Arizona Department of Education

Adult Education Services

Arizona Adult Education Request for Grant Applications
for Educational Services in Fiscal Years 2021 – 2024

Application Guidance Document

January 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, as part of the ARIZONA@WORK system, are listed below:

WIOA Required Core Partners:

- ARIZONA@WORK Title I   - Adult, Dislocated Worker, and Youth Programs (DES)
- ARIZONA@WORK Title II - Adult Education and Literacy Program (ADE)
- ARIZONA@WORK Title III - Wagner-Peyser Employment Service (DES)
- ARIZONA@WORK 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, to provide educational services to the *Target Population* (see Section II, page 7).

Since the passage and implementation of WIOA, adult education has been identified as an important element of workforce development systems nationwide. The Arizona Department of Education/Adult Education Services Unit (ADE/AES) has worked collaboratively with core partners and local adult education providers to address WIOA requirements and ensure that adult education and literacy is an integral component of the Arizona Workforce System.

As required under WIOA, ADE/AES conducted a competitive grant process in 2017 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 the Request for Grant Application (RFGA) was July 1, 2017 through June 30, 2020.

This document describes the competitive grant process being conducted in 2020 to award multi-year funding to eligible agencies for the provision of Title II adult education services in Arizona for the grant cycle from July 1, 2020 through June 30, 2024. The 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.

Arizona Unified Workforce Development Plan

WIOA requires 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 partners.

The framework and content for Arizona's current 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, 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. The plan was revised and approved by USDOL and USDOE in 2018, and the current

plan is entitled *Arizona's Unified Workforce Development Plan (2018 Modification)* and is available to applicants for review in the ADE Grants Management Resource Library.

Arizona's Unified Workforce Development Plan (2018 Modification) includes 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, the section of Arizona's Unified Workforce Development Plan specific to 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 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. 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.

Note: As required by USDOL and USDOE, a revision of the unified workforce development plan is currently under development and is projected to be submitted to USDOL and USDOE in the Spring of 2020. Again, a collaborative process involving all core partners, and with guidance of the WAC, is being used to develop Arizona's revised plan. The timing of this competitive process to award funding to eligible agencies for the provision of Title II adult education services, beginning on July 1, 2020, requires services described in applications to be aligned to the current plan, Arizona's Unified Workforce Development Plan (2018 Modification). Upon approval by USDOL and USDOE of the revised plan, providers of Title II adult education services will need to align services to that plan.

Authorization and Funding for Adult Education in Arizona

Federal administration and funding of adult education are authorized under WIOA, Title II: Adult Education and Literacy. The state administration and funding of local adult education providers in Arizona are authorized under A.R.S. 15-232 and 15-234. Funding to grant recipients is determined through a competitive grant application process. Continuation of funding is based on successful delivery of adult education services to the target population and the achievement of annual performance targets. Grant recipients that do not meet grant requirements 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. Eligible entities may choose to apply as a consortium with eligible agencies within a workforce area or region to consolidate and leverage resources. Please note that for consortium applications, each entity that is a member of the consortium must meet the definition of demonstrated effectiveness as described in Section II, page 7, Section IV, pages 31-33, and Section V, page 43.

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 (AZ SBE) 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 in cash and/or in-kind contribution for the requested grant award *(State requirement)*. Federal funds may not be used for matching. Earned income, such as fees collected, may not be used for matching. 100% of earned income generated by this grant award must be used for adult education instructional purposes.

Purpose of Adult Education

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 grant application 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. Please note that for consortium applications, each entity that is a member of the consortium must meet the definition of demonstrated effectiveness.

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:

o Has attained 16 years of age

o Is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. 15-802)

o Meets Arizona state eligibility requirements under A.R.S. 15-232 B; *AND*

- Is basic skills deficient; *OR*

- 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

Funding made available to Arizona under Section 222(a)(1) and awarded to local providers under this grant contract are used to establish and operate programs to provide the following services and activities aligned to the Arizona Unified Workforce Development Plan to eligible individuals under Section 231:

- **Adult Basic Education (ABE)** is literacy instruction aligned to Arizona Adult Education Content Standards to eligible individuals with educational functioning levels (EFLs) at a particular literacy level as listed in the NRS EFL table as ABE 1, 2, 3 or 4. Workforce Preparation activities (as described below) can be provided concurrently with ABE instruction.

- **Adult Secondary Education (ASE)** is literacy instruction aligned to Arizona Adult Education Content Standards to eligible individuals with educational functioning levels (EFLs) at a particular literacy level as listed in the NRS EFL table as ABE 5 or 6. ASE activities are also designed to lead to the attainment of a secondary diploma (or its equivalent) and transition to postsecondary education/training or employment. Workforce Preparation activities (as described below) can be provided concurrently with ASE instruction.

- **English Language Acquisition for Adults (ELAA)** is English language instruction designed to help eligible learners achieve proficiency in reading, writing, speaking and listening; and that leads to attainment of a secondary diploma (or its equivalent), transition to postsecondary/training, or employment. To meet the requirement of leading to the attainment of a secondary diploma (or its equivalent), transition to postsecondary education/training, or employment, the ELAA program must: 1) align to Arizona Adult Education Content Standards, 2) offer college/career counseling services, and/or 3) be part of a career pathway.

- **Integrated English Literacy and Civics Education (IELCE)** are education services provided to English language learners to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Services _must_ include, 1) instruction in literacy and English language acquisition, and 2) instruction on the rights and responsibilities of citizenship and civic participation. Services _may_ include workforce preparation and workforce training.

- **Workforce Preparation** is instruction provided concurrently with ABE, ASE, or ELAA/IELCE activities 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.

- **Integrated Education and Training (IET)** is 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.

Programs for Corrections Education and Other Institutionalized Individuals (Section 225):

Up to 20% of funding made available to Arizona under Section 222(a)(1) may be used to fund programs for corrections education and other institutionalized individuals as described in Section 225. ADE will award funds under Section 225 using the same process and timeline as described in this grant application. Priority will be given to programs serving individuals who are likely to leave the correctional institution within five years. Applicants applying to provide services under Section 225 must indicate so in the submitted application and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this contract will apply to grantees funded under Section 225.

Integrated English Literacy and Civics Education PLUS Training (IELCE + T; Section 243)

The Arizona Integrated English Literacy and Civics Education PLUS Training program (IELCE + T) uses federal funds provided under WIOA Section 243 to establish an integrated English literacy and civics program for English language learners that is consistent with the requirements of 34 CFR part 463 *Subpart D, §§463.70, 463.71, 463.72, 463.73, 463.74, 463.75*.

The *IELCE + T* Services are allowable activities that must include the IELCE educational services (described above in *Allowable Activities* and in WIOA §463.33) and must be delivered in combination with IET activities (described above in *Allowable Activities* and in WIOA §463.36). Please note that the provision of services for English language learners ___not___ including the incorporation of IET must be provided using funds awarded under Section 231.

Applicants may apply for Section 243 IELCE + T funds under this application process through the submission of additional application responses that are specific to Section 243 requirements. Section 243 funds are allocated and accounted for in a separate funding stream in the Arizona Grants Management Enterprise system.

Virtual Learning Services

Applicants may apply for funds to provide the allowable activities under Section 231 to eligible participants through the delivery of *Virtual Learning Services*. In the context of this grant application, *Virtual Learning* refers to the delivery of instruction primarily using a virtual environment that is not dependent on face-to-face interaction between the student and the teacher. Virtual Learning allows students who may have barriers to participating in a face-to-face or blended class due to geography or scheduling, to receive an equal level of educational services as described under this grant contract. *Note that most intake and required assessment processes must be done in a face-to-face format*.

Applicants applying to provide *Virtual Learning Services* under this application process must submit additional application responses that are specific to Virtual Learning requirements. Applicants may apply solely as a provider of *Virtual Learning Services*, or applicants may apply to provide *Virtual Learning Services* in addition to other delivery models.

Alignment with Local Workforce Plan

One of the 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 applicable local workforce development plan(s), including the items shown below:

- 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, ARIZONA@WORK Job Centers

There are twelve ***Designated Workforce Areas in Arizona*** (see document in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System). Eleven are geographic-based, and one, Nineteen Tribal Nations, is a Tribal Workforce Region located throughout Arizona.

Local Workforce Areas:

• City of Phoenix	• Maricopa County *(excludes City of Phoenix)*
• Coconino County	• Northeast Arizona *(Gila, Navajo, Apache Counties)*
• Yavapai County	• Southeast Arizona *(Cochise, Graham, Greenlee Counties)*
• Pima County	• Mohave/La Paz Counties
• Pinal County	• Santa Cruz County
• Yuma County	• Nineteen Tribal Nations

For more information pertaining to ARIZONA@WORK Job Centers, including access to Local Workforce Plans and contact information, please see ***https://arizonaatwork.com/about/local-boards***.

