Adult Education and Literacy Services

Workforce Innovation and Opportunity Act (WIOA)

Funding Opportunity and Grant Application

July 1, 2017-June 30, 2020

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# I. Background

This funding opportunity seeks one or more local providers of Adult Education and Literacy (AEL) Services to carry out the fourfold purposes of the Workforce Innovation and Opportunity Act (WIOA), Title II (Section 202 and Section 243) to assist

* adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
* adults who are parents or family members to obtain the education and skills that
  + are necessary to becoming full partners in the educational development of their children and
  + lead to sustainable improvements in the economic opportunities for their family;
* adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
* immigrants and other individuals who are English language learners in
  + improving their
    - reading, writing, speaking, and comprehension skills in English and
    - mathematics skills; and
  + acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

## WIOA’s Vision

The Workforce Innovation and Opportunity Act (WIOA) created a new vision for how the United States prepares an educated and skilled workforce that expands opportunity for workers and employers.

The State of Vermont has developed a [Unified State Plan](https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) to meet the requirements of WIOA, Public Law No. 113–128. The Plan includes the four core WIOA programs:

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

To read more about how WIOA impacts the Adult Education and Family Literacy Act (including the final rules/regulations), visit the [U.S. Department of Education, Office of Career, Technical, and Adult Education](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html).

Per WIOA, Section 203(3), The Eligible Agency is the sole agency in the State responsible for administering or supervising policy for adult education and literacy activities in the State, consistent with the law of the State. The Vermont Agency of Education (AOE) is the Eligible Agency in Vermont under Title II of WIOA.

# II. Eligible Providers

In accordance with WIOA Title II (Section 203), an “eligible provider” is an organization that has demonstrated effectiveness in providing adult education and literacy activities (as defined in Appendix H). Such entities may include:

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

[34 CFR 463.24](https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the) further permits other organization types, even if not specifically listed, to apply if they meet the demonstrated effectiveness requirement.

Per 34 CFR 463.24, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training

There are two ways in which an eligible provider may meet the above requirements:

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

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

## Direct and Equitable Access

All eligible providers have direct and equitable access to apply and compete for this funding opportunity. The same funding opportunity announcement and application processes are utilized for all eligible providers.

# III. Award Amounts and Duration

## Estimated Funds Available for July 1, 2017 - June 30, 2018

Final grant award funding will be determined when federal and state adult education allocations are available. Funding amounts below are estimated and subject to change according to federal and state final distributions for the period.

| **AEL**  **(FEDERAL FUNDS)** | **IEL/CE\***  **(FEDERAL FUNDS)** | **General Fund**  **(STATE FUNDS)** | **Education Fund**  **(STATE FUNDS)** | **Adult Diploma Program (ADP)**  **(STATE FUNDS)** | **TOTAL** |
| --- | --- | --- | --- | --- | --- |
| $706,050 | $60,000 | $622,955 | $1,800,000 | $850,000 | $4,039,005 |

\*Integrated English Literacy and Civics Education Program

## Funding Formula

In accordance with Vermont State Board of Education Rule 2410-11 (1993), the funding formula determines the distribution of adult education and literacy funds.

The formula, outlined in State Rule 2410.1-3 consists of three parts:

1. Base of $30,000 to each county;
2. 70% of balance for allocation on basis of statewide need – the need of the county relative to all counties in the state (State Need);
3. 30% of balance allocated on basis of comparative density of need within each county (County Burden).

Indicators of need for services, used in both the State Need and County Burden sections of the formula are:

* 15% … unemployed or under-employed persons without a high school diploma;
* 50% … persons 16 or older without a high school diploma;
* 20% … persons living at 125% of poverty; and
* 15% … persons in categories of offenders, mothers without high school diplomas, and persons for whom English is a second language.

Data for indicators are updated annually with the most current information available.

## County Distributions

### Adult Education and Literacy Funds

Funding amounts below are estimated and subject to change according to both federal and state final distributions for the period and updates in the data used in the funding formula.

| **County** | **% of Need** | **General**  **Funds** | **Education Funds** | **ADP Funds** | **Federal Funds** | **Estimated Totals** |
| --- | --- | --- | --- | --- | --- | --- |
| Addison | 5.5264% | 34,427 | 99,474 | 46,974 | 39,019 | $219,894 |
| Bennington | 7.2049% | 44,884 | 129,689 | 61,242 | 50,870 | $286,685 |
| Caledonia | 6.2160% | 38,723 | 111,887 | 52,836 | 43,888 | $247,334 |
| Chittenden | 16.3332% | 101,748 | 293,998 | 138,832 | 115,321 | $649,899 |
| Essex | 5.1191% | 31,889 | 92,145 | 43,513 | 36,144 | $203,691 |
| Franklin | 7.8511% | 48,908 | 141,320 | 66,734 | 55,433 | $312,395 |
| Grand Isle | 3.2349% | 20,152 | 58,228 | 27,497 | 22,840 | $128,717 |
| Lamoille | 4.8641% | 30,301 | 87,554 | 41,345 | 34,343 | $193,543 |
| Orange | 5.1904% | 32,334 | 93,427 | 44,119 | 36,647 | $206,527 |
| Orleans | 7.4207% | 46,228 | 133,573 | 63,076 | 52,394 | $295,271 |
| Rutland | 9.5030% | 59,201 | 171,054 | 80,775 | 67,095 | $378,125 |
| Washington | 7.2616% | 45,237 | 130,708 | 61,723 | 51,270 | $288,938 |
| Windham | 6.7719% | 42,185 | 121,894 | 57,561 | 47,813 | $269,453 |
| Windsor | 7.5027% | 46,738 | 135,049 | 63,773 | 52,973 | $298,533 |
| **Vermont** | **100%** | **$622,955** | **$1,800,000** | **$850,000** | **$706,050** | **$3,979,005** |

## County Distributions

### Integrated English Literacy and Civics Education (IELCE)

Services provided through WIOA Section 243 (see [34 CFR Part 463](https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the), Subpart G) must include education services that enable adult English language learners to achieve competency in the English language and to acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It must include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. Additionally, an IELCE program must be provided in combination with integrated education and training activities.

As part of the IELCE program requirements, each program that receives funding under section 243 must offer specific activities that:

* prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
* integrate with the local workforce development system and its functions to carry out the goals and activities of the program.

The following counties are eligible to receive funds for the Integrated English Literacy and Civics Education activities. Applicants will identify the county or counties they will cover with the funds and describe the program activities and goals to be implemented.

| **Region** | **% of Need** | **Estimated IEL/CE Funds** |
| --- | --- | --- |
| Addison | 7.6947% | $4,617 |
| Chittenden | 59.9667% | $35,980 |
| Lamoille | 5.1575% | $3,094 |
| Rutland | 5.7502% | $3,450 |
| Washington | 7.2372% | $4,342 |
| Windham | 5.6359% | $3,382 |
| Windsor | 8.5578% | $5,135 |
| **Vermont** | **100%** | **$60,000** |

## Grant Duration

Funds will be awarded to eligible providers of adult education and literacy services for a grant period of three years beginning July 1, 2017 and ending June 30, 2020. All providers will be subject to the same funding cycle. Funds may be used solely for the purpose of establishing and operating programs that provide adult education and literacy activities within the service area of one or more counties.

Budgets submitted in response to this funding opportunity should cover the first in the three year cycle: the period from **July 1, 2017 to June 30, 2018.** Costs incurred prior to grant approval may not be funded through the award. Continuing funding under Title II for the two subsequent years (beginning July 1, 2018 and July 1, 2019 respectively) will be contingent upon provider compliance with all requirements, demonstrated effectiveness as evidenced by performance indicators, Vermont Agency of Education (AOE) approval of provider budget projections, risk assessment results, and any other relevant factors.

## Estimated Number of Grants to be Awarded

The number of grants will be determined by this competitive process, ensuring that AEL services are available to eligible populations within every Vermont County.

## Estimated Average Grant Award

Funds are available for competition up to the amount available for each county. Each application will identify a minimum of one county. The actual grant amounts may vary, i.e., according to final federal and state funding allocations for the period and updated funding formula data.

