



Adult Education Services

Arizona Adult Education
Request for Grant Application (RFGA) for
2024-2028 Arizona WIOA Title II
Adult Education Grant

Grant Application
Guidance Document

January 2024

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Introduction and Overview

The *Request for Grant Application Guidance Document* for the **2024-2028 Arizona WIOA Title II Adult Education Grant** is intended to be reviewed by applicants prior to beginning the process of completing the grant application. The grant application is comprised of two parts.

- **Part I: Demonstrated Effectiveness - Due January 24, 2024**
 - Submitted as a fillable PDF to RFGA@azed.gov
 - Detailed information can be found [Part I: Demonstrated Effectiveness Responses](#)
- **Part II: Narrative Responses - Due February 29, 2024**
 - This part is to be completed and submitted in the Arizona Department of Education (ADE) [Grants Management Enterprise \(GME\)](#) System.
 - For those applicants who do not have GME access, instructions for access are on page 21 of the guidance document.
 - Detailed information on Part II can be found in [Part II Narrative Responses](#)

Please Note:

- Applicants who meet demonstrated effectiveness requirements will be invited by email to complete Part II of the grant application.
- If an applicant does not meet the demonstrated effectiveness requirements, the applicant will be notified by email that they are not eligible to complete Part II of the grant application.

Authorization and Funding

The Arizona Department of Education is soliciting grant applications for the 2024-2028 Arizona Adult Education Grant Awards. Providers from entities eligible to receive Workforce Innovation and Opportunity Act (WIOA) Title II funds are encouraged to apply.

All funding is pending availability of projected Federal and State grant allocations and the Arizona State Board of Education (AZ SBE) approval.

Federal – Per Workforce Innovation & Opportunity Act (WIOA), signed into law on July 22, 2014, states must coordinate workforce development services across agencies as follows:

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

State - Arizona Revised Statutes, §[15-232](#) and §[15-234](#)

Arizona state law (A.R.S. §§ 15–232, 15–234) establishes adult education as a division within the Arizona Department of Education (ADE). ADE Adult Education Services (AES) serves as the administrative entity for WIOA Title II-AEFLA, for the purpose of establishing and maintaining adult education programs to provide adult education services, as prescribed by Federal and State laws.

Successful applicants shall provide a minimum of 25% local match, as cash and/or in-kind contributions, for the approved total grant funding allocation (State requirement). The required 25% local match **may not** come from:

- Federal funds, from any source.
- Earned income, such as fees collected.

100% of earned income generated by this grant award must be used for adult education services as outlined in this grant, WIOA, and A.R.S. §§15-232, 15-234.

Direct and Equitable Access

The Arizona Department of Education is committed to conducting a competitive grant process that ensures direct and equitable access to all eligible applicants for Arizona Adult Education grant contracts. Information regarding the RFGA and process is available broadly to potential applicants via the ADE-AES public website. The application [timeline](#) can be found below.

The RFGA process is designed to ensure that organizations, who have not previously received Arizona Adult Education grant funds, are provided a fair and equitable opportunity to address the requirements of this application. All applicants will be evaluated using the same criteria and process in accordance with federal and state requirements.

Purpose of Adult Education

ADE-AES is committed to providing effective and high-quality adult education services in each local workforce area that provides Arizonans with the knowledge, skills, and abilities required for employment, next level careers, and post-secondary education and training to:

1. Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency.
2. Assist adults who are parents or family members to obtain the education and skills that...
 - a) are necessary to becoming full partners in the educational development of their children; and
 - b) lead to sustainable improvements in the economic opportunities for their family.
3. Assist adults in the attainment of an Arizona High School Equivalency (HSE) Diploma and in the transition to postsecondary education and training through career pathways.
4. Assist immigrants and other individuals who are English language learners to
 - a) improve reading, writing, speaking, and comprehension skills in English;
 - b) improve mathematics skills; and
 - c) acquire an understanding of the American system of government, individual freedoms, and the responsibilities of citizenship.