Local Workforce 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 Board for review according to WIOA requirements. Please see below for a summary of the responsibilities for each entity:

- ADE/AES shall:
  - Conduct a compliant and competitive Title II grant application process with a timeline that allows for Local Workforce Board review of eligible applications
  - Develop and implement a process, including a template to gather comments, for Local Workforce Boards to review applications and submit such reviews and comments back to ADE/AES
  - Evaluate all eligible applications using the grant application 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 grant application, address all requirements, and adhere to timelines
  - Identify the workforce region(s)/area(s) for the proposed service area and access the applicable Local Workforce Plan(s)
  - Address in the application how the Title II services proposed will align with the Local Workforce Plan(s) as described above
  - Submit completed grant application to ADE/AES through the ADE Grants Management Enterprise (GME) System and according to instructions in this document

- Local Development Boards shall:
  - Ensure that the Local Workforce Plan is readily and easily available to eligible applicants
  - Review all eligible applications, comment on alignment to the Local Workforce 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 ARIZONA@WORK 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 for 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 ADE requires funded Title II providers to enter into formal collaborative agreements with local ARIZONA@WORK Job Centers (Arizona's *One-Stop American Job Center* 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 document ***One-Stop Operations Guidance for the American Job Center Network*** which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

Grant Award Process and Cycle

WIOA Section 225, 231 and 243 funds allocated to eligible local providers are awarded through this competitive Request for Grant Application (RFGA) process via multi-year grant contracts. The grant cycle is for four years, and all providers are subject to the same funding cycle:

- Year One- July 1, 2020 through June 30, 2021
- Year Two- July 1, 2021 through June 30, 2022
- Year Three- July 1, 2022 through June 30, 2023
- Year Four- July 1, 2023 through June 30, 2024

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* in this section on page 12).

The RFGA 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* in this section on pages 15-17).

Applicants must submit the required components through the ADE Grants Management Enterprise (GME) System*.* All entities not currently funded by ADE but considering applying for funding under this application process should request access to GME as soon as possible. For information about obtaining access to the ADE GME System, please email ***adultedservices@azed.gov*** with the subject line "Request GME Access."

A set of resources applicable to this grant application and the provision of adult education services in Arizona, including a ***Glossary of Terms***, has been gathered to assist applicants. These resources can be accessed in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

Pre-Proposal Meeting (1/22/2020)

A Pre-Proposal/Q&A meeting is scheduled for January 22, 2020 at 1:00 – 3:00 PM. Interested applicants are encouraged to attend. Please use the link below to register for this meeting. Upon registration, specific information about the meeting, such as parking instructions and room number,

will be provided. *NOTE: While in-person attendance is recommended, a link to attend virtually will also be provided upon registration.*

Registration Link: https://ems.azed.gov//home/SearchResults?SearchString=pre-proposal

Location: Arizona Department of Education, 1535 W. Jefferson Street, Phoenix, AZ 85007

Letter of Intent to Apply (Requested by 1/31/2020)

Applicants are requested to submit an official *Letter of Intent to Apply* by January 31, 2020 to assist in determining the number of applicants statewide and by workforce area. The contact information provided in the *Letter of Intent to Apply* may be used by ADE/AES to provide updates pertaining to the application process. Please note:

> ➢ **Submission of a *Letter of Intent to Apply* is optional, not a requirement.**

> ➢ **Submission of a *Letter of Intent to Apply* does not obligate the organization to submit an application.**

Below are the elements to include in the *Letter of Intent to Apply*:

- The body of the letter should not exceed one page and should include:
  - o Name and brief description of applicant organization
  - o Contact person name, title, email address, and telephone number
- Identify anticipated county(ies) and town(s)/city(ies) to be served
- Identify anticipated Allowable Activities (as described in this section on pages 8-9) to be provided

Please submit the signed *Letter of Intent to Apply* electronically to ADE/AES by January 31, 2020:
Email: *adultedservices@azed.gov*
Subject Line: Letter of Intent to Apply- *<insert Organization Name>*

Application Timeline

Item	Date
FY2021-2024 *Request for Grant Application (RFGA)* Released via ADE GME System	January 13, 2020
Grant Application Pre-Proposal Meeting *(see registration link above)*	January 22, 2020
Letter of Intent to Apply Requested Date	January 31, 2020
Deadline to Submit Completed *Grant Application* to ADE/AES via Grants Management Enterprise (GME) System	March 5, 2020
Application Pre-Screen, Evaluation and Negotiation Processes *(including review by Local Workforce Boards)*	March 6 – May 21, 2020 *(LWB Review: March 16 – April 17, 2020)*
Applicants Notified of Award Decisions (pending AZ State Board approval)	May 26, 2020
AZ State Board of Education Review/Approval of Allocations	June 2020
Finalized Program List Released (after State Board approval)	June 2020
Official Letters Sent to Successful Applicants	June 2020
Year One of Grant Contract Begins	July 1, 2020

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 release of this application, and the dollar amounts listed on the following page are provided for estimation only.***

There are twelve *Designated Workforce Regions/Areas* in Arizona. Eleven of the twelve are geographic-based, and one is a Tribal Workforce Region. The table on the following page shows the proposed assistance funding distributed across the state by *Designated Workforce Region/Area* (see column A).

The *Estimated Available Assistance by Region under WIOA Section 231* (see column B) for each *WIOA Title II Service Area* 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 the target population, educational attainment levels, and English language needs. The geographic density of each region was also a consideration because service delivery in rural, less dense regions is usually more expensive due to fewer partners and support services available and greater geographic area to cover. In addition, a hold-harmless/stop-gain procedure was applied.

The *Estimated Funding Breakdown by Activity* (see columns C) for each *Designated Workforce Area* was determined by demographic data pertaining to the need for services. *ABE/ASE* (see column C 1) and *ELAA/IELCE* (see column C 2) estimates are based on data from the U.S. Census pertaining to the number of adults in the area who lack a secondary diploma compared to the number who speak English less than very well. The *Integrated Education and Training (IET)* (see column C 3) estimate 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. IET programs must 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. Applicants must submit the required information in the application to be considered for IET funding. Note: the estimates in C 1, C 2 and C 3 are subsets of column B (C 1 + C 2 + C 3 = B).

The *Estimated Assistance for IELCE + T Under Section 243* (see column D) for each *WIOA Title II Service Area* was determined by demographic data and analyses pertaining to English language needs. In addition, a hold-harmless/stop-gain procedure was applied. Section 243 funds are allocated and accounted for in a separate funding stream in the AZ GME System and must be applied for through submission of additional application responses that are specific to Section 243 requirements.

The *Estimated Assistance for Virtual Learning Services* (see column E) is a set-aside amount for specific regions in the state. Applicants may apply for funds to deliver instruction to eligible participants using a virtual learning delivery model under this application process solely as a provider of Virtual Learning Services, or applicants may apply to provide Virtual Learning Services in addition to other delivery models. The submission of additional application responses is required.

The *Designated Tribal Workforce Area* (described in the bottom rows of the table) identifies the estimated assistance for the one Workforce Region in Arizona that is not geographically-based, Nineteen Tribal Nations (NTN). Arizona has the only Tribal Workforce Area in the United States. The Tribal Areas of this region are located throughout Arizona, and characteristics vary from area to area. Applicants seeking this additional funding must also apply to provide Title II services in one or more of the other eleven Workforce Regions and then specifically identify strategies in the submitted application for expanding services to Native American adult learners in the applicable Tribal Area(s) of this region. The submitted application must also align with the NTN Local Workforce Development Plan, and it will be submitted to the NTN Board for review and comment following the same process described in this Section under *Alignment with Local Workforce Plan* on pages 9-10.

A. WIOA Title II Service Area/ Designated Local Workforce Areas*	B. Estimated Total Assistance Available** Under Section 231	C. Estimated Funding Breakout by Allowable Activity*** Under Section 231			Additional Application Submissions Required****	
					D. Estimated Assistance for IELCE+T Under Section 243	E. Estimated Assistance for Virtual Learning Services
		1. ABE/ASE	2. ELAA/IELCE	3. IET		
City of Phoenix	$4,040,596	$2,151,072	1,509,524	$380,000	$376,190	Up to $150,000
Maricopa County (excludes City of Phoenix)	$3,395,557	$1,789,657	$1,255,900	$350,000	$345,250	
Coconino County	$446,157	$250,422	$175,735	$20,000	$17,000	Up to $150,000
Northeast Arizona (Gila/Navajo/Apache Counties)	$719,994	$411,337	$288,657	$20,000	$17,000	
Yavapai County	$498,159	$263,351	$184,808	$50,000	$50,000	
Pima County	$3,190,535	$1,698,562	$1,191,973	$300,000	$300,000	Up to $125,000
Pinal County	$843,658	$478,129	$335,529	$30,000	$30,000	
Southeast Arizona (Cochise/Graham/Greenlee Counties)	$618,120	$339,720	$238,400	$40,000	$35,000	Up to $100,000
Mohave/La Paz Counties	$454,860	$249,660	$175,200	$30,000	$22,000	Up to $100,000
Yuma County	$600,257	$323,347	$226,910	$50,000	$50,000	
Santa Cruz County	$431,210	$224,010	$157,200	$50,000	$45,000	Up to $75,000
Nineteen Tribal Nations* (NTN)	Up to $75,000 additional per approved applicant to provide section 231 activities specifically in coordination with the *Nineteen Tribal Nations Local Workforce Area.*					Up to $75,000

* There are twelve Designated Workforce Areas in Arizona. Eleven are geographic-based, and one, NTN, is a Tribal Workforce Region located throughout Arizona.

Applicants seeking funding to provide services for Native American adult learners in a specific area within the NTN region must also apply to provide services in the corresponding geographic-based workforce area. See page 13 in this section for more information.

** States may award up to 20% of funds available under WIOA Section 231 to programs for corrections education and the education of other institutionalized individuals See page 9 in this section for more information.

*** Adult Basic Education (ABE)/Adult Secondary Education (ASE) and English Language Acquisition for Adults (ELAA)/Integrated English Literacy and Civics Education (IELCE) are programs of instruction designed to increase literacy levels in applicable content areas. Workforce preparation activities are concurrently provided. See page 8 in this section for more information.