# IV. Requirements

## Supplement Not Supplant

In accordance with WIOA Title II (Section 241(a)), federal funds made available for adult education and literacy activities under this title shall **supplement and not supplant** other state or local public funds expended for adult education and literacy activities. This means that federal funds may not be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

An example of supplanting, which is prohibited: using WIOA federal funds to provide AEL services that the state or a local agency is required to make available under other federal, state, or local laws. If the services would **not have been provided** in the absence of the WIOA federal funds, then they can be considered supplemental and therefore, allowable.

## Grant Matching

In order to receive a grant under this competition, AOE requires the recipient to provide a matching contribution in an amount equal to 25% of the total federal funds expended on the allowable activities under the grant. The matching contribution may be in cash and/or in-kind contribution. Matching funds may not be other federal funds, program revenue, or resources that support a separate project.

## Maintenance of Effort

The AOE requires that the full and actual dollar amount of matching resources, including in-kind, committed for the initial grant award period must be maintained through all subsequent years of the grant duration.

## The General Education Provisions Act (GEPA), Section 427

Applicants must ensure equitable access to, and equitable participation in, this project for those learners, teachers, and other program beneficiaries with special needs. The [GEPA statute](https://legcounsel.house.gov/Comps/General%20Education%20Provisions%20Act.pdf) is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that federally-funded projects address statutory barriers (gender, race, national origin, color, disability, age) and any locally identified barriers to access.

## National Reporting System

The National Reporting System (NRS) for Adult Education is a mandatory, outcome-based reporting system for the state-administered, federally-funded, adult education program developed by the U. S. Department of Education’s Division of Adult Education and Literacy (DAEL). Statesare responsible for meeting federal guidelines for implementing NRS measures, methods, and requirements, and for ensuring that outcomes are reported for the Core Indicators of Performance listed in WIOA Title I (Section 116).

DataWorks is currently Vermont’s web-based reporting tool for NRS. Local providers are responsible for allocating sufficient resources to collect NRS measures and report them to DataWorks, meeting all requirements for data collection, data entry, data verification, and accountability.

Data must be entered into DataWorks on at least a monthly basis. AOE requires all enrollment, assessment, and follow up activity data to be entered into DataWorks by the 8th of the following month in which these activities occurred.

According to [NRS Implementation Guidelines](http://www.nrsweb.org/foundations/implementation_guidelines.aspx), local program staff are primary data collectors, and states improve data quality in three ways: training local staff, improving local data collection, and conducting local monitoring and data audits.

## Assessment Policy

According to NRS Implementation Guidelines, the state has discretion to establish the standardized student assessment method used within the state, as well as procedures for progress assessment, and must develop a written statewide assessment policy. Only NRS approved assessments may be utilized for measuring the Educational Functioning Levels of students, and procedures must conform to standard psychometric criteria for validity and reliability as defined by DAEL.

[34 CFR 462.40(b)](https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the) requires each state to submit its Assessment Policy for review and federal approval at the time the NRS statistical report is submitted. All funded providers must comply with [Vermont’s assessment policy](http://education.vermont.gov/documents/adult-education-assessment-manual) which is available for reference on DataWorks and on the AOE website.

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## Comprehensive Vermont AEL System

AOE retains responsibility for determining vision, practices, policies and desired learner outcomes for the statewide Vermont Adult Education and Literacy system.

AOE requires that funded providers support the state in the implementation of [AEL policies](http://education.vermont.gov/documents/adult-education-and-literacy-policy-statements-fy17), procedures, and statewide initiatives in order to improve Vermont’s AEL system and **agrees to participate in the following structures as appropriate.**

| **Structure** | **Purpose** | **Membership** |
| --- | --- | --- |
| Vermont AEL  Advisory Team | * Provide input and feedback to the state regarding vision, practices, policies and student outcome expectations. * As needed, engage in strategic planning on behalf of Vermont AEL*.* | State Director of Adult Education (AOE) and Executive Directors (or equivalent) of AEL service providers, or their designees. |
| Vermont AEL  Task Groups | * As requested by the AOE to take action on specific operational tasks in the spirit of statewide best practice. | As deemed appropriate by AOE |
| WIOA  Regional Teams of core partners (Dept. of Labor, Vocational Rehabilitation, Agency of Education, etc.) | * Participate in regional teams/activities convened in response to the WIOA Unified State Plan, which may be related to: collaborating with one-stop centers at DOL, cross-training, business outreach, and data sharing. * Share reports on regional activities and best practice with other AEL service providers. | As deemed appropriate by AOE |

## 

## Continuous Improvement Process

AOE requires that funded providers demonstrate a commitment to continuous improvement. Performance targets have been established, as below, and shall serve as indicators of that improvement. Performance will be measured against established targets and may be used as a basis for compliance determinations. If performance suggests that continuous improvement is not being achieved, a continuous improvement plan (CIP) must be submitted and approved by the AOE. As appropriate, technical assistance for the CIP process will be made available. Such assistance shall be planned and implemented through a collaborative effort among provider and AOE staff.

## Indicators of Performance

Grant performance for the program year July 1, 2017 – June 30, 2018 will be measured in accordance with WIOA (Section 212). As stewards of federal and state funds, AOE must ensure continuous improvement in performance outcomes. AOE has agreed with DAEL, during annual performance measure negotiations, to meet the overall Measurable Skills Gains (MSG) target of 36% for the program year 2017-2018. The AOE additionally requires that each local provider meet performance levels on the Indicators of Performance below so as to contribute to Vermont’s overall success in meeting or exceeding the agreed upon MSG. Providers must also demonstrate continuous improvement in local performance targets, which will be established when grants are awarded.

| **Indicator 1:** Demonstrated improvements in Educational Functioning Levels (EFL) in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills. | **Measurement:** Percentage of Students who increase their Educational Functioning Level (EFL) based on NRS Approved Assessment |
| --- | --- |
| Adult Basic Education (ABE) Beginning Literacy (NRS 1) | 35% |
| ABE Beginning (NRS 2) | 36% |
| ABE Intermediate Low (NRS 3) | 40% |
| ABE Intermediate High (NRS 4) | 40% |
| Adult Secondary Education (ASE) Low (NRS 5) | 40% |
| English as a Second Language (ESL) Beginning Literacy | 23% |
| ESL Beginning Low | 28% |
| ESL Beginning High | 28% |
| ESL Intermediate Low | 24% |
| ESL Intermediate High | 24% |
| ESL Advanced | 20% |
| Vermont’s overall reportable MSG | 36% |

Current program year (2016-2017) performance in Vermont will provide a baseline for AOE/DAEL negotiated employment and training targets for program year 2017-2018. Employment measures will be tracked through a data match with the Vermont Department of Labor. Secondary School Diploma/Recognized Equivalent attainment will be tracked by providers. Post-secondary enrollment and credential attainment will be tracked by providers through survey method and by the AOE through a data match with the National Student Clearinghouse. Indicator 2 targets will be tracked starting with the funding period beginning July 1, 2017.

| **Indicator 2:** Employment and training measures (targets to be determined) | **FY 18** |
| --- | --- |
| Employment second quarter after exit | % |
| Employment fourth quarter after exit | % |
| Median earnings second quarter after exit | % |
| Attained a secondary school diploma/recognized equivalent (could count as an MSG) | % |
| Attained a secondary school diploma/recognized equivalent and employed within one year of exit | % |
| Attained a post-secondary credential while enrolled or within one year of exit | % |
| Program exit and entry into postsecondary education | % |
| The indicators of effectiveness in serving employers | TBD |

| **Indicator 3:** Additional performance targets for productivity required by AOE | **FY18** |
| --- | --- |
| Total students served (this number will be determined with provider after awards are made) | # |
| Percentage of students qualified for inclusion in federal report | 45% |
| Percentage of students with baseline assessment | 90% |
| Percentage of students with progress assessment | 50% |

## Vermont’s Adult Education Full Range of Services

The AOE requires that each full-service AEL Center must provide the following range of ABE/ASE services.

