the Letter of Appeal to the following address:

California Department of Education

Career and College Transition Division

Adult Education Office

1430 N Street, Suite 4202

Sacramento, CA 95814-5901

The AEO staff will prepare an analysis of written appeals. The Director of the Career and College Transition Division will review the appeal analysis and will make a final determination, in writing, within 10 calendar days of the receipt of the appeal.

If it is determined that the application is not approved the applicant will have an opportunity for a hearing, under the following conditions.

* The applicant must request the hearing within 30 days of the date of the appeal determination letter from the Director of the Career and College Transition Division.
* CDE AEO, within 30 days after receiving a request, will hold a hearing on the record and shall review its action.

(ii) No later than 10 days after the hearing the CDE AEO will issue its written ruling, including findings of fact and reasons for the ruling.

(iii) If the CDE AEO determines that its action was contrary to State or Federal statutes or regulations that govern the applicable program, it will rescind its action.

* If the CDE AEO does not rescind its final action after a review, the applicant may appeal to the United States Secretary of Education (Secretary). The applicant must file a notice of the appeal with the Secretary within 20 days after the applicant has been notified by the CDE AEO of the results of the review. If supported by substantial evidence, findings of fact of the State educational agency are final.
* The Secretary may also issue interim orders to the CDE AEO as necessary and appropriate pending appeal or review.

If the Secretary determines that the action of the CDE AEO was contrary to Federal statutes or regulations that govern the applicable program, the Secretary issues an order that requires the CDE AEO to take appropriate action.

## GLOSSARY

**1. Adult Education:** *Academic instruction and education services below the postsecondary level that increase an individual’s ability to:*

1. *read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;*
2. *transition to postsecondary education and training; and*
3. *obtain employment.*

**2. 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.*

**3. America’s Job Centers of California:** The Employment Development Department provides a range of employment and training services in partnership with state and local agencies and organizations through the AJCC, which provides one-stop access to the state’s employment-related services.

**4. Career Pathways:** *A combination of rigorous and high-quality education, training, and other services that (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships … ; (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 one recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster.*

**5. Civic Objectives and Additional Assessment Plans (COAAPs):** A COAAP is a plan for a performance-based assessment which evaluates how well a learner can interact with or access the community resources for work and civic participation. COAAP assessments are given to learners after 30 hours of instruction.

**6. Code of Federal Regulation (CFR):** the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government.

**7. Contextualized Instruction:** a set of teaching, learning, and assessment practices that: (1) are aimed directly at developing the skills and knowledge that adults need to deal with specific situations or perform specific tasks, and (2) have been identified as important and meaningful to themselves in their everyday lives.

**8. Correctional Institution:** *The term “correctional institution” means any:*

*(1) Prison*

*(2) Jail*

*(3) Reformatory*

*(4) Work farm*

*(5) Detention center*

*(6) Halfway house*

*(7) Community-based rehabilitation center*

*(8) Any other similar institution (1 through 7) designed for the confinement or rehabilitation of criminal offenders*

**9. Educational Functioning Levels (EFLs):** *Divided into six ‘functioning levels’, the descriptors for Literacy/English Language Arts are: Beginning Literacy; Beginning Basic; Low Intermediate; High Intermediate; Low Adult Secondary; and High Adult Secondary. They are intended to guide teaching and assessment for adult learners, and are organized into reading, writing, speaking, and listening, and language domains.*

**10. Eligible Individual:** *A person who is not enrolled or required to be enrolled in secondary school under State law* (18 years of age; California *Education Code* *(EC)* sections 8510(b), 48200, 84901*); who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner*.

**11. English Language Acquisition Program:** *A program of instruction designed for eligible individuals, who are English language learners, to achieve competency in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training, or employment.*

**12. English Language Learner*:*** *An individual who has limited ability in reading, writing, speaking, or comprehending the English language; and whose native language is a language other than English, or who lives in a family or community environment where a language other than English is the dominant language.*

1. **Essential Components of Reading Instruction:** *Explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies (20 U.S.C. 6368).*
2. **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.*
3. **General Education Provisions Act (GEPA) Section 427:** The purpose of the GEPA is to ensure that applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the program and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies. Eligible providers must provide a concise description of the process to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to the U.S. Department of Education web page at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>.
4. **Good Standing Status:** Agencies in good standing submit all deliverables in a timely manner, and demonstrate compliance with all federal and state requirements. The agency exhibits no outstanding programmatic or fiscal audit findings, and has no unresolved Federal Program Monitoring findings in any prior fiscal year. If the agency has any outstanding findings, the CDE must determine if the agency is making adequate progress toward resolution in order to maintain or reclaim good standing status.
5. **Grant Award Notification:** Grantees will receive this official electronic correspondence from the CDE detailing their WIOA funding.
6. **Institution of Higher Education:** *The term ‘‘institution of higher education’’ has the meaning given the* *term in Section 101 of the Higher Education Act of 1965 (20* *U.S.C. 1001)*.
7. **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.*
8. **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.*
9. **Local Workforce Development Board:** The LWDB works in concert with the local chief elected official to oversee the delivery of workforce services relevant to local residents and businesses. Critical to their charge is oversight of the local AJCC, also known as One-Stop Career Centers.
10. **Postsecondary Educational Institution:** (A) Institution of higher education that provides not less than a two 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.
11. **Research and Evidence Based Practices:** ‘‘Research'' is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. Title 34 of the CFR defines researched evidence-based practices in education as practices with evidence of promise, or moderate evidence of effectiveness, or strong evidence of effectiveness. Evidence of promise means there is empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice. Moderate evidence of effectiveness means there is at least one study linking the effectiveness of the proposed practice that meets the What Works Clearinghouse Evidence Standards with a statistically significant favorable impact on a relevant outcome for the populations served. Strong evidence of effectiveness means there is at least two studies of the effectiveness of the practice proposed that meets the What Works Clearinghouse Evidence Standards, without reservations, found a statistically significant favorable impact on a relevant outcome for the populations served. (34 CFR § 77.1—Definitions that apply to all Department programs.)
12. **Training Services:** Training services, as referenced in WIOA Section 134(c)(3), may include:
* occupational skills training, including training for nontraditional employment;
* on-the-job training;
* incumbent worker training;
* programs that combine workplace training with related instruction, which may include cooperative education programs;
* training programs operated by the private sector;
* skills upgrading and retraining;
* entrepreneurial training;
* transitional jobs;
* job readiness training provided in combination with the services above;
* adult education and literacy activities, including activities of ELA and IET programs, provided concurrently or in combination with the services above; and
* customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
1. **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.
2. **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.

## APPLICANT ELIGIBILITY REVIEW

### Review Process

Applicants must receive a passing score on the following two sections before they are allowed to complete the application. Agencies who do not pass both sections may not apply for funding.

* Is the applicant an eligible provider?
* Has the applicant demonstrated effectiveness?

Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstratedeffectiveness will be eliminated from the competition.

### Type of Organization/Provider

**Type of Organization** *(Select type that best describes the applicants’ organization)*

* Local Educational Agency (LEA)
* Community Based Organization (CBO)
* Faith Based Organization
* Community College
* Institution of Higher Education
* County Office of Education
* Public Library
* State Agency
* Consortium/Coalition\*
* Other Institutional (non-correctional)
* Other

\* All agencies applying as a consortium/coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program (CAEP).

### Demonstrated Effectiveness Data

#### Table 1. Previously Funded under AEFLA, Program Year 2017

\*This data can be found in Federal Table 4: Measurable Skill Gain (MSG) by Entry Level.

\*\*This data can be found in the Payment Point Summary Report.

\*\*\*This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

NOTE: All tables in this RFA are for illustration purposes only. The actual data will be input through the online application.

| **EFL\*(or Grade Level Equivalent))** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents Who Achieved at Least One EFL Gain** | **Average Percentage of Students Who Achieved at Least One EFL Gain** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes\*\*** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents Who Earned a Certificate/Diploma** | **Average Percentage ofStudents Who Earned a Certificate/Diploma** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\***  | **Total Number of Students Who Exited** | **Number of Students Who Exited that Achieved an Outcome or Median Earning Value** | **Percent of Students Who Exited who Achieved Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\*** | **Total Periods of Participation** | **Number of Students that Achieved an Outcome or Median Earnings Value** | **Percent of Students that Achieved an Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

#### Table 1A. Previously Funded under AEFLA, Program Year 2018

\*This data can be found in Federal Table 4: MSG by Entry Level.

\*\*This data can be found in the Payment Point Summary Report.

\*\*\*This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

| **EFL\*(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents Who Achieved at Least One EFL Gain** | **Average Percentage of Students Who Achieved at Least One EFL Gain** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes\*\*** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents That Earned a Certificate/Diploma** | **Average Percentage ofStudents That Earned a Certificate/Diploma** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\***  | **Total Number of Students Who Exited** | **Number of Students Who Exited that Achieved an Outcome or Median Earning Value** | **Percent of Students Who Exited Who Achieved Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\*** | **Total Periods of Participation** | **Number of Students that Achieved an Outcome or Median Earnings Value** | **Percent of Students that Achieved an Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

#### Table 2: NOT Previously Funded under AEFLA, Program Year 2017

| **EFL(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number of Students Advancing a Grade Level in Reading, Writing, Math, or English Language Skills** | **Average Percentage of Enrolled Students With Grade Level Advancement** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number that Earned a Diploma/Certificate** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Transition Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number Transitioned** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| Employment  |  |  |  |
| Postsecondary Education and Training |  |  |  |

#### Table 2A: NOT Previously Funded under AEFLA, Program Year 2018

| **EFL(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number of Students Advancing a Grade Level in Reading, Writing, Math, or English Language Skills** | **Average Percentage of Enrolled Students With Grade Level Advancement** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number that Earned a Diploma/Certificate** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Transition Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number Transitioned** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| Employment  |  |  |  |
| Postsecondary Education and Training |  |  |  |

## APPLICATION SUBMISSION INSTRUCTIONS

Applicants notified by the CDE that they have passed the Eligibility Screening process are eligible to apply online for AEFLA funding. Eligible individual providers and consortia must submit all relevant forms, responses to considerations 1 through 12, and the projected enrollment table online on or before February 1, 2020.

Consortium/Coalition applications must identify one agency that will act as the lead agency for the group. All consortium/coalition members are subject to the terms and conditions of the grant award, federal requirements, and state policies. The lead agency:

* Must submit a single application on behalf of the group, outlining a plan (via considerations 1–12) to provide adult education and literacy activities detailing the roles and responsibilities of each member agency;
* Must list all the participating agencies that passed the Eligibility Screening process. Individual agencies that did not pass the Eligibility Screening cannot be part of the consortium/coalition application; and
* Must serve as the applicant agency of record, the legally recognized fiscal agent for the grant, and the single point of contact for the CDE.

**Authorized Signature**: The LEA Superintendent or the provider’s Chief Executive Officer must enter an authorized electronic signature and date upon submission. This certifies that all eligibility requirements set forth in this RFA, including the Assurances and Certifications, will be met. Public or private nonprofit organizations have additional assurances (See Appendix A).

* Agencies that are not federal, state, or local governmental agencies must complete and submit the Federal Funding Accountability and Transparency Act Sub-Award Reporting Form with the application to the CDE. This form is accessible on the CDE Request for Applications Workforce Innovation and Opportunity Act, Title II web page at [https://www.cde.ca.gov/fg/fo/r8/wioa17rfa.asp](http://www.cde.ca.gov/fg/fo/r8/wioa17rfa.asp) (2 CFR Part 25.205). Failure to submit may delay the grant distribution or cancel the grant award.
* Agencies that are not federal, state, or local governmental agencies and have not done business with the CDE must also complete and submit with their application to the State of California, the Payee Data Record (Std. 204), available on the Funding Forms web page at [https://www.cde.ca.gov/fg/fo/fm/documents/std204.doc](http://www.cde.ca.gov/fg/fo/fm/documents/std204.doc). Complete sections 2 through 6; information on sections 2, 4, and 6 must be consistent with the information identified in the application.

### Application

* Applicant Name (Agency Submitting Application)
* County
* County-District-School / Vendor Code
* Federal Employer ID Number
* Charitable Trust Number
* Website

### Superintendent/President/Executive Officer

* First Name
* Last Name
* Title
* Email (separate multiples with a comma)
* Telephone (area code, phone, and extension, if any)
* Fax

### Assurances and Certifications

* “As the duly authorized representative of the applicant, I have read all assurances and certifications and certify that the applicant will comply with all terms and conditions of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding. I further certify that all applicable state and federal rules and regulations will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.”
* Superintendent/President/Executive Officer Signature (Blue Ink)
* Date

**Agency Mailing Address**

* Address
* City
* State, Zip Code

**Agency Street Address**

* Address
* City
* State, Zip Code

**Agency Contact Person (Must be employed by the applicant)**

* First Name
* Last Name
* Title
* Email (separate multiple emails with commas
* Telephone (area code, phone, and extension, if any)
* Fax

**Local Workforce Development Board (LWDB)**

* Name of LWDB
* Address
* City
* State, Zip Code

**LWDB Representative**

* First Name
* Last Name
* Title
* Email (separate multiple emails with a comma)
* Telephone (area code, phone, and extension, if any)

**Type of Organization (Select type that best describes the applicants’ organization)**

* Local Educational Agency (LEA)
* Community Based Organization (CBO)
* Faith Based Organization
* Community College
* Institution of Higher Education
* County Office of Education
* Public Library
* State Agency
* Consortium/Coalition\*
* Other Institutional (non-correctional)
* Other

\*All agencies applying as a consortium/coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program (CAEP).