Integrated Education and Training (IET) is 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.

See page 8 in this section for more information and the specific required components for IET programs.

**** IELCE + T: Applicants may apply for Section 243 IELCE + T funds under this application process through the submission of additional application responses that are specific to Section 243 requirements. Section 243 funds are allocated and accounted for in a separate funding stream in the Arizona Grants Management Enterprise system.
Virtual Learning Services: Applicants applying to provide Virtual Learning Services under this application process must submit additional application responses that are specific to Virtual Learning requirements. Applicants may apply solely as a provider of Virtual Learning Services, or applicants may apply to provide Virtual Learning Services in addition to other delivery models.
See page 9 in this section for more information.

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:

   o Regional needs as identified in the local workforce development plan; and

   o 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:

   o Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

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

Staffing
1. Whether the proposal describes adequate staffing and qualifications of personnel as outlined in the *Minimum Staffing Guidelines by Key Function* document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

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.

Assessment of Need
3. Whether the proposal describes services and strategies that are responsive to special populations as identified based on demographic data, such as disconnected youth (16-24 years old), long-term unemployed, migrant workers, Native Americans, refugees, individuals in rural areas, and homeless individuals.

Organization Alignment
4. Whether the applicant organization currently provides services aligned to the Purpose, Target Population, Allowable Activities and Requirements as described in Section II of this grant application.

Program Operations
5. Whether the eligible provider proposes program processes that result in high-quality program operations designed to support student learning.

Integrated English Literacy and Civics Education PLUS Training (IELCE + T) *(only organizations applying for Arizona's IELCE + T funding for the provision of services to English language learners under WIOA Section 243 will be evaluated using this consideration)*
6. Whether the applicant organization proposes the provision of required elements, programming components and partnerships to facilitate the implementation of high-quality IELCE + T opportunities for English language learners, including those individuals with advanced degrees.

Virtual Learning Services *(only organizations applying for Virtual Learning Services funding for the provision of instruction using a virtual learning model to adult learners will be evaluated using this consideration)*

7. Whether the proposal describes high-quality instructional services via a virtual delivery model that enables adult learners to receive instruction at a distance without the need for face-to-face interaction.

More information about funding considerations and the evaluation process is provided in Section V.

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 ARIZONA@WORK Job 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 ARIZONA@WORK 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 *(State requirement)*.

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 National Reporting System (NRS) is the accountability system for the federally-funded, State-administered adult education program. The required data for adult education reporting within the NRS include the indicators below:

   o Percentage of program participants who achieve Measurable Skill Gains (MSG) through documentation of an educational functioning level (EFL) gain or receipt of a secondary school diploma or recognized equivalent

- o Percentage of program participants in unsubsidized employment during the second quarter after exit from the program

- o Percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program

- o Median earnings of program participants in unsubsidized employment during the second quarter after exit from the program

- o Percentage of program participants who receive a secondary school diploma or recognized equivalent during participation or within one year after exit; receipt of secondary diploma is only counted if the participant also enters postsecondary education or training, or employment within one year after exit.

- o Percentage of program participants who receive a recognized postsecondary credential during participation or within one year after exit

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.

Local providers not meeting state targets for performance measures will be required to implement actions and strategies designed to improve performance. If adequate progress toward improved performance is not made, the provider will be required to implement a corrective action plan and is at risk for having funding withheld, reduced or eliminated.

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. Please see the *Arizona Monitoring and Risk Assessment* document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

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: WIOA Grant Contract Requirements

Assurances

Statement of Assurances Form must be signed electronically in the Grants Management Enterprise (GME) System to acknowledge agreement as part of the application process. The eighteen 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 and the local provision of adult education services 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 and State Non-Discrimination Laws:

   - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination of all persons on the basis of race, color or national origin (*28 C.F.R. § 42.101 et seq.*),

   - Title VII of the Civil Rights Act of 1964, as amended (*Public Law (P.L.) 88-352*), the Age Discrimination in Employment Act of 1967 (*Public Law (P.L.) 90-202*) and Arizona State Executive Order 99-4, amending 75-5 (A.R.S. § 41-1013), which prohibits discrimination of all persons on the basis of race, age, color, religion, sex, national origin or political affiliation,

   - The Americans with Disabilities Act of 1990 (*Public Law (P.L.) 101-336*) and the Arizona Disability Act of 1992 (*A.R.S. § 41-1492 et seq.*), which prohibit discrimination of all persons 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 the provision in Section 427 of the General Education Provisions Act (GEPA) enacted as part of the Improving America's Schools Act of 1994 (*Public Law (P.L) 103-382*) *OMB Control No. 1894-0005 (see **GEPA Notice OMB 1894-0005** document in the Adult Education section of the Grants Management Resource Library in the ADE GME System)*.

4.   The applicant agrees to comply with the Family Educational Rights and Privacy Act (FERPA) (*34 C.F.R. § 99*).

5.   The applicant agrees to comply with the Fair Labor Standards Act (FLSA) (29 C.F.R. § 500-899).

6.   The applicant agrees to administer the ADE/AES-approved standardized assessments in accordance with the ***Arizona Adult Education Assessment Policy** (see document in the Adult Education section of the Grants Management Resource Library in the ADE GME System)*.

7.   The applicant agrees to follow all ***Uniform Guidance & Code of Federal Regulations (CFR200) Requirements** (see document in the Adult Education section of the Grants Management Resource Library in the ADE GME System)*.

8.   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.

9.   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:

10.   The applicant agrees to use state-allocated funds to establish and conduct adult education courses of study, as prescribed by ADE/AES in this grant contract, to assist adults with continuing basic education; attaining secondary school diplomas, transitioning to postsecondary education, training, and career pathways; improving employment opportunities; and increasing adults' knowledge of the rights and responsibilities of citizenship (A.R.S. § 15-232 A).

11.   The applicant agrees to use state-allocated funds to deliver 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 shall be enforced without regard to race, religion, gender, ethnicity or national origin (A.R.S. § 15-232 B).

12.   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).

13.   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 *(see document in the Adult Education section of the Grants Management Resource Library in the ADE GME System)*.

14.   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.

15.   The applicant agrees that adult education program director, administrator(s), instructional leader(s), and instructional staff will hold valid Arizona Adult Education teaching certificates or will obtain such certificates within 90 days of the hire date.

16.   The applicant agrees that instruction in ADE/AES-funded adult education classes is conducted by certified adult education teachers as described in State Assurance #15 above.

17. The applicant agrees to use the designated adult education data management system and to follow ADE/AES policies and ***National Reporting System (NRS) Guidelines*** *(see document in the Adult Education section of the Grants Management Resource Library in the ADE GME System)*.

18. The applicant agrees to comply with all FY 2021-2024 Grant Contract Requirements and ADE/AES policies.

In addition to these assurances, grant awardees must follow FY 2021-2024 Grant Contract Requirements as described below.

Fiscal Requirements

Financial and Grants Management Requirements:

1. The local provider will use state-allocated funds to carry out activities in a manner consistent with Arizona Revised Statutes (A.R.S.) 15-232 and 15-234, Code of Federal Regulations (CFR200), Education Department General Administrative Regulations (EDGAR), Arizona Unified Workforce Development Plan, and Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Literacy.

2. The local provider will use equipment and supplies, purchased with state-allocated funds, primarily for approved delivery of services; also see the *Administrative Regulations and Requirements* in this Section on pages 22-23.

3. The local provider will not exceed 5% for administration and may request to negotiate a higher local rate for administration costs.

4. The local provider will budget and expend 10% of grant award and earned income for approved professional learning activities aligned to the Learning Forward Professional Learning Standards, the AZ Adult Education Teacher Standards, and the AZ Adult Education Content Standards *(State requirement)*. The 10% state-allocated Professional Learning funds may be used for the following:

    - Activities aligned to Learning Forward Professional Learning Standards;

    - AES trainings for teaching and learning that require registration fees;

    - Relevant conferences
      Note: Requests to attend out-of-state conferences must be submitted to ADE/AES for approval before budgeting and expending the conference costs. Requests received will be reviewed and approved on a case-by-case basis (State requirement).

5. The local provider will provide a minimum 25% local match toward state-allocated funds. Local match can be in cash or in-kind contribution. Federal funds may not be used for local match. Earned income may not be used for local match. A Local Match and Earned Income Report must be completed as part of the grant application process (see Budget Submission in Section IV, page 42). *(State requirement)*

6.   The local provider will agree to use 100% of earned income generated by state-allocated funds for adult education instructional purposes. Earned income includes revenue generated by fees and revenue generated by Full Time Student Equivalency (FTSE) dollars. The local provider must provide a year-end detailed accounting of all earned income revenue and expenditures. *(State requirement)*

7.   The local provider will agree to supplement and not supplant other State or local public funds expended for adult education and literacy activities under WIOA Title II.

8.   If the local provider intends to charge Supplemental Fees as described in A.R.S. 15-234 D, the Supplemental Fees Application must be submitted to ADE/AES. The application may be submitted as part of this grant application or may be submitted at a later date (see ***Arizona Adult Education Supplemental Fee Guidelines*** document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System). Previously funded providers that were charging supplemental fees prior to FY 2021 must reapply to charge fees under the FY 2021 - 2024 grant contract. Supplemental fees may not be charged by local providers without ADE/AES approval. *(State requirement)*

9.   If the local provider has applied for and was approved for Section 225 state-allocated funds, the local provider will deliver 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 five years of participation.

