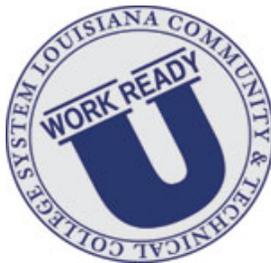


Louisiana Community and Technical College System  
WorkReady U  
265 South Foster Drive  
Baton Rouge, LA 70806

Patricia Felder  
State Director of Career, Technical and Adult Education

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## **Competitive Request for Proposal (RFP)/Grant Application Adult Education & Literacy Services in St. Bernard Parish**

**FISCAL YEARS 2019 – 2020**

*This WorkReady U Competitive RFP/Grant Application provides guidelines and documents for eligible applicants seeking funds under WIOA Title II and Adult Education State funds to provide services in St. Bernard Parish.*

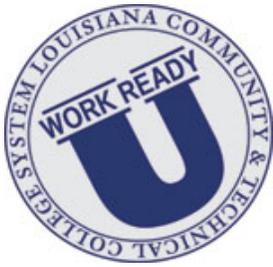
### **Application Deadline:**

**Signed and submitted applications must be received electronically by Raye Nell Spillman via email ([rspillman@lctcs.edu](mailto:rspillman@lctcs.edu)) by June 4, 2018, 11:59 pm, Central Standard Time (CST).**

*(Use of electronic delivery receipt is recommended)*

Federal Funds authorized under Title II Adult Education and Family Literacy of the Workforce Innovation and Opportunity Act (WIOA) of 2014 and the Catalog of Federal Domestic Assistance (CFDA) 84.002; 84.191; 84.255 and 97.010.

\*State Funds authorized under Louisiana Revised Statutes, Title 17:1871 and 17:3217.1.



**Louisiana Community and Technical College System  
WorkReady U**

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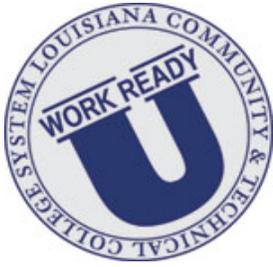
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**Louisiana Community and Technical College System  
WorkReady U**

**REQUEST FOR PROPOSAL (RFP)/GRANT APPLICATION  
Adult Education Program  
Fiscal Years 2018 - 2020**

**PART I: INTRODUCTION**

**Date of Release: May 2, 2018**

The Request for Proposal (RFP)/Grant Application may be downloaded on the LCTCS website, <https://www.lctcs.edu/rfp>.

**Application Deadline:** Signed and submitted applications must be received electronically by Raye Nell Spillman via email, [rspillman@lctcs.edu](mailto:rspillman@lctcs.edu), by **June 4, 2018, 11:59 pm, Central Standard Time (CST)** (*use of electronic delivery receipt is recommended*).

**Number of Awards**

One grant will be awarded on a competitive basis for eligible providers to provide adult education services in a single service area – St. Bernard Parish. If a current provider applies and is awarded the additional service delivery area, only one supervisor will be funded to supervise all areas. Applications will be scored based on the criteria established in this application.

**Inquiry Period**

After reviewing the application information, eligible organizations/applicants may submit questions in writing via email to [workreadyu@lctcs.edu](mailto:workreadyu@lctcs.edu) until **11:59 pm, CST, May 11, 2018**. Please include “**RFP Question**” in the subject line. No phone calls will be accepted. Questions and responses will be posted on the LCTCS website, <https://www.lctcs.edu/rfp>.

**Background Information**

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

**WIOA Required Core Partners:**

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

All four titles comprise the workforce system. In Louisiana, Titles I, III are under the administration of the Louisiana Workforce Commission (LWC). Title II is administered under the Louisiana Community

and Technical College System (LCTCS). Title IV is under the administration of the Louisiana Workforce Commission, Louisiana Rehabilitation Services (LWC/LRS).

This RFP/Grant Application contains the information and forms necessary to complete the application process. More importantly, this application process is designed to ensure the delivery of quality education services for adult learners and access to a comprehensive workforce development system as described in the *WIOA State Plan for the State of Louisiana (refer to Resource Information, page 28)*.

As required under WIOA, Louisiana Community and Technical College System (LCTCS), WorkReady U (WRU) is conducting a competitive Request for Proposal (RFP), Grant Application, process to award multi-year funding to an eligible agency through the Workforce Innovation and Opportunity Act of 2014: Title II; **the Adult Education and Family Literacy Act (AEFLA) and State Adult Education funds** for services in St. Bernard Parish. This full and open competition will be consistent with the standards of Subpart C, CFR 200.319. All eligible providers will be allowed direct and equitable access to apply and compete for grants. LCTCS will adhere to all Federal and State laws in regards to awarding grant funds and the expenditure of public funds for the purpose of providing eligible individuals, defined in WIOA, with educational opportunities that:

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

### **Authorization and Funding for Adult Education in Louisiana**

The administration and funding of local adult education is authorized under \*Louisiana Revised Statutes 17:1871 and 17:3217. Federal administration and funding is authorized under Title II Adult Education and Family Literacy of the Workforce Innovation and Opportunity Act (WIOA) of 2014. Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). Funding to grant recipients is determined through a competitive grant application process. Continuation funding is contingent upon fund availability; local recipient's compliance with state and federal grant expectations including program quality, fiscal reporting, performance reporting expectations and/or grant assurances; and/or until WIOA is reauthorized. Grant recipients that do not meet these measures risk loss of funding at any point in the grant period.

### **Grant Cycle/Funding**

The Request for Proposal (RFP)/Grant Application and Appendices relate to WIOA Section 231 – Adult Education and Literacy via multi-year grant awards. The grant cycle for the St. Bernard Parish competition is a minimum of two years: Year One-July 1, 2018 through June 30, 2019; Year Two-July 1, 2019 through June 30, 2020.