**Consortium**

* Consortium Name
* Address
* City
* State, Zip Code

**Consortium Contact Information**

* Primary Contact First Name
* Primary Contact Last Name
* Primary Contact Title
* Fiscal Agent
* Members
	+ Agency Contacts
		- First Names
		- Last Names
		- Telephone Numbers

### Select the Program Area(s) to be Addressed with This Grant

* **WIOA Section 225—Institutionalized Adults/Corrections Education**
	+ English Level Acquisition (ELA)
	+ Adult Basic Education (ABE)
	+ Adult Secondary Education (ASE)
	+ High School Diploma (HSD)
	+ High School Equivalency (HSE)
* **WIOA Section 231—Adult Education**
	+ English Language Acquisition (ELA)
	+ English Literacy and Civics Education (ELCE)
	+ Citizenship Preparation
		- Civic Participation
	+ Adult Basic Education (ABE)
	+ Adult Secondary Education (ASE)
	+ High School Diploma (HSD)
	+ High School Equivalency (HSE)
* **WIOA Section 243—Integrated English Literacy and Civics Education**
	+ Integrated English Literacy and Civics Education (IELCE) in combination with Integrated Education and Training (IET) activities

## Grant Application Narrative:

Each application will be evaluated based upon the 12 considerations below. Applicants must answer all questions in the online application. [[3]](#footnote-3)

* 1. Needs Assessment
	2. Serving Individuals with Disabilities
	3. Past Effectiveness
	4. Alignment with One-stop Partners
	5. Intensity, Duration, and Flexible Scheduling
	6. Evidence-Based Instructional Practices and Reading Instruction
	7. Effective Use of Technology and Distance Learning
	8. Facilitate Learning in Context
	9. Qualified Instructors and Staff
	10. Partnerships and Support Services for Development of Career Pathways
	11. High Quality Information and Data Collection System
	12. Integrated English Literacy and Civics Education

### 1. Needs Assessment

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

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

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

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

*(ii) who are English language learners;*

**Public Law 113–128, WIOA Section 231(e)(1)**

Describe the regional workforce needs identified in the geographic area and service locations by the local workforce plan. (250 word maximum)

 Describe how adult education fits into the workforce strategies articulated in the local workforce plan. (250 word maximum)

Describe the demographics of the local geographic area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a HSD or HSE. (250 word maximum)

Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment. (250 word maximum)

### 2. Serving Individuals with Disabilities

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

**Public Law 113–128, WIOA Section 231(e)(2)**

1. Describe the policies adopted by the agency to accommodate students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102) and WIOA Section 3(25). (500 word maximum)
2. Describe the steps your agency will take to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. (500 word maximum)
3. Describe the process to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427.[[4]](#footnote-4) (500 word maximum)

### 3. Past Effectiveness

*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;*

**Public Law 113–128, WIOA Section 231(e)(3)**

Describe the agency’s past effectiveness in serving the target populations identified in the Needs Assessment (consideration 1) through the ELA, also known as ESL, ABE, and ASE programs offered. (500 word maximum)

Describe how the agency measures performance and transition outcomes, including completing an EFL or grade level equivalent, transitioning students into postsecondary education or training and the workforce. (500 word maximum)

#### Past Effectiveness

##### Table 1: Previously Funded Under AEFLA, Program Year 2017

\*This data can be found in Federal Table 4: MSG by Entry Level.

\*\*This data can be found in the Payment Point Summary Report.

\*\*\*This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

NOTE: All tables in this RFA are for illustration purposes only. The actual data will be input through the online application.

| **EFL\*(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents Who Achieved at Least One EFL Gain** | **Average Percentage of Students Who Achieved at Least One EFL Gain** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes\*\*** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents That Earned a Certificate/Diploma** | **Average Percentage ofStudents That Earned a Certificate/Diploma** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\***  | **Total Number of Students Who Exited** | **Number of Students Who Exited that Achieved an Outcome or Median Earning Value** | **Percent of Students Who Exited who Achieved Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\*** | **Total Periods of Participation** | **Number of Students that Achieved an Outcome or Median Earnings Value** | **Percent of Students that Achieved an Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

##### Table 1A. Previously Funded under AEFLA, Program Year 2018

\*This data can be found in Federal Table 4: MSG by Entry Level.

\*\*This data can be found in the Payment Point Summary Report.

\*\*\*This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

| **EFL\*(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents Who Achieved at Least One EFL Gain** | **Average Percentage of Students Who Achieved at Least One EFL Gain** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes\*\*** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number ofStudents That Earned a Certificate/Diploma** | **Average Percentage ofStudents That Earned a Certificate/Diploma** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\***  | **Total Number of Students Who Exited** | **Number of Students Who Exited that Achieved an Outcome or Median Earning Value** | **Percent of Students Who Exited who Achieved Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

| **Core Follow-up Outcome Measures\*\*\*** | **Total Periods of Participation** | **Number of Students that Achieved an Outcome or Median Earnings Value** | **Percent of Students that Achieved an Outcome** |
| --- | --- | --- | --- |
| Employment Second Quarter After Exit |  |  |  |
| Employment Fourth Quarter After Exit |  |  |  |
| Median Earnings Second Quarter After Exit  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training  |  |  |  |
| Within One Year of Exit Attained Diploma/Equivalent and Employed  |  |  |  |
| Within One Year of Exit Attained a Postsecondary Credential While Enrolled  |  |  |  |

##### Table 2: NOT Previously Funded under AEFLA, Program Year 2017

| **EFL(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number of Students Advancing a Grade Level in Reading, Writing, Math, or English Language Skills** | **Average Percentage of Enrolled Students With Grade Level Advancement** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number that Earned a Diploma/Certificate** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Transition Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number Transitioned** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| Employment  |  |  |  |
| Postsecondary Education and Training |  |  |  |

##### Table 2A: NOT Previously Funded under AEFLA, Program Year 2018

| **EFL(or Grade Level Equivalent)** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number of Students Advancing a Grade Level in Reading, Writing, Math, or English Language Skills** | **Average Percentage of Enrolled Students With Grade Level Advancement** |
| --- | --- | --- | --- |
| ABE Beginning Literacy (0–1) |  |  |  |
| ABE Beginning Basic Education (2–3) |  |  |  |
| ABE Intermediate Low (4–5) |  |  |  |
| ABE Intermediate High (6–8) |  |  |  |
| ASE Low (9–10) |  |  |  |
| ASE High (11–12) |  |  |  |
| ELA/ESL Beginning Literacy (1) |  |  |  |
| ELA/ESL Beginning Low (2) |  |  |  |
| ELA/ESL Beginning High (3) |  |  |  |
| ELA/ESL Intermediate Low (4) |  |  |  |
| ELA/ESL Intermediate High (5) |  |  |  |
| ELA/ESL Advanced (6–8) |  |  |  |

| **High School Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number that Earned a Diploma/Certificate** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| HSD |  |  |  |
| HSE Certificate  |  |  |  |

| **Transition Outcomes** | **Number ofStudents Enrolled With 12 or More Hours of Instruction** | **Number Transitioned** | **Average Outcome Percentage** |
| --- | --- | --- | --- |
| Employment  |  |  |  |
| Postsecondary Education and Training |  |  |  |