* Systemic **outreach and recruitment** to AEL target populations.
* **Intake and enrollment** procedures that welcome learners and establish a strong commitment to, support of, and expectation for each learner’s AEL participation, making full use of education plans and personalized learning plans to make fully informed decisions regarding program options.
* **Skills instruction** that:
* addresses the 16 EFF standards and College and Career Readiness Standards;
* responds to learning needs of learners at each of the 6 NRS skill levels;
* offers structured and sequential programming in each of the following contexts:
* basic literacy for lowest level (NRS 1-2) learners
* goal-oriented educational services for intermediate and higher level (NRS 3-6) learners
* transition to high school credential programs
* High School Completion Program
* GED preparation and transition to testing
* Instructional support for project-based learning
* English language acquisition (ESOL)
* College readiness
* Work readiness
* integrates the development of core literacy skills with other EFF skills;
* follows a coherent sequence of learning and is guided by curriculum framework developed by the state in collaboration with providers;
* provides sufficient intensity and duration for substantive skill building and engages learners for continuous participation;
* uses varied instructional approaches in response to varied learning abilities, styles, and preferences;
* engages learners in ongoing assessment and documentation of their skill gains;
* makes maximum use of small learning communities as appropriate; and
* is provided by trained and qualified instructional staff.
* **ESOL instruction** that:
  + focuses on communication skills relevant to learners’ practical needs to function in their new culture;
  + integrates the four language skills (listening, speaking, reading, writing) and cultural/civic understanding;
  + uses authentic resources and materials;
  + uses group strategies and interactive tasks in class that require authentic communication and cooperative learning;
  + uses the variety of experiences, skills, and knowledge learners bring with them into the classroom and honors their native culture;
  + recognizes language learning is cyclical, not linear, so learning objectives are recycled in a variety of contexts;
  + varies instructional techniques to meet the needs of non-speakers to advanced speakers and the needs of learners with pre-literate to high literacy levels in their native languages;
  + provides sufficient intensity and duration essential to language acquisition and uses various strategies to support retention;
  + sets measurable learning objectives and engages the learner in assessment of skill gains; and
  + is provided by trained, qualified ESOL teachers.
* **Student skill assessments and credentials** through:
  + State approved standardized testing in reading, writing, mathematics, ESOL for baseline and progress assessment of skill levels;
  + State approved standardized performance assessments (as available) for baseline and progress assessment of skill levels;
  + formal and informal assessments used by teachers and learners during instruction for ongoing guidance and documentation of learning;
  + official GED testing in compliance with GEDTS regulations and state policy for earning a GED Certificate
  + High School Completion Program in compliance with state statute, policy and structures for earning a high school diploma; and
  + other assessments and skill certificates as they become available and are approved by the AOE and DAEL.
* **Guidance, coaching, and support services** that support student persistence and progress, including:
  + ongoing educational planning that actively guides and sequences learning activities;
  + referrals to social service programs that can alleviate barriers to AEL participation;
  + direct provision of such support services, only when not available from another agency and/or when not doing so would severely inhibit learner participation in AEL services;
  + individual learner follow-up and support to overcome barriers to AEL participation;
  + services intended to promote the development and use of self-advocacy skills and leadership skills in learners;
  + services that help learners transition into post-secondary education, training and the workforce; and
  + protocols for engaging learner voice in program development.

## Required Assurances

* AEL learners will not be charged for services and materials, with the following exceptions:
  + Examinees may be charged for each computer-based GED examination. This price will be set by GED testing service; and,
  + Examinees may be charged $15 for each WorkKeys examination.
  + All fees collected are considered program income and may be expended on allowable costs.
* Fees charged for services under an AEL grant, sub-grant or contract will adhere to rates established by the Vermont Agency of Education.
* Applicant agrees to operate as a unified, statewide AEL system and that all work under this funding will be in full compliance with the AEL vision, mission and common practice, policies, and procedures defined by the State, and federal legislation governing AEL.
* Grantees will maintain learner service records, AEL procedural manuals, AEL curricula, and AEL fiscal accounting records on expenditure of award monies.
* Activities supported with this funding are necessary, reasonable and allowable.
* Applicant agrees that any authorized representative of the State of Vermont can audit their services and can access and examine all records, books, papers, or documents related to performance of AEL work under this grant.
* Grantees will sign all required federal and state assurances prior to release of funding.

## Professional Development

The AOE requires program staff to meet a standard of participation in state-approved professional development activities. New teachers are required to receive assessment (*TABE*, *TABE CLAS-E, CASAS* and/or *BEST Plus 2.0*) training before administering student assessments. Additionally, on-line assessment courses described in the [Assessment Manual](http://education.vermont.gov/documents/adult-education-assessment-manual) must be completed within six months of hire.

The AOE has established the following policy expectations for AEL providers:

* Teachers, assessors, plan managers, and program administrators must have an Individual Professional Development Plan (IPDP), in progress that will be updated/revised at least annually. IPDPs must address **all** of the following components:
  + self-assessment;
  + setting PD goals to enhance the individuals’ skills or knowledge that are also aligned with the strategic goals of the organization;
  + creating an action plan to achieve the goals;
  + implementing the plan; and,
  + documenting progress with reflection/evaluation on progress and revision as necessary.
* As described in the [Professional Development Handbook](http://education.vermont.gov/documents/professional-development-handbook), all new staff in adult education and literacy programs must successfully complete the online courses, “Orientation to Adult Education and Literacy in Vermont” and “Equipped for the FutureOrientation for Vermont” within six months of hire. Supervisors may exclude certain staff (for example, those on a limited contract or some support staff) from this requirement by documenting the reason in the employee’s file. Completion of these online courses is required for participation in additional professional development opportunities.

## Reporting Requirements

Grantees must submit the following:

* Mid-Year Program Narrative/Evaluation Report January 15, 2018
* Final Program Narrative/Evaluation Report July 31, 2018
* End of Year Expenditure Report by August 31, 2018
* DataWorks data Monthly
* Quarterly Financial Report Quarterly
* Supplemental Data Report August 31, 2018

Supplemental Data Report documents are available in electronic version through DataWorks. All forms and reports will be downloaded and completed in the format provided in order to retain necessary formulas.

* Ad-hoc reports as requested by AOE throughout the entire grant period.

# Risk Assessment, Monitoring and Evaluation

The Vermont Agency of Education, as the eligible agency under WIOA, must:

* Assess risk of eligible providers (Section 200.331(b)) and
* Monitor to ensure the subaward is used appropriately and in compliance with the award and all associated regulations. The monitoring plan will be based on the results of the risk assessment (Section 200.331(d)).

All programs will be monitored (program and fiscal) by the assigned AOE Adult Education staff in order to determine compliance with the program standards and use of funds and the extent to which progress is being made toward achieving the stated goals and objectives. Programs will be evaluated by both desk and on-site monitoring, as relevant.

## Alignment with State Standards

The AOE requires that funds used for AEL activities under this funding opportunity will seek alignment with state standards. See IX. Alignment with Act 77 (Flexible Pathways).

## High School Completion Program

Providers who are awarded this funding opportunity will respond to the AOE’s Request for Proposals for High School Completion Program Contracting Agency, to serve the respective counties in which the provider delivers AEL services.

# 

# V. Allowable Uses of Funds

## Local Administrative Cost Limits – Federal Funds

In accordance with WIOA Title II (Section 233), of the amount made available to an eligible provider, not less than 95% shall be expended for carrying out adult education and literacy activities, and the remaining amount, not to exceed 5%, shall be used for administrative costs. Per 34 CFR 463.26, an eligible provider may consider costs incurred in connection with the following activities to be administrative costs:

* Planning;
* Administration, including carrying out performance accountability requirements;
* Professional development;
* Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
* Carrying out the one-stop partner responsibilities described in Section 121(b)(1)(a), including contributing to the infrastructure costs of the one-stop delivery system.

Special Rule: In cases where the cost limits are too restrictive to allow for the activities identified above as administrative costs, the eligible provider shall negotiate with the AOE in order to determine an adequate level of federal funds to be used for non-instructional purposes. Budget instructions are provided in Appendix F.