Estimated federal and state flow-through funding to support a local program to provide services in St. Bernard Parish is \$125,000. Title II Adult Education and Family Literacy funding allocations, made available through WIOA, Section 231, will be established based on regional data derived from the American Community Survey (*refer to Resource Section, page 28*), demonstrated need for service, and demonstrated program effectiveness.

The notification of funding does not obligate the state to make an award. The state reserves the right to cancel this notification if it is considered to be in the state's best interest or if funding is terminated. A delay in the receipt of federal and/or state allocations may delay the issuance of the grant award notification (GAN).

LCTCS will not use less than 82.5 percent of the grant funds to award grants under section 231. Grant Recipients shall not expend more than five percent of federal ABE funding to administer the grant under Title II. In cases where five percent is too restrictive to allow for federal administrative activities, the recipient may negotiate with LCTCS to determine an adequate level of funds to be used for non-instructional purposes.

Local administrative activities considered for federal funding may include planning, administration and accountability, professional development, providing adult education and literacy services in alignment with local workforce plans (including simultaneous and coenrollment in programs and activities with Title I, as appropriate, and carrying out the one-stop partner responsibilities (including contributing to infrastructure costs of the one-stop system, as appropriate), in accordance with federal regulations (§463.26).

According to Title II Section 241(a), funds made available for adult education and literacy activities under Title II must supplement and not supplant other state or local public funds expended for adult education and literacy activities. Supplement, not supplant, means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available. The *\*WorkReady U Recipient Grant Management Handbook* provides the policies, procedures and guidelines intended to assist eligible recipients in the proper administration of adult education and literacy programs at the local level and ensure that all federal Adult Education Family Literacy Act (AEFLA) and state funds are lawfully expended.

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

The information provided herein is intended solely to assist the applicant in submittal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. As you develop your application responses, a review of the RFP/Grant Application content, virtual documents and resource information provided may assist in the preparation. It is highly recommended that the applicant review the following information prior to preparing the application:

- Request for Proposal (RFP)/Grant Application for Adult Education in Louisiana
- *Workforce Innovation and Opportunity Act (WIOA) State Plan for the State of Louisiana*
- Local Workforce Development Board (LWDB) Plan

## **Louisiana Combined Workforce Development Plan**

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

The framework and content for Louisiana's plan under WIOA was developed through a year-long collaborative process involving all core partners, local workforce development boards, and local adult education providers. The framework became the *WIOA State Plan for the State of Louisiana*, and was submitted to the U.S. Department of Labor (USDOL) and the U.S. Department of Education (USDOE) on April 1, 2016.

Louisiana Community and Technical College System, WorkReady U (LCTCS/WRU) intends to fund one eligible and qualified applicant through this competitive grant application process to establish local adult education services in St. Bernard Parish that are aligned with the goals of the *WIOA State Plan for the State of Louisiana*, and the LCTCS Adult Education System. As part of the application process, applicants are required to establish collaborations with partners who can assist in the delivery of quality comprehensive educational services and access to a comprehensive workforce development system for adult learners.

#### **Accountability and Performance Measures**

Programs that do not meet established minimum standards in the first year toward the state-adjusted levels of performance for eligible adults for the following indicators may not be eligible to receive funding in subsequent years of the cycle:

- the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who obtain a recognized postsecondary credential, or secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program;
- the percentage of program participants who during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains (MSGs) toward such a credential or employment; and
- the indicators of effectiveness in serving employers established pursuant to state-adjusted levels of performance (*WIOA §116*).

*(refer to Resource Information, page 28, for additional information)*

#### **Measurable Skill Gains (MSG)**

The Measurable Skill Gains indicator is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

The measurable skill gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals (WIOA §463.155(v)). Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.

Below is Louisiana’s federally proposed MSG target for 2018-2019:

<b>Program Type</b>	<b>MSG Target Percent</b>	<b>MSG Target Number</b>
Adult Basic Education (ABE+ASE)	53%	9,375
English as a Second Language (ESL)	43%	1,672
<b>OVERALL MSG</b>	<b>51%</b>	<b>11,047</b>

Additional information on Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs may be obtained on the Office of Career, Technical, and Adult Education (OCTAE) website, <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>.

A secure, web-based data management system that collects student demographic, participation and outcome measures, including performance results as identified in the National Reporting system (NRS) is utilized to fulfill performance reporting requirements and assess the effectiveness of local providers. WorkReady U will establish minimum performance standards with successful applicants for the initial grant year, July 1, 2018-June 30, 2019. Based on data collected and performance during the first/initial year performance targets will be increased with each new renewal grant cycle. Programs that do not demonstrate and document substantial improvements during each year of the multi-year grant cycle may not be eligible to receive funding in subsequent years of the cycle.

- **Year 1: (Initial Grant) FY 2018-2019: Federal and/or State Funds: July 1, 2018 – June 30, 2019; and**
- **Year 2: (Renewal Grant) FY 2019-2020: Federal and/or State Funds: July 1, 2019 – June 30, 2020.**

Annual renewable applications shall be contingent upon availability of federal and state funds and compliance with federal law, state statute, and grant expectations.

### **LCTCS's Right to Cancel**

This grant opportunity does not obligate the state to award a grant or complete the project. The state reserves the right to reject any or all applications, negotiate portions of an application, negotiate a grant award based upon proposed student contact hours, student level completions, project outcomes and overall application responses and the right to cancel the solicitation if it is considered in the best interest of the state due to lack of funding, agency priorities or other considerations. Receipt of applications by LCTCS confers no rights upon the applicant nor obligates LCTCS in any manner. All cost incurred in responding to this grant opportunity will be borne by the application.

### **Appeal Procedure**

Applicants who are not selected for funding will receive written notification.