### 4. Alignment with AJCC Partners

**The state will consider:**

*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;*

**Public Law 113–128, WIOA Section 231(e)(4)**

1. Describe how the program will align and coordinate with the programs provided by the LWDB’s AJCC. (500 word maximum)
2. Describe any formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (Go to question C if you do not have any formal agreements or MOUs). (500 word maximum)
3. Describe the steps your agency will take to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (500 word maximum)

### 5. Intensity, Duration, and Flexible Scheduling

**The state will consider:**

*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*

**Public Law 113–128, WIOA Section 231(e)(5)(A)**

1. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students’ participation and attendance (for example, number of hours, weeks, semester). (200 word maximum)
2. Describe how the instructional schedule is aligned with the program’s standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (number of weeks per course) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program. (200 word maximum)
3. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains. (200 word maximum)
4. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces, to teach adults. (200 word maximum)
5. Describe how the agency offers flexible schedules (including daytime, evening, and weekend classes) and other strategies to enable learners to achieve learning goals. (200 word maximum)

### 6. Evidence-Based Instructional Practices and Reading Instruction

**The state will consider:**

*whether the eligible provider’s program—*

1. *uses instructional practices that include the essential components of reading instruction;*

**Public Law 113–128, WIOA Section 231(e)(5)(B)**

*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;*

**Public Law 113–128, WIOA Section 231(e)(6)**

1. Detail how the agency uses rigorous research and evidence-based instructional approaches for ELA, ABE, and ASE (for example, essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum). (500 word maximum)
2. Explain the agency’s use of curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities. (250 word maximum)
3. Describe how the agency provides instruction based on the results of the learners’ diagnostic and formative assessment. (250 word maximum)

### 7. Effective Use of Technology and Distance Learning

**The state will consider:**

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

**Public Law 113–128, WIOA Section 231(e)(7)**

1. Describe the agency plan to effectively enhance the delivery of instructional services, through the use of technology, to improve student performance. (500 word maximum)
2. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ESL, ABE, and ASE programs. (500 word maximum)

### 8. Facilitate Learning in Context

**The state will consider:**

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

**Public Law 113–128, WIOA Section 231(e)(8)**

1. Detail how the agency uses IET or other models of contextualized instruction to help adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship. (500 word maximum)
2. Describe how the agency’s curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce. (500 word maximum)

### 9. Qualified Instructors and Staff

**The state will consider:**

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

**Public Law 113–128, WIOA Section 231(e)(9)**

1. Describe how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators. (250 word maximum)
2. Provide a brief description and the anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers implementing the grant program. (250 word maximum)
3. Describe the agency’s plan for implementing continuous professional development for administrators, instructors, and support staff. (250 word maximum)
4. Describe how the agency’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes. (250 word maximum)

### 10. Partnerships and Support Services for Development of Career Pathways

**The state will consider:**

*whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;*

**Public Law 113–128, WIOA Section 231(e)(10)**

*whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*

**Public Law 113–128, WIOA Section 231(e)(11)**

1. Identify and detail federal, state, or local programs (not included in the responses to consideration 4, alignment with AJCC partners) that will be coordinated and aligned with the agency’s WIOA, Title II: AEFLA adult education programs. (250 word maximum)
2. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners. (250 word maximum)
3. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners. (250 word maximum)
4. Describe the agency’s coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their advancement academically and transition to postsecondary courses or career training. (250 word maximum)

### 11. High Quality Information and Data Collection System

**The state will consider:**

*whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance;*

**Public Law 113–128, WIOA Section 231(e)(12)**

1. Describe the agency’s management information system, including data collection, data entry, data management, and data privacy. (250 word maximum)
2. Describe how attendance records and student assessments are tracked and reported. (200 word maximum)
3. Describe how the agency’s staff is assigned with clear responsibilities for data collection, data entry, attestation, and correcting errors and resolving issues. (200 word maximum)
4. Describe how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement. (350 word maximum)

### 12. Integrated English Literacy and Civics Education

**The state will consider:**

*whether the local areas in which the eligible providers are located have a demonstrated need for additional English language acquisition programs and civics education programs.*

**Public Law 113–128, WIOA Section 231(e)(13)**

A. Identify and describe a minimum of one career training program and career pathway offered to ELLs. Include potential industry-recognized credentials available to participants upon completion of the program. (500 word maximum)

B. Describe how ELLs will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively. (500 word maximum)

C. Describe how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships. (500 word maximum)

D. Explain how the IELCE program will prepare ELLs to transition into unsubsidized employment in occupations that lead to economic self-sufficiency. (500 word maximum)

## PROJECTED ENROLLMENT

The AEFLA is a pay-for-performance reimbursable grant. In an effort to determine appropriate funding levels, all applicants must complete the table below. It is critically important to be as accurate as possible regarding the projected enrollment to determine total projected funding. The CDE reserves the right to adjust agency projections in determining grant awards.

### Projected Enrollment for Program Year 2020, Section 231

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

NOTE: All tables in this RFA are for illustration purposes only. The actual data will be input through the online application.

| AGENCY | ABE Section 231 | ASE HSD Section 231 | ASE HSE Section 231 | ELA ESL Section 231 | ELA ESL Students in ELCE Section 231 |
| --- | --- | --- | --- | --- | --- |
| [Automatically Populate Fiscal Agent] |  |  |  |  |  |
| [Automatically Populate if necessary for consortia members] |  |  |  |  |  |

### Projected Enrollment for Program Year 2020, Section 225

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

| AGENCY | ABE Section 225 | ASE HSD Section 225 | ASE HSE Section 225 | ELA ESL Section 225 |
| --- | --- | --- | --- | --- |
| [Automatically Populate Fiscal Agent] |  |  |  |  |
| [Automatically Populate if necessary for consortia members] |  |  |  |  |

### Projected Enrollment for Program Year 2020, Section 243

Under each applicable program, enter the projected student enrollment for the Program Year 2020. Students must be enrolled in the ELA program to participate in ELCE and IELCE.

| AGENCY | ELA ESL Students in IELCE Section 243 |
| --- | --- |
| [Automatically Populate Fiscal Agent] |  |
| [Automatically Populate if necessary for consortia members] |  |

Grant awards for previously funded agencies will be based on the number of payment points earned in Program Year 2018. Grant awards for newly awarded agencies, or previously funded agencies applying for new program areas, will be based on projected enrollments multiplied by the state aggregated average of students achieving payment points. The CDE reserves the right to adjust projected enrollment numbers before grant awards are calculated.

