



# THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION

## **Request for Proposals**

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**Adult Education and Family Literacy Act (AEFLA)**  
Workforce Innovation and Opportunity Act (WIOA) Title II

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Grant Period: July 1, 2018 to June 30, 2020

Proposals due: October 15, 2018 by 3:30 p.m.

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## Introduction

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The Virgin Islands Department of Education (VIDE) State Office of Career, Technical & Adult Education is soliciting applications from eligible providers within the Virgin Islands to develop, implement, and improve adult education and literacy activities within the Virgin Islands by establishing or operating programs that provide a comprehensive service model for adult education and literacy services and instruction, including programs that provide such activities concurrently.

This Request for Proposal (RFP) instructions and general information apply to the following grant opportunities:

1. Adult Education and Family Literacy Act (AEFLA), Workforce Innovative and Opportunity Act (WIOA) Section 231  
    \*Corrections Education and Other Institutionalized Individuals, WIOA Section 225  
  
    *\*Services may be included in the Basic Adult Education Grant Application*

## Purpose

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The purpose of the adult education and literacy grant program (WIOA Sec. 202(a)(1)) is to enable providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), 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 are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma or its equivalent 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:
  - Improving their reading, writing, speaking, and comprehension skills in English; and mathematic skills; and
  - Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Further, the purpose of programs for corrections education and other institutionalized individuals (WIOA Sec. 225) is to provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for:

- Adult education and literacy activities;
- Special education;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and

- Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism

#### Funding Purpose / Priorities

Pursuant to AEFLA, Section 202(1-4) the purpose of this title is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to-

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. assist adults who are parents or family members to obtain the education and skills that—
  - A. are necessary to becoming full partners in the educational development of their children; and,
  - B. lead to sustainable improvements in the economic opportunities of their family;
3. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and,
4. assist immigrants and other individuals who are English language learners in—
  - A. improving their—
    - 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.

In accordance with WIOA Sec. 203(4), funds **must** be used to provide adult education and literacy services to eligible individuals:

- Who have attained 16 years of age;
- Who are not enrolled or required to be enrolled in secondary school under State law; and
- Who:
  - Are basic skills deficient;
  - Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - Are English language learners (ELLs)

#### Available Funds

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Approximately \$381,592 is estimated to be available for AEFLA program instruction (WIOA Sec. 222(a)(1)) for the 2018-2019 fiscal year with no more than 20% of those funds available for programs for corrections education and other institutionalized individuals.

#### Eligible Applicants

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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. WIOA Sec. 203(5); 34 CFR §463.23. These organizations may include but are not limited to:

- A local educational agency (LEA);
- A community-based organization or faith-based organization;

- A volunteer literacy organization;
- An institution of higher education;
- A public or private nonprofit agency;
- A library
- A public housing authority;
- A nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and
- A partnership between an employer and an entity described above.

In accordance with 34 CFR §463.24, an eligible provider must show demonstrated effectiveness in providing adult education and literacy activities by submitting:

- a. Performance Record—a minimum of two consecutive years of performance data (within the previous five years) on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of
  - reading,
  - writing,
  - mathematics, and
  - English language acquisition, and other subject areas relevant to the services contained in this application for funds.
- b. Participant Outcomes—a minimum of two consecutive years of data and/or information (within the previous five years) on outcomes for participants related to
  - employment,
  - attainment of secondary school diploma or its recognized equivalent, and
  - transition to postsecondary education and training.

To fulfill the demonstrated effectiveness requirement, applicants must submit, in no more than two pages, its performance record and participant outcomes. Applicants must submit a minimum of two consecutive years of performance data and/or information and a minimum of two consecutive years of participant outcomes data and/or information. An applicant that is unable to provide evidence of their demonstrated effectiveness in providing adult education and literacy activities will not be considered for funding, and their application will not be reviewed.

### **Consortia Applicants**

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- Applications must identify one organization that will act as the lead organization for the consortium. The lead organization shall submit a single proposal on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the geographic area, explaining the roles and responsibilities of each member organization.
- The lead organization serves as the application organization of record, the legally recognized fiscal agent for the grant project, and the single point of contact for VIDE. The lead organization is responsible for overseeing the implementation of all aspects of the grant, e.g., project plan, grant project monitoring, data reporting, and fiscal management.

- All consortium members are subject to the terms and conditions of the grant award, federal requirements, and state policies.

### **Direct and Equitable Access**

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All applicants will receive direct and equitable access required by WIOA Section 231(c). The competitive grant process ensures that:

- All eligible providers will have direct and equitable access to apply and compete for grants;
- The same grant announcement and application processes are used for all eligible applicants in the State; and
- In applying for grants under this section, all applicants must take into account the Thirteen Considerations identified in WIOA Section 231(e), as highlighted below.

### **Considerations in Evaluating Local Program Applications**

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In accordance with WIOA Sec. 231(e), VIDE, in awarding grants or contracts under this section, shall consider:

- 1) 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; or
    - ii) who are English language learners;
- 2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- 3) 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;
- 4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
- 5) whether the eligible provider's program—
  - A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
  - B) uses instructional practices that include the essential components of reading instruction;
- 6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
- 7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
- 8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete

postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

- 9) 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;
- 10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
- 11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- 12) whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
- 13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

#### **Supplement, Not Supplant**

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Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Subgrantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. WIOA Sec. 241 (a).