The following procedures provide the opportunity for applicants to appeal the denial of funding for an application. Applicants intending to appeal must follow these steps.

- An applicant appealing the final decision of LCTCS, WorkReady U is first encouraged to contact the State Director of Career, Technical and Adult Education, to seek resolution of their grievances informally. The applicant must contact the State Director with a written request postmarked within ten (10) calendar days after receipt of the written notification. The WorkReady U office will reply to your concern in writing within five (5) business days of receipt of your request.
- If informal resolution does not satisfy the applicant, the applicant may request, in writing, a hearing with the State Director, postmarked no later than ten (10) calendar days after the conclusion of informal negotiation(s). The WorkReady U office will reply in writing to your concern within five (5) business days of receipt of your request.
- If written response from the State Director is not satisfactory, the applicant may request, in writing, a hearing with the Louisiana Community and Technical College System President, with a written appeal postmarked no later than ten (10) calendar days after the receipt of the State Director's response. The President will reply to your concern within five (5) business days of receipt of your request. The decision of the President is final.

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

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

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

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

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

*Appendix E – LWDB Contact Information* provides information for each Local Workforce Development Board (LWDB). Additionally, Local Workforce Development Plans are located on the LWC website, [http://www.laworks.net/WorkforceDev/LWDP\\_Menu.asp](http://www.laworks.net/WorkforceDev/LWDP_Menu.asp).

### Grant Application Timeline

<b>Application Released for Service in St. Bernard Parish</b>	<b>May 2, 2018</b>
<b>Inquiry Period</b> <i>Applicants may submit questions via email to <a href="mailto:workreadyu@lctcs.edu">workreadyu@lctcs.edu</a>, until 11:59 pm, CST, May 11, 2018 and responses will be posted on the LCTCS website, <a href="https://www.lctcs.edu/rfp">https://www.lctcs.edu/rfp</a>.</i>	<b>May 11, 2018</b>
<b>Deadline: Grant Application(s) due to WRU</b> <ul style="list-style-type: none"> <li>• <i>Electronic submission to <a href="mailto:rspillman@lctcs.edu">rspillman@lctcs.edu</a> by 11:59 pm, CST</i></li> <li>• <i>Subject Line: FY18-19 Competitive Grant Application for St. Bernard Parish&lt;Insert Agency Name&gt;</i></li> </ul>	<b>June 4, 2018 (11:59 pm, CST)</b>
<b>Review of Application(s)</b>	<b>June 5-15, 2018</b>
<b>Preliminary Notification of Award</b>	<b>June 18-22, 2018</b>
<b>Official Notification to Successful Applicant</b>	<b>June 27, 2018</b>
<b>Effective Date of WIOA Grant Award Period</b>	<b>July 1, 2018</b>

## PART II: GRANT APPLICATION OVERVIEW

### Purpose

The purpose of Adult Education in Louisiana under the Workforce Innovation & Opportunity Act (WIOA) is to enable local adult education providers, as core partners of Louisiana’s workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the *WIOA State Plan for the State of Louisiana*, and WIOA.

Louisiana state law established adult education under the jurisdiction of the Louisiana Community and Technical College System (LCTCS), and LCTCS serves as the administrative entity for Title II, Adult Education (Louisiana Revised Statute 17:2317.1D, Acts 132 & 732 of the 2010 Regular Session) for the purpose of establishing and maintaining adult education programs statewide. Funding allocated to any local provider for adult education must be approved by the System’s President. Adult Education Services is the unit within LCTCS responsible for the administration and oversight of Louisiana’s statewide adult education system.

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

**Eligible providers**, in adherence to WIOA, are organizations with **demonstrated effectiveness** (*see WIOA Final Rules Subpart C, §463.24*) in providing adult education and literacy activities and may include:

- Local educational agencies;
- Community-based or faith-based organizations;
- Volunteer literacy organizations;
- Institutions of higher education;
- Public or private nonprofit agencies;
- Libraries;
- Public housing authorities;
- Nonprofit institutions that are not described above and have the ability to provide adult education and literacy activities to eligible individuals;
- Consortia or coalitions of agencies, organizations, institutions, libraries or authorities described above; and
- Partnerships between an employer and an entity described above.

To be considered eligible for an award, **an applicant must demonstrate past effectiveness** by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic skills deficient in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services. Additionally, eligible providers must have demonstrated effectiveness for serving eligible individuals related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. *See WIOA Final Rules Subpart C, §463.24.*

Additionally, a Pre-Award Risk Assessment will be completed by WorkReady U for each eligible application prior to awards being finalized. (*refer to Appendix F – Pre-Award Risk Assessment Tool*)

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

The funds received by the local provider under this grant contract are to be used to establish and operate a program that provides adult education and literacy services to learners meeting the statutory definition of an “eligible individual” as defined in WIOA. An “eligible individual” means an individual who:

- Has attained 16 years of age;
- Is not enrolled or required to be enrolled in secondary school under state law;
- 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, (*refer to Allowable Activities chart on page 22 for additional information for ELA*).

### **PART III: INSTRUCTIONS FOR COMPLETING THE GRANT APPLICATION**

Eligible local applicants seeking funds under WIOA Title II Section 231 must adhere to the requirements and guidelines as describe in this FY2019-2020 RFP. The grant application is due via email on **June 4, 2018, 11:59 pm, CST to [rspillman@lctcs.edu](mailto:rspillman@lctcs.edu)**, and shall include the required components listed and described below. Incomplete or late application(s) shall not be accepted for evaluation.

Applicants are encouraged to refer to the *Application Evaluation and Funding Considerations Process* Section, starting on page 14, when completing the application and prior to submission of information, documents and forms.