## Appendix A: ASSURANCES AND CERTIFICATIONS

### General Assurances and Certifications

Applicants must go to the California Department of Education (CDE) General Assurances web page at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2019.asp> to download the General Assurances and Certifications form and retain a copy on file to be available for compliance reviews, complaint investigations, or audits.

### Specific Assurances and Requirements

The duly authorized agent for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant certifies that the grantee will comply with the following specific program assurances and requirements:

* 1. The grantee will expend WIOA, Title II: AEFLA funds only in a manner consistent with fiscal requirements regarding “supplement and not supplant” provisions (WIOA Section 241[a]). Funds for this program will be used to supplement (increase the level of services) and not supplant (replace) funds from non-federal sources.

a. Any program activity required by state law, State Board of Education rules, or local board policy will not be paid with these funds.

b. State or local funds will not be decreased or diverted for other uses merely because of the availability of these funds.

c. Grantees will maintain documentation that clearly demonstrates the supplementary nature of these funds.

2. The grantee will not use any funds made available under AEFLA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” (WIOA Section 203[4]), unless it is providing programs, services or activities related to family literacy activities (WIOA Section 203[9]).

1. Awarded grantees of the Integrated English Literacy and Civics Education program under WIOA Section 243(a) will provide training activities in combination with integrated education and training. The program will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.
2. Awarded grantees of WIOA Section 225 must use funds to carry out a program for criminal offenders, which are in a correctional institution, who are likely to leave the correctional institution within five years of participation in the program.
3. The grantee agrees to implement a student tracking system using the CDE’s selected contractor’s software for collecting student information.

6. The grantee agrees to use the State's standardized policies and procedures for intake, assessment, placement, goal setting, follow-up surveys, and data privacy requirements.

7. The grantee agrees to have staff with clear responsibility for data collection, data entry, procedures for correcting errors, and resolving missing data.

8. The grantee agrees to document procedures and guidelines pertaining to the standardized assessment practices. Adult literacy providers may use the WIOA, Title II: AEFLA AssessmentPolicy Guidelines as the policy foundation, in conjunction with Test Administration Manuals, and regional training workshops to provide a basis for development of local procedures, guidelines, and implementation practices.

9. The grantee agrees to use student data for program management and improvement, such as evaluating learning gains, teacher performance, and meeting student needs.

10. The grantee agrees to meet state-imposed program participation criteria that include, but are not limited to, attendance at the CDE sponsored training related to budget and program development.

11. The grantee must provide at least a 25 percent match in state allocation and/or non-federal funds. State allocation can be any form of state funding provided to the grantee. The non-federal contribution can be cash or in-kind, at the fair market value, and must include only non-federal funds used for adult education and literacy activities consistent with the WIOA, Title II: AEFLA**.** Amounts reported for acceptable matching:

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

12. The duly authorized agent of the grantee agrees to satisfy the requirements of 34 Code of Federal Regulations (CFR) 361.505 and 34 CFR 361.720. Specifically, the grantee agrees that if funded, the organization will enter into either an umbrella memorandum of understanding (MOU) or separate MOU relating to the operation of the one-stop delivery system in the area with the Local Workforce Development Board. In addition, the grantee agrees that from the federal funds that are reserved for local administration (an amount not to exceed 5 percent of the grant award), the organization will contribute its proportionate share of local infrastructure costs based on proportionate use of the One-Stop Career Center, and the relative benefit received by the grant. The grantee further agrees that the organization’s local contribution, in addition to local federal administrative costs, may include non-federal resources that are cash, in-kind, or third-party contributions.

### Assurances for Public or Private Nonprofit Organizations

Nonprofit organizations must agree to comply with the following assurances:

Profit Issue**:** Federal adult education funds are supplemental, are limited to reimbursement of expenses, and do not provide provisions for profit. Nonprofit organizations that subcontract services to “for profit” entities or individuals, may claim federal adult education reimbursements for the actual expenses of the subcontractor if the expenses: (1) do not exceed the allowable percentage in any given category as designated by the original grant; and (2) the services meet the limitations established by federal and state laws. Excess amounts paid to subcontractors beyond allowable percentages must be paid from resources other than federal adult education grant funds.

Audit Requirements: Nonprofit organizations, must be in compliance with federal and state audit requirements and have filed the most recent required audit report with the CDE’s Adult Education Office or the Audits and Investigations Division. Also, organizations must complete and submit the Annual Audit Status Certification Form when received in August from the CDE’s Audits and Investigations Division.

Nonprofit Charitable Trust Status: Charities are required to register with the California Attorney General’s Registry of Charitable Trusts within 30 days after receiving assets. Charities, unless exempted, are required to file Internal Revenue Service (IRS) Form 990 and the RRF-1 annually with the California Attorney General’s Office Registry of Charitable Trusts. If the organization is exempt from filing IRS Form 990 and RRF-1, provide a copy of the agency’s Exempt Organization Determination Letter from the IRS. To maintain legal status, organizations must have current required documents on file with the California Attorney General’s Office. Agencies must confirm their Charitable Trust nonprofit organization status by contacting the California Attorney General’s Office at
916-445-2021. You may also visit the State of California Department of Justice, Office of the Attorney General’s Charities web page at <https://oag.ca.gov/>.

### California Department of Education and Federal Audit Requirements

The U.S. Office of Management and Budget’s Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (known as Uniform Guidance) requires that nonprofit organizations that expend $750,000 or more in a year in federal awards shall have a single audit conducted annually (Uniform Guidance, 2 CFR 200.501). Biennial audits are not acceptable. Audit reports must be submitted to the CDE within 120 days of the end of the organization’s fiscal year. The CDE will approve only a completed audit package, which includes the following items:

* Financial Statements
* Prior Period Audit Findings
* Corrective Action Plans
* Data Collection Sheet
* Audit Report that includes an Opinion Statement
* An Internal Controls Report
* A Compliance Report
* A Schedule of Findings and Questioned Costs
* A Summary of Audit Results as defined by Uniform Guidance, 2 CFR 200.515
* Associated Management Letters

(1) **Single Audit:** A non-federal entity that expends $750,000 or more during the non-federal entity’s fiscal year in federal awards must have a single audit conducted in accordance with Uniform Guidance, 2 CFR 200.514, except when it elects to have a program specific audit conducted.

(2) **Program-specific Audit Election:** When an auditee expends federal awards under only one federal program (excluding research and development), and the federal program’s statutes, regulations, or the terms and conditions of the federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted. A program-specific audit may not be elected for research and development unless all of the federal awards expended were received from the same federal agency, or the same federal agency and the same pass-through entity, and that federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.

(3) Exemption when federal awards expended are less than $750,000. A non-federal entity that expends less than $750,000 during the non-federal entity’s fiscal year in federal awards is exempt from federal audit requirements for that year, except as noted in Uniform Guidance, 2 CFR 200.503, but records must be available for review or audit by appropriate officials of the federal agency, pass-through entity, and Government Accountability Office.