#### **Allowable Use of Funds**

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Applications from providers must include provision of services and instruction in each of the following categories within each Local Workforce Development Area to be served:

1. Adult education;
2. Literacy;
3. English language acquisition; and
4. Workforce preparation.

Further, applications from providers may include provision of services and instruction in one or more of the following categories:

1. Workplace adult education and literacy;
2. Family literacy services;
3. Integrated English literacy and civics education; and/or
4. Integrated education and training.

When prospective programs submit their budget applications, administrative costs should be limited to direct administration only. Salaries and fringe benefits of personnel engaged in executive activities, financial and management tasks, reporting of participant data to the State, legal or audit activities, professional development activities, activities associated with the development of a grant application, and other similar functions are considered administrative costs. In accordance with AEFLA 233(b), when limits are too restrictive to allow for adequate planning and administration, the applicant may negotiate with the State to determine an adequate level of funds for non-instructional purposes. A formal written request for an administrative rate higher than 5% must be included with the funding application with a detailed rationale for the request.

Funding should be used to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

Allowable local administrative costs include planning; administration (including performance accountability); professional development; providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment; and carrying out onestop partner responsibilities, including infrastructure costs. Further, funded applicants will be given the opportunity to negotiate local administrative costs.

Program regulation §463.25 states:

- Not more than 5% of a local grant to an eligible provider can be expended to administer a grant or contract under title II.

Allowable costs for administration are those non-instructional costs that are considered necessary and reasonable for planning, administration, evaluation, personnel development, and interagency coordination. An eligible provider receiving a grant may consider costs incurred in connection with the following activities to be administrative costs:

- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in 34 CFR 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Program funds must be used solely for activities that directly support the purpose, priorities, and expected outcomes of the program during the award period. All expenditures must be consistent with the approved application as well as state and federal laws, regulations, and guidance.

VIDE is seeking applications that focus on adult education and literacy services that prepare eligible individuals at all levels for success in education and work through:

- becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
- assisting adults who are parents or family members to obtain the education and skills that—
  - a) are necessary to becoming full partners in the educational development of their children; and
  - b) lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and



- assist immigrant 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

The services subgrantees offer should be aimed at achieving the expected outcomes in the following areas:

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

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

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

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

**Note:** Funds shall not be used for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals as described above, except for such purpose if programs, services, or activities are related to family literacy activities, where it is a requirement to provide interactive literacy activities between parents or family members and their children and to provide an age-appropriate education to prepare children for success in school and life experiences. In providing family literacy activities, an eligible applicant shall attempt to coordinate with programs and services that are not assisted under this grant prior to using funds for adult education and literacy activities awarded through this grant for activities other than those listed above.

## Financial Management

All awarded funds will be allocated on a cost reimbursement basis. The sub-grantee may obligate funds upon receipt of the sub-grant award notice. However, no funds will be disbursed until after July 1, 2018. Sub-grant payments are made on a reimbursement basis so applicants should have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursement payments.

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Sub-grantees shall ensure that auditable and adequate records are maintained which support the expenditure of all funds received through a grant. Programs will submit to periodic fiscal audits, program reviews, monitoring, and/or on-site technical assistance. Please see the Monitoring, Technical Assistance and Reporting Section below for more details. Eligible providers accept the responsibility of using the fiscal control and fund accounting procedures that will ensure proper disbursement of accounting for federal funds. Applicable federal regulations are included in 2 C.F.R. 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

Eligible providers are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. All approved applicants will receive an official award notification, which will include the approved funding amount. Adjustments to budgets will be made at that time. Providers will be responsible for periodically reviewing actual expenditures and reconciling those expenditures with their approved budget.

Applicants must submit a budget of projected subgrant expenditures for year one of the three-year subgrant with their application. A budget must be submitted to the VIDE no later than July 1 for each subsequent year of the subgrant.

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### **General Education Provisions Act (GEPA) Section 427**

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The purpose of the General Education Provisions Act 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 <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for participants who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary participants and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

The State Office recognizes that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Please include the GEPA Attestation on page 12 as part of your package.

ATTACHMENT

GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 (20 USC § 1228a(b))  
ATTESTATION – WORKFORCE INVESTMENT ACT, TITLE II –  
ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that (applicant)\_\_\_\_\_ ensures  
will be taken should the Adult Education application be funded.

The purpose of this requirement is to assist the United States Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence. If funded, the following steps will be taken to ensure equitable access to and equitable participation in the project or activity to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

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

Project Director: (Name and Title) \_\_\_\_\_

Signature of Project Director: \_\_\_\_\_ Date: \_\_\_\_\_

### **Monitoring, Technical Assistance and Reporting**

2 C.F.R. 200.331 mandates VIDE to conduct program monitoring of subgrantees. The purpose of monitoring is to ensure that subgrantees are using 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 through various means, including risk assessment, on-site reviews, and desk reviews. Programs are expected to be responsive to VIDE's technical assistance efforts which may include meetings, workshops, or trainings. As recommendations arise from technical assistance, subgrantees are expected to implement and follow through on them in a timely manner.

