



Arizona Adult Education  
Request for Grant Application  
Supplemental  
(RFGA-S)

Fiscal Years 2018 – 2020

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## Section I: Introduction

### Background

On July 22, 2014, the Workforce Innovation & Opportunity Act of 2014 (WIOA) was signed into law to reauthorize the Workforce Investment Act of 1998 (WIA). WIOA requires the alignment of workforce, education and economic development systems to support access to high-quality, comprehensive and accessible workforce services for all individuals, including those with significant barriers to employment. Adult Education and Literacy (Title II) is identified as one of four required core partners in WIOA. The core partners are listed below:

WIOA Required Core Partners:

- WIOA Title I - Adult, Dislocated Worker, and Youth Programs (DES)
- WIOA Title II - Adult Education and Literacy Program (ADE)
- WIOA Title III - Wagner-Peyser Employment Service (DES)
- WIOA Title IV - Vocational Rehabilitation Program (DES)

All four titles comprise the workforce system. In Arizona's Workforce System, Titles I, III and IV are under the administration of the Department of Economic Security (DES). Title II is administered under the Arizona Department of Education (ADE), as described in the Arizona Revised Statutes (A.R.S.) 15-232 and 15-234.

With the implementation of WIOA, Arizona has the opportunity to create positive change to improve the workforce development system as a whole. Since the passage of WIOA, the Arizona Department of Education/Adult Education Services Unit (ADE/AES) has been working collaboratively with core partners to address the new WIOA requirements and to ensure that adult education and literacy is an integral component of the Arizona Workforce System.

As required under WIOA, ADE/AES conducted a competitive Request for Grant Application (RFGA) process to award multi-year funding to eligible agencies for the provision of Title II adult education services in Arizona. The grant cycle for successful applicants of that competition begins July 1, 2017 and continues through June 30, 2020.

At the conclusion of the competitive RFGA evaluation process, there were specific areas of the state identified as still lacking adequate Title II adult education services; therefore, ADE/AES is conducting another competitive grant application process, the Adult Education Request for Grant Application-Supplemental (RFGA-S), to award multi-year funding to eligible agencies for the provision of Title II adult education services in *specific* areas of the Arizona.

### Request for Grant Application- Supplemental

This Request for Grant Application- Supplemental (RFGA-S) is restricted to eligible applicants proposing adult education services in the following Workforce Areas: Maricopa County, Mohave/La Paz Counties, Northeast Arizona (Gila/Navajo/Apache Counties), Pima County, and Yuma County. Additionally, within each Workforce Area, funding for services may be further restricted to certain cities and zip codes. Please refer to the Workforce Area Funding Chart on page 14 in this application.

This RFGA-S and the *Grant Application Package* contain the information and forms necessary to complete the application process. More importantly, this application process is designed to ensure the delivery of quality education services for adult learners and access to a comprehensive workforce development system as described in the Arizona Unified Workforce Development Plan.

## Authorization and Funding for Adult Education in Arizona

The administration and funding of local adult education is authorized in Arizona under A.R.S. 15-232 and 15-234. Federal administration and funding is authorized through WIOA, Title II: Adult Education and Literacy. Funding to grant recipients is determined through a competitive grant application process. Continuation of funding is based on both input measures (program administration and operations reflecting evidenced-based and research-based best practices) and output measures (achievement of annual performance goals). Grant recipients that do not meet these measures risk loss of funding at any point in the grant period.

Applicants are advised to note the rigorous level of program administration and program accountability required under WIOA, and some may choose to apply as a consortium with applicable agencies within a workforce area or region to consolidate and leverage resources.

## Arizona Unified Workforce Development Plan

WIOA required that each state submit a State Plan to the U.S. Secretaries of Labor and of Education, outlining the state's four-year workforce development strategy as it pertains to that state's workforce development system. Each state must have an approved plan in place in order to receive federal funding for WIOA core programs.

The framework and content for Arizona's plan under WIOA was developed through a year-long collaborative process involving all core partners, local workforce development areas, and local adult education providers. Under the guidance of Arizona's State Workforce Board, the Workforce Arizona Council (WAC), this framework became the Arizona Unified Workforce Development Plan and was submitted to the U.S. Department of Labor (USDOL) and the U.S. Department of Education (USDOE) on April 1, 2016. Click link to go to the [Arizona Unified Workforce Development Plan](#).

Arizona's Unified Plan established the following four measurable goals designed to achieve the WIOA vision and requirements:

- 1) Create partnerships and strengthen communication
- 2) Create a customer-centric workforce system
- 3) Grow and develop a skilled workforce
- 4) Strengthen data utility and reporting

In addition, Arizona's Unified Plan: Section VIII Adult Education and Literacy Programs, establishes the following three goals for the state's adult education delivery system to ensure the opportunity for academic success of all learners:

- 1) Ensure that the adult education system is an integral component of an educational pipeline leading to postsecondary education and career pathways
- 2) Enable adult educators to empower adult learners to transition to postsecondary and livable-wage employment
- 3) Provide instruction to prepare adult learners for success in postsecondary education and the workforce

ADE/AES intends to fund eligible and qualified applicants through this competitive supplemental grant application process to establish local adult education services that are aligned with the goals of the Arizona Unified Workforce Development Plan and the Arizona Adult Education System in specific areas of the state. As part of the application process, applicants are required to establish collaborations with partners who can assist in the delivery of quality comprehensive educational services and access to a comprehensive workforce development system for adult learners.

## Section II: Grant Overview

### Grant Program Name

Arizona Adult Education

### Authorization and Funding

All funding is pending availability of projected Federal and State funds and Arizona State Board of Education approval.

- **Federal** - Workforce Innovation & Opportunity Act, Title II, Adult Education and Literacy
- **State** - Arizona Revised Statutes, 15-232 and 15-234

Grantees shall provide a minimum 25% local match for the requested grant award in cash or in-kind contribution. Federal funds may not be used for matching. Earned income may not be used for matching. 100% of earned income generated by this grant award must be used for adult education instructional purposes.

### Purpose

The purpose of Adult Education in Arizona under the Workforce Innovation & Opportunity Act (WIOA) is to enable local adult education providers, as core partners of Arizona's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the Arizona Unified Workforce Development Plan and WIOA in order to:

- Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency
- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family
- Assist adults in the attainment of a high school equivalency diploma and in the transition to postsecondary education and training through career pathways
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship

Arizona state law establishes adult education as a division within the Arizona Department of Education (ADE), and ADE serves as the administrative entity for Title II, Adult Education (A.R.S. 15-232, 15-234) for the purpose of establishing and maintaining adult education programs to conduct adult education classes. Funding allocated to local providers for adult education must be approved by the Arizona State Board of Education (AZ SBE). Adult Education Services (AES) is the unit within ADE responsible for the administration and oversight of Arizona's statewide adult education system.

The Arizona Adult Education Mission is: *To Prepare Learners for Success in College, Career and Life*. The following three Arizona Adult Education Goals provide the foundation for the educational services this RFGA-S seeks in order to operationalize the WIOA requirements for Title II:

1. *System Goal*: The Arizona Adult Education System is an integral component of Arizona's educational pipeline leading to postsecondary education and career pathways.

2. *Profession Goal:* Arizona Adult Educators empower adult learners to transition to postsecondary education and livable-wage employment.
3. *Instruction Goal:* Arizona Adult Education Instruction prepares adult learners for success in postsecondary education and the workforce.