## Fund Use and Limitations

### Federal Funds

| **Fund Name** | **Services/Activities** |
| --- | --- |
| **Federal AEL** | Adult Basic Education (ABE) and Adult Secondary Education (ASE) instructional services for students at the Beginning Literacy through Adult Secondary Education NRS levels, and/or English as a Second Language instructional services for students at the ESL Beginning Literacy through ESL Advanced NRS levels. |
| **IEL/Civics** | Integrated English Literacy and Civics: educational services that include both literacy and English language instruction integrated with civics education. |

### State Funds

| **Fund Name** | **Services/Activities** |
| --- | --- |
| **General Fund** | ABE, ASE – same as for federal funds. |
| **Education Fund** | ABE, ASE |
| **Adult Diploma Program; GED Program** | Individuals who are at least 20 years of age served by ADP funds, below NRS level 5 and preparing to enter the High School Completion Program or take the GED; individuals served who are at least 16 and unenrolled in secondary school and preparing for the GED tests; and/or to support costs related to maintaining GED testing centers. |

* No one under age 16 may receive services funded with federal, state, or matching funds committed to this grant. Services provided under federal funds may not be provided for individuals enrolled in the K-12 system or required to be enrolled in secondary school under Vermont State law.
* Funded provider shall not assign, subcontract or subgrant the performance of Grant Agreement or any portion thereof to any other Party without the prior written approval of the AOE. Party shall be responsible and liable to the State of Vermont for all acts or omissions of subcontractors and any other person performing work under this Agreement pursuant to an agreement with Party or any subcontractor.
* If an application is written as a consortium of eligible recipients, one recipient must be designated as the fiscal agent, with clearly identified goals and responsibilities for each partner.
* Funds shall not be used for the purpose of supporting or providing programs, services or activities for individuals who are not eligible individuals as defined in the Act, except in the case of programs, services or activities related to family literacy.
* Prior to providing family literacy activities to individuals who are not eligible individuals, an eligible provider shall attempt to coordinate with programs and services that do not receive funding under this title.
* Funding must be used to establish or operate programs that provide adult education and literacy activities, and provide such activities concurrently.

# VI. Due Dates

An electronic copy of the entire application in one document as a PDF must be received by Robin Castle, State Director of AEL, at the Vermont Agency of Education (robin.Castle@vermont.gov) no later than **4.30 p.m. on April 5, 2017.** Include all scanned signature pages within your submission. Hard copies will not be accepted. An Intent to Apply Form (Appendix B) is requested (but not required) and is due no later than **4:30 p.m. on March 8, 2017.**

# 

# VII. Timeline

Funding opportunity and grant application released - February 15, 2017

Intent to Apply Form due - March 8, 2017

Applicant Workshop - March 15, 2017

**Proposal due date** - April 5, 2017

Awards announced by - May 15, 2017

Grant period begins - July 1, 2017

# VIII. Applicant Workshop and Technical Assistance

An applicant workshop will be held to present key information. There will be time for team planning and individual assistance.

When: Wednesday, March 15, 2017, 9:00 a.m. – 1:00 p.m.

* Where: Vermont Technical College in Randolph, Langevin House Conference Room,

593 Furnace Street, Randolph Center, VT

**RSVP required** by indicating the number of people who will attend on the Intent to Apply Form or by emailing [Robin.Castle@vermont.gov](mailto:Robin.Castle@vermont.gov) on or before **March 8, 2017**.

Contact Robin Castle by email or call (802) 479-1279 with any questions about this document or the funding opportunity.

# IX. Alignment with Act 77 (Flexible Pathways)

In June 2013, the Vermont legislature passed Act 77, outlining the state’s Flexible Pathways Initiative, and including the High School Completion Program (HSCP). This Act requires schools to create Personalized Learning Plans (PLPs) for all students in grades 7-12, and to offer opportunities for learning that fall outside of a traditional school setting.

HSCP is a potential component of a flexible pathway for any Vermont student who is at least 16 years old, who has not received a high school diploma, and who may or may not be enrolled in a public or approved independent school. The majority of students (78.5% in 2015-2016) who participate in the HSCP are unenrolled from school. Adult Education and Literacy providers are charged with developing a personalized learning plan with the student and the assigned high school that will meet the graduation requirements of the high school. This flexible pathway for students includes proficiency-based learning and draws on the full extent of local resources to assist the student in meeting the requirements delineated in the PLP.

In April of 2014, the Vermont State Board of Education released the Education Quality Standards (EQS), which describe what Vermont schools are expected to provide to all students. These standards prioritize the importance of a well-rounded education that prepares our youth to fully participate in the civic and economic future of the state.

The AOE requires that funds used for AEL activities under this funding opportunity will seek alignment with the above state initiatives.

# X. Application Instructions

## Intent to Apply

The AOE requests submission of an Intent to Apply Form (Appendix B) from interested entities. Instructions are included on the form. Due date: March 8, 2017.

## Application Format and Content

The format below must be followed to compile the application. Failure to follow the format and instructions will disqualify the application from competition. Use the checklist provided (Appendix A) to ensure all elements are included. Due date: April 5, 2017

**Part I: Introductory materials (not scored)**

Cover Pages (Appendix C)

Assurances and Signature Page (Appendix D)

Table of Contents

**Part II: Application narrative - (300 points possible)**

Executive Summary (10 points)

1. Responses to the 13 Considerations for Award (20 points each, 260 total) Past effectiveness table (as part of consideration 3) (Appendix E)
2. Activities Description (10 points)
3. Budget Justification (20 points)
4. Activities Description (10 points)
5. Budget Justification (20 points)
   1. Budget Summary
   2. Budget Narrative

**Part III: Supporting documents**

A.Resumes of key project personnel

B. Summary of job descriptions of instructional staff

C. List of learning center locations

## Instructions

### Part I: Introductory Materials

Fill out Appendices C and D. Note that Appendix D requires signatures. Scanned in, electronic signatures are acceptable.

The Table of Contents needs to follow Appendices C and D. It must include page numbers.

## Instructions

### Part II: Narrative Guidelines

Provide no more than thirty pages of narrative (Times New Roman, 11-point font; single-spaced; 1 inch margins) plus no more than fifteen pages of supporting documents. Do not include the cover pages, assurances and signature page, table of contents, executive summary, past effectiveness table, budget summary, or budget narrative in the total page count. DO NOT exceed the page count. DO NOT include any letters of support.

**Executive Summary**: Provide a brief description (no more than two pages) of the applicant’s program to be funded by federal and state funds. This summary does not count toward the 30-page narrative limit.

## A. Responses to the 13 Considerations for Award

The AOE will use the 13 considerations for awarding grants as pertinent to the proposed scope of work, per WIOA Title II, Section 231(e).

1. Responsiveness to regional needs and those most in need of AEL
2. Serving individuals with disabilities
3. Past effectiveness
4. Alignment with one-stop partners
5. Intensity and quality of program
6. Evidence-based instructional practices
7. Effective use of technology, services, and delivery systems
8. Facilitated learning in context
9. Qualified instructors and staff
10. Partnerships and support services for development of career pathways
11. Flexible scheduling and coordination with support services
12. High-quality data collection and management
13. Integrated English Literacy and Civics Education

Each consideration listed below consists of (1) the applicable federal and state-imposed authority and (2) two or more writing prompts to be addressed in the application narrative.

1. Responsiveness to regional needs and those most in need of AEL

**Consideration**: the degree to which the provider would be responsive to regional needs of the workforce and serving individuals most in need of AEL activities.

Describe how the program will address:

1) the regional (i.e., county-specific and statewide) needs of the workforce as identified in the Vermont Unified State Plan and

2) serving individuals in the community most in need of adult education and literacy activities, including individuals who have low levels of literacy skills, who are English language learners; and individuals with a barrier to employment.

Explain how the program will engage with business services and employers to connect learners with in-demand industries and occupations.

NOTE: Members of the Statewide Workforce Development Board will review responses to this consideration and make recommendations to the Review Panel. The SWDB recommendations will represent up to 40 points toward the overall score. See Appendix I.

2. Serving individuals with disabilities

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

1. Describe the policies adopted by the applicant to accommodate students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102), WIOA Section 3(25), and the General Education Provisions Act, Section 427.
2. Identify the procedures to ensure that individuals with disabilities, including those with Individualized Education Plans and 504 Plans, have equitable access to programs, activities, and transition services.

3. Past effectiveness

**Consideration:** past effectiveness of the provider in improving literacy of individuals especially who have low levels of literacy, and past effectiveness in meeting established performance targets.

Describe the applicant’s past effectiveness (described in II. Eligible Providers above) in serving the target populations identified in consideration 1, through the ESOL, ABE, and ASE programs offered.

Describe how the applicant measures performance and transition outcomes, including completing an instructional level and transitioning students into postsecondary education or training and the workforce.