All funded programs will be monitored for compliance and effectiveness by VIDE to ensure that funds received under AEFLA will not be expended for any purpose other than for activities allowable under the Act. An evaluation of the federally funded Adult Education and Family Literacy Act program will be conducted annually and will address the extent to which local providers have implemented each of the thirteen considerations specified in Section 231 (and Section 225 for those programs awarded funds to serve Corrections and Other Institutionalized Individuals).

To fulfill its monitoring responsibilities, the VIDE requires subgrantees to submit appropriate fiscal and program documentation per guidance provided by VIDE. In addition, representatives of the state may conduct site visits to funded applicants. The purpose of these visits is to validate information submitted by applicants and to gather additional information from interviews and observations for monitoring and evaluation purposes. VIDE will monitor subgrantees by reviewing and approving the progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The VIDE may conduct programmatic and financial monitoring site visits. Subgrantees must agree to site visits conducted by the VIDE or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information, through interviews and observations, on implementation efforts and challenges.

The VIDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the subgrantee may be required to submit additional relevant information that will allow the VIDE to conduct a useful, efficient, and effective visit. The VIDE may require electronic submission of documents instead of a paper-copy submission.

VIDE staff will verify the contents of documentation submitted. Subgrantee may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

In addition, if subgrantees receive finding(s) from a monitoring review, the subgrantee must address the findings with a corrective action plan.

VIDE will (1) collect local provider and participant performance measures; (2) determine participant performance improvement; (3) identify program quality; (4) determine the extent to which populations

specified in the State Plan were served. Please see the VIDE Performance Accountability Targets Section below for more details on performance measures.

The National Reporting System for Adult Education (NRS) is the accountability system for the federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance, measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures.

The [online NRS database](#) is a performance and financial reporting system designed to collect aggregate statewide data from formula grantees on an annual basis. It reflects the requirements of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA). OCTAE provides a technical assistance memorandum, NRS Annual Reporting Instructions for Program Year (PY) 2016-2017-[PDF](#) (112 KB) to eligible state agencies on an annual basis. Eligible state agencies utilize the online NRS database to comply with annual reporting requirements which include:

- Statistical performance reports
- Data quality checklist
- Federal financial reports
- Narrative Report
- Assessment Policy

### **Corrective Action and Sanctions**

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When findings arise, VIDE will implement a series of corrective actions which may include further technical assistance or training to help agencies achieve the stated objectives. If these actions do not result in grantee compliance, VIDE may conduct audits and implement appropriate sanctions. The federal guidelines for sanctions are defined in the Uniform Grant Guidance. Actions may include the following:

- Temporarily withholding payment until the grantee complies with requirements;
- Disallowing costs;
- Adding new terms and conditions to the grant agreement (for example, designation as a high-risk grantee);
- Refusing to continue a grant under a noncompetitive renewal;
- Suspending grant funds pending corrective action or award termination;
- Voiding or terminating the award; or
- Pursuing the recovery of funds. 2 C.F.R. 200.338

### **Alignment with Local Workforce Development Plans**

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Applicants will describe the alignment between their proposed services and the local WDB plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services; strategy; and goals of the local plan to the activities and services of the one-stop partners. LWDB plans may be accessed at: [www.viwib.org](http://www.viwib.org).

As required under WIOA (34 C.F.R. 463.21), VIDE will submit all applications to the appropriate LWDBs. The LWDB will make recommendation to VIDE about the application's alignment with the local LWDB plan. Local workforce boards provide recommendations, but they are not responsible for approving or denying AEFLA grant applications.

### **VIDE Performance Accountability Targets**

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The State is required to establish a performance accountability system to assess the effectiveness of local programs and report statewide progress in adult education, and to optimize the return of investment of federal funds in adult education activities.

According to WIOA Sec. 116(b)(2)(A)(i), primary indicators of performance include:

1. Employment, Second Quarter after Exit
2. Employment, Fourth Quarter after Exit
3. Median Earnings, Second Quarter after Exit
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Based on past performance and continuous improvement requirements the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), on an annual basis negotiates with VIDE to establish performance accountability requirements. All grant recipients providing activities and services under AEFLA must meet or exceed AEFLA performance levels as determined by VIDE.

The Virgin Islands State Office of Career, Technical & Adult Education currently utilizes Literacy Pro System (LACES) services. Upon award, subgrantees will be required to report performance indicator results through their Literacy Pro account. Future funding will be contingent on continuous program improvement and agencies will be required to implement improvement plans if performance indicators are not met.

### **Submission Process and Deadline**

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Submit one (1) original and four (4) copies of each completed application with attachments **postmarked by October 10, 2018** or hand delivered to:

Virgin Islands Department of Education  
Attention: Khadila D. Joseph, Territorial Director of Procurement  
#1834 Kongens Gade  
St. Thomas, VI 00802

Electronic submissions with attachments, must be emailed to [Khadila.joseph@vide.vi](mailto:Khadila.joseph@vide.vi) no later than **3:30 p.m. on October 15, 2018**. If an applicant submits the application electronically, a hard copy of the

original signature page (page 1 of the RFP application) must be submitted to the state office by registered mail.

*Incomplete or late applications will not be considered.*

## **Review Process and Timeline**

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Applications will be reviewed by VIDE staff and peer reviewers to ensure they contain all required components.

Applications will be reviewed by the appropriate LWDB following submission to VIDE to allow for comment on the extent to which the application for grants or contracts to provide adult education and literacy services aligns with the approved local plan. Comments made by the LWDB on alignment will be reviewed by the review panel and considered by VIDE when making funding decisions.