### **Eligible Applicants and Demonstrated Effectiveness**

Eligible providers, in adherence to WIOA, are organizations with *demonstrated effectiveness\** in providing adult education and literacy activities and may include:

- A local education agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- An institution of higher learning
- A public or private non-profit agency
- A library
- A public housing authority
- A non-profit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA
- A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; or
- A partnership between an employer and an entity described above

\*To be considered eligible for an award, an applicant must demonstrate past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this 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. *See WIOA Final Rules Subpart C, §463.24.*

### **Target Population (Eligible Individuals)**

Funds received by local providers under this grant contract are to be used to establish and operate programs that provide adult education and literacy services to learners meeting the statutory definition of an “eligible individual” as defined in WIOA. An “eligible individual” means an individual who:

- Has attained 16 years of age
- Is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. 15-802)
- Meets Arizona state eligibility requirements under A.R.S. 15-232 B; *AND*
  - 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



## Allowable Activities

Funds received by local providers under this grant contract are to be used to establish and operate programs that provide the following services and activities to eligible individuals:

- **Adult Basic Education (ABE):** Instruction in reading, writing, and math to eligible individuals with educational functioning levels at a particular literacy level as listed in the National Reporting System (NRS) educational functioning level table as ABE 1, 2, 3 and 4. *WIOA Final Rules Subpart D, §463.30*
- **Adult Secondary Education (ASE):** Instruction in reading, writing, science, social studies, math and problem solving to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ABE 5 and 6. Participation in ASE activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals. *WIOA Final Rules Subpart D, §463.30*
- **English Language Acquisition for Adults (ELAA):** Instruction in reading, writing, speaking and comprehension of the English language to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ESL 1 – 6. Participation in ELAA activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals. *WIOA Final Rules Subpart D, §463.31 and §463.32.*
- **Integrated English Literacy and Civics Education (IELCE):** Education services provided to English language learners who are adults, including those who are professionals with degrees or credentials in their native countries, that enable those 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 of the United States. Services must include instruction in literacy and English language acquisition, math, and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. *WIOA Final Rules Subpart D, §463.33.*
- **Workforce Preparation:** Instruction that is designed to help eligible individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment. *WIOA Final Rules Subpart D, §463.34.*
- **Integrated Education and Training (IET):** A 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. Required IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills. *WIOA Final Rules Subpart D, §§463.35 through 463.38.*

There are three program categories in this application for which an applicant may apply for funding to establish and operate programs to provide the above allowable activities, including activities that are offered concurrently.

The three *Funding Categories* are:

- **ABE/ASE** under WIOA Section 231
- **ELAA/IELCE** under WIOA Sections 231 and 243
- **Corrections Education/Institutionalized Individuals** under WIOA Section 225 (*see WIOA Final Rules Subpart F, §§463.60 through 464.63*)

### **Alignment with Local Workforce Development Plan**

One of many requirements under WIOA is that each eligible local applicant seeking a grant or contract under WIOA Title II must describe how services proposed in the application will align with the local workforce development plan, including:

- The degree to which the Title II application responds to regional needs as identified in the Local Workforce Plan
- The degree to which the Title II 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
- The extent to which the Title II applicant’s proposed activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan
- The extent to which the Title II 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

A document with information regarding Arizona’s local workforce regions and contact information for access to Local Workforce Plans can be found here: [Arizona Local Workforce Region/Area Contacts](#).

### **Local Workforce Development Board Review of Title II Applications**

ADE/AES shall conduct the process to ensure that eligible applications for funds under WIOA Title II are submitted to the appropriate Local Workforce Development Board (LWDB) for review according to WIOA requirements. Please see below for a summary of the responsibilities for each entity:

- ADE shall:
  - Conduct a compliant and competitive Title II grant application process with a timeline that allows for LWDB review of eligible applications
  - Develop and implement a process, including a template to gather comments, for LWDBs to review applications and submit such reviews and comments back to ADE/AES
  - Evaluate all eligible applications using the RFGA-S evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly
- Eligible Applicants shall:
  - Respond to the RFGA-S and address all requirements and adhere to timelines

- Identify the workforce development region(s)/area(s) for the proposed service area and access the applicable local workforce development plan(s)
- Address in the application how the Title II services proposed will align with the local workforce development plan(s) as described above
- Submit completed *Grant Application Package* to ADE/AES according to instructions in the RFGA-S
- LWDBs shall:
  - Ensure that the local workforce development plan is available to eligible applicants
  - Review all eligible applications, and comment on alignment to the local workforce development plan and provide recommendations to promote further alignment
  - Submit comments and recommendations to ADE/AES using the provided template and within the required timeframe

### **Adult Education as a Required One-Stop Partner**

WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides a comprehensive, accessible and high-quality workforce development system. The vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices. Adult education is a required One-Stop partner, and funded Title II providers are required to enter into formal collaborative agreements with local ARIZONA@WORK Job Centers (Arizona's One-Stop entities). These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants. See [OCTAE One-Stop Vision](#) and [WIOA One-Stop Infrastructure Frequently Asked Questions](#).

### **Grant Award Process and Cycle**

WIOA Section 225, 231 and 243 funds allocated to eligible local providers are awarded through this competitive Supplemental Request for Grant Application (RFGA-S) process via multi-year grant contracts. The grant cycle is a minimum of three years, and all providers are subject to the same funding cycle: Year One- September 1, 2017 through June 30, 2018 (10 months); Year Two- July 1, 2018 through June 30, 2019; Year Three- July 1, 2019 through June 30, 2020.

### **Direct and Equitable Access**

ADE is committed to conducting a competitive process that ensures direct and equitable access to all eligible providers competing for Title II grant contracts. Information regarding the application and process is available broadly to potential applicants via a public website, and an adequate amount of time to complete the application is provided (see *Application Timeline* on page 12).

The RFGA-S process is designed to ensure that organizations not previously funded are given a fair and equitable opportunity to address the requirements of this application, and all applicants will be evaluated using the same process in accordance with WIOA requirements (see *Funding Considerations and Evaluation* starting on page 15). A [Glossary of Acronyms and Terms](#) has been created to assist applicants and applicable resources are linked throughout this document and are listed in Section VI. RFGA-S documents and resources can also be accessed on the web at [Arizona Adult Education RFGA-S FY 2018/2020](#).

**Application Timeline**

<b>Item</b>	<b>Date</b>
FY2018-2020 <i>Request for Grant Application- Supplemental (RFGA-S)</i> Released	June 12, 2017
<i>RFGA-S</i> Pre-Proposal/Q & A Meeting (see page 27)	June 23, 2017 @ 2:00 PM
Deadline to Submit Completed <i>Grant Application Package</i> to ADE/AES	July 16, 2017
Application Review and Evaluation (including review by Local Workforce Development Boards)	July 17, 2017 through July 31, 2017
Successful Applicants Notified (pending AZ State Board approval)	August 4, 2017
AZ State Board of Education Review/Approval of Allocations	August 28, 2017
Finalized Program List Released (after State Board approval)	August 31, 2017
Official Funding Award Letters Sent to Successful Applicants	August 31, 2017
Year One of Grant Contract Begins	September 1, 2017

## Available Assistance Funding and Distribution

Assistance dollars are to be used at the local level to provide educational services to eligible individuals as described in this application, in WIOA, and in A.R.S. 15-232 and 15-234. ***The total amount of assistance funding available for allocation is unknown at the time of the RFGA-S release, and the dollar amounts listed in this application on the following page are provided for estimation only.***

There are twelve *Designated Workforce Regions/Areas* in Arizona. This application specifically targets only five *Designated Workforce Regions/Areas*: Maricopa County, Mohave/La Paz Counties, Northeast Arizona (Gila/Navajo/Apache Counties), Pima County, and Yuma County. The table on the following page shows the proposed assistance funding distributed by the applicable *Designated Workforce Region/Area* (see column A).

The *Estimated Available Assistance by Region* (see column B) for each *Designated Workforce Region/Area* applicable to the RFGA-S was determined by demographic data and needs analyses pertaining to the target populations of adult learners. Some factors used to determine this estimation include: number of people in target population, educational attainment levels, English language needs, poverty rates, and disconnected youth rates. In addition, the geographic density of each region was a factor because service delivery in rural, less dense regions may be more expensive due to fewer partners and support services available and greater geographic area to cover.