10.   If the local provider has applied for and was approved for Section 243 state-allocated funds, the local provider will deliver services to adults who are English language learners. The services include instruction in literacy and English language acquisition, 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.

Administrative Regulations and Requirements:

11.   The local provider will comply with the Federal Uniform Guidance, Code of Federal Regulations (CFR200) and Education Department General Administrative Regulations (EDGAR), including but not limited to:

- Maintaining 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.

- Maintaining inventory records for supplies (computing devices and equipment less than $5,000 per unit) as described under property records.

- Maintaining 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 including income records.

- Allowing 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.

- Allowing 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 any Single Audits received and the extent to which the same or similar subaward has been audited as a major program; and whether program has new personnel or new/substantially changed systems.

- Adhering to and following 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* document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System).

Memorandum of Understanding with Local Workforce Boards

12.   ADE requires each funded Title II provider to:

- Enter into a Memorandum of Understanding (MOU) relating to the operation of the one-stop system in the area with the local workforce board (34 CFR 361.505)

- Contribute from the federal funds reserved for local administration (an amount not to exceed 5 percent of the grant award), its proportionate share of local infrastructure costs based on proportionate use of the one-stop system, and the relative benefit received by the adult education provider and its students (34 CFR 361.720)

- Contribute its proportionate share of local infrastructure costs based on corresponding use of the one-stop system and the relative benefit received, in addition to local federal administrative costs. It may include non-federal resources that are cash, in-kind, or third-party contributions.

MOUs may include:
- A comprehensive referral system
- Shared customer-base
- Shared system costs and co-location when appropriate
- Other shared services

The agreements must ensure that access to information and services are available to all participants, thus improving the opportunity for positive employment outcomes. More specifically, the partnership has the potential to assist students by:
- Reducing the barriers to employment
- Providing access to high-quality services in their communities to find jobs
- Building basic educational or occupational skills
- Earning postsecondary certificates/degrees or obtaining guidance on how to make career choices

General Provisions and Programmatic Requirements

Program Administration and Operations Requirements

1. The local provider must establish and maintain a website with current information on adult education services. *(State requirement)*

2. The local provider director/administrator (or designee) with decision-making authority will be available 12 months of the year to make programmatic decisions, submit reports, and communicate with ADE/AES personnel as required. *(State requirement)*

3. In the event of a change in leadership or other key personnel, the local provider will notify ADE/AES of the change within two business days. *(State requirement)*

4. The local provider will deliver 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. *(State requirement)*

5. The local provider will ensure a process to assist eligible adult education participants in determining the most expedient and/or appropriate pathway to attain an Arizona High School Equivalency (HSE) Diploma. If the *Career-ready Portfolio Pathway* is the selected option, will facilitate the process for HSE attainment through that pathway in accordance with ADE/AES guidelines. *(State requirement)* See ***Overview of Pathways to the Arizona HSE Diploma*** and ***Arizona Career-ready Portfolio Pathway Guidance*** documents which are available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

6. The local provider director/administrator will notify ADE/AES prior to making a change in any class/site location. If a location change would affect the ability of the provider to deliver services as described in the approved grant contract, prior approval must be obtained from ADE/AES. *(State requirement)*

7. The following documents must be kept on file (hard copy or digital) and provided to ADE/AES staff to review upon request *(State requirement)*:

   - Teaching certificates for relevant staff *(see State Assurance #15)*
   - Current organizational chart
   - Roles and job descriptions indicating personnel carrying out key functions and responsibilities shown in ***Minimum Staffing Guidelines by Key Function*** document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

8. Records Retention Guidelines:

   - **3 Years:** Financial Records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of *three* years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report *(Retention requirements for records, 2 C.F.R. § 200.333)*.

   - **3 Years:** Records for real property and equipment acquired with Federal funds must be retained for *three* years after final disposition *(Retention requirements for records, 2 C.F.R. § 200.333)*.

   - **5 Years:** Documents that must be kept by the local provider for *five** years and be available for examination at the request of ADE/AES are:

     1) Student Registration forms;
     2) Eligibility Verification forms;
     3) Class sign-in sheets; and
     4) Fiscal records.

Records noted above must be accessible to ADE/AES for purposes of auditing *(State requirement)*.

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

Teaching and Learning Requirements

9. The local provider will fully implement the ***Arizona Adult Education Teacher Standards***; see document in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System. *(State requirement)*

10. The local provider will compensate all adult educators for required Professional Learning activities, which focus on improving teacher effectiveness. *(State requirement)*

11. The local provider 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. *(State requirement)*

12. The local provider 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 and available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System. *(State requirement)*

13.	The local provider will ensure that print and digital curricular resources used for instruction are aligned to *Arizona Adult Education Content Standards* document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System. *(State requirement)*

14.	The local provider will provide sufficient paid time for adult education instructors to plan and prepare for instruction aligned to the *Arizona Adult Education Content Standards*. *(State requirement)*

15.	The local provider will utilize the passage of one or more Arizona Adult Education Teacher Proficiency Assessment(s) to guide hiring and compensation decisions for instructional staff. *(State requirement)*

Data Quality Specifications

The National Reporting System (NRS) has three defined levels of data quality, and Arizona's goal is to earn Exemplary Quality. To this end, Adult Education providers must adhere to the eight requirements shown below that speak to sound practices surrounding data validity and reliability, including data collection, analysis, correction, and continuous improvement.

Security of Information:

1.	**Privacy**: Provide training on the appropriate use of data in regard to privacy protection, including training on FERPA, to all staff members or volunteers who may have access to student information. Ensure removal of access to all sources of student information for former staff members or volunteers within 24 hours of their leaving employment.

Program Administration of Data-Related Requirements:

2.	**Process**: Develop and maintain a written process, including a monthly schedule, for data collection, entry, review, analysis, and submission to ADE/AES.

3.	**Data Collection**:

- Ensure the current ADE/AES-provided Student Registration and Contact Update forms are being used, and that intake staff have been trained on their use, including training on NRS data fields.

- Maintain an auditable record of student attendance in each class that includes:

    o	Face-to-face instruction: a sign-in and sign-out time per student and class
    o	Proxy (out-of-class) activities: reports generated from approved online curricula and/or teacher log of attendance hours for the Teacher Verification Model
    o	Instruction at a distance: documentation of interactions such as webinar attendance and/or written records detailing specific time/date and length of contact.

The *Blended and Virtual/Distance Learning Policy,* which provides additional information regarding the acceptable evidence for student attendance, and other applicable resources can be accessed in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

4.	**Data Entry**: Ensure that data entry staff have been trained on data collection and entry into the data management system. *(State requirement)*

5. **Data Coordination**: Identify the individual(s) ultimately responsible for data decisions, including analysis and approval of data prior to submission to ADE/AES, and that data entry is done by staff other than those responsible for approving data. *(State requirement)*

6. **Data Review**: Conduct and document internal audits of data and data processes, including student intake files, at least two times per program year. *(State requirement)*

Assessment Administration and Data Requirements:

7. Ensure that all components of the *Arizona Adult Education Assessment Policy* are followed, including all data-related components *(see document in the Adult Education section of the Grants Management Resource Library in the ADE GME System).*

WIOA Indicators of Performance Data Collection and Requirements:

8. **Exit Outcomes**: Develop and maintain a written process, including a schedule aligned with each follow-up measure, to conduct surveys for those learners who are ineligible for data match provided by ADE/AES. *(State requirement)*

Reporting Requirements

Award Grantees must submit the following reports and information to ADE/AES *(State requirement)*:

- **Student Demographic and Performance Data** – Submit by the 15th for the preceding month (monthly)
- **Eligibility and Waitlist Report** – Submit by December 15th and June 15th (semi-annually)
- **Proposed Professional Learning Plan** – Submit by September 30th (annually)
- **Proposed Technology Plan** – Submit by September 30th (annually)
- **Final Student Demographic and Performance Data** – Submit by July 31st (annually beginning 07/31/21)
- **Final Year-End Narrative Report** – Submit by July 31st (annually beginning 07/31/21)
- **Data Quality Certification** – Submit by July 31st (annually, beginning 07/31/21)
- **Proposed Implementation Plan for Continuation of Funding** – Submit in Grants Management Enterprise (GME) system by August 31st (annually beginning 08/31/21)
- **Preliminary Allocation Budgets** – Enter in Grants Management Enterprise (GME) system by March 1st (to be substantially approved to obligate funds by July 1st)
- **Final Allocation Budgets** – Amend preliminary allocation budgets in Grants Management Enterprise (GME) system by September 15th
- **Allocation Budget Revisions** – Submit revisions throughout the contract year as Needed or Upon Request by ADE/AES
- **Final Completion Reports** – Submit in Grants Management Enterprise (GME) system by September 30th (annually beginning 09/30/21)
- **Expenditure Summary Reports** – Submit in Grants Management Enterprise (GME) system by September 30th with Final Completion Reports (annually beginning 09/30/21)
- **Additional Reports** – Submit upon request, as required by ADE/AES

Annual Contract Continuation

The period for this four-year grant award is July 1, 2020 through June 30, 2024. For yearly continuation of funds during this period, grantees must demonstrate the successful delivery 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. Please see the ***Arizona Monitoring and Risk Assessment*** document which is available in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System.

ADE/AES may:
- Terminate this contract at any point within the four-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 significant 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 due to extenuating circumstances, such as a decrease in federal or state adult education funding

Ending a Contract
In the event that an Adult Education local provider chooses to discontinue the grant contract, the guidelines below shall be followed.