C. Complete the table in Appendix E to document the applicant’s past effectiveness. Include this table as part of your response to this consideration (the page does not count toward the 30-page narrative limit). Applicants new to the AEFLA grant or seeking to expand academic offerings may provide data based on grade level equivalency or transition outcomes instead of educational functioning levels.

4. Alignment with one-stop partners

**Consideration:** the extent of alignment between proposed services and the regional strategies and goals of the workforce development system, and alignment with the services of the other one–stop partners.

1. Describe how the program will provide activities and services in alignment with the strategy and goals of the state plan, including how the program will promote co-enrollment in programs and activities provided by WIOA, Title I partners.
2. Describe any formal or informal agreements between the applicant and the local workforce development board, core partners, agencies, institutions, or organizations that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs.

NOTE: Members of the Statewide Workforce Development Board will review responses to this consideration and make recommendations to the Review Panel. The SWDB recommendations will represent up to 40 points toward the overall score. See Appendix I.

5. Intensity and quality of program

**Consideration:** whether the provider’s program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction.

1. Describe the intake and enrollment system in place and the expectations for students’ participation and attendance i.e., number of hours, weeks.
2. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains.
3. Describe the research and evidence-based practices that will be used to design high-quality programming for the essential components of reading instruction.
4. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces, to teach adults.

6. Evidence-Based instructional practices

**Consideration:** whether the provider’s activities, including reading, writing, speaking, math and English language acquisition instruction are based on best practices based on the most rigorous research available and appropriate.

1. Detail how the program uses rigorous research and evidence-based instructional approaches for ESOL, ABE, and ASE (e.g., differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum).
2. Explain the program’s use of curricula targeting students with special learning needs, including low literacy skills and learning disabilities.
3. Describe how the program provides instruction based on the results of the learners’ diagnostic and formative assessment.

7. Effective use of technology, services, and delivery systems

**Consideration:** whether the provider’s activities effectively use technology, services, and delivery systems, possibly to include 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.

1. Describe the technology that will be used to enhance program delivery and increase instructional quality.
2. Explain how the applicant plans to increase access to, and integration of, this technology in the classroom to improve student performance.
3. Describe how the program provides educational opportunities through distance learning, if applicable, including those specific to program areas in ESOL, ABE, ASE, and/or workplace skills training.
4. If applicable, detail how distance learning is blended with direct classroom instruction.

8. Facilitated learning in context

**Consideration:** whether the provider’s activities provide learning in context, including through integrated education and training (IET), 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.

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

9. Qualified instructors and staff

**Consideration:** whether the provider’s activities are delivered by well–trained instructors and program staff who access high quality professional development opportunities, including via the Literacy Information and Communication System (LINCS).

1. Describe how the applicant will ensure that AEL activities are delivered by well-trained and highly qualified instructors and administrators.
2. Provide a brief description and the anticipated number of part-time and full-time adult education instructors, counselors, administrators, and volunteers implementing the grant program.
3. Describe how professional development needs and opportunities will be identified and planned, and how staff will use the LINCS resource.
4. Describe how the applicant’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

10. Partnerships and support services for development of career pathways

**Consideration:** whether the provider’s activities, for the development of career pathways, coordinate with other available education, training, and social service resources in the community and other one–stop center partners.

1. Identify and detail federal, state, or local programs (not included in the responses to consideration 4) that will be coordinated and aligned with the applicant’s WIOA, Title II: AEL programs.
2. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners.
3. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners.

11. Flexible scheduling and coordination with support services

**Consideration:** whether the provider’s activities offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals to attend and complete programs.

1. Describe how the specified populations above will be recruited and describe strategies that will be implemented to support student motivation and persistence after entry.
2. Describe how the program offers flexible schedules (including daytime, evening, and weekend classes) and other strategies to enable learners to achieve learning goals.
3. Describe the program’s coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers in order to ensure adults’ equitable access to educational services and to support their academic advancement academically and transition to postsecondary courses or career training.

12. High-quality data collection and management

**Consideration:** whether the provider maintains student records in DataWorks (consistent with identified deadlines) which has the capacity to report measurable participant outcomes and to monitor program performance.

1. Describe processes that will be used to ensure the timely and accurate collection, management, and monitoring of participant outcomes.
2. Describe how program staff is assigned with clear responsibilities for data collection, data entry, correcting errors and resolving issues.
3. Describe how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement.

13. Integrated English Literacy and Civics Education

**Consideration:** whether the local areas served by the provider have a demonstrated need for additional English language acquisition and civics education programs.

1. Describe whether the local area has a demonstrated need for a program that integrates ESOL and civics education.
2. For WIOA Section 243 applicants only, describe how the applicant will provide Integrated English Literacy and Civics Education in combination with IET activities.

NOTE: Part B is applicable to applicants applying for WIOA Section 243 funds allotted for Integrated English Literacy and Civics Education programs, in combination with IET activities, which are designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

## B: Activities Description

Provide a summary of the activities proposed, as selected on Appendix C: Cover Pages.

NOTE: The AOE requires that applicants will either provide family literacy activities, per WIOA definition in Section 203(9), OR implement program components that train and better equip students to support the learning needs of children in their family. Indicate partners who will collaborate to provide program components such as, the local library or literacy organization. Explain costs related to such activities in the budget narrative.

## C. Budget Justification

1. Complete the Budget Summary following the instructions in Appendix F.
2. Include a budget narrative for the overall budget. This will demonstrate how your expenditures align with the scope of work. A sample budget narrative is included in Appendix F.

## Instructions

### Part III: Supporting Documents

The supporting documents are limited to 15 pages.

1. Attach resumes of key project personnel, not including instructional staff.
2. Attach a summary of job descriptions for instructional staff positions, including: job duties, qualifications required, and number of hours employed per week.
3. Provide a list of adult education and literacy learning center locations proposed under this funding opportunity. Include town/city and hours of operation. Identify which centers shall provide the full services listed under IV. Requirements and what services are provided in centers that are not full-service.

# XI. Selection Process

## Proposal Review

The review of proposals includes the following process:

1. Applicants are asked to submit an Intent to Apply Form by March 8, 2017.
2. Applications submitted on the due date of April 5, 2017 will be pre-screened by AOE staff to verify inclusion of all required components in the order specified in the grant application. Applications not meeting all pre-screen requirements will not be considered.
3. The Statewide Workforce Development Board (SWDB) Operating Committee will review and score applicant responses to considerations 1 and 4 for alignment with the Vermont Unified State Plan and make recommendations to the AOE review panel.
4. A review panel established by AOE will evaluate the written applications and consider the SWDB recommendations. The panel will be composed of individuals with expertise in adult education and literacy.
5. Reviewers will rate all applications and assign numerical scores. There will be 340 possible points for each application requesting IEL/Civics funds (320 possible points for all others). Forty points are possible from the SWDB recommendations and 300 (or 280) possible points from the review panel based on the narrative application.

# XII. Grant Award Decisions and Disposition of Applications

The AOE reserves the right to award in part, to reject any and all applications in whole or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the students would be served. After receiving the grant application, the AOE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the AOE reserves the right to change the dollar amount of grant awards.

All awards are subject to availability of federal and state funds.

## Award Notification

All applicants will be notified of their award status on or before May 15, 2017. All final award decisions are then subject to further screening (as below).

# XIII. Note Regarding Plagiarism

If a discovery of plagiarism is made known or brought to the attention of officials at the AOE during a grant competition, then it is at the discretion of the AOE to remove the grant application from funding consideration.

# XIV. Screening of Applicants

Applications may be screened based on:

* ability of applicant to establish demonstrated effectiveness;
* proven fiscal responsibility, for example, as demonstrated through an annual audit;
* previous experience with similar amounts of funding at the state or federal level through government, foundation, or private grants;
* results of a risk assessment, per [2 CFR 200.331(b)](https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-331). The risk assessment may include:
  + Prior experience with same or similar applicants
  + Results of previous audits
  + Whether the applicant has new or substantially changed personnel or systems
  + Extent and results of federal awarding agency monitoring

If deemed appropriate based on the risk assessment, specific conditions (e.g., increased reporting, monitoring) may be imposed. In addition, a high-risk designation can be added, as per [2 CFR 3474.10](https://www.gpo.gov/fdsys/pkg/CFR-2016-title2-vol1/pdf/CFR-2016-title2-vol1-sec3474-10.pdf).