The *Estimated Funding Breakdown by Activity* (see column C) for each *Designated Workforce Region/Area* applicable to the RFGA-S was determined by demographic data pertaining to the need for ABE/ASE and ELAA/IELCE services in each region. The *Integrated Education and Training (IET) Set-Aside* portion of this breakdown is designated specifically to award funding to applicants for proposed services that meet the IET requirements as described in WIOA Final Rules §463.35 – §463.38 for participants in both ABE/ASE and ELAA/IELCE programs to provide 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.

The *Range of Awards to Eligible Providers* (see column D) identifies the maximum and minimum awards for each area applicable to the RFGA-S. The maximum amount varies by region/area and indicates the largest award possible in this competition for each region/area. Applicants proposing services in more than one region/area may apply for up to the maximum in each area. The minimum amount to be awarded per applicant is \$180,000. This is designed to ensure adequate funding per applicant to address the rigorous level of program administration and program accountability required under WIOA. Applicants proposing services in more than one region/area may apply for less than \$180,000 in each region/area, as long as the total funding applied for is \$180,000 or greater. *Note: Eligible entities proposing to serve fewer than 100 eligible individuals in a program year are encouraged to join with other eligible entity(ies) within the region/area and apply as a consortium to consolidate administrative functions.*

A. Designated Workforce Region/Area Geographic-based Regions	B. Range of Awards to Eligible Providers	C. Estimated Funding Breakdown by Allowable Activity				Eligible Provider Service Areas
		1. ABE/ASE	IET** Set-Aside	ELAA/IELCE	IET** Set-Aside	
Maricopa County	\$180,000	\$108,000	10% of ABE/ASE	\$72,000	10% of ELAA/IELCE	Chandler/Gilbert area serving zip codes 85224, 85225, 85226, 85233, 85234, 85295
Mohave/La Paz Counties	\$180,000 - \$583,989	\$350,393	10% of ABE/ASE	\$233,596	10% of ELAA/IELCE	Mohave & La Paz Counties
Northeast Arizona (Gila/Navajo/Apache Counties)	\$180,000	\$108,000	10% of ABE/ASE	\$72,000	10% of ELAA/IELCE	Gila County serving Payson, Globe and surrounding areas
Pima County	\$180,000 - \$194,663	\$116,798	10% of ABE/ASE	\$77,865	10% of ELAA/IELCE	Pima County serving zip codes 85757, 85746, 85756
Yuma County	\$180,000 - \$666,458	\$399,875	10% of ABE/ASE	\$266,583	10% of ELAA/IELCE	Yuma County serving zip codes 85349, 85356, 85364, 85365, 85367
<p>*States <i>may</i> award up to 20% of funds available under WIOA Section 231 to programs for corrections education and the education of other institutionalized individuals. Awards must be to eligible providers in accordance with subpart C and priority must be given for programs serving individuals likely to leave the institution within five years of participation in the program.</p>		<p>**The Integrated Education and Training (IET) Set-Aside is designated specifically to fund classes utilizing the IET service approach, as described in WIOA Final Rules §463.35 – §463.38, in order to provide 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. Required IET components include: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training.</p>				



## Funding Considerations and Evaluation

### Federal Evaluation Factors Required Under WIOA

The thirteen factors below and described in WIOA, Title II, Sec. 231 (e) are federal factors that are required to be considered to evaluate applications and determine funding decisions.

1. The degree to which the eligible provider would be responsive to:
  - Regional needs as identified in the local workforce development plan; and
  - Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:
    - Who have low levels of literacy skills; or
    - Who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to meeting the state-adjusted levels of performance for the primary indicators of performance described in section 116;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the ARIZONA@WORK partners;
5. Whether the eligible provider's program:
  - Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
  - Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality 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 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 establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher

education, LWDBs, ARIZONA@WORK Job Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in 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 area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

### State Evaluation Factors

The two factors below are Arizona factors that will be considered to evaluate applications and determine funding decisions.

#### Staffing

1. Whether the proposal describes adequate staffing as outlined in the [Staffing Guidelines and Recommendations by Program Size](#) document.

#### Class Scheduling

2. Whether the proposal describes services in the proposed class schedule that provide adequate intensity and duration of instruction, extend learning beyond the classroom, and provide flexibility to meet the needs of the target population.

### State Leadership

Under WIOA Section 223, ADE/AES is mandated to provide the four State Leadership activities below:

1. The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102, or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
2. The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
3. The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including:
  - The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training
  - The role of eligible providers as one-stop partners to provide access to employment, education, and training services



- Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies
4. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State

Participation by applicable local Title II provider staff, as determined by ADE/AES, in ADE/AES-sponsored State Leadership activities and required training is mandatory.

### **Accountability and Performance Measures**

WIOA Title I Section 116 establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the core programs. The performance measures below apply across all of the core programs, including Title II Adult Education:

- Percentage of program participants in unsubsidized employment during the second quarter after exit from the program
- Percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program
- Median earnings of program participants in unsubsidized employment during the second quarter after exit from the program
- Percentage of program participants who obtain recognized postsecondary credentials or secondary credentials
- Percentage of program participants who, during a program year, are in education or training programs that lead to recognized postsecondary credentials or employment, and who are achieving measurable skills gains (MSG) toward credentials or employment

An additional performance indicator, the Effectiveness in Serving Employers, will be measured as determined in the Arizona Unified Workforce Development Plan and approved by the Workforce Arizona Council.

A secure, web-based data management system that collects student demographic, participation, and outcome measures, including performance results as identified in the National Reporting System (NRS) is utilized to fulfill performance reporting requirements and assess the effectiveness of local providers.

### **Assessing Quality**

Arizona adult education providers are evaluated programmatically and fiscally for compliance to federal and state requirements. Desk monitoring of all funded providers is conducted by ADE/AES staff throughout the program year and includes an analysis of local performance data, professional learning plan, technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider's status regarding collaboration with WIOA core partners and alignment with LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records (see document [Arizona Monitoring and Risk Assessment](#)).

Reporting is part of the annual program improvement model. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts. As programs are completing their final reports, they are also developing the foundation for the upcoming program year's plan.

Successful applicants are expected to meet contract requirements and assurances, and provide the services as described in the approved application. Providers not meeting contract requirements and assurances and/or not providing the services as described in the approved application will be placed on corrective action plans and risk loss of funding.

## Section III: Contract Requirements

### Assurances

A signed Statement of Assurances Form must be submitted, both electronically and as an original hard copy, as described in *Section IV: Application Submission Requirements & Process*. The nineteen assurances, federal and state, are listed here as a reference.

### Federal Assurances:

1. The applicant agrees to comply with federal and state statutes, regulations, policies and procedures, and to use state appropriated funds to carry out activities solely in a manner consistent with the Arizona Unified Workforce Development Plan and the Workforce Innovation and Opportunity Act
2. The applicant agrees to comply with the following Federal Non-Discrimination Laws:
  - Title VI of the Civil Rights Act of 1964, as amended, which prohibits the denial of benefits of participation in contract services on the basis of race, color, or national origin
  - Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and State Executive Order No. 99-4, which mandate that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities
  - The Americans with Disabilities Act of 1990 (Public Law 101-336) and the Arizona Disability Act of 1992 (A.R.S. §41-1492 et. seq.), which prohibit discrimination on the basis of physical or mental disabilities in delivering contract services or in the employment, or advancement in employment of qualified individuals
3. The applicant agrees to comply with Section 427 of the General Education Provisions Act (GEPA).
4. The applicant agrees to comply with the Federal Law, Family Educational Rights and Privacy Act (FERPA).
5. The applicant agrees to administer the ADE/AES approved standardized assessments in accordance with the [Arizona Adult Education Assessment Policy](#).
6. The applicant agrees to follow all [Uniform Guidance & Code of Federal Regulations \(CFR200\) Requirements](#).
7. The applicant agrees to use funds received under WIOA Section 225 to provide corrections education and educational services for other institutionalized individuals and priority shall be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
8. The applicant agrees to use funds received under WIOA Section 243 to provide services to adults who are English language learners that include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation *in combination with* integrated education and training activities designed to: 1) prepare adults for, and place such adults in, unsubsidized employment in in-demand industries and occupations leading to economic self-sufficiency, and 2) integrate with the local workforce development system and its functions to carry out the activities of the program.