Each application will be evaluated solely on the criteria identified in this application. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition. Once all of the applications have been evaluated, the review panel will submit to VIDE its recommendations. Final funding decisions will be made by VIDE.

**Note:** This is a competitive process. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants that are not recommended for funding will be notified and may reapply in future grant competitions. VIDE is required by federal law to provide an opportunity for a hearing for applications that are not approved for funding, if an applicant for a sub-grant alleges VIDE violated a State or Federal statute or regulation in denying the application. See 34 C.F.R. 34.401(c). The applicant must request the hearing within 30 days of the disapproval action. No later than 10 days after the hearing, VIDE will issue its written ruling, including findings of fact and reasons for the ruling. 34 C.F.R. § 76.401.

## **Award Start and Duration of Grant**

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Grants will be awarded for a three-year term beginning in the 2018-2019 fiscal year. Funding in years two and three of the grant is contingent on continued appropriations and upon grantees meeting all grant, fiscal, and reporting requirements. 2018-2019 funds must be expended by June 30, 2019. Funds for years two and three of the grant must be expended by June 30, 2020, and June 30, 2021 respectively.

Grant funds cannot be obligated or spent prior to VIDE approval of the subgrantee's budget. Subgrantees will receive an Award Notification for all federal grants. Subgrantees will receive instructions on how to request funds through VIDE when all required signatures are in place.

## **Application Format**

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- The required application narrative (Sections A-H) may not exceed 20 pages, excluding Executive Summary.
- The optional application narratives may not exceed 3 pages each.

- All pages must be standard letter size, 8-1/2" x 11", using 12-point, Times New Roman font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- No more than 6 pages of supplemental attachments (beyond the maximum page limits as detailed in Parts I and II, below) may be included with the RFP response.

## Required Elements

### **Part I: Application Introduction (not scored)**

Part 1A: Cover Page – Applicant Information o Part  
IB: Program Assurances Form O Table of Contents

### **Part IC: Demonstrated Effectiveness (no more than two pages)**

Performance record and participant outcomes

**Part II: Narrative (no more than 20 pages)** o The following criteria, including the thirteen considerations, as specified in WIOA Sec. 231 that States are required by federal statute to consider when awarding AEFLA funds, will be used by reviewers to evaluate the application as a whole. o Executive Summary

- ☐ Provide a brief description (no more than one page) of the applicant's program to be funded by the AEFLA Grant Program. This summary does not count toward the narrative page limit.
- o Section A: Needs Assessment
- o Section B: Serving Individuals with Disabilities o Section C: Past Effectiveness
- o Section D: Alignment with One-Stop Partners and Coordination with Other Agencies o Section E: Intensity, Duration, and Flexible Scheduling O Section F: Evidence-Based Instructional Practices o Section G: Effective Use of Technology and Distance Education o Section H: Facilitate Learning in Context o Section I: Qualified Instructors and Staff o Section J: Partnerships o Section K: Support Services
- o Section L: High-Quality Information and Data Collection Systems o Section M: Budget Narrative
- o **Optional Narratives** (no more than 3 pages each)
  - ☐ Section O: Sec. 225 Corrections and/or Institutionalized Individuals (If Applicable)

### **Required Attachments:**

RFP- Budget Detail  
RFP- Budget Priorities Narrative

VIDE Adult Education and Family Literacy Grant Program 2018-2019

### **Part 1A: Cover Page – Applicant Information**

Applicant Information	
<b>Program Name:</b>	
<b>Mailing Address:</b>	
<b>Telephone:</b>	



<b>Email:</b>	
<b>Website:</b>	
<b>DUNS #</b>	
<b>Type of Program</b>	
<input type="checkbox"/> Local educational agency organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Community- or faith-based organization <input type="checkbox"/> Library agency <input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Public or private nonprofit agency <input type="checkbox"/> Public Housing Authority <input type="checkbox"/> Consortium or coalition <input type="checkbox"/> Partnership between employer/entity above <input type="checkbox"/> Other, please describe - _____	
<b>Applicant Authorized Representative Information</b>	
<b>Name:</b>	
<b>Telephone:</b>	
<b>Title:</b>	
<b>Email:</b>	
<b>Signature:</b>	
<b>Program Contact/Coordinator Information (must be employed by the applicant)</b>	
<b>Name:</b>	
<b>Mailing Address:</b>	
<b>Telephone:</b>	
<b>Title:</b>	
<b>Email:</b>	
<b>Signature:</b>	
<b>Fiscal Manager Information (if different than Program Contact)</b>	
<b>Name:</b>	
<b>Mailing Address:</b>	
<b>Telephone:</b>	
<b>Title:</b>	
<b>Email:</b>	
<b>Signature:</b>	
<b>Applicant Organization intends to apply for (mark one or more):</b> <input type="checkbox"/> Basic AEFLA funding <input type="checkbox"/> Correction Education (Section 225)	
<b>Projected numbers of participants to be served:</b> Total AEFLA Program of Instruction participants to be served: ABE: ASE: ELA:	

Corrections: *(enter number of AEFLA participants to be served in correctional settings; this is a sub-set, not additional learners)*

**Amount Requested\*\*:** *Indicate the amount of funds being requested. (2018-2019)*

Basic AEFLA: \$\_\_\_\_\_

**\*\* Amount requested may not be the amount provided.**

## Part 1B: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the Adult Education and Family Literacy Program, and the receipt of program funds.