## 1. Cover Page Form

- Complete information as indicated on the Cover Page
  - Data Universal Numbering System (DUNS) number and SAM  
All organizations applying for federal funding must have a Data Universal Numbering System (DUNS) and an account in the System for Award Management site (SAM). A DUNS is a unique nine-character I.D. number that is used to track how the federal grant is allocated. To verify or register for a DUNS number, go to the Dun and Bradstreet website. All applicants receiving federal awards must register at SAM online, visit the SAM.gov website.

## 2. Applicant Abstract

- Complete information as indicated on the Application Abstract
  - If applying to provide services in more than one Workforce Region(s)/Area, indicate by listing all regions/areas in the appropriate field on the Abstract Form

## 3. Narrative Response for Adult Education and Literacy Program Category [§231]

- Narrative must be typed, single-spaced, 12 pt. times New Roman (or similar) font and not exceed **thirty (30) pages** (8 ½ x 11 format) using the template(s) provided in the Grant Application.
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the thirty page limit is not exceeded.

## 4. Appendices

- Appendix A – *Evidence of Demonstrated Program Effectiveness Table*
- Appendix B – *Program Personnel*
- Appendix C – *Program Service Information*
- Appendix D – *Integrated Education and Training (IET) Compliance Questionnaire*
- Appendix E – *LWDB Contact Information (informational only; do not return with application)*
- Appendix F – *Pre-Award Risk Assessment (informational only; do not return with application)*
- Appendix G – *Section 427 of the General Education Provisions Act (GEPA)*

## 5. Grant Application Budget Workbook

- Complete the budget summary and detail sheet.
  1. Complete the Budget Summary form:
    - Applicant Information
      - Enter the Name of the Applicant, Street Address/City/State/Zip Code
    - Select the Project Year: 2018-2019
    - Select the Funding Source
      - Federal or State
    - Select the Award Type (applicable Program Category)
      - Adult Education & Literacy (*WIOA Section 231*)
    - Enter the requested amount for applicable line items
    - Repeat steps for State Fund budget

2. Complete the Budget Detail form:

- The Detail form should provide specific details for the amounts listed on the Summary page, for each applicable line item.
- Repeat the steps for the State Fund budget.

**6. Assurance/Certification Forms**

- Below are a list of the required Assurance/Certification forms:
  - Louisiana Assurances
  - SF424B\_1 Assurances Non-Construction Programs
  - Certification Regarding Lobbying
  - SF-LLL Instructions and Disclosure of Lobbying Activities
  - WIOA Section 502 – Buy American Requirements
  - Organizational Chart for Title II Services (*applicant provides*)

**7. Additional Attachments (if applicable)**

- Attachments submitted should be clearly labeled and formatted as 8 ½” by 11” documents
- Attachments containing superfluous information not requested in this grant application may not be considered during the evaluation process.

## **PART IV: APPLICATION EVALUATION AND FUNDING CONSIDERATION PROCESS**

### **Application Pre-Screening Process**

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

- The Application is submitted and received by the required due date
- Demonstrated Effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills is provided
- The complete Grant Application shall contain all of the required application components. (*refer to Instructions for Completing the Grant Application (page 11) and the Checklist for Required Application Components (page 19) for additional information*).

### **Evaluation Process**

- **Louisiana Workforce Development Region(s)/Area(s) of Service**

Each applicant will identify the **geographic area(s) of service**, as defined by the Louisiana Workforce Development Regions. Applicants will apply to provide services in St. Bernard Parish to a targeted population. Applicants will be expected to identify and coordinate with all available organizations and programs in their workforce area to expand and leverage deliverable services beyond those provided solely through WRU state/federal funding. Local/Regional Workforce Development Board's (LWDBs) WIOA Plans are available on the LWC website, [http://www.laworks.net/WorkforceDev/LWDP\\_Menu.asp](http://www.laworks.net/WorkforceDev/LWDP_Menu.asp). For additional information regarding the LWDB Plans, *Appendix E – LWDB Contact Information* provides the contact information for each board.

- Applications will be **evaluated** and one applicant will be awarded funding to provide services in St. Bernard Parish.
- **Local Workforce Development Board (LWDB) Review of Title II Applications**

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

**WRU shall:**

- Conduct a compliant and competitive Title II grant application process with a timeline that allows for LWDB review of eligible applications
- Implement a process, including a template to gather comments, for LWDBs to review application(s) and submit such reviews and comments back to LCTCS/WRU
- Evaluate all eligible applications using the RFP evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly

**Eligible Applicants shall:**

- Respond to the RFP and address all requirements and adhere to timelines
- Align proposed services with the local workforce development plan
- Submit completed RFP/Grant Application to LCTCS/WRU according to instructions in the RFP

**LWDB shall:**

- Ensure that the local workforce development plan is available to eligible applicants
- Review all eligible applications, comment on alignment to the local workforce development plan and provide recommendations to promote further alignment

- Submit comments and recommendations to LCTCS/WRU using the provided template and within the required timeframe
- **Application Review**  
Reviewers will include internal and/or external reader(s) with adult education experience. Reviewers will be offered training and technical assistance from WorkReady U staff. Each reviewer will receive the local application and access to the local and regional workforce development plan. Reviewers will discuss individual feedback, compare results, address questions and issues, and determine a collective score and rationale. All applications will be scored based on the applicant's ability to comply with the expectations and statues described within the 13 federal considerations and State requirements (listed below).

### **Considerations Used to Evaluate Applications**

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

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

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

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

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

**Federal Consideration #3:** The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible provider to meet state-adjusted levels of performance for the primary indicators of performance as described in Section 116, especially with respect to eligible individuals who have low levels of literacy.

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

providing services to eligible individuals with low levels of literacy.

**Federal Consideration #4:** The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108 of the Act, as well as the activities and services of the one-stop partners.