### State Assurances:

9. The applicant agrees to use ADE/AES funds to establish and conduct adult education courses of study as prescribed by ADE/AES to assist adults in attaining secondary school diplomas, transitioning to

postsecondary education, training, and career pathways, improving employment opportunities, and increasing their knowledge of the rights and responsibilities of citizenship (A.R.S. 15-232 A).

10. The applicant agrees to use ADE/AES grant funds to provide services and adult education classes only to adults who are citizens or legal residents of the United States or are otherwise lawfully present in the United States, and this subsection shall be enforced without regard to race, religion, gender, ethnicity or national origin (A.R.S. 15-232 B).
11. The applicant agrees to provide a bi-annual report on the total number of adults who applied for instruction and the total number of adults who were denied instruction under this section because the individual was not a citizen or legal resident of the United States or was not otherwise lawfully present in the United States (A.R.S. 15-232 C).
12. The applicant agrees to follow [Arizona Adult Education Supplemental Fee Guidelines](#) and state law regarding the charging of supplemental fees to adults eligible to participate in the adult education program (A.R.S. 15-234 D). The Department of Corrections shall not charge supplemental fees.
13. The applicant agrees to fully cooperate with evaluation and monitoring processes conducted by ADE/AES, including review of all records and documents pertaining to Title II Adult Education and core partner services.
14. The applicant agrees that adult education program director, administrator(s), instructional leader(s), and instructional staff will hold a valid Arizona Adult Education teaching certificate or will obtain such certificate within 90 days of the hire date.
15. The applicant agrees that instruction in ADE/AES-funded adult education classes is conducted by certified adult education teachers as described in State Assurance #14 (above).
16. The applicant agrees to submit timely and accurate reports.
17. The applicant agrees to use the designated adult education data management system and to follow ADE/AES and [National Reporting System \(NRS\)](#) guidelines.
18. The applicant agrees to comply with all requirements outlined in the ADE/AES *Data Quality Specifications* (see starting on page 23)
19. The applicant agrees to follow all ADE/AES Fiscal Requirements (see below) and Grants Management Enterprise System Guidelines.

In addition to assurances, there are numerous grant contract requirements as described below.

## **Fiscal Requirements**

### **Financial and Grants Management Requirements:**

1. The program will use state-appropriated funds to carry out activities in a manner consistent with Arizona Revised Statutes 15-232 and 15-234 (ARS), Code of Federal Regulations (CFR200), Education Department General Administrative Regulations (EDGAR), Arizona Unified Workforce Development Plan, and the Workforce Innovation and Opportunity Act (*State and Federal requirement*).
2. The program will use equipment and supplies, purchased with Title II funds, primarily for services described in the approved grant contract (*State and Federal requirement*).
3. The program will allocate and expend a minimum of 10% of ADE/AES grant funds and earned income for approved professional learning activities aligned to the Learning Forward Professional Learning Standards

and the AZ Adult Education Teacher Standards. Registration fees paid to ADE for AES trainings and conferences can be included as part of this 10% (*State requirement*).

4. The program will provide a minimum 25% local match for the requested grant award in cash or in-kind contribution (*State requirement*). Federal funds may not be used for matching (*Federal requirement*). Earned income may not be used for matching (*State requirement*).
5. 100% of earned income generated by this grant award must be used for adult education instructional purposes. Earned income includes revenue generated by fees (*Federal requirement*). 100% of FTSE (Full Time Student Equivalency) dollars must be used for adult education (*State requirement*). Programs must budget for earned income and must provide an end-of-year accounting of all earned income revenue and expenditures (*State and Federal requirement*).
6. If approved by ADE/AES to charge Supplemental Fees (A.R.S. 15-234 D), the program must follow ADE/AES policy and ensure that the fee structure meets state law, federal law, and considers an individual's ability to pay as described in A.R.S. 15-232.A.6. The fee structure shall include a sliding scale fee schedule, based on household income, that shall be assessed to each individual participating in the program (see [Arizona Adult Education Supplement Fee Guidelines](#)) (*State requirement*).
7. The applicant agrees to budget not less than 95 percent of ADE/AES funds to carry out adult education and literacy activities and not to exceed 5 percent for administration, planning, and professional development. Prior approval by ADE/AES must be obtained prior to exceeding the 5 percent maximum (*Federal requirement*).
8. The applicant agrees to supplement and not supplant other State or local public funds expended for adult education and literacy activities under WIOA Title II (*Federal requirement*).
9. The applicant agrees to provide services as described under the Applicants for Corrections Education and Other Institutionalized Individuals in Section 225 for criminal offenders within a correctional institution, giving priority to serving individuals who are likely to leave the correctional institution within 5 years of participation (*Federal requirement*).
10. The applicant agrees to use funds received under WIOA Section 243 to provide services to adults who are English language learners that include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation in combination with integrated education and training activities designed to: 1) prepare adults for, and place such adults in, unsubsidized employment in in-demand industries and occupations leading to economic self-sufficiency, and 2) integrate with the local workforce development system and its functions to carry out the activities of the program (*Federal requirement*).

### **Administrative Regulations and Requirements:**

11. The applicant agrees to comply with the Federal Uniform Guidance, Code of Federal Regulations (CFR200) and Education Department General Administrative Regulations (EDGAR), including but not limited to:
  - The applicant agrees to maintain property records for any equipment with a current per unit fair market value of \$5,000. Records shall include description(s) of the property(ies), serial number(s) or other identification number(s), the source of funding for the property, the location(s), use and condition of the property, and any ultimate disposition data including the date(s) of disposal and sale price of the property. A physical inventory of the property must be taken at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
  - The applicant agrees to maintain inventory records for supplies (computing devices and equipment less than \$5,000 per unit) as described under property records.

- The applicant agrees to maintain financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award. Such records must be retained for a period of three years from the date of submission of the final expenditure report (5 years) including income records.
- The applicant agrees to allow ADE/AES oversight and monitoring of activities to assure compliance with applicable Federal requirements and performance expectations. This includes reviewing required financial and performance reports and ensuring that timely and appropriate action is taken on all deficiencies pertaining to the Federal award detected through audits, on-site reviews, and other means.
- The applicant agrees to allow ADE/AES to evaluate each risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate monitoring. The evaluation may include the program's prior experience with the same or similar subawards; the results of previous audits, including whether or not the program has received a Single Audit and the extent to which the same or similar subaward has been audited as a major program; and whether the program has new personnel or new or substantially changed systems.
- The applicant agrees to follow general provisions for selected items of cost in determining allowable or unallowable cost. Failure to mention a particular item of cost is not intended to imply that it is either allowable or unallowable; rather, determination in each case should be based on the treatment provided for similar or related items of cost. (see [CFR200 Selected Item Costs](#))

## General Provisions and Programmatic Requirements

### Program Administration and Operations Requirements

1. The program director/administrator (or designee) with decision-making authority will be available 12 months of the year to make programmatic decisions, submit reports, and communicate in a timely manner as required with ADE/AES personnel.
2. The program will have provisions in place to ensure an orderly transfer of responsibilities in the event of a change in leadership.
3. The program will provide educational services year-round for eligible adult education participants or will establish an ADE/AES approved formal partnership to ensure access to appropriate educational services.
4. The program director/administrator will submit a written request to ADE/AES to change a class/site location from a previously approved site location.
5. The following documents must be kept on file and provided to ADE/AES staff to review upon request:
  - Teaching certificates
  - A current organizational chart
  - Resumes for current program staff, including the program director, program administrator(s) instructional leader(s), and instructional staff
  - Current job position descriptions for the positions listed on the *Qualifications of Personnel* form and other key staff who provide Title II and partner services

### Teaching and Learning Requirements

6. The program will fully implement the Arizona Adult Education Teacher Standards for all instructional staff.
7. The program will compensate all certified adult educators for required Professional Learning activities, including job-embedded activities, which focus on improving teacher effectiveness to support the implementation of the Arizona Adult Education Teacher Standards.
8. The program director, administrator(s), and adult education staff, as applicable, will participate in ADE/AES required professional learning events, and participating staff shall be compensated by the



program for attending required activities. Note: The program shall pay applicable registration fees to ADE as required.