(4) Organizations that expend more than $25,000 but less than $750,000 in federal funding may be subject to an audit conducted or contracted by the CDE.

(5) Organizations that expend less than $25,000 in federal awards in a single fiscal year are exempt from the above audit requirements. However, the agency must maintain auditable records in a central location for the statutory record retention period of three years after the close of the grant year. These records must be made available upon request to representatives of the CDE or other governmental agencies for on-site monitoring, reviews, and audits.

**Annual Audit Status Certification**

Each organization participating in programs administered by the CDE must complete an Annual Audit Status Certification (AASC) form attesting to the total amount of all federal financial assistance received and identifying the state and federal programs in which it participated during the fiscal year. The AASC form is available on the California Adult Education Online Application and Reporting website at <https://caadultedreporting.org/adulted/> at the end of the program year.

The AASC form assists the CDE in determining whether a Community Based Organization (CBO) must provide the Audits and Investigations Division of the CDE with a federal or state required audit report for the fiscal year.

Pursuant to federal regulations, all CBOs receiving more than $750,000 in federal funds in a fiscal year must submit an audit as outlined in Section 500 of the CDE Audit Guide located on the Contracting Agencies Audit Guidelines web page at <https://www.cde.ca.gov/fg/au/pm/>. Within six months of the end of the CBO's fiscal year, the report must be sent to:

Audits and Investigations Division

California Department of Education

1430 N Street, Suite 5319

Sacramento, CA 95814-5901

## Appendix B: Due Dates for Program Deliverables

The following list provides the approximate schedule of due dates for required data reports and documents. Failure to comply with any of the requirements or submissions will be cause for placing a hold on the provider’s grant funds until requirements are met.

* **July**
	+ Quarterly Data Integrity Report (prior year)
	+ End-of-Year Certification Letter (prior year)
	+ End-of-Year TOPSPro Enterprise Data and Adult Education Personnel Information (prior year)
	+ Payment Points Summary Report (prior year)
* **August**
	+ Grant Award Notification
	+ Grant Budget
	+ Expenditure Claim Report (prior year)
	+ Third Quarter Employment and Earnings Follow-up Survey (prior year)
	+ Annual Audit Status Certification (CBOs only, prior year)
* **October**
	+ Quarterly Data Integrity Report
	+ Quarterly Data, TOPSPro Enterprise
	+ Expenditure Claim Report
	+ Fourth Quarter Employment and Earnings Follow-up Survey (prior year)
* **January**
	+ Quarterly Data Integrity Report
	+ Expenditure Claim Report
	+ California Accountability Training
	+ Comprehensive Adult Student Assessment Systems Implementation Training
	+ First Quarter Employment and Earnings Follow-up Survey
* **April**
	+ Civics Objectives and Additional Assessment Plans
	+ Quarterly Data Integrity Report
	+ Expenditure Claim Report
	+ Second Quarter Employment and Earnings Follow-up Survey
	+ Annual Progress Report
	+ Adult Education and Family Literacy Act Program Implementation Survey
* **May**
	+ (none)
* **June**
	+ (none)

## Appendix C: Payment Point Overview

**Workforce Innovation and Opportunity Act, Sections 225 and 231**

* Complete one National Reporting System Educational Functioning Level.
* Attain a high school diploma or pass a high school equivalency exam.

**Workforce Innovation and Opportunity Act, Section 231 English Literacy and Civics Education**

Student Outcome Data Sets

* Complete a paired pretest and post-test.
* Pass up to three approved Civic Objectives and Additional Assessment Plans (Civic Participation only).
* Pass Citizenship Interview Test with a score of 206 or above (Citizenship Preparation only).
* Pass Government and History for Citizenship Test with a score of 206 or above (Citizenship Preparation only).

**Workforce Innovation and Opportunity Act, Section 243 Integrated English Literacy and Civics Education**

Student Outcome Data Sets

* Complete a paired pretest and post-test.
* Pass up to three approved Civic Objectives and Additional Assessment Plans (Civic Participation only).
* Be enrolled in a career technical education course, a Workforce Innovation and Opportunity Act, Title I program, or a series of courses within a career pathway offered by one or more providers designed to lead to employment.

**Transition Outcomes**

* Enter or retain employment.
* Enter postsecondary: education or training, including apprenticeship.

**NOTE:** Payment points are subject to change based on further federal guidance.

## Appendix D: Scoring Rubric

The rubric below is used to score the applicant’s responses to considerations 1 through 12. It allows the reader to rate each response on a scale from 0 to 3, with 0 being the lowest and 3 the highest. Applicants scoring 70 percent or higher will be eligible for funding.

### 1. Needs Assessment (40 Points)

1. Describe the regional workforce needs identified in the geographic area and service locations by the local workforce plan. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of the geographic area and locations where adult literacy programs will be offered
	* ADEQUATE (2 Rating)
		1. Sufficient description of the geographic area and locations where adult literacy programs will be offered
	* LIMITED (1 Rating)
		1. Limited description of the geographic area and locations where adult literacy programs will be offered
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the geographic area and locations where adult literacy programs will be offered
2. Describe how adult education fits into the workforce strategies articulated in the local workforce plan. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of the adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* ADEQUATE (2 Rating)
		1. Sufficient description of some adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* LIMITED (1 Rating)
		1. Limited description of some adult education programs offered, the strategies outlined in the local workforce plan and how they connect
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the adult education programs offered, the strategies outlined in the local workforce plan and how they connect
3. Describe the demographics of the local geographic area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a High School Diploma (HSD) or High School Equivalency (HSE). (250 word maximum)
	* ADVANCED (3 Rating)
		1. Complete description of the demographics of the area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a HSD or HSE
	* ADEQUATE (2 Rating)
		1. Sufficient description of the demographics of the area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a HSD or HSE
	* LIMITED (1 Rating)
		1. Limited description of the demographics of the area, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a HSD or HSE
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of demographic data or use of outdated, irrelevant, or inappropriate data sources
4. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed analysis outlining multiple connections between needs of the target populations, recruitment efforts, and services to be offered
	* ADEQUATE (2 Rating)
		1. Sufficient analysis outlining the connections between needs of the target populations, recruitment efforts, and services to be offered
	* LIMITED (1 Rating)
		1. Limited description of the connections between needs of the target populations, recruitment efforts, and services to be offered
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the connections between needs of the target populations, recruitment efforts, and services to be offered