# XV. Non-Discrimination Statement

The Vermont Agency of Education does not discriminate on the basis of race, color, national origin, creed, marital status, sex, disability, age, gender identity or sexual orientation in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Clare O'Shaughnessy, Staff Attorney  
(802) 479-1030, [clare.oshaughnessy@vermont.gov](mailto:clare.oshaughnessy@vermont.gov)

For further information on notice of nondiscrimination, visit [US Department of Education, Office of Civil Rights](http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm) for the address and phone number of the office that serves your area, or call (800) 421-3481.

##

*This document, including several forms and tables, was constructed using promising practices used from and vetted by other states.*

# Appendix A

Application Checklist

(Do not submit)

**Intent to Apply Form (not required, but requested) due date: March 8, 2017**

Signed

Emailed

**Full application package due date: April 5, 2017**

**Part I: Introductory materials**

Cover pages (Appendix C) completed

Assurances and signature page (Appendix D) completed

□ Table of Contents

**Part II: Application Narrative**

Executive Summary completed

A: Responses to the 13 Considerations for Award

Past effectiveness table (Appendix E)

B: Activities Description

C: Budget Justification

1. Budget Summary

Math checked

2. Budget Narrative

Budget Summary and Budget Narrative math agree

**Part III: Supporting Documents**

A. Resumes of key project personnel

B. Summary of job descriptions of instructional staff

C. List of learning center locations

**Application proofread**

Page counts, fonts, line spacing, and margins as instructed

Application emailed to [robin.Castle@vermont.gov](mailto:robin.Castle@vermont.gov) as a PDF document

# Appendix B

Intent to Apply Form

| The organization or entity named below intends to respond to the 2017-2020 Vermont Agency of Education’s Funding Opportunity for Adult Education and Literacy Servicesunder WIOA. |
| --- |

|  |  |
| --- | --- |
| **Organization or Entity Name** |  |
| **Contact Person Name** |  |
| **Address, Line 1** |  |
| **Address, Line 2 if applicable** |  |
| **City/Town/State/Zip Code** |  |
| **Org. Website Address** |  |
| **Contact Phone Number** |  |
| **Contact E-mail** |  |

| **Type of Eligible Provider. Please choose the appropriate box.** |
| --- |
| Local Education Agency |
| Community Based Organization |
| Volunteer Literacy Organization |
| Institution of Higher Education |
| Public or Private Nonprofit Agency |
| Library |
| Public Housing Authority |
| Nonprofit Organization, not described above, that has the ability to provide literacy services to adults and families |
| Consortium of agencies, organizations, institutions, libraries, or authorities described above  Other: (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Check if attending the applicant workshop on Wednesday, March 15, 2017, 9:00-1:00, at Randolph Technical College, Langevin House Conference Room, 593 Furnace Street, Randolph Center, VT

How many will attend? \_\_\_\_\_\_\_\_\_\_\_\_\_

**Email this completed page to** [robin.castle@vermont.gov](mailto:robin.castle@vermont.gov)

**by 4:30 P.M. on Monday, March 8, 2017**

**This Intent to Apply Form is requested by the State, but not required. Thank you!**

# Appendix C

Cover Page - 1

|  |  |
| --- | --- |
| **Organization or Entity Name** |  |
| **Contact Person Name** |  |
| **Address, Line 1** |  |
| **Address, Line 2 if applicable** |  |
| **City/Town/State/Zip Code** |  |
| **Org. Website Address** |  |
| **Contact Phone Number** |  |
| **Contact E-mail** |  |

| **Type of Eligible Provider. Please choose the appropriate box.** |
| --- |
| Local Education Agency |
| Community Based Organization |
| Volunteer Literacy Organization |
| Institution of Higher Education |
| Public or Private Nonprofit Agency |
| Library |
| Public Housing Authority |
| Nonprofit Organization, not described above, that has the ability to provide literacy services to adults and families |
| Consortium of agencies, organizations, institutions, libraries, or authorities described above  Other: (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Annual Grant Amount Requested for July 1, 2017-June 30, 2018 (FY18):** $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Amount requested cannot exceed county distribution amounts for proposed counties checked below)

**Choose the county or counties the applicant proposes to serve:**

Addison

Bennington

Caledonia

Chittenden

Essex

Franklin

Grand Isle

Lamoille

Orange

Orleans

Rutland

Washington

Windham

Windsor

# Appendix C

Cover Page - 2

**Choose one or more activities for which the applicant is seeking funding:**

Adult education and literacy

Workplace adult education and literacy activities

Family literacy activities

English language acquisition (ESOL) activities

Integrated English literacy and civics education (IEL/CE)

Workforce preparation activities

Integrated education and training (IET)

What entity will be the fiscal agent for this grant (if different from above)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fiscal Agent Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who was the lead grant writer for this application and what is their professional title?

Name/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Appendix D

Assurances and Signature Page

* AEL learners will not be charged for services and materials, with the following exceptions:
  + Examinees may be charged for each computer-based GED examination. This price will be set by GED testing service; and,
  + Examinees may be charged $15 for each WorkKeys examination.
  + All fees collected are considered program income and may be expended on allowable costs.
* Fees charged for services under an AEL grant, sub-grant or contract will adhere to rates established by the Vermont Agency of Education.
* Applicant agrees to operate as a unified, statewide AEL system and that all work under this funding will be in full compliance with the AEL vision, mission and common practice, policies, and procedures defined by the State, and federal legislation governing AEL.
* Grantees will maintain learner service records, AEL procedural manuals, AEL curricula, and AEL fiscal accounting records on expenditure of award monies.
* Activities supported with this funding are necessary, reasonable and allowable.
* Applicant agrees that any authorized representative of the State of Vermont can audit their services and can access and examine all records, books, papers, or documents related to performance of AEL work under this grant.
* Grantees will sign all required federal and state assurances prior to release of funding.

Applicant certifies that all applicable state and federal rules and regulations will be observed and that, to the best of his/her knowledge, the information contained in this application is correct and complete.

**By signing below, I agree to honor the above assurances.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Applicant’s Authorizing Signature Date Print Name**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project Coordinator\* Signature Date Print Name**

**\*Project Coordinator is the person taking responsibility for oversight and implementation of the grant activities, i.e., Executive Director.**

# Appendix E

Past Effectiveness Table

Complete this table to document the applicant’s past effectiveness and include with the response to consideration 3.

| **Performance Outcomes** | **Number Enrolled** | **Number Completing Level** | **Percentage Completing Level** |
| --- | --- | --- | --- |

| **Educational Functioning Level**  **(or Grade Level Equivalent)** | 2014–15\* | 2015–16\*\* | 2014–15 | 2015–16 | 2014–15 | 2015–16 |
| --- | --- | --- | --- | --- | --- | --- |
| ESL Beginning Literacy (0–1) |  |  |  |  |  |  |
| ESL Beginning Low (2) |  |  |  |  |  |  |
| ESL Beginning High (3) |  |  |  |  |  |  |
| ESL Intermediate Low (4) |  |  |  |  |  |  |
| ESL Intermediate High (5-6) |  |  |  |  |  |  |
| ESL Advanced (7-8) |  |  |  |  |  |  |
| ABE Beginning Literacy (1-2) |  |  |  |  |  |  |
| ABE Beginning Basic Education (3-4) |  |  |  |  |  |  |
| ABE Intermediate Low (5-6) |  |  |  |  |  |  |
| ABE Intermediate High (7–8) |  |  |  |  |  |  |
| ASE Low (9–10) |  |  |  |  |  |  |
| ASE High (11–12) |  |  |  |  |  |  |
| TOTAL (ESL + ABE/ASE) |  |  |  |  |  |  |

| **High School Outcomes** | **Number**  **Enrolled** | **Number Earning Credential** | **Percentage Earning Credential** |
| --- | --- | --- | --- |

|  | 2014–15 | 2015–16 | 2014–15 | 2015–16 | 2014–15 | 2015–16 |
| --- | --- | --- | --- | --- | --- | --- |
| High School Diploma |  |  |  |  |  |  |
| GED |  |  |  |  |  |  |

| **Transition Outcomes** |  | **Number Transitioned** |  |
| --- | --- | --- | --- |

|  |  |  | 2014–15 | 2015–16 |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Transition to Postsecondary |  |  |  |  |  |  |
| Transition to Workforce |  |  |  |  |  |  |

\*2014-15 = July 1, 2014-June 30, 2015.