Official Notification:
1. The local provider will submit an official notification to terminate the grant contract no later than 30 days prior to the end date. *(State requirement)*

Materials Close-out:
2. The local provider will submit a list of ***all materials*** purchased with state-allocated funds, including books, assessment materials, hardware, or software. Upon the request of ADE/AES, local providers must return all materials. *(State requirement)*

3. Materials purchased with other funds should be offered to other contracted Adult Education local providers. *(State requirement)*

Records Retention:
In the event that a local provider ceases to operate, all retention rules remain in place (see Program Administration and Operations Requirement #8 in this section on page 25), and ADE/AES must be informed in writing of the location of the records. *(State requirement)*

Section IV: Application Submission Process

Eligible Applicants must submit the completed Grant Application to the ADE/AES through the ***ADE Grants Management Enterprise (GME) System*** by ***March 5, 2020*** for consideration.

All entities not currently funded by ADE/AES but considering applying for funding under this application process should request access to the ADE GME System as soon as possible. Emailed or mailed hard copy applications will not be accepted or reviewed.

General ***GME Funding Application Instructions*** are included in the Adult Education section of the Grants Management Resource Library to assist applicants in using the system.

Note: An optional *Letter of Intent to Apply* is requested to be emailed to ***adultedservices@azed.gov*** by ***January 31, 2020*** (see Section II, page 12 for instructions).

Required Application Components

	The completed *Grant Application* **must be submitted by March 5, 2020** via the ADE Grants Management Enterprise System and shall include the components listed below.	
✓	**Checklist of Required Components**
	1. **Cover Page**
	2. **Contact Information**
	3. **Demonstrated Effectiveness** *(**Important Note**: Information submitted for this component will be used to **Pre-Screen** for eligibility. Only organizations with demonstrated effectiveness will be considered. See Section II, page 7 for more information on Eligible Applicants and Demonstrated Effectiveness.*
	4. **Assessment of Local/Regional Need**
	5. **Serving Individuals with Disabilities**
	6. **Past Effectiveness**
	7. **Alignment to Local Workforce Plan**
	8. **Instructional Strategies**
	9. **Program Operations**
	10. **Educational Services & Class Scheduling**
	11. **Quality of Staffing**
	12. **Career Pathways and Integrated Education & Training (IET)**
	13. **Integrated English Literacy & Civics Education PLUS Training (IELCE + T)** *(**Important Note**: Submission of this component is only required for applicants requesting funds under Section 243.)*
	14. **Virtual Learning Services** *(**Important Note**: Submission of this component is only required for applicants requesting Virtual Learning Services funds.)*
	15. **General Education Provisions Act (GEPA) Statement**
	16. **Statement of Assurances**
	17. **Related Documents**
	Budget Submission

To ask questions or get information about accessing the ADE GME System or the application submission process, please email ***adultedservices@azed.gov***. Questions and answers, as appropriate, will be compiled and posted in the Adult Education section of the Grants Management Resource Library (in the ADE GME System) for the benefit of all applicants.

A Pre-Proposal Meeting is scheduled for *January 22, 2020 at 1:00 PM*, 1535 West Jefferson Street, Phoenix, AZ 85007. Interested applicants are encouraged to register/attend (see Section II, pages 11-12).

Submitting an Application for Funding

The completed grant application is *due on March 5, 2020*. Incomplete or late applications shall not be accepted for evaluation. Applications must be submitted to ADE/AES through the ADE GME System. Emailed applications and hand-delivered or mailed hard copy applications shall not be accepted or reviewed. For information about accessing ADE GME, please email *adultedservices@azed.gov*.

Completing the Arizona Adult Education FY 2021-2024 Grant Application

Resources applicable to this grant application can be accessed in the Adult Education section of the *Grants Management Resource Library* in the ADE GME System. Applicants are encouraged to refer to *Section V: Application Review and Evaluation Process* when completing the information requested in the application forms. Below are instructions for completing each required component. Responses having a limitation on the number of characters allowed are noted. For reference, 3000 characters is approximately the equivalent of one typed page of content with standard margins and font size.

FFATA & GSA Verification

Provide a short description of the project in one to two paragraphs.

Complete the required Application Components below:

1. Cover Page

      1.1 Complete the information requested pertaining to the applicant organization.

- o Fiscal Agent: <Fill-in response>
- o Adult Education Program Name: <Fill-in response>
- o Type of Entity: <Select one>
  - Local Education Agency
  - Library
  - Community-based or Faith-based
  - Public Housing Authority
  - Volunteer Literacy Organization
  - Public or Private Non-Profit
  - Non-Profit Institution
  - Institution of Higher Education
  - Employer/Entity Partnership
  - Consortium of Entities <Describe>
  - Other Eligible Entity <Describe>

      1.2 Identify the county/counties for which the applicant organization proposes educational services under this grant application: <Select all that apply>

- Apache
- Cochise
- Coconino
- Gila
- Graham
- Greenlee
- La Paz
- Maricopa
- Mohave
- Navajo
- Pima
- Pinal
- Santa Cruz
- Yavapai
- Yuma

1.3 If proposed services will not be offered throughout the entire county/counties selected above, please provide the specific towns and/or cities for which the applicant organization proposes educational services under this grant application: <Fill-in response, up to 2000 characters>

1.4 Provide the number of participants projected to be served in each Program Category for which the applicant organization proposes educational services and the total number:
<Complete table>

Table 1.4

Program Category	# of Participants
ABE/ASE (no IET)	
ABE/ASE (with IET)	
ELAA/IELCE (no IET)	
IELCE + T (section 243)	
Virtual Learning – ABE/ASE	
Virtual Learning – ELAA/IELCE	
Unduplicated TOTAL	

1.5 Provide the number of Incarcerated/Institutionalized participants projected to be served under WIOA section 225 (sub-set of the unduplicated total above): <Fill-in response>

2. Contact Information

2.1 Provide contact information for the person with Administrative Authority within the applicant organization:
- o   Name: <Fill-in response>
- o   Title: <Fill-in response>
- o   Email Address: <Fill-in response>
- o   Telephone: <Fill-in response>

2.2 Provide contact information for up to two additional individual(s) within the applicant organization: <Fill-in response>

2.3 Provide the Main Address for the applicant organization: <Fill-in response>

2.4 Provide the Web URL for the applicant organization: <Fill-in response>

3. Demonstrated Effectiveness

Each submission for this component will be reviewed during a Pre-Screen process to determine if the applicant agency meets the standard of demonstrated effectiveness to be considered eligible for an award. (See Section V, page 43 for more information about the Pre-Screen process)

To meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy 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. To be considered eligible, an applicant 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*

Applicants applying as a consortium must provide evidence of demonstrated effectiveness and submit performance data for each entity that is a consortium member. Consortium applicants may use the template provided in the Resource Library (***Consortium Applicant Tables for Demonstrated Effectiveness***) to submit data for each additional consortium member in the Related Documents section.

3.1 Applicants previously funded under AEFLA/WIOA Title II as Adult Education Providers must complete Table 3.1 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting performance data on the applicant's record in improving the literacy skills of eligible individuals in the domains of reading, writing, mathematics, English language acquisition, and other subjects relevant to this grant application: <Complete table>

Table 3.1

Data for Applicants Previously Funded under AEFLA, WIOA Title II						
Educational Functioning Level (Grade Level Estimate) Data found in NRS Table 4: MSG by Entry Level	Number of students enrolled with 12 or more hours of instruction		Number of students who achieved at least one educational functioning level gain		Percentage of students who achieved at least one educational functioning level gain	
	PY 17/18	**PY 18/19**	**PY 17/18**	**PY 18/19**	**PY 17/18**	**PY 18/19**
ABE Level 1 (0–1)						
ABE Level 2 (2–3)						
ABE Level 3 (4–5)						
ABE Level 4 (6–8)						
ABE Level 5 (9–10)						
ABE Level 6 (11–12)						
ESL Level 1 (Beginning PreLit)						
ESL Level 2 (Beginning Low)						
ESL Level 3 (Beginning High)						
ESL Level 4 (Intermediate Low)						
ESL Level 5 (Intermediate High)						
ESL Level 6 (Advanced)						

3.2 Applicants previously funded under AEFLA/WIOA Title II as Adult Education Providers must complete Table 3.2 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting data regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training. <Complete table>

Table 3.2

Data for Applicants Previously Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes Data found in AAEDMS: Outcomes Report	Number of students enrolled with 12 or more hours of instruction		Number of students who earned a certificate/ diploma		Percentage of students who earned a certificate/ diploma	
	PY 17/18	**PY 18/19**	**PY 17/18**	**PY 18/19**	**PY 17/18**	**PY 18/19**
Secondary School Diploma or its Recognized Equivalent						
Core Follow-up Outcome Achievement Data found in NRS Table 5: Primary Indicators of Performance	Number of students with 12 or more hours who exited		Number of exited students who achieved an outcome		Percentage of exited students who achieved an outcome	
	PY 17/18	**PY 18/19**	**PY 17/18**	**PY 18/19**	**PY 17/18**	**PY 18/19**
Employed Second Quarter After Exit						
Employed Fourth Quarter After Exit						
Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit						
Attained Diploma/Equivalent and Employed Within One Year of Exit						
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit						

3.3 Applicants <u>NOT</u> previously funded under AEFLA/WIOA Title II must complete Table 3.3 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting performance data on the applicant's record in improving the literacy skills of eligible individuals in the domains of reading, writing, mathematics, English language acquisition, and other subjects relevant to this grant application: <Complete table>

Table 3.3

	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain	
Educational Content Domain Outcomes	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics/Citizenship Education						
Workforce Preparation/ Employability Skills						
	*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Arizona State Law, *AND* are basic skills deficient, or do not have a secondary diploma, or are English language learners *(see Section II, page 7 of this document)*.					