### 2. Serving Individuals with Disabilities (40 Points)

1. Describe the policies adopted by the agency to accommodate students and staff with disabilities, including learning disabilities, as described in the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) and Workforce Innovation and Opportunity Act (WIOA) Section 3(25). (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of policies to overcome barriers related to disabilities that may prevent students from access to, or participation in, the program
	* ADEQUATE (2 Rating)
		1. Sufficient description of policies to overcome barriers related to disabilities that may prevent students from access to, or participation in, the program
	* LIMITED (1 Rating)
		1. Limited descriptions of policies to overcome barriers related to disabilities that may prevent students from access to, or participation in, the program
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable descriptions of policies to overcome barriers related to disabilities that may prevent students from access to, or participation in, the program
2. Describe the steps your agency will take to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.[[5]](#footnote-5) (500 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive procedures to ensure individuals with disabilities access to program, activities, and transition services
	* ADEQUATE (2 Rating)
		1. Sufficient procedures to ensure individuals with disabilities access to program, activities, and transition services
	* LIMITED (1 Rating)
		1. Limited procedures to ensure individuals with disabilities access to program, activities, and transition services
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable procedures to ensure individuals with disabilities access to program, activities, and transition services
3. Describe the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs to comply with General Education Provisions Act (GEPA) Section 427. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427
	* ADEQUATE (2 Rating)
		1. Sufficient process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427
	* LIMITED (1 Rating)
		1. Limited process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs to comply with GEPA Section 427

### 3. Past Effectiveness (40 points)

1. Describe the agency’s past effectiveness in serving the target populations identified in the Needs Assessment (consideration 1) through the English Language Acquisition ([ELA], also known as English as a Second Language [ESL]), Adult Basic Education (ABE), and Adult Secondary Education (ASE) programs offered. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, indicating levels of success above state and federal performance standards
	* ADEQUATE (2 Rating)
		1. Sufficient description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, indicating gains that meet state and federal performance standards
	* LIMITED (1 Rating)
		1. Limited description of learning gains for adults in the targeted population, especially for learners at the lowest levels of literacy, which meet some but not all state or federal performance standards
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of learning gains for targeted population
2. Describe how the agency measures performance and transition outcomes, including completing an EFL or grade level equivalent, transitioning students into postsecondary education or training and the workforce. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of a HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* ADEQUATE (2 Rating)
		1. Sufficient description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of a HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* LIMITED (1 Rating)
		1. Limited description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of a HSD or HSE, and transitioning students into postsecondary education or training and the workforce
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the indicators used to measure performance and transition outcomes that includes completing an instructional level, the attainment of a HSD or HSE, and transitioning students into postsecondary education or training and the workforce

### 4. Alignment with America’s Job Centers of California Partners (40 points)

1. Describe how the program will align and coordinate with the programs provided by the Local Workforce Development Board’s (LWDB) America’s Job Centers of California (AJCC). (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* ADEQUATE (2 Rating)
		1. Sufficient description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* LIMITED (1 Rating)
		1. Limited description of the alignment and coordination with the programs provided by the LWDB’s AJCC
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the alignment and coordination with the programs provided by the LWDB’s AJCC
2. Describe any formal agreements or memoranda of understanding (MOUs) between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) programs. (Go to question C if you do not have any formal agreements or MOUs). (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of extensive formal or informal agreements with the LWDB, describing the relevant benefits of each partnership to adult learners
	* ADEQUATE (2 Rating)
		1. Sufficient description of formal or informal agreements with the LWDB, describing the relevant benefits of each partnership to adult learners
	* LIMITED (1 Rating)
		1. Limited description of formal or informal agreements with the LWDB, with minimal description of the relevant benefits of each partnership to adult learners
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of formal or informal agreements with the LWDB
3. Describe the steps your agency will take to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* ADEQUATE (2 Rating)
		1. Sufficient description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* LIMITED (1 Rating)
		1. Limited description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear description of the steps to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners

### 5. Intensity, Duration, and Flexible Scheduling (40 Points)

1. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students’ participation and attendance (for example, number of hours, weeks, semester). (200 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of the enrollment system in place and the expectations for students’ participation and attendance
	* ADEQUATE (2 Rating)
		1. Sufficient description of the enrollment system in place and the expectations for students’ participation and attendance
	* LIMITED (1 Rating)
		1. Limited description of the enrollment system in place and the expectations for students’ participation and attendance
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the enrollment system in place and the expectations for students’ participation and attendance
2. Describe how the instructional schedule is aligned with the program’s standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (number of weeks per course) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* LIMITED (1 Rating)
		1. Limited description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the instructional schedule is aligned with the standardized assessment post-testing procedure to allow sufficient intensity and duration for individual learners to demonstrate adequate progress
3. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is provided
	* ADEQUATE (2 Rating)
		1. Sufficient discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is provided
	* LIMITED (1 Rating)
		1. Limited discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains; supporting data is absent or limited
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable discussion of how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to make learning gains; supporting data is absent or unclear
4. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* ADEQUATE (2 Rating)
		1. Sufficient description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* LIMITED (1 Rating)
		1. Limited description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of physical capacity, including the number of classrooms, learning labs, and other dedicated spaces to teach adults
5. Describe how the agency offers flexible schedules (including daytime, evening, and weekend classes) and other strategies to enable learners to achieve learning goals. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* LIMITED (1 Rating)
		1. Limited description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the program will offer flexible schedules and other strategies to enable learners to achieve learning goals

### 6. Evidence-Based Instructional Practices and Reading Instruction (40 Points)

1. Detail how the agency uses rigorous research and evidence-based instructional approaches, for ELA, ABE, and ASE (for example, essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum). (500 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* ADEQUATE (2 Rating)
		1. Sufficient description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* LIMITED (1 Rating)
		1. Limited description of research and evidence-based instructional approaches for ELA, ABE, and ASE
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of research and evidence-based instructional approaches for ELA, ABE, and ASE
2. Explain the agency’s use of curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of an exceptional curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* ADEQUATE (2 Rating)
		1. Sufficient description of a sufficient curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* LIMITED (1 Rating)
		1. Limited description of a curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of a curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities
3. Describe how the agency provides instruction based on the results of the learners’ diagnostic and formative assessment. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of how instruction is informed by the results of diagnostic and formative assessments
	* ADEQUATE (2 Rating)
		1. Sufficient description of how instruction is informed by the results of diagnostic and formative assessments
	* LIMITED (1 Rating)
		1. Limited description of how instruction is informed by the results of diagnostic and formative assessments
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how instruction is informed by the results of diagnostic and formative assessments

### 7. Effective Use of Technology and Distance Learning (40 points)

1. Describe the agency plan to effectively enhance the delivery of instructional services, through the use of technology, to improve student performance. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of plan to effectively enhance the delivery of instructional services through the use of technology to improve student performance
	* ADEQUATE (2 Rating)
		1. Sufficient description of plan to effectively enhance the delivery of instructional services through the use of technology to improve student performance
	* LIMITED (1 Rating)
		1. Limited description of plan to effectively enhance the delivery of instructional services through the use of technology to improve student performance
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of plan to effectively enhance the delivery of instructional services through the use of technology to improve student performance
2. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ESL, ABE, and ASE programs. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* ADEQUATE (2 Rating)
		1. Sufficient description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* LIMITED (1 Rating)
		1. Limited description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of distance learning educational opportunities specific to program areas in ELA, ABE, ASE, and/or workplace skills training