\*\*2015-2016 = July 1, 2015-June 30, 2016.

# Appendix F

Budget Summary and Narrative Instructions

**Budget Summary Instructions**

Use the [Excel spreadsheet](http://education.vermont.gov/documents/wioa-grant-budget-summary-template) as the Budget Summary Template.

In the upper left box, replace the word “Template” with the applicant’s name, i.e., “Small Town Library”. The blue cells have formulas in them and will populate automatically – **do not type in the blue cells**. State funds cannot be used for indirect costs as shown in row 25.

In the revenue row 2, place the total amount you are requesting from each funding source according to the county distributions in III. Award Amounts and Duration. You must request all the funds available for each county you are proposing to serve. (Do not type in cell B2 as it will populate automatically.)

Give the breakdown for program budget and direct administration budget for categories where administration may be applicable, such as payroll, space, etc.

**Budget Narrative Instructions/Sample Budget Narrative**

The amounts below are meant as samples to illustrate format and are not meant as suggestions for expenditures. Specific questions about expenditures may be directed to [Robin.Castle@vermont.gov](mailto:Robin.Castle@vermont.gov), (802) 479-1279.

The budget narrative will demonstrate how you arrived at your totals. Mathematical symbols and equations may be used. The guiding rule to follow is clarity. Line items A-M are for direct costs.

Definition of Direct Costs: those costs that can be identified (documented) to a specific grant. The cost charged to the grant must be documented as allocable to the grant. Examples would be salaries and benefits of program staff and materials used directly for a grant activity. Space is also an example of a cost that may be charged directly as long as the direct charge is based on a reasonable method such as using a square footage calculation and the percentage of time the space is used for the grant. Another example of a direct cost might be the cost of photocopies if the organization uses a code to track the copies.

Direct Administration: Administration costs must be for the *administration of the program.*

Note: direct administration and indirect federal costs cannot exceed 5% of federal funds, unless the applicant negotiates a higher rate with their cognizant agency, if applicable, or from the Vermont Agency of Education. See indirect definition below, letter N. Also see V. Allowable Uses of Funds.

**A. Payroll** – List each position that works directly with the program. The cost calculation should show the employee’s annual salary rate and the percentage of time devoted to the program. Compensation paid for employees engaged in grant activities should be consistent with that paid for similar types of work within the organization.

1. Program Director: $35,000/year @ 100% = $35,000. The Program Director currently oversees the program and will spend 100% of her time hiring, training, and supervising staff.
2. Instructors: 2 x $35.00/hour x 3 hours/day x 5 days/month x 12 months = $12,600.

Fringe benefits are only for the percentage of time devoted to the program. It is important to explain what is included in the benefit package and at what percentage.

1. Director: $60,000 x 18.55% = $11,130. Benefits include FICA @ 7.65%, Health/Life insurance @ 8.9%, Workers comp @ 2.0%.
2. Assistant Director: $45,000 x 18.55% x .25 = $2087.

**B. Travel** – Explain the reason for travel expenses for program personnel (e.g., staff to trainings, teachers providing instruction in the field, etc.) and show the number of trainees and unit costs involved, including mileage rates. Identify the location of travel when known.

1. Two instructors’ travel to sites (Berlin, Moscow, Jamaica) to meet students: 35 trips per instructor x 100 miles round trip x $.50/mile = $1,750 x 2 instructors = $3,500.00
2. Instructor travel to attend professional development workshops: 10 events x 200 miles round trip x $.50/mile = $1,000 x 5 instructors = $5,000.00.

**C. Supplies** – List supplies to be used by learners and their support.

1. Meeting supplies: For teacher meetings, etc. $25.00 x 12 months = $300.00.
2. Office supplies to support instruction including binders, file folders, printer paper, toner, staples, etc. $50.00 per month x 12 months = $600.00.

**D. Instructional Materials ­– provide cost of each unit and quantity. Include curriculum, books, etc.**

**E. Instructional Equipment** - Explain how the equipment is necessary and the procurement method to be used. Hardware and software used by students, instructors, and the Learner support staff is allowed.

**F. Data/Communications Systems - Phone and internet expenses need to be specified.**

**G. Contract Services –** Provide a description of the product or services to be provided and an estimate of or detailing of exact cost. Indicate the formal, written procurement policy. Include: a) Consultant Fees (for each consultant enter the name, service, hourly or daily fee, and estimated time on the program) and b) Contract Expenses (list all expenses to be paid from the grant to the individual consultant in addition to their fees, such as travel, meals, lodging, etc.).

The Computer consultant will conduct specialty-training sessions in the computer lab for 3 months. Computer consultant: $20/hour x 10 hours/week x 12 weeks = $2,400.

**H. Advertising/Marketing – use costs associated with outreach to learners or for ads to recruit instructors. *Federal funds: allowed for student recruitment or to recruit program staff.***

**I. Student Support – Include costs associated with student support not covered under payroll, i.e., costs to support student’s involvement in the Student Advisory Board.**

**J. Professional Development – registration fees. Costs to travel to trainings should be included under Travel.** The purpose should be noted and explained.

**K. Space Costs – The cost of renting space for instruction and program activities.**

**L. Insurance – Property and Liability insurance – the percent of charges that belong to each funding source/grant activity, *excluding federal funds.***

**M. Other Costs** – List items, such as photocopying, by major type and show the basis of the computation.

Photocopying: 200 copies/week x 52 weeks = $10,400 x .10/copy = $1,040.00.

**N. Indirect Costs** – (federal only): costs incurred for common or joint purpose and benefitting more than one grant or activity. Indirect costs by nature would be difficult to track and assign to one specific grant or organizational activity.

Federal grants:

* Administration for federal grant purposes includes both *direct and indirect administration costs combined and cannot exceed the 5% cap without prior permission.*
* The budget summary spreadsheet includes a line item for “indirect” for use if the applicant has an approved indirect rate\*.
* Federal rules may be found in [2 CFR Part 200 of the OMB Uniform Guidance “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,” effective 12/26/14.](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

\*Indirect costs are allowed only for federal funds and only with prior permission from your cognizant agency, or if applicable, the Vermont Agency of Education. Contact Cassandra Ryan to discuss or to request an indirect rate, [Cassandra.Ryan@vermont.gov](mailto:Cassandra.Ryan@vermont.gov).

# Appendix G

Links to Resources

**Vermont Adult Education and Literacy Related**

* [AEL Policy Statements](http://education.vermont.gov/documents/adult-education-and-literacy-policy-statements-fy17)
* [Assessment Policy](http://education.vermont.gov/documents/adult-education-assessment-manual)
* [Professional Development Handbook](http://education.vermont.gov/documents/professional-development-handbook)
* [WIOA Grant Budget Summary Template (Excel spreadsheet)](http://education.vermont.gov/documents/wioa-grant-budget-summary-template)
* [Flexible Pathways to Secondary School Completion Statute, 16 V.S.A. Chapter 23, Subchapter 2](http://legislature.vermont.gov/statutes/chapter/16/023)
* [Vermont Unified State Plan for Workforce Innovation and Opportunity Act 2014](https://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/vt.pdf)
* [Education Quality Standards, (Series 2000 - State Board Rules)](http://education.vermont.gov/documents/state-board-rules-series-2000)

**WIOA Statute and Rules**

* [WIOA statute](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)
* [Final Rules for Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act)](https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the)

[A Rule by the Education Department on 08/19/2016](https://www.federalregister.gov/documents/2016/08/19/2016-16049/programs-and-activities-authorized-by-the-adult-education-and-family-literacy-act-title-ii-of-the)

* [20 CFR Part 678—description of the one-stop delivery system under title I of the workforce innovation and opportunity act](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=8a1091f6ab222c0eb1941b29f05ba77a&ty=HTML&h=L&mc=true&r=PART&n=pt20.4.678)

**Federal Financial Guidance**

* [Uniform Guidance (2 CFR Part 200) applies to New and Continuation grants awarded on or after December 26, 2014](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)
* [US Department of Education FAQs for the Uniform Guidance (also referred to as 2 CFR Part 200)](http://www2.ed.gov/policy/fund/guid/uniform-guidance/edfaqs1216.pdf)

**Other Federal Resources**

* [US Department of Education, Office of Career, Technical, and Adult Education](https://www2.ed.gov/about/offices/list/ovae/index.html?src=oc)
* [Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level](http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf)
* [National Reporting System Implementation Guidelines](http://www.nrsweb.org/foundations/implementation_guidelines.aspx)
* [General Education Provisions Act (GEPA)](https://legcounsel.house.gov/Comps/General%20Education%20Provisions%20Act.pdf)

# Appendix H

Definitions

**Adult Basic Education (ABE)**

According [34 CFR 460.4](https://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+34%2FSubtitle+B%2FPart+460&granuleId=CFR-2002-title34-vol3-part460&packageId=CFR-2002-title34-vol3&collapse=true&fromBrowse=true&collectionCode=CFR&bread=true), the term adult basic education means instruction designed for an adult who

* has minimal competence in reading, writing, and computation;
* is not sufficiently competent to meet the educational requirements of adult life in the United States; or
* is not sufficiently competent to speak, read, or write the English language to allow employment commensurate with the adult's real ability.