On \_\_\_\_\_ 2018, \_\_\_\_\_  
Date Applicant

hereby applies for and, if awarded, accepts the federal funds requested in this application. In consideration of the receipt of these grant funds, the organization agrees that the General Assurances for all federal grants, the program specific assurances for the AEFLA grant and the terms therein are specifically incorporated by reference in this application; and that all program and administrative requirements will be met including the following conditions of AEFLA Grant Program funding:

1. The applicant will not use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.
2. The applicant will enter into a local memorandum of understanding with each Local Workforce Development Board which it services, relating to the operations of the one-stop system, and will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.
3. The applicant will use a portion of the awarded funds to maintain the one-stop delivery center, in accordance with the methods agreed upon by the Local Workforce Development Board and described in a memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding.
4. The applicant understands and accepts that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities and all expenditures must be allowable within federal requirements, including 2 CFR Part 200 Subpart E – Cost Principles.  
The applicant will ensure that the Program Director has adequate time and resources to meet the expectations and fulfill the requirements of the management of the AEFLA grant-funded program.
5. The applicant will provide a description of how funds awarded under this subtitle will be spent.
6. The applicant understands and accepts that each program receiving a grant under this subtitle must maintain separate records of actual expenditures for each budget, and state, program income, local funds used for match or maintenance of effort.
7. The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education and family literacy activities.
8. The applicant will participate in annual program evaluation including but not limited to onsite reviews, data reviews, and desk monitoring processes.

The applicant understands and accepts that not more than 5% of federal AEFLA funds secured through this application process may be used to fund administrative expenses unless otherwise negotiated in writing with the Virgin Islands Department of Education.

\_\_\_\_\_  
Name of Head of Agency/Organization

\_\_\_\_\_  
Signature of Head of Agency/Organization

\_\_\_\_\_  
Name of Fiscal Agent's Authorized Representative

(for consortia applications)

\_\_\_\_\_  
Signature of Fiscal Agent's Authorized

(for consortia applications)

**Selection Criteria and Evaluation Rubric**

§ 463.24 How must an eligible provider establish that it has demonstrated effectiveness?

(a) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the Virgin Islands 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.

(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

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

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

**2. DEMONSTRATED EFFECTIVENESS**

**Threshold requirement:** *In order to be funded as an eligible provider your organization must demonstrate past effectiveness by providing performance data in its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, 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.*

1. *If you are an eligible provider that has been funded under Title II of the Act (AEFLA) please provide performance data to demonstrate past effectiveness over a minimum of two years.*
2. *If you are an eligible provider that has not been previously funded under AEFLA please provide performance data over a minimum of two years to demonstrate past effectiveness in serving basic skills deficient eligible individuals in all of the following areas as relevant to the adult education and literacy services you intend to provide:*
  - a. *reading*
  - b. *writing*
  - c. *mathematics*
  - d. *English language acquisition*
  - e. *other subject areas relevant to the services*

**Considerations in determining demonstrated effectiveness**

*The following elements [34 CFR 463.24] will be used by the VIDE in determining demonstrated effectiveness of eligible training providers:*

- a. measurable skills gains over at least the past 2 years:
  - i. secondary or postsecondary transcript; or
  - ii. educational functioning level gain (measured by pre-posttest, completion of Carnegie Units, program exit followed by entry into postsecondary education); or
  - iii. progress toward milestones; or iv. passing technical/occupational knowledge based exam
- b. high school equivalency credential attainment rate
- c. entry into employment
- d. transition to postsecondary education or training
- e. evidence of continuous program improvement (state element)

**Part I: Application Introduction**

### Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

### Table of Contents

Provide a Table of Contents after the Cover Pages and Assurances.

### **Part IC: Demonstrated Effectiveness**

<b>Demonstrated Effectiveness</b>
<p>In accordance with § 463.24, an eligible provider must show demonstrated effectiveness in providing adult education and literacy activities by submitting:</p> <p>a. Performance Record—a minimum of two consecutive years of performance data (within the previous five years) on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of • reading,</p> <ul style="list-style-type: none"><li>• writing,</li><li>• mathematics, and</li><li>• English language acquisition, and other subject areas relevant to the services contained</li></ul> <p>in this application for funds.</p> <p>b. Participant Outcomes— a minimum of two consecutive years of data and/or information (within the previous five years) on outcomes for participants related to</p> <ul style="list-style-type: none"><li>• employment,</li><li>• attainment of secondary school diploma or its recognized equivalent, and •</li></ul> <p>transition to postsecondary education and training.</p> <p>To fulfill the demonstrated effectiveness requirement, applicants must submit, in no more than two pages, its performance record and participant outcomes. Applicants must submit a minimum of two consecutive years of performance data and/or information and a minimum of two consecutive years of participant outcomes data and/or information. An applicant that is unable to provide evidence of their demonstrated effectiveness in providing adult education and literacy activities will not be considered for funding, and their application will not be reviewed.</p>
Reviewer Comments:
<b>APPLICANT MEETS ELIGIBILITY CRITERIA YES___ NO___</b>

**Part II: Narrative**

The sections in Part II must be provided in a separate document, and address the Executive Summary, Sections A through M. The following information contains details about what needs to be provided for each section and outlines how the reviewers will be scoring the applications.