### 8. Facilitate Learning in Context (40 Points)

1. Detail how the agency uses Integrated Education and Training (IET) or other models of contextualized instruction to help adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* LIMITED (1 Rating)
		1. Limited description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the agency uses IET or other models of contextualized instruction to help adult learners develop skills, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship
2. Describe how the agency’s curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* ADEQUATE (2 Rating)
		1. Sufficient description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* MINIMAL (1 Rating)
		1. Limited description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and the workforce
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how curricula and instructional practices incorporate the skills and knowledge needed to transition to postsecondary education, training, and workforce

### 9. Qualified Instructors and Staff (40 Points)

1. Describe how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators
	* LIMITED (1 Rating)
		1. Limited description of how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the agency will ensure that educational activities are delivered by well-trained and highly qualified instructors, counselors, and administrators
2. Provide a brief description and the anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers implementing the grant program. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Complete job position descriptions and anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers
	* ADEQUATE (2 Rating)
		1. Sufficient job position descriptions and anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers
	* LIMITED (1 Rating)
		1. Inadequate job position descriptions and anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable job position descriptions and anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers
3. Describe the agency’s plan for implementing continuous professional development for administrators, instructors, and support staff. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of a comprehensive plan for implementing continuous professional development of administrators, instructors, and support staff
	* ADEQUATE (2 Rating)
		1. Sufficient description of a comprehensive plan for implementing continuous professional development of administrators, instructors, and support staff
	* LIMITED (1 Rating)
		1. Limited description of a comprehensive plan for implementing continuous professional development of administrators, instructors, and support staff
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of a comprehensive plan for implementing continuous professional development of administrators, instructors, and support staff
4. Describe how the agency’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of a comprehensive plan that supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* ADEQUATE (2 Rating)
		1. Sufficient description of a comprehensive plan that supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* LIMITED (1 Rating)
		1. Limited description of a comprehensive plan that supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of a comprehensive plan that supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes

### 10. Partnerships and Support Services for Development of Career Pathways (40 points)

1. Identify and detail federal, state, or local programs (not included in the responses to consideration 4, alignment with AJCC partners) that will be coordinated and aligned with the WIOA, Title II: AEFLA programs. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* ADEQUATE (2 Rating)
		1. Sufficient identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* LIMITED (1 Rating)
		1. Limited identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable identification of other federal, state, or local programs that will be coordinated and aligned with the WIOA, Title II: AEFLA programs
2. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* ADEQUATE (2 Rating)
		1. Sufficient description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* LIMITED (1 Rating)
		1. Limited description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of partnerships, including partner responsibilities, with service providers that provide program support, outreach, and referrals of learners
3. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* LIMITED (1 Rating)
		1. Limited description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the coordination and alignment with partners contribute to the development of career pathways for adult learners
4. Describe the agency’s coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their advancement academically and transition to postsecondary courses or career training. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* ADEQUATE (2 Rating)
		1. Sufficient description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* LIMITED (1 Rating)
		1. Limited description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the coordination of support services to reduce barriers to educational services and support academic advancement and transition to postsecondary courses or career training

### 11. High Quality Information and Data Collection System (40 Points)

1. Describe the agency’s management information system, including data collection, data entry, data management, and data privacy. (250 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of an exceptional system to collect and manage data and how data privacy is protected
	* ADEQUATE (2 Rating)
		1. Sufficient description of a system to collect and manage data and how data privacy is protected
	* LIMITED (1 Rating)
		1. Limited description of a system to collect and manage data and how data privacy is protected
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of a system to collect and manage data and how data privacy is protected
2. Describe how attendance records and student assessments are tracked and reported. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive description of an exemplary process by which attendance records and student assessments are tracked and reported
	* ADEQUATE (2 Rating)
		1. Sufficient description of the process by which attendance records and student assessments are tracked and reported
	* LIMITED (1 Rating)
		1. Limited description of the process by which attendance records and student assessments are tracked and reported
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of the process by which attendance records and student assessments are tracked and reported
3. Describe how the agency’s staff is assigned with clear responsibilities for data collection, data entry, attestation, and correcting errors and resolving issues. (200 word maximum)
	* ADVANCED (3 Rating)
		1. Comprehensive plan to assign staff with clear responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* ADEQUATE (2 Rating)
		1. Sufficient plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* LIMITED (1 Rating)
		1. Limited plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable plan to assign staff with responsibilities for data collection, data entry, attestation, and procedures for correcting errors and resolving issues
4. Describe how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement. (350 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* ADEQUATE (2 Rating)
		1. Sufficient description of how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* LIMITED (1 Rating)
		1. Limited description of how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement

### 12. Integrated English Literacy and Civics Education (40 Points)

1. Identify and describe a minimum of one career training program and career pathway offered to English Language Learners (ELLs). Include industry-recognized credentials available to participants upon completion of the program. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* ADEQUATE (2 Rating)
		1. Sufficient description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* LIMITED (1 Rating)
		1. Limited description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of at least one career training program and career pathway offered to ELLs and the potential industry-recognized credential available upon completion
2. Describe how ELLs will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how ELL participants will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively
	* ADEQUATE (2 Rating)
		1. Sufficient description of how ELL participants will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively
	* LIMITED (1 Rating)
		1. Limited description of how ELL participants will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how ELL participants will engage in the three IET components (literacy education; workforce preparation; and workforce training) and how these components will occur simultaneously and function cooperatively
3. Describe how the Integrated English Literacy and Civics Education (IELCE) program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* LIMITED (1 Rating)
		1. Limited description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships
4. Explain how the IELCE program will prepare ELLs to transition into unsubsidized employment in occupations that lead to economic self-sufficiency. (500 word maximum)
	* ADVANCED (3 Rating)
		1. Detailed description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* ADEQUATE (2 Rating)
		1. Sufficient description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* LIMITED (1 Rating)
		1. Limited description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency
	* UNCLEAR/NOT APPLICABLE (0 Rating)
		1. Unclear or not applicable description of how the IELCE program will prepare ELL students to transition into unsubsidized employment in occupations that lead to economic self-sufficiency

**END OF DOCUMENT**

1. See Appendix B: Due Dates for Program Deliverables [↑](#footnote-ref-1)
2. See Management Bulletin AEFLA 2018-01, at <https://www.cde.ca.gov/sp/ae/ir/mgmtbulletin18-01.asp>. [↑](#footnote-ref-2)
3. As specified by the Workforce Innovation and Opportunity Act, Section 231(e). [↑](#footnote-ref-3)
4. OMB Control No. 1894-0005 (Exp. 04/30/2020) <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf> [↑](#footnote-ref-4)
5. <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf> [↑](#footnote-ref-5)