If grade level measures are used, adult basic education includes grades 0 through 8.9.

**Adult Education**

In accordance with WIOA Title II (Section 203), the term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to

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

**Adult Education and Literacy Activities**

In accordance with WIOA Title II (Section 203), “adult education and literacy activities” means programs, activities, and services that include one or more of the following:

* adult education;
* literacy;
* workplace adult education and literacy activities;
* family literacy activities;
* English language acquisition (ESOL) activities;
* integrated English literacy and civics education (IEL/CE);
* workforce preparation activities (to impart employability skills which are a combination of basic academic skills, critical thinking, digital literacy, and self–management skills); or
* integrated education and training (IET) that provides AEL activities concurrently and contextually with both workforce preparation activities and workforce training for a specific, regionally– relevant occupation or occupational cluster, and is for the purpose of educational and career advancement.

## Adult Secondary Education (ASE)

According [34 CFR 460.4](https://www.gpo.gov/fdsys/search/pagedetails.action?browsePath=Title+34%2FSubtitle+B%2FPart+460&granuleId=CFR-2002-title34-vol3-part460&packageId=CFR-2002-title34-vol3&collapse=true&fromBrowse=true&collectionCode=CFR&bread=true) the term adult secondary education means instruction designed for an adult who

* is literate and can function in everyday life, but is not proficient; or
* does not have a certificate of graduation (or its equivalent) from a school providing secondary education.

If using grade level measures, adult secondary education includes grades 9 through 12.9.

**Basic Skills Deficient**

The term ‘‘basic skills deficient’’ means

* a youth, that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
* a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

**Career Pathway**

WIOA defines Career Pathway in Section 3(7) as a combination of rigorous and high-quality education, training, and other services that:

* aligns with the skill needs of industries in the economy of the State or region involved;
* prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
* includes counseling to support an individual in achieving the individual’s education and career goals;
* includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
* organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
* enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
* helps an individual enter or advance within a specific occupation or occupational cluster.

**Digital Literacy**

The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

**Eligible Individual**

Eligible individual means an individual:

* who has attained 16 years of age;
* who is not enrolled or required to be enrolled in secondary school under State law; and
* who
  + is basic skills deficient;
  + does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  + is an English language learner

**Essential Components of Reading Instruction**

Explicit and systematic instruction in

* phonemic awareness;
* phonics;
* vocabulary development;
* reading fluency, including oral reading skills; and
* reading comprehension strategies (20 U.S.C. 6368).

**Family Literacy Activities**

The term ‘‘family literacy activities’’ per WIOA Section 3(9) means activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs. All of the following activities must be integrated:

* parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency;
* interactive literacy activities between parents or family members and their children;
* training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and
* an age-appropriate education to prepare children for success in school and life experiences.

**Individual with a Barrier to Employment**

Per WIOA Section 3(24), the term “individual with a barrier to employment” means a member of 1 or more of the following populations:

* displaced homemakers.
* low-income individuals.
* Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.
* individuals with disabilities, including youth who are individuals with disabilities.
* older individuals.
* ex-offenders.
* homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).
* youth who are in or have aged out of the foster care system.
* individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
* eligible migrant and seasonal farmworkers, as defined in section 167(i).
* individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).
* single parents (including single pregnant women).
* long-term unemployed individuals.
* such other groups as the Governor determines to have barriers to employment.

**Integrated Education and Training (IET)**

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. An IET program has a single set of learning objectives that identifies:

* specific adult education content;
* workforce preparation activities;
* workforce training competencies, and
* the program activities are organized to function cooperatively.

**Integrated English Literacy and Civics Education**

WIOA defines IEL/CE in section 203(12) as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

**Recognized Postsecondary Credential**

Per Section 3(52) of WIOA, The term ‘‘recognized postsecondary credential’’ means a:

* credential consisting of an industry-recognized certificate or certification,
* certificate of completion of an apprenticeship,
* license recognized by the State involved or Federal Government, or
* associate or baccalaureate degree.

**Workforce Preparation Activities**

The term ‘‘workforce preparation activities’’ as defined in Section 3(17) means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment. (Workforce preparation activities are required in all IET programs.)

**Workforce Training**

Training services that must include at least one of the following as described in WIOA Section 134(c)(3)(D):

* occupational skills training, including training for nontraditional employment;
* on-the-job training;
* incumbent worker training;
* programs that combine workplace training with related instruction, which may include cooperative education programs;
* training programs operated by the private sector;
* skill upgrading and retraining;
* entrepreneurial training;
* transitional jobs;
* job readiness training;
* adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in 1 – 7 above; and,
* customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

# Appendix I

Alignment Review Tool for the Operating Committee of the

Statewide Workforce Development Board

**Name of Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Responsiveness to regional needs and those most in need of AEL.

**Consideration**: the degree to which the provider would be responsive to regional needs of the workforce and serving individuals most in need of AEL activities.

**Application reference 1.A.** The applicant was asked to describe how the program will address: 1) the regional (i.e., county-specific and statewide) needs of the workforce as identified in the Vermont Unified State Plan and 2) serving individuals in the community most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; who are English language learners; and individuals with a barrier to employment.

| **Criteria** | **Score** |
| --- | --- |
| **Comprehensive – meets all criteria**. Identifies region, clearly describes serving populations named (low levels of literacy, etc.) **and** describes serving at least one other identified high-need population. | 20 |
| **Satisfactory – meets all criteria.** Identifies region, clearly describes serving populations named (low levels of literacy, etc.) | 15 |
| **Minimal – meets some criteria**. Identifies region, adequately describes serving some populations named. | 8 |
| **Unsatisfactory – does not meet criteria**. Does not identify region clearly or does not describe serving all populations named. | 0 |
| **1. Score Selection (20 maximum)** | /20 |

| Reviewer comments and recommendations: |
| --- |

4. Alignment with one-stop partners.

**Consideration:** the extent of alignment between proposed services and the regional strategies and goals of the workforce development system, and alignment with the services of the other one–stop partners.

**Application reference 4.A.** The applicant was asked to describe how the program will provide activities and services in alignment with the strategy and goals of the state plan, including how the program will promote co-enrollment in programs and activities provided by WIOA, Title I partners.

| **Criteria** | **Score** |
| --- | --- |
| **Comprehensive – meets all criteria.** Describes program alignment with state plan goals that includes how co-enrollment will be promoted **and** at least two other alignment strategies. | 20 |
| **Satisfactory – meets all criteria.** Describes program alignment with state plan goals that includes how co-enrollment will be promoted. | 15 |
| **Minimal – meets some criteria.** Does not describe program alignment with state plan goals clearly, but describes how co-enrollment will be promoted. | 8 |
| **Unsatisfactory – does not meet criteria.** Does not describe program alignment with state plan goals clearly or how co-enrollment will be promoted. | 0 |
| **4. Score Selection (20 maximum)** | /20 |

| Reviewer comments and recommendations: |
| --- |

| **Total of 1 and 4 (40 maximum)** | /40 |
| --- | --- |

Alignment review:

Please rate the application on a scale of 1 to 10.

Lack of alignment Full alignment

1 2 3 4 5 6 7 8 9 10