3.4 Applicants <u>NOT</u> previously funded under AEFLA/WIOA Title II must complete Table 3.4 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting data regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training: <Complete table>

Table 3.4

Data for Applicants NOT Previously Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	Number of Eligible Individuals* enrolled		Number of Eligible Individuals* who earned a certificate/ diploma		Percentage of Eligible Individuals* who earned a certificate/ diploma	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Secondary School Diploma or its Recognized Equivalent						
Transition Outcomes	Number of Eligible Individuals* enrolled		Number of Eligible Individuals* who achieved an outcome		Percentage of Eligible Individuals* who achieved an outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						
*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Arizona State Law, *AND* are basic skills deficient, or do not have a secondary diploma, or are English language learners *(see Section II, page 7 of this document)*.						

4. Assessment of Local/Regional Need
This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 1, Federal Consideration 13, and State Consideration 3.

4.1 Identify the populations that the applicant organization proposes to serve under this grant application to address the identified need for adult education services in the community: <Select all that apply>

- Individuals who lack basic academic skills
- Individuals who lack a secondary diploma
- English language learners

4.2 Identify other special populations that the applicant organization proposes to serve under this grant application to address the identified need for adult education services in the community: <Select all that apply>

- Disconnected youth (age 16-24)
- Long-term unemployed
- Migrant workers
- Native Americans
- Refugees
- Individuals in rural areas
- Homeless individuals
- Up to two other special populations <Describe>

4.3 Provide an assessment of the need for adult education in the applicable community or communities for which the applicant organization proposes services under this grant application. Include demographic data on all populations that the organization proposes to serve and identify the source of the data: < Narrative response, up to 2000 characters>

4.4 Describe the qualifications of the applicant organization to deliver educational services under this grant application to the target populations: < Narrative response, up to 2000 characters>

4.5 Describe proposed strategies and services that will meet the needs of the target populations: <Narrative response, up to 2000 characters>

5. Serving Individuals with Disabilities

This component will be evaluated based on the following factor described in Section II and Section V of this document: Federal Consideration 2.

5.1 Describe the applicant organization's ability to meet the needs of individuals with identified disabilities: <Narrative response, up to 2000 characters>

5.2 Identify the resources and partnerships in place to provide educational services to eligible individuals with disabilities, including learning disabilities: <Narrative response, up to 2000 characters>

5.3 Describe the strategies to provide access to instructional services for students with disabilities, including learning disabilities: <Narrative response, up to 2000 characters>

5.4 Provide evidence (e.g., Letters of Support, MOUs) of the partnerships identified above by attaching documents in the Related Documents section: <Attach documents>

6. Past Effectiveness

This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 3 and State Consideration 4.

6.1 Identify the Mission, Vision and Goals of the Applicant agency's parent organization: <Narrative response, up to 1500 characters>

6.2 Provide an organizational structure/chart that indicates where the proposed Title II Adult Education Services will fit within the overall parent organization in the Related Documents section: <Attach document>

6.3 Describe the applicant agency's past experience and effectiveness in serving the population identified in the submitted Assessment of Local/Regional Need through Adult Basic Education, Adult Secondary Education, and English Language Acquisition programs: <Narrative response, up to 3000 characters>

6.4 Applicants previously funded under AEFLA/WIOA Title II as an Adult Education Provider must complete **Table 6.4** to provide data for two program years to demonstrate evidence of the applicant's past effectiveness in improving the literacy levels and outcome measure achievements of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in §677.155: <Complete table>

Table 6.4

Data for Applicants Previously Funded under AEFLA, WIOA Title II						
Educational Functioning Level (Grade Level Estimate) Data found in NRS Table 4: MSG by Entry Level	Number of students enrolled with 12 or more hours of instruction		Number of students who achieved at least one educational functioning level gain		Percentage of students who achieved at least one educational functioning level gain	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
ABE Level 1 (0–1)						
ABE Level 2 (2–3)						
ABE Level 3 (4–5)						
ABE Level 4 (6–8)						
ABE Level 5 (9–10)						
ABE Level 6 (11–12)						
ESL Level 1 (Beginning PreLit)						
ESL Level 2 (Beginning Low)						
ESL Level 3 (Beginning High)						
ESL Level 4 (Intermediate Low)						
ESL Level 5 (Intermediate High)						
ESL Level 6 (Advanced)						
Secondary Credential Outcomes Data found in AAEDMS: Outcomes Report	Number of students enrolled with 12 or more hours of instruction		Number of students who earned a certificate/ diploma		Percentage of students who earned a certificate/ diploma	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Secondary School Diploma or its Recognized Equivalent						
Core Follow-up Outcome Achievement Data found in NRS Table 5: Primary Indicators of Performance	Number of students with 12 or more hours who exited		Number of exited students who achieved an outcome		Percentage of exited students who achieved an outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Employed Second Quarter After Exit						
Employed Fourth Quarter After Exit						
Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit						
Attained Diploma/Equivalent and Employed Within One Year of Exit						
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit						

6.5 Applicants <u>NOT</u> previously funded under AEFLA/WIOA Title II as Adult Education Providers must complete **Table 6.5** to provide data for two program years to demonstrate evidence of the applicant's past effectiveness in improving the literacy levels and outcome measure achievements of eligible individuals, especially those individuals who have low levels of literacy: <Complete table>

Table 6.5

Data for Applicants NOT Previously Funded under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics/Citizenship Education						
Workforce Preparation/ Employability Skills						
Secondary Credential Outcomes	Number of Eligible Individuals* enrolled		Number of Eligible Individuals* who earned a certificate/ diploma		Percentage of Eligible Individuals* who earned a certificate/ diploma	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Secondary School Diploma or its Recognized Equivalent						
Transition Outcomes	Number of Eligible Individuals* enrolled		Number of Eligible Individuals* who achieved an outcome		Percentage of Eligible Individuals* who achieved an outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Arizona State Law, **AND** are basic skills deficient, or do not have a secondary diploma, or are English language learners *(see Section II, page 7 of this document).*

6.6 Applicants NOT previously funded must describe the applicant organization's evidence of past effectiveness in serving eligible individuals, in particular individuals who are basic skills deficient, relevant to the services contained in this application. Include a description of the source of the data presented in Table 6.5: <Narrative response, up to 3000 characters>

7. Alignment to Local Workforce Plan

This component will be evaluated based on the following factor described in Section II and Section V of this document: Federal Consideration 4.

7.1 Identify the local workforce area(s) for which the applicant organization proposes educational services under this grant application: <Select all that apply>
- City of Phoenix
- Maricopa County
- Coconino County
- Northeast Arizona
- Yavapai County
- Pima County
- Pinal County
- Southeast Arizona
- Mohave/La Paz Counties
- Yuma County
- Santa Cruz County
- Nineteen Tribal Nations

7.2 Describe how the applicant agency will fulfill the required responsibilities as an ARIZONA@WORK (One-Stop System) partner: <Narrative response, up to 3000 characters>

7.3 Describe how the proposed adult education services will align with the mission, vision, goals, strategies and activities as identified by the applicable local workforce area(s) and articulated in the local workforce plan(s): <Narrative response, up to 3000 characters>

7.4 Identify specific proposed strategies to improve alignment between Title II and the other WIOA core partners: <Narrative response, up to 3000 characters>

7.5 Is the applicant agency willing to have an administrator considered to represent Title II on the local workforce board? <Yes or No> *Note: this question is not evaluated.*

8. Instructional Strategies

This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 5, Federal Consideration 6, and Federal Consideration 7.

8.1 Use Table 8.1 to describe instructional models/practices for each target population that the applicant organization proposes to serve under this application. Include the evidence and/or research that supports the use of such models/practices: <Complete table, up to 1000 characters per cell>

Table 8.1

Target Population	Instructional Models/Practices	Evidence/Research
Individuals who lack basic skills		
Individuals who lack a secondary diploma		
English language learners		
English language learners with advanced degrees		
Other special populations		

8.2 Describe the current availability of technology for students and teachers: <Narrative response, up to 2000 characters>

8.3 Describe the instructional strategies used to promote the integration of digital tools: <Narrative response, up to 2000 characters>

8.4 Describe the strategies used to promote the digital literacy of students: <Narrative response, up to 2000 characters>

9. Program Operations

This component will be evaluated based on the following factor described in Section II and Section V of this document: State Consideration 5.

9.1 Describe proposed intake and orientation processes, including strategies to conduct initial standardized assessments: <Narrative response, up to 2000 characters>

9.2 Describe proposed processes and strategies used to document student attendance: <Narrative response, up to 2000 characters>

9.3 Describe proposed processes and strategies used to conduct follow-up standardized assessments to document student educational outcomes: <Narrative response, up to 2000 characters>

9.4 Describe proposed processes and strategies used to follow up on student success in employment and/or transition to postsecondary/training after exit: <Narrative response, up to 2000 characters>

9.5 Describe proposed processes and strategies for data management and data entry to ensure submitted data is timely, valid and reliable: <Narrative response, up to 2000 characters>

10. Educational Services & Class Scheduling

This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 11 and State Consideration 2.