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

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

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

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

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

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

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

**Federal Consideration #8:** Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to

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

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

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

- **Evaluation Criteria:** Applicant ensures that instructors, counselors, and administrators meet the minimum qualifications as described in the *WIOA State Plan for the State of Louisiana, Title II*.
- **Evaluation Criteria:** Applicant describes access to high-quality professional development opportunities, including professional development through electronic means, for program staff.

**Federal Consideration #10:** Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local WDBs, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways

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

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

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

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

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

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

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

**\*State Consideration #1:** Staffing

- **Evaluation Criteria:** Applicant proposal describes adequate staffing on *Appendix B – Program Personnel* form. All instructors hold, at a minimum, a post-secondary degree

**\*State Consideration #2:** Class Scheduling

- **Evaluation Criteria:** Applicant proposal describes services in the proposed class schedule that provide adequate intensity and duration of instruction to allow participants to be progress-tested according the *WorkReadyU Assessment Policy* testing guidelines.
- **Evaluation Criteria:** Applicant describes services in the proposed class schedule, such as classes that integrate face-to-face instruction with distance learning activities, to extend learning beyond the classroom and provide flexibility to meet the needs of the target population; exhibits commitment to provide year-round flexible scheduling with a minimum of 220 instructional days. Additionally, Correctional Education Programs must provide a minimum of 10 instructional hours per week.

## **PART V: SUBMITTING AN APPLICATION FOR FUNDING**

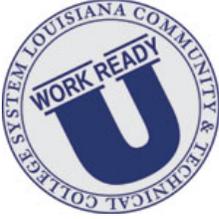
Applications must be submitted in the format specified in the instructions and arranged in the order listed below. Each component submitted must be clearly marked/labeled.

Application materials, budget forms and resource information are available for download on the LCTCS, WorkReady U website at <https://www.lctcs.edu/rfp>.

- The completed RFP/Grant Application Package must be submitted electronically to LCTCS, WRU by 11:59 pm, CST, June 4, 2018 (*use of electronic delivery receipt is recommended*):  
**Email:** [rspillman@lctcs.edu](mailto:rspillman@lctcs.edu)  
**Subject Line:** **FY18-19 Grant Application for St. Bernard Parish**<Insert Agency Name>
- Incomplete or late applications will not be considered. Applications that are missing required signatures/initials are considered incomplete.
- The Narrative must be typed, single-spaced, 12 pt. Times New Roman (or similar) font, 1-inch margins and numbered pages not to exceed **thirty (30) pages** (8 ½ x 11 format) using this template. The responses must be submitted in the order listed below. The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the 30 page limit is not exceeded.
- The signature page must include signatures of the Executive Officer/Title for the organization.
- Hand-written applications will not be accepted.

### Checklist for Required Application Package Components

✓	<b>Checklist of Required Components for the RFP/Grant Application Package</b>
	<b>Cover Page Form</b>
	<b>Abstract</b>
<b>NARRATIVE(S)</b>	
	Narrative for Adult Education and Literacy (WIOA §231)
<b>APPENDICES</b>	
	Appendix A – <i>Evidence of Demonstrated Program Effectiveness Table</i>
	Appendix B – <i>Program Personnel (Include the <b>Organizational Chart</b> with Appendix B)</i>
	Appendix C – <i>Program Service Information</i>
	Appendix D – <i>Integrated Education and Training (IET) Compliance Questionnaire</i>
	Appendix E – <i>LWDB Contact Information (informational only; do not return with application)</i>
	Appendix F – <i>Pre-Award Risk Assessment (informational only; do not return with application)</i>
	Appendix G – <i>Section 427 of the General Education Provisions Act (GEPA)</i>
<b>BUDGET</b>	
	Federal Budget Summary and Detail Forms
	State Budget Summary and Detail Forms
<b>ASSURANCE/CERTIFICATION FORMS</b> ( <i>Refer to page 16 additional information</i> )	
	Louisiana Assurances
	SF424B_1 Assurances Non-Construction Programs
	Certification Regarding Lobbying
	SF-LLL Instructions and Disclosure of Lobbying Activities
	WIOA Section 502 – Buy American Requirements



**Louisiana Community and Technical College System  
WorkReady U  
APPLICATION COVER PAGE**

**PART VI: APPLICATION COVER PAGE**

<b>Federal DUNS#:</b>	
<b>Applicant/Institution Name:</b>	<b>Registration in SAM/CCR:</b>
<b>Name/Title of Executive Officer:</b>	<b>Email Address:</b>
<b>Name of Project Director:</b>	<b>Email Address:</b>
<b>Name of Finance Contact:</b>	<b>Email Address:</b>
<b>Mailing Address:</b>	
<b>Street Address:</b>	
<b>City:</b>	<b>State:</b>
	<b>Zip Code:</b>
<b>Telephone Number:</b> (    )	<b>Extension:</b>
<b>Agency Website:</b>	

Indicate the total funding requested for the grant.

Program Category	Total Federal & State Funding Requested
<b>ADULT EDUCATION &amp; LITERACY SERVICES (§231)</b>	<b>\$</b>

**Note:** Total funding requested should match the amounts on the proposed federal and state budget forms.

I hereby assure and certify that this agency will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of funds for the federally-assisted or state- assisted project.