Executive Summary

Provide a brief description (no more than one page) of the applicant's program to be funded by the AEFLA Grant Program. This summary does not count toward the narrative page limit.

<b>Executive Summary</b>	Inadequate  <i>(information not provided)</i>	Minimal  <i>(requires add'l clarification)</i>	Adequate  <i>(clear and fairly complete)</i>	Met all Criteria  <i>(concise and thoroughly developed)</i>
Provide a brief description of the proposed project that: <ul style="list-style-type: none"> <li>Specifically mentions Adult Education and Literacy, English Language Acquisition, and Workforce Preparation Activities as relates to the purpose of AEFLA;</li> <li>Includes Correctional Education if proposing to provide those services;</li> <li>Includes the applicant's mission statement; and</li> <li>If application includes provision of family literacy activities, describes the research-based practices used for integration of family literacy activities with English language acquisition activities.</li> </ul>	0	1	3	5
Describe alignment and support from applicant's larger organization(s) leadership team, if applicable, and/or board of directors: <ul style="list-style-type: none"> <li>Explain how its work fits into the larger organization's mission and vision;</li> <li>Explain the applicant's history of serving eligible individuals as defined under AEFLA; and</li> <li>Address whether or not cooperative agreements are part of this proposal, and, if so, include a description of any cooperative agreements the applicant's program has with other agencies, institutions, or organization for the delivery of adult education and literacy activities.</li> </ul>	0	1	3	5

Reviewer Comments:
<b>Total</b> /10

<b>Section A: Needs Assessment</b> (WIOA Sec. 231(e)(1))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Identify and describe the area to be served (e.g., county, district) and, if applicable, the specific geographic or institutional area(s) within the area to be served (e.g., municipalities, communities, housing projects, correctional facilities).	0	1	3	5
Describe the demographics (e.g. race/ethnicity, socioeconomic status) of the program's identified geographical area/service delivery area.	0	1	3	5
Detail the literacy needs of the program's target population. Cite sources.	0	1	3	5
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 (see Definitions section at page 35)	0	1	3	5
Reviewer Comments:				
<b>Total</b> /20				

<b>Section B: Serving Individuals with Disabilities</b> (WIOA Sec. 231(e)(2))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
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Detail how the program will ensure that individuals with disabilities have equitable access to programs, activities and related services	0	1	3	5
Explain how the program will identify and provide services to students with physical, emotional, mental, and learning disabilities	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/10</b>

<b>Section C: Past Effectiveness</b> (WIOA Sec. 231(e)(3))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Describe the program's past effectiveness in meeting the needs of the target population(s) identified in Section A. Include service to ABE/ASE as well as ESL students	0	1	3	5
Describe how the program measures educational performance and student transition into postsecondary education, training, and the workforce.	0	1	3	5
Describe the program's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of adult education and literacy services.	0	1	3	5
Describe efforts and success in helping participants gain or retain employment. Include:				
<ul style="list-style-type: none"> <li>Number of participants</li> <li>Percentage of participants</li> </ul>	0	1	3	5
Describe efforts and success in helping participants obtain a high school equivalency certificate. Include:	0	1	3	5
<ul style="list-style-type: none"> <li>Number of participants</li> <li>Percentage of participants</li> </ul>				
Describe efforts and success in helping participants transition to postsecondary education. Include:	0	1	3	5
<ul style="list-style-type: none"> <li>Number of participants</li> <li>Percentage of participants</li> </ul>				

Describe efforts and success in helping participants obtain postsecondary and/or industry recognized credentials. Include: <ul style="list-style-type: none"> <li>Number of participants</li> <li>Percentage of participants</li> </ul>	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/35</b>

<b>Section D: Alignment with One-Stop Partners and Coordination with Other Agencies</b> (WIOA Sec. 231(e)(4))	Inadequate  <i>(information not provided)</i>	Minimal  <i>(requires add'l clarification)</i>	Adequate  <i>(clear and fairly complete)</i>	Met all Criteria  <i>(concise and thoroughly developed, high quality response)</i>
Describe any formal or informal agreement between the program and the local WDB that coordinate and align services benefitting adult learners.	0	1	3	5
Describe the coordination with other available education and training resources for the development of career pathways.	0	1	3	5
Describe any existing Memorandums of Understand (MOU), Memorandums of Agreement (MOA), or contracts with other core providers of WIOA services.	0	1	3	5
Describe how the program will align its services with and contribute to the local One-Stop Center to meet the goals identified in the local WDB plan(s).	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/20</b>