9. The program will use ADE/AES funds to plan, implement, and evaluate professional learning for adult educators aligned to the [Standards for Professional Learning](#), developed by Learning Forward.
10. The program will ensure that print and digital curricular resources used for instruction are aligned to the [Arizona Adult Education Content Standards](#).
11. The program will provide sufficient paid time for adult education instructors to plan and prepare for instruction aligned to the [Arizona Adult Education Content Standards](#).

## Data Quality Specifications

The NRS has defined levels of data quality, and Arizona's goal is to earn the Exemplary Quality level. This requires Arizona Adult Education programs to have systems in place and documented that verify data accuracy, monitor data collection and analyses, correct errors, improve data on an ongoing basis, and focus on continuous improvement of the quality and accuracy of data. To achieve this, Adult Education providers must adhere to the 22 requirements below.

### Security of Information:

1. Provide training in appropriate use of data and privacy protection, including training on FERPA. Providers must ensure that all staff is trained in their responsibility in regard to learners' personal information. Providers must have guidelines in regard to storing, transporting and sharing of learners' personal information (*State and Federal requirement*).

### Program Administration of Data Related Requirements:

2. Identify staff responsible for data collection, and clearly document and define roles and responsibilities (*State requirement*).
3. Identify the individual ultimately responsible for data decisions within the program (*State requirement*).
4. Identify and document a process for error-checking program data (*State requirement*).
5. Identify and document the process and individuals responsible for correcting errors (*State requirement*).
6. Use the state provided WIOA Registration Form/WIOA Update Form (Intake Form) that clearly identifies the data that MUST be collected for State/NRS purposes; supplemental program data may also be collected (*State and Federal requirement*).
7. Implement a monthly schedule for collection, input, review and analysis of data and identify the individuals responsible for these activities (*State requirement*).
8. Conduct periodic audits of data processes at a minimum of two times per year (*State requirement*).
9. Provide pre-service and in-service training on data fields, relationships and rationale for data to staff involved in data collection and input (*State requirement*).
10. Provide appropriate access to training on data review and analysis for all staff (*State requirement*).
11. Provide access to the State data management system to all trained staff (*State requirement*).
12. Provide a written process for adherence to Arizona State law ARS 15-232(b) and ensure that evidence of compliance is available at all times (*State requirement*).

### Assessment Administration and Data Requirements:

13. Ensure all personnel involved with assessment complete the state-approved training for standardized test administration (*State and Federal requirement*).
14. Ensure all personnel involved with assessment, including data entry staff, are trained to identify appropriate assessment processes. This includes, but is not limited to, sharing assessment information, the use of

correct alternate test forms, identification of appropriate initial/progress testing sequence in the appropriate subjects and/or levels, and identifying when a progress-test exception form is needed (*State requirement*).

15. Ensure all personnel are trained in the NRS-placement levels and how a learner achieves a measurable skill gain (*State requirement*).

### **WIOA Indicators of Performance Data Collection and Requirements:**

16. Have a written process to conduct surveys for the appropriate learners who are ineligible for the data match provided by ADE/AES (*State requirement*).
17. Provide for dedicated time, personnel and training to conduct required follow-up for participants ineligible for data match (*State requirement*).
18. Ensure instructors, staff and data personnel adhere to the timelines associated with each follow-up measure (*State requirement*).

### **Attendance Tracking and Data Requirements:**

19. Provide an auditable record of daily learner attendance in each class that includes a sign-in and sign-out time per student and class (*State and Federal requirement*).
20. Have a written process to record attendance by class into the data system (*State and Federal requirement*).
21. Identify the individuals responsible for recording attendance in the data system (*State requirement*).
22. Provide ongoing training on policies and procedures relative to recording learner class attendance (*State requirement*).

### **Reporting Requirements**

Award Grantees must submit the following reports and information to ADE/AES:

- **Proposed Budgets-** Enter in Grants Management by October 31 (annually)
- **Budget Revisions-** Submit as Needed or Upon Request by ADE/AES
- **Student Demographic and Performance Data-** Submit by the 15<sup>th</sup> for the preceding month (monthly)
- **Eligibility and Waitlist Report-** Submit by December 15 and June 15 (semi-annually)
- **Proposed Professional Learning Plan-** Submit by October 31 (annually due by August 31 beginning 8-31-18)
- **Proposed Technology Plan-** Submit by October 31 (annually due by August 31 beginning 8-31-18)
- **Final Student Demographic and Performance Data-** Submit by July 31 (annually beginning 7-31-18)
- **Final Year-End Narrative Report-** Submit by July 31 (annually beginning 7-31-18)
- **Final Year-End Professional Learning Report-** Submit by July 31 (annually beginning 7-31-18)
- **Final Year-End Technology Report-** Submit by July 31 (annually, beginning 7-31-18)
- **Data Quality Certification-** Submit by July 31 (annually, beginning 7-31-18)
- **Proposed Implementation Plan for Continuation of Funding -** Submit by August 31 (annually beginning 8-31-18)
- **Budget Final Completion Reports-** Submit by September 30 (annually beginning 9-30-18)
- **Detailed Expenditure Reports-** Submit by October 31 (annually beginning 10-31-18)
- **Curriculum Alignment to Adult Education Standards Report-** Submit by December 31, 2018
- **Additional Reports-** Submit upon Request as Required by ADE/AES

### **Annual Contract Continuation**

The period for this three-year grant award is September 1, 2017 to June 30, 2020. Year one of the contract is pro-rated for 10 months. For yearly continuation of funds during this period, grantees must demonstrate



the successful implementation of services to fulfill the purpose of adult education as described in this grant contract, WIOA and Arizona law, as evaluated by: 1) Review and approval of required reports as outlined above under *Reporting Requirements*; 2) Desk monitoring by ADE/AES staff throughout the program year for the ongoing analysis of local performance data, professional learning participation, technology integration status, and collaboration with WIOA core partners and alignment with the LWDB Plan, and 3) Site visits by ADE/AES to observe program operations and instructional activities. Furthermore, a *Proposed Implementation Plan for Continuation of Funding* must be approved annually by ADE/AES. Technical assistance is provided as necessary.

As federally required, a [Risk Assessment](#) tool is used to select specific providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation and review of program operations, interviewing of staff, and the physical auditing of records.

ADE/AES may:

- Terminate this contract at any point within the three-year grant period if the applicant fails to comply with federal and state statutes, regulations, policies and procedures
- Place a grantee on corrective action and/or withhold or reduce funds if monitoring results indicate evidence of non-compliance and/or serious programmatic issues, reporting requirements are not met, performance outcomes are below the target, the level of services provided and/or number of participants served are reduced, or other requirements are not met
- Withhold or reduce funds if necessary due to extenuating circumstances such as a decrease in federal or state adult education funding

## Ending a Contract

When it is determined that an Adult Education provider will no longer receive ADE/AES federal and/state funding, the guidelines below shall be followed (*Federal and State requirements*).