<b>Typed Name of Agency's Executive Officer/Title</b>	
<b>Signature of Executive Officer</b>	<b>Date</b>

**PART VII: APPLICATION ABSTRACT**

**Organization Information**

Fiscal Agent: \_\_\_\_\_ Program Name: \_\_\_\_\_  
 Main Place of Performance (Physical Address/City/Zip Code): \_\_\_\_\_

**Type of Eligible Applicant of Demonstrated Effectiveness**

**Please check appropriate box:**

<input type="checkbox"/> Local education agency	<input type="checkbox"/> Public or private nonprofit agency
<input type="checkbox"/> Community-based or faith-based organization	<input type="checkbox"/> Library
<input type="checkbox"/> Volunteer literacy organization	<input type="checkbox"/> Public housing authority
<input type="checkbox"/> Institution of higher education	<input type="checkbox"/> Nonprofit institution with the ability to provide adult education and literacy services
<input type="checkbox"/> Consortium or coalition of agencies, organizations, institutions, libraries or authorities described above	
<input type="checkbox"/> Other (Please Describe): _____	

**Local Workforce Development Board (LWDB) Service Area Information**

<b>Workforce Region(s) Served:</b>	<b>Identify Specific Parish</b>
<input checked="" type="checkbox"/> Region #1	<b>ST. BERNARD PARISH</b>

**Program Type**

This application is to establish and operate: a **\*Mission-driven program** that is designed to provide allowable Adult Education and Literacy services/activities that align with the organization’s mission/purpose in St. Bernard Parish. The mission-driven program shall partner with the regional Comprehensive Literacy program to ensure that all allowable activities are available to eligible participants in the workforce region.

**Program Category**

Complete the requested information in Column B and Column C (if applicable) for each category:

(A) Program Category	(B) Projected # of Participants to be Served	(C) Projected # in IET (Subset of Column B)
<input type="checkbox"/> <b>(§231) ADULT EDUCATION &amp; LITERACY</b> <i>ABE&amp;ASE; ELA; IET; Workforce Preparation; and/or Workplace Literacy</i>		

**Allowable Activities under WIOA Section 231**

Funds received by a local provider under this RFP may be used to establish and operate a program that provides the following allowable services and activities to eligible individuals. Indicate below all of the the applicable services and activities that your agency is proposing to provide:

<input type="checkbox"/>	<b>Adult Education and Literacy (ABE/ASE) (WIOA §231)</b>
	<p>Program shall be designed to provide academic instruction and educational services BELOW the postsecondary level that increases an individual’s ability to: 1) read, write, and speak in English and perform mathematics or other activities necessary to attain a high school equivalency credential, function on the job, in the family and in society; 2) transition to postsecondary education and training; AND 3) obtain employment.</p> <ul style="list-style-type: none"> <li>• <b>Adult Basic Education (ABE):</b> Instruction in reading, writing, and math to eligible individuals with educational functioning levels (EFLs) at a particular literacy level as ABE 1, 2, 3 and 4. <i>WIOA Final Rules Subpart D, §463.30</i></li> <li>• <b>Adult Secondary Education (ASE):</b> Instruction in reading, writing, science, social studies, math and problem solving to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ABE 5 and 6. Participation in ASE activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals. <i>WIOA Final Rules Subpart D, §463.30</i></li> </ul>
<input type="checkbox"/>	<b>English Language Acquisition (ELA) (WIOA §231)</b>
	<p>English language acquisition program shall be designed to assist eligible individuals who are English-language learners achieve competence in reading, writing, speaking and comprehension of the English language to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ESL 1-6. Participation in ELA activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent and transition to postsecondary education, training or employment for applicable individuals. <i>WIOA Final Rules Subpart D, §463.31 and §463.32</i></p>
<input type="checkbox"/>	<b>Workforce Preparation Activities (WIOA §231)</b>
	<p>Workforce preparation program shall be designed to include activities/services to individuals needing to acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills, Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment. <i>WIOA Final Rules Subpart D, §463.34</i></p>
<input type="checkbox"/>	<b>Workplace Adult Education and Literacy (WIOA §231)</b>
	<p>Workplace adult education and literacy program shall be designed to provide service/activities in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce through the improvement of literacy skills. <i>WIOA Final Rules Subpart D, §463.30</i></p>
<input type="checkbox"/>	<b>Integrated Education and Training (IET) (WIOA §231)</b>
	<p>An IET program shall be designed to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Required IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills. <i>WIOA Final Rules Subpart D, §463.35 through §463.38</i></p>

## **PART VIII: NARRATIVE RESPONSE FOR ADULT EDUCATION & LITERACY**

### ***Workforce Innovation and Opportunity Act, Section 231***

The Narrative Response for ABE/ASE/ELA/IET/Workforce Preparation/Workplace Literacy program design must be typed, single-spaced, 12 pt. times New Roman (or similar) font and not exceed **thirty (30) pages** (8 ½ x 11 format) using this template. The responses must be submitted in the same order as this section. The use of tables, charts and/or diagrams to provide information and describe strategies is allowable as long as the 30 page limit is not exceeded.

#### **Demonstrated Need and Target Population**

**Background:** Programs are required to ensure equitable access is available to students for programs and activities and to staff for professional development.

1. Provide the **vision and mission** of the program in regards to direct and equitable access for all eligible individuals in need of services. Additionally provide information on the **target population** to be served [Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Learners (ELL)] including data that demonstrates the **need for services** within your proposed service area.
2. Provide the description of the organization's policy(ies) to comply with the Americans with Disabilities Act of 1990 including the **programmatic AND physical accessibility** of your facilities, services and technology and materials that your program will incorporate to meet the needs of students with a variety of barriers to employment, including:
  - Participants with disabilities (including learning disabilities);
  - Refugees;
  - Dislocated youth and foster care youth;
  - Individuals with low literacy skills;
  - Displaced homemakers;
  - Ex-offenders; and
  - Individuals with cultural barriers.

Note: Additional information regarding NRS Title II Performance Reporting Tables is available on the *Resource Information* section, page 28)

3. Describe **training and support** that will be provided to program staff to best service individuals with barriers to employment.

#### **Demonstrated Program Effectiveness**

**Background:** Applicants 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 described in WIOA §463.24. 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.