<b>Section E: Intensity, Duration, and Flexible Scheduling</b> (WIOA Sec. 231(e)(5))	Inadequate  <i>(information not provided)</i>	Minimal  <i>(requires add'l clarification)</i>	Adequate  <i>(clear and fairly complete)</i>	Met all Criteria  <i>(concise and thoroughly developed)</i>
Use a table to identify the adult education services, levels, and scheduling that will be offered by the program, include all ABE, ASE, and ESL courses, any ESL Bridge courses to ABE, family literacy services, IELCE courses and/or corrections education courses	0	1	3	5
Describe all of the factors considered in developing the instructional schedule to maximize the opportunity for learners to attend and make progress. Explain the reasons for not offering instruction during any periods of time during the year that exceed two weeks. If applicable, explain the reason(s) for offering fewer instructional hours per learner at specific sites.	0	1	3	5
Explain how the managed enrollment and instructional schedule is aligned with the program's standardized assessment pre- and post-testing procedure to allow sufficient intension (minimum 6-8 hours per week) and the duration (length of time each class session) for individual learners to meet the minimum number of hours required for post-testing and demonstrate adequate progress on the standardized assessment(s) used by the program.	0	1	3	5
Describe how the program will use essential components of reading that research has proven to be effective in teaching individuals to read.	0	1	3	5
Describe the program's service delivery format(s) and explain how the format(s) enable individuals to attend and complete the program. Program delivery formats may include one-on-one instruction, small groups, workshops, large classes, distance learning options and other methods or combinations.	0	1	3	5
Describe how the program will capture feedback on reportable individual and enrolled participant satisfaction and how this feedback will be used for continuous improvement.	0	1	3	5

Reviewer Comments:
<b>Total</b> <b>/30</b>

<b>Section F: Evidence-Based Instructional Practices</b> (WIOA Sec. 231(e)(6))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Describe how the program uses rigorous research and evidence-based instruction for the various content components of ABE, ASE, and ESL (i.e. reading, writing, speaking, mathematics, and English language acquisition) Cite sources and include details of the program's use of standards-based curriculum and lesson plans.	0	1	3	5
Describe how the program will meet the educational needs of students with special learning needs, including those with low levels of literacy, and learning disabilities	0	1	3	5
Detail how the program assesses the effectiveness of instructional practices	0	1	3	5
Reviewer Comments:				
<b>Total</b> <b>/15</b>				

<b>Section G: Effective Use of Technology and Distance Education</b> (WIOA Sec. 231(e)(7))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>

Describe how the program will incorporate technology into the program at all levels, both to help participants obtain digital literacy skills and to increase access to the program.	0	1	3	5
Describe how the program will implement distance learning opportunities.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/10</b>

<b>Section H: Facilitate Learning in Context</b> (WIOA Sec. 231(e)(8))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Describe how the program will provide contextualized instruction to help adult learners advance their academic skills and transition to postsecondary education or training; increase employability; engage in their communities; and exercise the rights and responsibilities of citizenship.	0	1	3	5
Describe successes and existing efforts in providing integrated education and training (IET), and at what levels IET is being offered to participants.	0	1	3	5
Provide details on specific career pathways used, and how those pathways are stackable and lead to industry recognized credentials.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/15</b>

<b>Section I: Qualified Instructors and Staff</b> (WIOA Sec. 231(e)(9))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and</i>
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				<i>thoroughly developed)</i>
Provide position descriptions for key leadership position(s), including job title, job duties, and qualifications (skills, educational attainment, relevant adult education experience). Describe how leadership staff qualifications contribute toward the program's capacity to manage the grant and implement program improvement.	0	1	3	5
Explain the full-time/part-time status of key leader(s). If adult education duties constitute just one of several major responsibilities for leader(s), include an explanation of leader(s) other required duties and the proportion of time devoted to each major responsibility.	0	1	3	5
Provide position descriptions for instructors, administrators and support staff position(s), including job title, job duties, and qualifications (skills, educational attainment, experience).	0	1	3	5
Describe how the program will provide and disseminate high-quality professional development to its professional and volunteer staff.	0	1	3	5
Describe how the program will identify teachers' professional development needs and address those needs through locally-managed collaborative activities among instructional staff, teacher self-study, and workshops/trainings.	0	1	3	5
Describe the support (financial and other) the program will provide to teachers while engaged in professional development activities.	0	1	3	5
Describe the program's plan for supporting instructors in implementing research and evidence-based strategies learned through participation in professional development activities.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/35</b>

<b>Section J: Partnerships</b>	Inadequate	Minimal	Adequate	Met all Criteria
(WIOA Sec. 231(e)(10))	<i>(information not provided)</i>	<i>(requires add'l clarification)</i>	<i>(clear and fairly complete)</i>	<i>(concise and thoroughly developed)</i>
Describe partnerships, including partnership responsibilities, with service providers such as schools, libraries, postsecondary institutions, and social service agencies that provide program support, outreach, and referrals.	0	1	3	5
Describe how the program will develop partnerships and implement career pathway strategies that are aligned to the local workforce development board plan to expand access to employment, education, and other services for individuals with barriers to employment.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/10</b>

<b>Section K: Support Services</b>	Inadequate	Minimal	Adequate	Met all Criteria
(WIOA Sec. 231(e)(11))	<i>(information not provided)</i>	<i>(requires add'l clarification)</i>	<i>(clear and fairly complete)</i>	<i>(concise and thoroughly developed)</i>
Describe how the program will assess students' needs for educational programming, support services, or accommodations.	0	1	3	5
Describe the program's coordination of support services (e.g., child care, transportation mental health services, career planning, postsecondary advisement) to reduce barriers in order for adults to access educational services that support their academic advancement and transition to postsecondary education or training.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/10</b>