### Record Retention Guidelines:

1. Financial Records, supporting documents, statistical records, and all other records pertinent to an award shall be retained for a period of *five*\* years from the date of submission of the final expenditure report or for awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, as authorized by the Secretary (*34 CFR 74.53*).
2. Records for real property and equipment acquired with Federal Funds shall be retained for *five*\* years after final disposition (*34 CFR 74.53*).
3. Documents that must be kept by the local program and be available for examination at the request of Adult Education Services for *five*\* years are: 1) Student Registration forms, 2) Eligibility Verification Forms, 3) Class Sign-in records, and 4) Fiscal records. The program must inform ADE/AES staff where records will be kept on file (*State requirement*).

*\*Note: Due to Tyding's Amendment, auditable records must be kept and available for audit for a minimum of five years.*

### Materials Close-out:

1. Programs must submit to ADE/AES a list of **all materials** purchased with ADE/AES grant funds, including books, assessment materials, hardware, software, tool-kits. Upon ADE/AES request, programs must return all materials to ADE/AES.
2. Materials purchased with other funds should be offered to other local adult education providers.

## Section IV: Application Submission Process

All eligible applicants must follow the instructions below and submit all required application components by applicable deadlines for funding consideration. Incomplete or late applications will not be evaluated.

The application forms to be used to submit the *Grant Application Package* are provided on the webpage [Arizona Adult Education RFGA-S FY 2018/2020](#). **Applicants must use these forms to complete and submit the required components.** Resources are also provided on this webpage as reference for applicants to use while completing the application. Applicants are advised to check the webpage frequently during the grant application period, as additional resources may be added by ADE/AES.

### Required Application Components

✓	<b>Checklist of Required Components</b>
	The completed <i>Grant Application Package</i> <b>must</b> be submitted electronically ( <i>see page 27</i> ) to ADE/AES by <b>July 16, 2017</b> and shall include the documents below:
	1. <b>Cover Page Form</b> , completed and signed Scan to submit electronically with Application ~plus~ mail original signed hardcopy ( <i>received or postmarked by 7/16/17</i> )
	2. <b>Executive Summary</b> , completed
	3. <b>GEPA Statement</b> , completed
	4. <b>Assessment of Local/Regional Need</b> , completed
	5. <b>Evidence of Demonstrated Effectiveness</b> , completed
	6. <b>Qualifications of Personnel Form</b> , completed
	7. <b>Proposed Class Schedule Form</b> , completed 7a. IET Compliance Questionnaire(s) for applicable class(es)
	8. <b>Statement of Assurances Form</b> , signed Scan to submit electronically with Application ~plus~ mail original signed hardcopy ( <i>received or postmarked by 7/16/17</i> )
	9. <b>Narrative Responses for ABE/ASE Program Category</b> , completed ( <i>if applicable</i> )
	10. <b>Narrative Responses for ELAA/IELCE Program Category</b> , completed ( <i>if applicable</i> )
	11. <b>Narrative Responses for Corrections Education Program Category</b> , completed ( <i>if applicable</i> )
	12. <b>Projected Outcomes and Performance Measures</b> , completed
	13. <b>Grant Application Budget Spreadsheet</b> , completed
	14. <b>Additional Required Attachments</b> ( <i>include a list of attachments</i> )

Questions pertaining to the submittal of the Grant Application Package may be submitted via email to ADE/AES at [adultedservicesinbox@azed.gov](mailto:adultedservicesinbox@azed.gov) and should include “RFGA-S Submission Question” in the subject line.

A Pre-Proposal/Q&A Meeting is scheduled for **June 23, 2017 at 2:00 PM**, 3300 N. Central Ave., Phoenix, AZ (3300 Tower- southwest corner of Central and Osborn, 16<sup>th</sup> floor, room 101). Interested applicants are encouraged to attend.

## Submitting an Application for Funding

The completed *Grant Application Package* **must be submitted electronically to ADE/AES by July 16, 2017** (use of electronic delivery receipt is recommended):

Email: [adultedservicesinbox@azed.gov](mailto:adultedservicesinbox@azed.gov)

Subject Line: FY18 Grant Application Package for <insert Agency Name>

The required forms that comprise the *Grant Application Package* are described below along with instructions for completing each required document (see *Instructions for Completing the Grant Application Package*). Submission of the completed *Grant Application Package* with all forms included in a single document and in the order specified on the checklist is preferred (PDF, if possible), except for the *Grant Application Budget Spreadsheet*, which must be completed and submitted separately as an Excel document. The completed grant application should be named as follows: *FY18 AZ Grant Application Package for <insert Agency Name>* and submitted according to the directions.

*Note: If it is necessary to submit the Grant Application Package as multiple documents, please provide a list in the body of the email of all documents attached. If more than one email is required due to file size restrictions, please add the number of emails in each subject line (e.g., 1 of 4; 2 of 4; 3 of 4; etc.).*

**Hard copies of the two documents that require an original signature** (*Cover Page Form* and *Statement of Assurances Form*) **must be mailed to the address below with a postmark of July 16, 2017 or sooner** (use of *Certified Mail* is recommended):

Mailing Address: ADE/Adult Education Services, Attn: Janice Cruz  
1535 W. Jefferson, Bin 26  
Phoenix, AZ 85007

*Note: The above address is a mailing address only and not the physical address for ADE/AES.*

## Instructions for Completing the Grant Application Package

Eligible local applicants seeking a grant contract under WIOA Title II must submit a *Grant Application Package* in adherence to the requirements and guidelines as described in this FY2018-2020 RFGA-S. The *Grant Application Package* is **due on July 16, 2017** and shall include the documents listed and described below. Incomplete or late applications shall not be accepted for evaluation.

Applicants are encouraged to refer to the *Considerations Used to Evaluate Applications* section starting on page 32 when completing the application submission documents and forms.

Below are instructions for completing each required *Grant Application Package* form:

### 1. Cover Page Form

- Complete information as indicated on the Cover Page
- Submit **one** Cover Page per eligible applicant:
  - If applying to provide services in more than one Workforce Region/Area, indicate by listing all regions/areas in the appropriate field on the Cover Page Form
  - If applying to provide services in more than one Program Category, indicate by checking all applicable boxes on the Cover Page Form

- An **original hard copy of the Cover Page Form (with blue ink signatures)** must be mailed and postmarked by July 16, 2017 to:  
Mailing Address: ADE/Adult Education Services, Attn: Janice Cruz  
1535 W. Jefferson, Bin 26  
Phoenix, AZ 85007
  - *Use of Certified Mail is recommended*
  - *Original Cover Page and Statement of Assurances may be mailed together*
- A scanned copy of the completed and signed Cover Page must also be submitted electronically in the *Grant Application Package*

## 2. Executive Summary

- The Executive Summary must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **one page** (8 ½ x 11 format) using the template provided in the *Grant Application Package*.
- Provide a summary which includes the following information:
  - Program description
  - Summary of local/regional need for adult education services
  - Description of target population
  - Description of major instructional and/or collaborative strategies
  - Overview of expected outcomes

## 3. General Education Provisions Act (GEPA) Statement

The GEPA provision applies to applicants for new grant awards under the U.S. Department of Education's programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). All applicants for new awards must include information in their applications to address this provision in order to receive funding.