10.1 Provide the following information for the educational services proposed under this application in the Related Documents section:
- Proposed academic calendar for PY 2020-2021 (July 1, 2020 through June 30, 2021): <Attach document>
- Proposed locations, and for each location, please indicate: <Attach document>
  - Address with city and zip code
  - Number of classes by content area and target population
  - Hours of instruction per class per week (both face-to-face and proxy)
  - Number of weeks of instruction per session

10.2 Describe the proposed intake process to register and enroll eligible students into appropriate classes. Explain how the intake process and proposed class schedule will provide flexibility and meet the needs of the target population.: <Narrative response, up to 3000 characters>

10.3 Describe how provided wrap-around services and the coordination with local support services will enable participant success, including for those participants with disabilities or other special needs, and increase completion rates: <Narrative response, up to 3000 characters>

10.4 Describe the blended-learning model and how learning is extended beyond the classroom: <Narrative response, up to 3000 characters>

11. Quality of Staffing

This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 9 and State Consideration 1.

11.1 Describe how the key functions identified in the ***Minimum Staffing Guidelines by Key Function*** document (see Resource Library) are addressed, including adequate staffing for proposed number of students and site locations: <Narrative response, up to 2000 characters>

11.2 Describe how access to high-quality professional development will be provided to staff: <Narrative response, up to 2000 characters>

11.3 Submit in the Related Documents section the applicant organization's:
- Proposed organizational chart <Attach document>
- Job descriptions <Attach documents>

12. Career Pathways & Integrated Education & Training (IET)

This component will be evaluated based on the following factors described in Section II and Section V of this document: Federal Consideration 8 and Federal Consideration 10.

12.1 Identify the entities that the applicant agency currently coordinates with to advance the development of career pathways for adult learners: <Select all that apply>
- Elementary and/or secondary schools
- Postsecondary institutions
- Local Workforce Boards
- ARIZONA@WORK Partners
- Job training programs
- Social service agencies
- Business
- Industry
- Labor organizations
- Community-based organizations
- Nonprofit organizations
- Up to two other partner entities <Describe>

12.2 Describe how the applicant agency coordinates with the entities identified above to reduce barriers for adults to access educational services and pursue academic advancement to transition to postsecondary courses or career training:
<Narrative response, up to 2000 characters>

12.3 Describe the proposed resources and activities to facilitate workforce preparation and the exploration of careers/occupations for adult learners at all skill levels:
<Narrative response, up to 2000 characters>

Note: Questions 12.4 – 12.7 are only submitted by applicants proposing IET programs.

12.4 Complete **Table 12.4** to identify proposed IET program(s) to be implemented in PY 2020/2021. Describe the specific occupation(s) or occupational area(s) to be targeted and identify the certificates or credentials students will be working toward as part of the IET program(s). Also describe how the targeted occupation(s) or occupational area(s) are determined: <Complete table, up to 500 characters per cell>

Table 12.4

Proposed PY 2020/2021 IET Program	Identify targeted Occupation/Occupational Area and Certificate/Credential to be earned as part of this IET	Explain the process used to select this Occupation/ Occupational Area

12.5 An IET Program must include the following three components: 1) adult education and literacy activities; 2) workforce preparation activities; and 3) workforce training. Describe how these required components are to be addressed and integrated within the scope of the proposed IET program(s): <Narrative response, up to 2000 characters>

12.6 Complete **Table 12.6** to identify the partners to be involved in the implementation of each proposed IET program(s) and describe the role of each partner: <Complete table, up to 500 characters per cell>

Table 12.6

Proposed PY 2020/2021 IET Program	Identify partners to be involved in the implementation of this IET	Explain the role of each partner identified

12.7 Describe how braided funding and/or cost sharing agreements with partners will support the training component of the proposed IET program(s): <Narrative response, up to 2000 characters>

13. Integrated English Literacy and Civics Education PLUS Training (optional)

Only applicants applying to provide *Integrated English Literacy and Civics Education PLUS Training Program (IELCE + T)* funding under WIOA Section 243 should submit responses in this section. Section 243 funds are allocated and accounted for in a separate funding stream in the Arizona Grants Management Enterprise system.

This component will be evaluated based on the following factor described in Section II and Section V of this document: State Consideration 6.

13.1 Use **Table 13.1** to identify and describe IET program(s), as part of a career pathway, to be offered to English language learners through proposed IELCE + T programs in PY 2020-2021. Also identify the specific organization(s) providing the training and the industry-recognized credential(s)/ certificate(s) (IRCs) available to participants upon successful completion of the program(s): <Complete table, up to 500 characters per cell>

Table 13.1

IET to be offered to English Language Learners through IELCE + T	Organization providing the Workforce Training	IRC Earned upon successful completion of the Workforce Training

13.2 Describe strategies to identify and recruit English language learners for participation in the proposed IELCE + T program(s), including those learners with advanced degrees from other countries: <Narrative response, up to 2000 characters>

13.3 Describe how English language learners participating in proposed IELCE + T can engage in the three required components: 1) instruction in English language acquisition and civics education; 2) workforce preparation activities; and 3) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives: <Narrative response, up to 2000 characters>

13.4 Describe how the IELCE + T program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers: <Narrative response, up to 2000 characters>

13.5 Use **Table 13.5** to identify and describe resources and support services, including partnerships with other entities, in place to facilitate student success in IELCE + T program(s): <Complete table, up to 500 characters per cell>

Table 13.5

Resources to facilitate IELCE + T participant success	Support Services to facilitate IELCE + T participant success	Partnerships to facilitate IELCE + T participant success

13.6 Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE + T program(s):
<Narrative response, up to 2000 characters>

14. Virtual Learning Services (optional)

Only applicants applying to provide *Virtual Learning Services* should submit responses in this section.

This component will be evaluated based on the following factor described in Section II and Section V of this document: State Consideration 7.

14.1 Describe the applicant organization's success in delivering high-quality educational services virtually: <Narrative response, up to 2000 characters>

14.2 Identify what the applicant sees as the most important pillars for a successful virtual learning program and describe how the proposed services will address those pillars: <Narrative response, up to 2000 characters>

14.3 Complete **Table 14.3** to identify and describe resources and support services, including partnerships with other entities, in place to facilitate student success in a virtual learning setting: <Complete table, up to 500 characters per cell>

Table 14.3

Resources to facilitate student success in a Virtual Learning setting	Support Services to facilitate student success in a Virtual Learning setting	Partnerships to facilitate student success in a Virtual Learning setting

14.4 Describe how, when and where in-person services, such as intake, eligibility verification and standardized assessment will be conducted. If external partners will be involved in providing any of the in-person services, describe how the applicant agency will ensure the quality and integrity of the service provided and how adherence to grant requirements will be upheld: <Narrative response, up to 2000 characters>

14.5 Describe how and how often teachers will be available to provide synchronous instruction (i.e., teacher/student interaction that occurs at the same time but not in the same place): <Narrative response, up to 2000 characters>

14.6 Describe the structure for student accountability: <Narrative response, up to 2000 characters>

14.7 Provide resume(s) showing employment and educational experience for staff who will be involved in providing virtual learning services under this application by attaching documents in the Related Documents section: <Attach documents>

14.8 Provide additional relevant information to assist in the description of the virtual learning services being proposed by attaching documents in the Related Documents section *(optional)*: <Attach documents>

15. General Education Provisions Act (GEPA) Statement

The General Education Provisions Act (GEPA) 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.

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, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

> 15.1 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: <Narrative response, up to 3000 characters>

16. Statement of Assurances

The Statement of Assurances must be signed electronically in the Grants Management Enterprise (GME) System to acknowledge agreement as part of the application process. See Section III for a description of the Assurances and Requirements applicable to this grant contract.

17. Related Documents

- The Related Documents component of the application is the location for applicants to upload documents as requested in questions 5.4, 6.2, 10.1, 11.3, 14.7, 14.8, the *Local Match and Earned Income Report*, the *Supplemental Fees Application* (if applicable), and the *Consortium Applicant Tables for Demonstrated Effectiveness* (if applicable).
- Attachments submitted should be clearly labeled to identify the specific component being addressed.
- Attachments containing superfluous information not requested in this grant application may not be considered during the evaluation process

Budget Submission

Applicants must prepare and submit a proposed budget for the provision of educational services in FY 2021 (July 1, 2020 – June 30, 2021) under this Grant Application as a required component. This budget submission is done through the ADE GME system as part of the application process. The *Local Match and Earned Income Report* is submitted in the Related Documents section.

Please refer to the Fiscal Requirements (Section III, pages 21-24) and all other assurances and requirements referenced in this document while preparing the budget submission.

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by ADE/AES and are subject to a negotiation process between ADE/AES and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.

ADE GME System Technical Assistance

For information about attaining access to ADE GME for the purpose of submitting an Arizona Adult Education FY 2021-2024 Grant Application, please email *adultedservices@azed.gov*.

Applicants that have access but need technical assistance specifically in the utilization and navigation of the ADE GME system may contact ADE Grants Management at (602) 542-3901 or email *grants@azed.gov*. Also see *http://www.azed.gov/grants-management/*.

Section V: Application Review and Evaluation Process

Application Pre-Screening Process

All Grant Applications submitted through the ADE Grants Management Enterprise (GME) System by March 5, 2020 will be pre-screened prior to review to verify that the following criteria have been met:

- The Application is submitted by the required due date (3/5/2020)
- Demonstrated Effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided (see Section II, page 7 and Section IV, pages 31-33 for information about Demonstrated Effectiveness)
- Only applications submitted by organizations of Demonstrated Effectiveness will be evaluated.