Target Population (Eligible Individuals)

Grant funds awarded to local providers under this grant contract are to be used to establish and operate programs that provide adult education and literacy services to learners aligned to the statutory definition of an “eligible individual” as defined in WIOA and state statute. An “eligible individual” means an individual who:

- Has attained 16 years of age.
- Is not enrolled or required to be enrolled in secondary school under Arizona State Law (A.R.S. § [15-802](#)).
- Meets Arizona eligibility requirements under A.R.S. § [15-232](#)(B); AND
 - Is basic skills deficient OR
 - Does not have a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education, OR
 - Is an English language learner.

Allowable Activities

Funding made available to Arizona under WIOA Title II-Section 222(a)(1) and awarded to local providers under this grant contract are to be used to establish and operate adult education programs to provide the following educational services and activities:

Adult Basic Education (ABE) instruction is provided for eligible individuals with Educational Functioning Levels (EFLs) ABE 1-4. Instruction is aligned to the Arizona Adult Education Content Standards and includes concurrent Workforce Preparation activities (as described below) that leads to ASE instruction and the attainment of a secondary diploma or HSE Diploma and transition to postsecondary education/training and/or employment.

Adult Secondary Education (ASE) instruction is provided for eligible individuals with Educational Functioning Levels (EFLs) ABE 5-6. Instruction is aligned to the Arizona Adult Education Content Standards and includes concurrent Workforce Preparation activities (as described below) that leads to the attainment of a secondary diploma or HSE Diploma and transition to postsecondary education/training and/or employment.

Secondary Diploma or a High School Equivalency (HSE) Diploma activities leading to a diploma to include:

- Counseling with an adult learner to determine which of the [three pathways](#) would be the most appropriate.
 - GED Testing Pathway
 - AZ College Credit Pathway
 - AZ High School Equivalency PLUS Career Readiness Pathway
- ABE and/or ASE instruction
- Other activities involved in assisting an adult learner to earn a diploma and transition to postsecondary education/training and/or employment.

English for Speakers of Other Languages (ESOL) is English language instruction for eligible English Language Learners (ELLs) to achieve proficiency in reading, writing, speaking, and comprehension that leads to attainment of a secondary diploma or HSE diploma, and transition to postsecondary/training, or employment. The ESOL instruction must: 1) align to the *Arizona Adult Education English Language Proficiency Standards*, 2) offer college/career counseling services, and include 3) Integrated English Literacy and Civics Education (IELCE) activities (as described below).

Integrated English Literacy and Civics Education (IELCE) are educational services provided to English Language Learners to achieve proficiency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. Services must include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation, aligned to the *Arizona Adult Education Literacy through Social Studies Standards*. Services may include workforce preparation and workforce training.

Workforce Preparation is instruction, provided concurrently with ABE, ASE, or ESOL/IELCE activities, and is designed to help eligible individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and employability skills. Participation in workforce preparation activities must lead to the development of competencies to apply resources and information, work with others, and understand systems to successfully transition to and complete postsecondary education/training and employment.

Integrated Education and Training (IET) is a service approach to providing adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Required IET components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant resources and

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.

Integrated English Literacy and Civics Education PLUS Training (IELCE + T; WIOA Section 243[c]) combines the IELCE components of English language and literacy instruction, civics education, and workforce preparation activities and training. IELCE + T is designed to prepare adults who are English language learners for placement 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 activities of the program. Students enrolled in IELCE+T services will receive language acquisition instruction (as described in the ESOL/IELCE section) and job training (as described the IET section) concurrently, rather than sequentially. Please note that the provision of services for English language learners **not** including the incorporation of IET must be provided using funds awarded under Section 231.

Programs for Corrections Education and Other Institutionalized Individuals (Section 225). Up to 20% of funding made available to Arizona under WIOA Title II Section 222(a)(1) may be used to fund programs for corrections education and other institutionalized individuals as described in WIOA Title II Section 225. ADE will award funds under Section 225 using the same process and timeline as described in this grant application. Priority will be given to programs serving individuals who are likely to be released from the correctional institution within five years. Applicants applying to provide services under WIOA Title II Section 225 must include this information in the submitted application (Part II) and responses to narrative questions must address the provision of services to incarcerated individuals.