4. Utilizing the chart in *Appendix A – Evidence of Demonstrated Program Effectiveness Table* eligible providers must provide three years of performance data demonstrating past effectiveness in addition to responding to the question, under the chart, to provide further information for:
  - Improving the skills of the target population in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds.

- Outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.
- Evidence of demonstrated effectiveness in serving eligible individuals, in particular individuals who are basic skills deficient, relevant to the services contained in this application for funds.

### **Coordination with WIOA Core and Non-Core Partners**

**Background:** The vision of the *WIOA State Plan for the State of Louisiana*, is to align WIOA program activities that will build the foundation for efficient and effective coordination of programs and services, based on a common assessment process, career service methodology, case management, post-secondary transition and job development/training system. Applicants must have the ability to deliver seamless, customer-focused services in coordination with WIOA partners as to prevent duplication of service. The goal is to determine customer needs, route customers to the appropriate service, track customer activity through the process and target and record outcomes.

5. Describe how the program's service alignment with the local workforce plan and other WIOA partners will ensure efficient and effective coordination of services, align education, training and support services to the needs of employers in the local/regional industry sector, while ensuring that services are accessible to all eligible adults. The description should address the following:
  - the regional core partners and the services that will be provided by each partner to serve the target population, including those with low literacy levels;
  - the recruitment strategies of the target population in need of adult education and literacy services, including those with low literacy levels; and
  - the process and the strategies that will be implemented to coordinate the referral, intake, and orientation process to better serve the target population.
6. Describe the coordination of efforts between the core partners to serve special populations and to provide access to employment and training services for:
  - Individuals with disabilities, including learning disabilities;
  - Individuals with low income; and
  - Individuals with multiple barriers to employment.
7. Identify additional non-core partners in the regional workforce area and describe the support services they will provide to serve the target population. Support services may include childcare, transportation, mental health services, and career planning.

### **Workforce Preparation, Workplace Activities and Partnership Collaboration**

**Background:** The applicant should have, or have the means to establish, meaningful partnerships with other education, training and social service resources in the community.

8. Describe the applicant's plan to collaborate with: education and job-training programs, postsecondary educational institutions, local workforce boards, One-Stop/American Job Centers, social service agencies, business & industry and/or any other partnership(s) to provide workforce preparation activities, workplace activities and in the development of career pathways.
9. Describe the applicant's process to identify and implement targeted career pathway program(s) that lead to an industry recognized credential and/or postsecondary certification for the target population.

### **Educational Quality and Resources**

10. Describe the orientation process and the innovative strategies to be implemented that will provide flexible entry and access to instruction for participants including face-to-face and hybrid learning.

11. Describe the applicant's proposed instructional program and methodology, based on research validated practices that will help prepare learners to be college and career ready in the content areas of reading, writing, mathematics, social studies, science.
12. Include a description of the use of instructional practices that include the Essential Components of Reading Instruction. The term Essential Components of Reading Instruction means explicit and systematic instruction in:
  - phonemic awareness
  - phonics
  - vocabulary development
  - reading fluency, including oral reading skills
  - reading comprehension strategies
13. Describe the applicant's assessment process that will be used to determine students' educational and workforce skill levels, ensure substantial learning gains are achieved and evaluate effectiveness of the curriculum, instructional practices and student outcomes.
14. Explain how the program will be designed and/or services aligned with WIOA partners to effectively integrate digital literacy<sup>1</sup> activities that:
  - are of sufficient intensity;
  - includes student-centered instruction to increase quality of learning;
  - addresses the wide-range needs of a diverse student population;
  - prepares learners to meet the demand of a rapidly changing technological environment;
  - provides instruction in basic computer skills necessary for transition to postsecondary and/or employment; and
  - evaluates learner outcomes.
15. Identify the proposed primary digital literacy curricula that will be utilized for instruction for participants outside of the classroom and the evaluation process for the curricula and learner outcomes.
16. Identify the proposed primary curricular resources that will be used for instruction in the content areas of:
  - Reading
  - Writing
  - Mathematics
  - Social Studies
  - Science
17. Describe the proposed process to plan, implement, and evaluate the quality of professional learning focused on improving teacher effectiveness.

### **Program Personnel**

**Background:** According to the *WIOA State Plan for the State of Louisiana*, Title II-Adult Education and Family Literacy \*all instructors must hold, at a minimum, a post-secondary degree and participate in the WorkReady U instructor certification course within one year of employment. The applicant must:

18. Complete the chart in *Appendix B – Program Personnel Information* identifying the number of positions and educational attainment for each key position. Key positions may include program administrators, instructors, data personnel, transition specialists, etc.

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<sup>1</sup> Digital Literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

19. Provide an anticipated Organization Chart for your agency for the Title II services proposed in the application.

### **Program Service**

**Background:** \*Applicants must provide year-round flexible scheduling that offers adult learners the opportunity to receive services at the program a minimum of 220 instructional days with coordination of local support services (i.e. transportation, mental health services, career planning, childcare, etc.) within the fiscal year. Program Service is a factor when determining funding distribution.

20. Complete information on *Appendix C – Program Service Information*.

21. Describe how your program will provide instruction/learning/training opportunities that are of sufficient intensity and achieving measurable skill gains.

### **Data Collection and Management**

22. Describe the applicant's proposed data management and security processes that address the following:

- Process and strategies to ensure that standardized assessments are secure and administered using standardized testing practices
- Participant data collection and entry into a data management system
- Data security procedures, including the sharing of student data, within the adult education program and with partners

23. Describe the plan to engage all program personnel in data collection and management to ensure accurate and timely collection and reporting in accordance with National Reporting System (NRS), and \**WorkReady U Assessment Policy and Procedures*.