Evaluation Process

A review panel comprised of individuals with expertise in adult education and literacy will evaluate 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 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.

Criteria Used to Evaluate Applications

There are twenty considerations with criteria 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); seven are Arizona factors. The twenty considerations and the corresponding evaluation criteria 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. 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.

- Evaluation Criteria: Applicant provides evidence of the organization's qualifications to provide educational services to the identified target populations.

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

- Evaluation Criteria: Applicant provides evidence of the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities.

- Evaluation Criteria: Applicant describes appropriate strategies to provide access and services for individuals with disabilities, including those individuals with learning disabilities.

- Evaluation Criteria: Applicant identifies specific resources and partnerships in place to ensure access and services for individuals with disabilities.

- Evaluation Criteria: Applicant provides evidence of existing partnerships to assist in meeting the needs of individuals with 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 and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in §677.155.

- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in providing services to eligible individuals with low levels of literacy.

- 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.

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 plan(s) in the service region(s)/area(s).

- Evaluation Criteria: Applicant describes how the proposed activities and services will improve alignment and coordination between Title II and ARIZONA@WORK partners to meet participants' personal, academic, and career needs.

- Evaluation Criteria: Applicant describes how the organization will fulfill the required responsibilities as an ARIZONA@WORK partner.

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 of sufficient intensity and quality to enable participants to achieve substantial learning gains and is responsive to student needs, flexible, and facilitated by highly qualified instructors.

- Evaluation Criteria: Applicant describes the provision of instructional practices and models that are based on research.

- Evaluation Criteria: Applicant describes how instructional practices address the essential components of reading.

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 instruction in reading, writing, speaking, mathematics, and English language acquisition 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 that promotes digital literacy and is provided through a blended delivery model that connects 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 proposes the implementation of programs to provide participants with career exploration and access to career pathways.

- Evaluation Criteria (IET applicants only): Applicant identifies and describes proposed IET program(s) to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned.

- Evaluation Criteria (IET applicants only): Applicant describes how targeted occupations are determined.

- Evaluation Criteria (IET applicants only): Applicant describes how the three required components are integrated into each proposed IET program.

- Evaluation Criteria (IET applicants only): Applicant identifies appropriate partners and explains their roles in the implementation of each proposed IET program.

- Evaluation Criteria (IET applicants only): Applicant describes how braided funding and/or cost sharing agreements will support the training component of each proposed IET program.

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 requirements of this grant application.

- 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 describes existing collaborations with appropriate partners to target and enrich instruction for success in postsecondary education and training programs and employment.

- 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 describes an intake process that provides flexibility to meet the needs of the target population.

- 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 policies designed to manage data processes with high quality to ensure accuracy.

- Evaluation Criteria: Applicant describes strategies and policies to support the monitoring of program performance and the reporting 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- Whether the proposal describes adequate staffing as outlined in the *Minimum Staffing Guidelines by Key Function* document

- Evaluation Criteria: Applicant proposal describes how key functions are staffed to support participant success and increase completion rates.

- Evaluation Criteria: Applicant provided a proposed organizational chart and job descriptions that demonstrate alignment with the key functions needed to support participant success.

State Consideration 2: Class Scheduling- 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.

- 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 blended learning in the proposed class schedule (classes that connect 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.

State Consideration 3: Assessment of Need- Whether the proposal describes services and strategies that are responsive to special populations as identified based on demographic data, such as disconnected youth (16-24 years old), long-term unemployed, migrant workers, Native Americans, refugees, individuals in rural areas, and homeless individuals.

- Evaluation Criteria: Applicant uses applicable demographic data to identify and target special populations for adult education services.

- Evaluation Criteria: Applicant describes appropriate services, strategies and partnerships that respond to the needs of the identified special populations.

State Consideration 4: Organization Alignment- Whether the applicant organization currently provides services aligned to the Purpose, Target Population, Allowable Activities and Requirements as described in Section II of this grant application.

- Evaluation Criteria: Applicant provides evidence of an organizational focus and structure that is well aligned with the purpose and services proposed in this grant application.

State Consideration 5: Program Operations- Whether the eligible provider proposes program processes that result in high-quality program operations designed to support student learning.

- Evaluation Criteria: Applicant describes strategies and program operations designed to manage student recruitment, intake, orientation, assessment, data management, and follow-up processes.

State Consideration 6: IELCE + T- Whether the applicant organization proposes the provision of required elements, programming components and partnerships to facilitate the implementation of high-quality IELCE + T opportunities for English language learners, including those individuals with advanced degrees.

- Evaluation Criteria (IELCE + T applicants only): Applicant identifies and describes proposed IELCE + T program(s) to be implemented for English language learners as part of a career pathway and consistent with requirements of 34 CFR part 463 *Subpart D*, including specific occupations or occupational areas to be targeted and the certificates/credentials to be earned.

- Evaluation Criteria (IELCE + T applicants only): Applicant describes appropriate strategies to identify and recruit English language learners for participation in the proposed IELCE + T program(s).

- Evaluation Criteria (IELCE + T applicants only): Applicant describes a valid process for how targeted occupations are determined.

- Evaluation Criteria (IELCE + T applicants only): Applicant describes how the proposed IELCE + T program(s) will help eligible students transition into family sustaining careers.

- Evaluation Criteria (IELCE + T applicants only): Applicant describes how the three required components are addressed and integrated into each proposed IELCE + T program, plus the incorporation of IET, to meet the requirements under Section 243.

- Evaluation Criteria (IELCE + T applicants only): Applicant identifies appropriate partners and describes their roles in the implementation of each proposed IELCE + T program, including the provision of the training component, to ensure student success.

- Evaluation Criteria (IELCE + T applicants only): Applicant describes how braided funding and/or cost sharing agreements will support the training component for IELCE + T participants.

State Consideration 7: Virtual Learning Services- Whether the proposal describes high-quality instructional services via a virtual delivery model that enables adult learners to receive instruction at a distance without the need for face-to-face interaction.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant organization has applicable experience in delivering high-quality virtual educational services.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant identifies the important pillars needed for a successful virtual learning program and describes how they will be implemented in the proposed services.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant identifies appropriate resources, support services and partnerships to successfully implement the proposed virtual learning program.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant provides a sufficient description regarding how the required in-person services will be conducted. If external partners will be involved in providing in-person service(s), a description is included regarding how the quality and integrity of the service(s) will be ensured.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant describes how and how often synchronous instruction will occur to facilitate student success.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant describes a structure for student accountability that is designed to encourage student involvement and persistence.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant provides resumes of staff that demonstrate experience in delivering the proposed virtual learning services.

- Evaluation Criteria (Virtual Learning Services applicants only): Applicant provides a comprehensive overview of the proposed virtual learning services.

Scoring Process

A four-point scale scoring rubric aligned to the evaluation criteria in each consideration will be used to evaluate submitted applicant responses to components 4 – 14 of this grant application. Information pertaining to completing each required grant application component is provided in Section IV, beginning on page 30.

Rubric: 3 = Advanced, 2 = Adequate, 1 = Limited, and 0 = Unclear or Not Applicable.

Budget Review Process

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by ADE/AES and are subject to a negotiation process between ADE/AES and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.

Appeal Process

Applicants who believe that ADE/AES violated a state or federal statute or regulation by disapproving or failing to approve an application may file an appeal and request a hearing. To file an appeal, an ***Official Letter of Appeal*** must be submitted to the Arizona Department of Education, Adult Education Services (ADE/AES) within 30 calendar days of notification of the grant award decision. To be considered for a hearing, the appeal must include the following information in the official letter:

- A description of the nature of the complaint and the facts on which the complaint is based.
- The State or federal statute(s) or regulation(s) that is perceived to have been violated by the State educational agency (ADE/AES).
- The recommended solution.
- The authorization and original signature(s) of the person(s) and/or governing board with administrative authority over the applicant organization.

Mail or hand deliver the ***Official Letter of Appeal*** to the address below within 30 calendar days of notification of the grant award decision:

Arizona Department of Education
Adult Education Services Unit
1535 West Jefferson Street, Bin 26
Phoenix, AZ 85007

Attention: Deputy Associate Superintendent

In addition, a copy of the ***Official Letter of Appeal*** must be sent via email to ***adultedservices@azed.gov*** with the subject line, Official Letter of Appeal.

All considered appeals will be handled in accordance with 34 CFR §76.401 :

- The applicant shall request the hearing within 30 days of the action of the State educational agency.
- Within 30 days after it receives a request, the State educational agency shall hold a hearing on the record and shall review its action.
  - No later than 10 days after the hearing the agency shall issue its written ruling, including findings of fact and reasons for the ruling.
  - If the agency determines that its action was contrary to State or Federal statutes or regulations that govern the applicable program, the agency shall rescind its action.
- If the State educational agency does not rescind its final action after a review under this paragraph, the applicant may appeal to the U.S. Secretary of Education.
  - The applicant shall file a notice of the appeal with the Secretary within 20 days after the applicant has been notified by the State educational agency of the results of the agency's review.
  - If supported by substantial evidence, findings of fact of the State educational agency are final.
  - If the Secretary determines that the action of the State educational agency was contrary to Federal statutes or regulations that govern the applicable program, the Secretary issues an order that requires the State educational agency to take appropriate action.