WIOA Title II Performance Requirements

WIOA Title II (29 USC §3141) states that programs receiving WIOA Title II funding will be measured for effectiveness and student achievement in the following areas:

1. Measurable Skill Gains (MSGs) rate
2. Educational Functioning Level (EFL) Gain by
 - a. Moving from one EFL to a higher EFL as measured on an NRS-approved initial assessment and one or more progress assessments.
 - b. Exiting the program and entering postsecondary education and/or training programs in the same program year.
3. Earning a secondary diploma or high school equivalency diploma.
4. Earning secondary or postsecondary credits while enrolled in an IET program.
5. Meeting employer-indicated milestones while enrolled in a workplace literacy program.
6. Passing an occupational exam.
7. Credential attainment.
8. Employment rate.
9. Median earnings.

The above performance accountability measures are used by the Department of Education-Office of Career, Technical, and Adult Education (OCTAE) to assess Arizona's effectiveness in achieving positive outcomes for learners. In addition, ADE-AES uses these performance requirements to assess the performance of individual Arizona WIOA Title II funded programs.

OCTAE uses past performance, as measured by the above performance measures, and continuous improvement requirements to negotiate performance accountability targets with ADE-AES on an annual basis. Funded applicants will be responsible for the same established performance measures throughout the grant contract period.

Program Accountability and Data Measures of Performance

The National Reporting System (NRS) is the accountability system for the federally funded, state-administered adult education program. ADE-AES utilizes a secure, web-based Adult Education Data Management System (AAEDMS) that funded programs are required to use. AAEDMS collects student demographic, participation, and outcome measures, including performance results as identified in the National Reporting System (NRS) for the following measures:

- Percentage of program participants who achieve Measurable Skill Gains (MSG) through one of the performance areas listed above.
- Percentage of program participants in unsubsidized employment during the second quarter after exit from the program.
- Percentage of program participants in unsubsidized employment during the fourth quarter after exit from the program.
- Median earnings of program participants in unsubsidized employment during the second quarter after exit from the program.
- Percentage of program participants who receive a secondary school diploma or high school equivalency diploma during participation or within one year after exit; receipt of secondary diploma is only counted if the participant also enters postsecondary education or training, or employment within one year after exit.
- Percentage of program participants who receive a recognized postsecondary credential during participation or within one year after exit.

2024-2028 Arizona WIOA Title II Adult Education Grant Terms and Conditions

Grant Award Process and Cycle

Eligible local providers are awarded funding through this competitive Request for Grant Application (RFGA) process via multi-year grant contracts. The four-year grant contract cycle for this competition will be:

- Year One - July 1, 2024 through June 30, 2025
- Year Two - July 1, 2025 through June 30, 2026
- Year Three - July 1, 2026 through June 30, 2027
- Year Four - July 1, 2027 through June 30, 2028

Terms and Renewal of Contract

The terms of this contract for funded applicants are effective for Year One from 7/1/2024 through 6/30/2025 and may be renewed upon agreement by the Adult Education Provider and the Arizona Department of Education (ADE).

Renewal of funding is based on the successful delivery of adult education services to the target populations and the achievement of annual performance targets. Grant recipients that do not meet grant requirements risk loss of funding at any point in the grant contract period.

The grant contract may be terminated by either the Adult Education provider or ADE-AES with a 30-day written notification.