- The GEPA Statement must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **one page** (8 ½ x 11 format) using the template provided in the *Grant Application Package*
- Provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in its Federally-assisted program for students, teachers, and other program beneficiaries with special needs
  - The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age
  - Based on local circumstances, it is necessary to determine whether these or other barriers may prevent your students, teachers, etc. from access to or participation in the proposed Federally-funded project or activity
  - The description in the application of steps to be taken to overcome these barriers need not be lengthy

## 4. Assessment of Local/Regional Need

- The Assessment of Local/Regional Need must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **three pages** (8 ½ x 11 format) using the template provided in the *Grant Application Package*
- Provide a description of the need for adult education services in the local region(s)/area(s) for which the applicant is applying for funding
  - Include information and data pertaining to specific conditions in the region(s)/area(s) such as low literacy, drop-out rates, social-economic conditions, English proficiency, unemployment, etc.

- Include information and data pertaining to special populations in the region(s)/area(s), such as disconnected youth, homeless individuals, refugees, long-term unemployed, etc.
- Describe how proposed services do not duplicate services provided by other entities in the region(s)/area(s)
- The use of tables and charts to provide data is recommended; information presented should have sources cited

## 5. Evidence of Demonstrated Effectiveness

- The Evidence of Demonstrated Effectiveness must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **three pages** (8 ½ x 11 format) using the template and Past Performance Data Table provided in the *Grant Application Package*:
  - A) Provide three years of performance data demonstrating past effectiveness and the applicant agency's record in:
    - Improving the skills of the target population in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds
    - Outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training
  - B) Describe the applicant organization's evidence of demonstrated effectiveness in serving eligible individuals, in particular individuals who are basic skills deficient, relevant to the services contained in this application for funds

## 6. Qualifications of Personnel Form

- Complete information as indicated on the Qualifications of Personnel Form
- Applicant should refer to the ADE/AES [Staffing Guidelines and Recommendations by Program Size](#) document when completing the form
- Attach required documents: organizational chart, job descriptions, salary schedules, resumes (refer to instructions for *14. Additional Required Attachments* on page 31) regarding attaching documents

## 7. Proposed Class Schedule Form

- Complete information as indicated on the Proposed Class Schedule Form
- If more than one site location is proposed, complete a form for each site
- If more than one section of an identical class is proposed at the same site, note the total number of sections to be offered in the far right column
- For classes that meet the definition of IET as described in this application under *Allowable Activities* on page 9 and in WIOA Final Rules Subpart D, §463.35 through §463.38, an *IET Compliance Questionnaire Form* must also be submitted (see 7a below)

### 7a. Integrated Education & Training (IET) Compliance Questionnaire (if applicable)

- Complete information as indicated on the *IET Compliance Questionnaire* form for each class identified as part of an IET Program on the submitted *Proposed Class Schedule Form*
- Complete a separate *IET Compliance Questionnaire* for each proposed IET Program
- Do not exceed **three pages** (8 ½ x 11 format) in length per *IET Compliance Questionnaire*

## 8. Statement of Assurances

- Carefully review all assurances on the Statement of Assurances



- A responsible individual within the applicant agency must sign in the two places, federal and state, on the form to indicate agreement with the assurances
- An **original hard copy of the Statement of Assurances (with blue ink signatures)** must be mailed and postmarked by July 16, 2017 to:
  - Mailing Address: ADE/Adult Education Services, Attn: Janice Cruz  
1535 W. Jefferson, Bin 26  
Phoenix, AZ 85007
  - *Use of Certified Mail is recommended*
  - *Original Cover Page and Statement of Assurances may be mailed together*
- A scanned copy of the completed and signed Statement of Assurances should also be submitted electronically in the *Grant Application Package*

### 9. Narrative Response for ABE/ASE Program Category (if applicable)

- The Narrative Response for ABE/ASE Program Category must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **30 pages** (8 ½ x 11 format) using the template provided in the *Grant Application Package*
- The responses must be submitted in the same order as presented in the template provided in the *Grant Application Package*
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the thirty page limit is not exceeded
- If also applying for funding in the ELAA/IELCE Program Category, there must be a separate and stand-alone narrative response submitted for that category (see below)

### 10. Narrative Response for ELAA/IELCE Program Category (if applicable)

- The Narrative Response for ELAA/IELCE Program Category must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **30 pages** (8 ½ x 11 format) using the template provided in the *Grant Application Package*
- The responses must be submitted in the same order as presented in the template provided in the *Grant Application Package*
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the thirty page limit is not exceeded
- If also applying for funding in the ABE/ASE Program Category, there must be a separate and stand-alone narrative response submitted for that category (see above)

### 11. Narrative Response for Corrections Education Program Category (if applicable)

- The Narrative Response for Corrections Education Program Category must be typed, single-spaced, 12 pt. Times New Roman (or similar) font and not exceed **30 pages** (8 ½ x 11 format) using the template provided in the *Grant Application Package*
- The responses must be submitted in the same order as presented in the template provided in the *Grant Application Package*
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the thirty page limit is not exceeded

### 12. Projected Outcomes and Performance Measures Form

- Complete information as indicated on the *Projected Outcomes and Performance Measures Form*:

- Column C- enter Proposed Program Performance Measures Targets. This is the percentage of students in each Educational Functioning Level that applicant projects will make educational progress and earn a Measurable Skill Gain (MSG), and the percentage of participants that applicant projects will achieve exit-based performance measures as defined in WIOA § 116. The proposed program targets in column C must be greater than or equal to the State targets in column B
- Column D- enter the projected number of participants in each learner level category: Adult Basic Education, Adult Secondary Education, and English Language Acquisition/Integrated English Literacy and Civics Education
- Column E- enter the projected number of participants projected to participate in IET program(s) for each learner level category: Adult Basic Education, Adult Secondary Education, and English Language Acquisition/Integrated English Literacy and Civics Education
- For more information on Outcomes and Performance Measures, see the following resources:
  - [NRS Title II Performance Reporting Tables- General Information](#)  
(*ADE/AES training PowerPoint*)
  - [Arizona Adult Education Assessment Policy](#)
  - [National Reporting System \(NRS\)](#)

### 13. Grant Application Budget Spreadsheet

- Complete information as indicated on the Grant Application Budget Spreadsheet (detailed instructions for completing the proposed budget request are provided on the Excel spreadsheet's first tab)
- Complete a proposed budget summary for each funding category for which the program is proposing to provide services on the applicable spreadsheet tab (*ABE/ASE; ELAA/IELCE; Corrections*)
- Complete the *AE Supplemental Form* tab as appropriate to identify how matching funds and other funding sources will be budgeted and spent
- The amounts on the TOTAL BUDGET tab will self-populate as the above tabs are completed
- The total amount for each funding category and the Total Amount Requested on the TOTAL BUDGET tab should match the amounts submitted on the Cover Page
- Contact [Jerald.Goode@azed.gov](mailto:Jerald.Goode@azed.gov) (and cc [adulthoodservicesinbox@azed.gov](mailto:adulthoodservicesinbox@azed.gov)) with questions pertaining to the Grant Application Budget Spreadsheet

### 14. Additional Required Attachments

- A cover sheet with the applicant agency name, the list of attachments being submitted, and a description of the purpose of each attachment (e.g., the specific section of the grant application for which the attachment pertains) should be provided
- Attachments submitted should be clearly labeled and formatted as 8 ½" by 11" documents
- Attachments containing superfluous information not requested in this grant application may not be considered during the evaluation process

## Section V: Application Review and Evaluation Process

### Application Pre-Screening Process

All *Grant Application Packages* received will be pre-screened prior to review to verify that the following criteria have been met:

- The Application is submitted and received by the required due date
- Demonstrated Effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided
- The Required Application Components are submitted per the Checklist on page 26 and Instructions starting on page 27

### Evaluation Process

A review panel comprised of individuals with expertise in adult education and literacy will review proposals using a rubric-based evaluation tool. The panel will provide recommendations to ADE/AES regarding consideration for funding. In addition, applications will be reviewed by applicable Local Workforce Development Board(s) regarding the proposal's alignment with the local workforce development plan and the Boards will provide recommendations to ADE/AES to promote such alignment (Local Board review process is described on page 10).