<b>Section L: High-Quality Information and Data</b> <b>Collection Systems</b> (WIOA Sec. 231(e)(12))	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Describe the agency's data management practices for tracking student performance, monitoring program performance, and maintaining data quality. Include a description of any information management system the organization uses.	0	1	3	5
Describe how the agency's personnel engage in the collection and management of data.	0	1	3	5
Describe how data will be used for program management, to measure participant outcomes, and program improvement, such as evaluating learner gains and student outcomes.	0	1	3	5
Describe how the program will ensure that participant personally identifiable information (PII) is kept in a secure fashion.	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/20</b>

<b>Section M: Budget Narrative</b>	Inadequate <i>(information not provided)</i>	Minimal <i>(requires add'l clarification)</i>	Adequate <i>(clear and fairly complete)</i>	Met all Criteria <i>(concise and thoroughly developed)</i>
Explain how the costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable, allowable, and the budget is sufficient to implement the proposed activities.	0	1	3	5



Complete the RFP Budget Detail (Appendix B) and RFP Budget Priorities (Appendix C) forms to detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development	0	1	3	5
Reviewer Comments:				
<b>Total</b>				<b>/10</b>

#### Appendix A: RFP Score Summary

Applicant Name: \_\_\_\_\_

Eligible: Yes \_\_\_ No\_\_\_ (Only Eligible Providers will be scored)

Section	Score/Possible
<b>Part I: Application Introduction</b>	No Points
<b>Part II: Narrative</b>	
Executive Summary	/10
Section A: Needs Assessment	/20
Section B: Serving Individuals with Disabilities	/10
Section C: Past Effectiveness	/35
Section D: Alignment with One-Stop Partners and Coordination with Other Agencies	/20
Section E: Intensity, Duration, and Flexible Scheduling	/30



Description:

**Object Code 800** Dues and Fees/ Other Misc.

Total: \$ \_\_\_\_\_

Description:

### **Appendix C: Budget Priorities Narrative**

Detail the proposed use of funds in relation to the objectives, design and scope of project activities, including details of plans for professional development. Add additional sections if necessary.

#### **Funding Priority #1:**

Rationale:

#### **Funding Priority #2:**

Rationale:

**Funding Priority #3:**

Rationale:

**Funding Priority #4:**

Rationale:

**Appendix D: Acronyms and WIOA Definitions**

<b>ABE:</b>	Adult basic education
<b>AEFLA:</b>	Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act
<b>ASE:</b>	Adult secondary education
<b>ELA:</b>	English language acquisition
<b>ESL:</b>	English as a second language
<b>IELCE:</b>	Integrated English Literacy and Civics Education
<b>IET:</b>	Integrated Education Training
<b>VIDE:</b>	Virgin Islands Department of Education
<b>WDB:</b>	Workforce Development Board
<b>WIOA:</b>	Workforce Innovation and Opportunity Act

**From WIOA Section 203:**

**(1) ADULT EDUCATION**—The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

(A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; (B) transition to postsecondary education and training; and (C) obtain employment.

**(2) ADULT EDUCATION AND LITERACY ACTIVITIES**—The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

**(3) ELIGIBLE AGENCY**—The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

**(4) ELIGIBLE INDIVIDUAL**—The term “eligible individual” means an individual— (A) who has attained 16 years of age;

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

(i) is basic skills deficient;

(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or (iii) is an English language learner.

**(5) ELIGIBLE PROVIDER**—The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

(A) a local educational agency;

(B) a community-based organization or faith-based organization;

(C) a volunteer literacy organization;

(D) an institution of higher education;

(E) a public or private nonprofit agency;

(F) a library;

(G) a public housing authority;

(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;

(I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and

(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

**(6) ENGLISH LANGUAGE ACQUISITION PROGRAM**—The term “English language acquisition program” means a program of instruction—

(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

(B) that leads to—

(i) attainment of a secondary school diploma or its recognized equivalent; and

(ii) transition to postsecondary education and training; or (ii) employment.

**(7) ENGLISH LANGUAGE LEARNER**—The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment where a language other than English is the dominant language.

**(8) ESSENTIAL COMPONENTS OF READING INSTRUCTION**— The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

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

- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- (B) Interactive literacy activities between parents or family members and their children.
- (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.

**(10) 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).

**(11) INTEGRATED EDUCATION AND TRAINING**—The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**(12) INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION**—The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services 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.

**(13) LITERACY**—The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**(14) POSTSECONDARY EDUCATIONAL INSTITUTION**—The term “postsecondary educational institution” means—

- (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

**(16) WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES**—The term “workplace adult education and literacy activities” means 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.

**(17) WORKFORCE PREPARATION ACTIVITIES**—The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**From WIOA Section 3:**

**(7) CAREER PATHWAY**— The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education

options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

**(24) INDIVIDUAL WITH A BARRIER TO EMPLOYMENT**—The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

(A) Displaced homemakers.

(B) Low-income individuals.

(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.

(D) Individuals with disabilities, including youth who are individuals with disabilities.

(E) Older individuals.

(F) Ex-offenders.

(G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as H. R. 803—10 defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).

(H) Youth who are in or have aged out of the foster care system.

(I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.

(J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

(L) Single parents (including single pregnant women).

(M) Long-term unemployed individuals.

(N) Such other groups as the Governor involved determines to have barriers to employment.

**(34) LOCAL EDUCATIONAL AGENCY**—The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

**(42) ONE-STOP PARTNER**—The term “one-stop partner” means—

(A) an entity described in section 121(b)(1); and

(B) an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.