24. Discuss how data will be used for program evaluation and decisions for continuous program improvement.

### **Integrated Education and Training Program (IET)**

WorkReady U has set aside funding in each workforce region/area specifically for implementation of Integrated Education and Training (IET) Programs<sup>2</sup>. An IET Program must meet the definition and requirements set forth in WIOA Law and Final Regulations as established by the U.S. Department of Education on 8/19/2016.

IET is a service approach that provides Adult Education and Literacy 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 (§463.35). An IET Program must include the following three components: 1) Adult Education and Literacy Activities; 2) Workforce Preparation Activities; and 3) Workforce Training (§463.36). In addition, as part of a Career Pathway (§463.37), the design of an IET Program should support the Local and State Workforce Development Board Plans as required under WIOA.

IET activities shall be: (a) of sufficient intensity and quality; (b) based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals; (c) activities that **occur simultaneously and concurrently**; (d) activities that **use occupationally relevant (contextual) instructional materials**, and (e) activities that are organized to

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<sup>2</sup> If a class is funded as IET, the Workforce Training component (identified above as component #3) must be accessible to applicable participants of the IET Program, but all class participants DO NOT need to access or complete the Workforce Training component. Components #1 and #2 must be provided to ALL participants of the class.

function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement.

25. Complete *Attachment D – Integrated Education and Training (IET) Compliance Questionnaire*.

**PART IX: RESOURCE INFORMATION**

Below are a list of resources that may provide useful information for completing the application. The resources may also be accessed on the WorkReady U RFP webpage <https://www.lctcs.edu/rfp>.

<b>Workforce Innovation and Opportunity Act (WIOA)</b>	
Workforce Innovation and Opportunity Act (WIOA) of 2014	<a href="https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/html/PLAW-113publ128.htm">https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/html/PLAW-113publ128.htm</a>
Workforce Innovation and Opportunity Act – Key WIOA Documents	<a href="https://www.doleta.gov/wioa/#">https://www.doleta.gov/wioa/#</a>
<b>Office of Career and Technical Adult Education (OCTAE)</b>	
Office of Career and Technical and Adult Education (OCTAE)	<a href="https://www2.ed.gov/about/offices/list/ovae/index.html">https://www2.ed.gov/about/offices/list/ovae/index.html</a>
WIOA One-Stop Infrastructure Frequently Asked Questions	<a href="https://www2.ed.gov/about/offices/list/osers/rsa/wioa/one-stop-costs-faq.html">https://www2.ed.gov/about/offices/list/osers/rsa/wioa/one-stop-costs-faq.html</a>
Additional Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs	<a href="https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf">https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf</a>
<b>National Reporting System (NRS)</b>	
National Reporting System (NRS) Guidelines-Glossary of Federal Terms	<a href="https://nrsweb.org">https://nrsweb.org</a>
National Reporting System (NRS) Test Benchmarks for Educational Functioning Levels (Updated October 2016)	<a href="https://nrsweb.org">https://nrsweb.org</a>
National Reporting System (NRS) Performance Reporting Tables	<a href="https://doleta.gov/performance/pfdocs/ETA-9169-WIOA-State-and-Performance-Report-Template.pdf">https://doleta.gov/performance/pfdocs/ETA-9169-WIOA-State-and-Performance-Report-Template.pdf</a>
Measurable Skills Gain (MSG) Information <i>Federal Register/Vol.81, No. 161/Friday, August 19, 2016/Rules and Regulations, §463.155)</i>	<a href="https://www.federalregister.gov/documents/2016/08/19/2016-15977/workforce-innovation-and-opportunity-act-joint-rule-for-unified-and-combined-state-plans-performance#page-56052">https://www.federalregister.gov/documents/2016/08/19/2016-15977/workforce-innovation-and-opportunity-act-joint-rule-for-unified-and-combined-state-plans-performance#page-56052</a>
<b>Louisiana Workforce Development Boards (LWDB)</b>	
Local Workforce Development Board (LWDB) Information	Refer to <i>Appendix E – LWDB Contact Information</i>
Local/Regional Workforce Development Board WIOA Plans	<a href="http://www.laworks.net/WorkforceDev/LWDP_Menu.asp">http://www.laworks.net/WorkforceDev/LWDP_Menu.asp</a>
<b>Adult Education Classroom Instruction</b>	
College and Career Readiness Standards (CCRS) for Adult Education <i>(State-adopted)</i>	<a href="https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf">https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf</a>
English Language Proficiency Standards <i>(State-adopted)</i>	<a href="https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf">https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf</a>
Employability Skills Framework	<a href="http://cte.ed.gov/employabilityskills/index.php/background/what#">http://cte.ed.gov/employabilityskills/index.php/background/what#</a>

A Summary of Scientifically Based Research Principles: Teaching Adults to Read	<a href="https://lincs.ed.gov/publications/pdf/teach_adults.pdf">https://lincs.ed.gov/publications/pdf/teach_adults.pdf</a>
Applying Research in Reading Instruction for Adults	<a href="https://lincs.ed.gov/publications/pdf/applyingresearch.pdf">https://lincs.ed.gov/publications/pdf/applyingresearch.pdf</a>
<b>WorkReady U</b>	
St. Bernard Parish Census Data: American Community Survey - 2012-2016 - 5 year Average Release Dec 2017	<a href="https://www.lctcs.edu/rfp">https://www.lctcs.edu/rfp</a>
Workforce Innovation and Opportunity Act (WIOA) State Plan for the State of Louisiana	<a href="http://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/la.pdf">http://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/la.pdf</a>
WorkReady U Recipient Grant Management Handbook	<a href="https://www.lctcs.edu/workready-u">https://www.lctcs.edu/workready-u</a>
WorkReady U Assessment Policy and Procedures	<a href="https://www.lctcs.edu/policies/#workready">https://www.lctcs.edu/policies/#workready</a>