### Considerations Used to Evaluate Applications

There are fifteen considerations that will be used to evaluate applications and determine funding decisions. Thirteen are federal factors and are required considerations under WIOA, Title II, Sec. 231 (e); two are Arizona factors. The fifteen considerations are described below:

**Federal Consideration 1:** The degree to which the eligible provider would be responsive to: 1) Regional needs as identified in the local workforce development plan; and 2) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

- Evaluation Criteria: Applicant identifies and supports local and regional need for adult education services as described in the application. Significant evidence of the applicant's responsiveness to these needs is presented with applicable supportive data.
- Evaluation Criteria: Applicant proposes providing services to individuals who are identified as most in need of adult education and literacy activities, including proposed services to special populations such as refugees, disconnected youth and individuals with barriers to employment.
- Evaluation Criteria: Applicant describes partnerships and/or wrap-around support services to assist in providing services to individuals who are identified as most in need of adult education and literacy activities. Evidence of formal partnerships and wrap-around services are presented in the application.

**Federal Consideration 2: The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.**

- Evaluation Criteria: Applicant proposes specific strategies to provide access and services for individuals with disabilities.
- Evaluation Criteria: Applicant proposes specific strategies to provide access and services for individuals with learning disabilities.



**Federal Consideration 3:** The past effectiveness of the eligible provider in improving the literacy of eligible individuals, and to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in improving literacy of eligible individuals.
- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in improving employability, transition to postsecondary education/training and rate of credential attainment for eligible individuals.
- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in providing services to eligible individuals with low levels of literacy.

**Federal Consideration 4:** The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the ARIZONA@WORK partners.

- Evaluation Criteria: Applicant describes proposed activities and services that align to the strategies and goals of the local workforce development plan(s) in the service region(s)/area(s).
- Evaluation Criteria: Applicant describes proposed activities and services that align and coordinate with ARIZONA@WORK partners to meet participants' personal, academic, and career needs.

**Federal Consideration 5:** Whether the eligible provider's program is: 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and 2) uses instructional practices that include the essential components of reading instruction.

- Evaluation Criteria: Applicant describes programming which is responsive to student needs, flexible, and facilitated by highly qualified instructors.
- Evaluation Criteria: Applicant describes instructional practices that include essential elements of reading instruction such as phonemic awareness, phonics, vocabulary development, and reading fluency.
- Evaluation Criteria: Scheduling of instruction is of sufficient intensity to enable participants to achieve substantial learning gains and is provided through a blend of face-to-face attendance and distance learning opportunities.

**Federal Consideration 6:** Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

- Evaluation Criteria: Applicant describes the delivery of reading and writing instruction that is based on research-validated practices to improve the literacy skills of participants.
- Evaluation Criteria: Applicant describes the delivery of mathematics instruction that is based on research-validated practices to improve the literacy skills of participants.
- Evaluation Criteria: Applicant describes the delivery of instruction for English language acquisition, including speaking and comprehension that is based on research-validated practices to improve the literacy skills of participants.

**Federal Consideration 7:** Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

- Evaluation Criteria: Applicant describes adequate resources for activities and instructional models that use technology to increase the quality of learning and access to instruction.
- Evaluation Criteria: Applicant describes instruction provided through a blended delivery model that integrates face-to-face instruction with distance learning activities to effectively address student needs and improve learning outcomes.

**Federal Consideration 8:** Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

- Evaluation Criteria: Applicant describes proposed activities to ensure instruction is contextualized and enables participants to acquire the skills needed for success in postsecondary education and training programs, employment, and as citizens.
- Evaluation Criteria: Applicant describes collaborations with workforce and postsecondary partners to target and enrich instruction for success in postsecondary education and training programs and employment.
- Evaluation Criteria: Applicant proposes the implementation of Integrated Education and Training programs to provide participants with access to career pathways.

**Federal Consideration 9:** Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means.

- Evaluation Criteria: Applicant ensures that instructors, counselors, and administrators meet the minimum qualifications as described in the Qualifications of Personnel Form.
- Evaluation Criteria: Applicant describes access to high-quality professional development opportunities, including professional development through electronic means, for program staff.

**Federal Consideration 10:** Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, ARIZONA@WORK Job Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.

- Evaluation Criteria: Applicant proposes services that align to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system.
- Evaluation Criteria: Applicant coordinates with other available education, training and social service resources in the community by establishing strong links to promote and support participant success.
- Evaluation Criteria: Applicant formally partners with organizations in the local area for the development of career pathways.

**Federal Consideration 11:** Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

- Evaluation Criteria: Applicant proposes a class schedule that provides flexibility and enables participants, including those with disabilities or other special needs, to attend and complete programs.
- Evaluation Criteria: Applicant describes wrap-around services to support participant success and increase completion rates.

**Federal Consideration 12:** Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

- Evaluation Criteria: Applicant describes strategies and program operations designed to manage data processes with high quality and accuracy.
- Evaluation Criteria: Applicant describes strategies and processes to monitor program performance and report on participant outcomes as required.

**Federal Consideration 13:** Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

- Evaluation Criteria: Applicant describes the local need for English language acquisition and civics programs and proposes services aligned with the described need.

**State Consideration 1: Staffing**

- Evaluation Criteria: Applicant proposal describes adequate staffing as outlined in the *Staffing Guidelines and Recommendations by Program Size* document.

**State Consideration 2: Class Scheduling**

- Evaluation Criteria: Applicant describes services in the proposed class schedule that provide adequate intensity and duration of instruction to allow participants to be progress-tested according to the *Arizona Adult Education Assessment Policy* testing guidelines.
- Evaluation Criteria: Applicant describes services in the proposed class schedule, such as classes that integrate face-to-face instruction with distance learning activities, to extend learning beyond the classroom and provide flexibility to meet the needs of the target population.

## Section VI: Resources

Resources that may provide useful information for completing the application are provided by hyperlink throughout this RFGA-S document and also below. These resources can also be accessed on the [Arizona Adult Education RFGA-S FY 2018/2020](#) webpage. Additional resources may be added to this webpage as available. Applicants are advised to bookmark and check the webpage frequently during the grant application period. In addition, applicants are encouraged to attend the Pre-Proposal/Q&A Meeting that is scheduled for *June 23, 2017 at 2:00 PM*.

### Links to Resources:

[ADE/AES Main Website](#)

[ADE Grants Management](#)

[Adult Education and Family Literacy Act \(AEFLA\) Vision for WIOA](#)

[Arizona Adult Education Assessment Policy](#)

[Arizona Adult Education Content Standards](#)

[Arizona Adult Education Monitoring and Risk Assessment](#)

[Arizona Adult Education Supplemental Fee Guidelines](#)

[Arizona Local Workforce Region-Area Contacts](#)

[Arizona Revised Statute 15-232 \(PDF document\)](#)

[Arizona Revised Statute 15-234 \(PDF document\)](#)

[Arizona Unified Workforce Development Plan](#)

[Arizona Designated Workforce Regions/Areas](#)

[CFR200- Selected Item of Costs](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Electronic Code of Federal Regulations \(eCFR\)](#)

[Hybrid/Blended Instructional Delivery Structure & Class Planning Recommendations](#)

[Glossary of Acronyms and Terms](#)

[National Reporting System](#)

[NRS Title II Performance Reporting Tables- General Information](#)

[OCTAE One-Stop Vision](#)

[Staffing Guidelines and Recommendations by Program Size](#)

[Uniform Guidance – 2 CFR 200](#)

[USDOE Office of Career, Technical and Adult Education- Division of Adult Education & Literacy](#)

[USDOL- WIOA General Information](#)

[WIOA Final Rules](#)

[WIOA One-Stop Infrastructure Frequently Asked Questions](#)

[WIOA Performance Accountability Guidance](#)

[Workforce Innovation and Opportunity Act \(WIOA\) Complete Law](#)