Funding Availability and Considerations

A. WIOA Title II Service Area Local Workforce Areas	B. Estimated Total Assistance Available Under Section 231	C. Estimated Funding by Allowable Activity Under Section 231			D. IELCE + T (Section 243)
		1. ABE/ASE	2. ESOL/IELCE	3. IET	
City of Phoenix	\$4,115,596	\$1,646,240	\$1,646,240	\$823,116	\$380,000
Maricopa County (excludes City of Phoenix)	\$3,470,557	\$1,388,230	\$1,388,230	\$694,097	\$350,000
Coconino County	\$496,157	\$198,470	\$198,470	\$99,217	\$25,000
Northeastern Arizona (Gila/Navajo/Apache Counties)	\$769,994	\$308,000	\$308,000	\$153,994	\$25,000
Yavapai County	\$548,159	\$219,270	\$219,270	\$109,619	\$50,000
Pima County	\$3,253,035	\$1,301,220	\$1,301,220	\$650,595	\$300,000
Pinal County	\$906,158	\$362,470	\$362,470	\$181,218	\$40,000
Southeastern Arizona (Cochise/Graham/Greene Counties)	\$718,120	\$287,250	\$287,250	\$143,620	\$40,000
Mohave/La Paz Counties	\$504,860	\$201,950	\$201,950	\$100,960	\$25,000
Yuma County	\$650,257	\$260,110	\$260,110	\$130,037	\$50,000
Santa Cruz County	\$506,210	\$202,490	\$202,490	\$101,230	\$45,000
Nineteen Tribal Nations* (NTN)	Up to \$75,000 additional funding per approved applicant to provide section 231 activities, specifically in coordination with the <i>Nineteen Tribal Nations Local Workforce Region</i> .				

*Applicants seeking funding to provide services for Native American adult learners in a specific area within the NTN region must also apply to provide services in a corresponding geographic-based workforce area.

Funding Availability and Considerations Information

NOTE: *The total amount of assistance funding for FY 2025 is not available at the time of the release of this application. The estimated funding for assistance is based on current assistance funding.*

Column A

There are twelve Local Workforce Areas in Arizona. Eleven of the twelve are geographic-based, and one is a Tribal Workforce Region. Proposed assistance funding will be distributed across the state by Local Workforce Area.

Nineteen Tribal Nations: Applicants seeking this additional funding must also apply to provide Title II services in one or more of the other eleven Local Workforce Areas and then specifically identify strategies in the submitted application for expanding services to Native American adult learners in the applicable Tribal Area(s) of this region. The submitted application must also align with the NTN Local Workforce Development Plan, and it will be submitted to the NTN Board for review and comment following the same process described in this Section under [Alignment with Local Workforce Plan](#).

Column B

The *Estimated Total Assistance under Section 231* for each *WIOA Title II Service Area* was determined by demographic data and a needs analyses pertaining to the target populations of adult learners. Factors used to determine this estimation include:

- number of people in the target population
- educational attainment levels
- English language needs
- geographic density of each region (i.e., service delivery in rural, less dense regions may be more expensive)

Column C

The Estimated Funding Breakdown by Allowable Activity for each Local Workforce Area was determined by demographic data pertaining to the need for services. **ABE/ASE** and **ESOL/IELCE** funding estimates are based on data from the U.S. Census pertaining to the number of adults in the area who lack a secondary diploma compared to the number who speak English less than very well. The **Integrated Education and Training (IET)** estimate of this breakdown is designated specifically to award funding to applicants to provide services that meet the IET requirements as described in WIOA Final Rules §463.35 – §463.38 for participants in both ABE/ASE and ESOL/IELCE programs. (See [Allowable Activities](#) for details on delivering IET services)

Note: The estimates in C 1, C 2 and C 3 are subsets of column B (C 1 + C 2 + C 3 = B).

Column D

The Estimated Funding Assistance for IELCE + T under Section 243 for each Local Workforce Area was determined by demographic data and analyses pertaining to English language needs. Section 243 funds are allocated and accounted for in a separate funding stream in the AZ GME System and must be applied for through submission of additional application responses that are specific to Section 243 requirements. (See [Allowable Activities](#) for details on delivering IELCE+T services)

Important Dates for RFGA Applicants

A Virtual Pre-Proposal/Q&A meeting will be held **January 10, 2024, at 2:00 – 3:15 p.m.** Interested applicants are encouraged to attend. Please use the link below to register for this meeting.

[Meeting Registration Link](#)

2024 - 2028 Arizona WIOA Title II Adult Education Grant Request for Grant Application (RFGA) Timeline

Item	Date
Public Notification of the <i>Request for Grant Application (RFGA) for 2024 - 2028 Arizona WIOA Title II Adult Education Grant</i>	December 6, 2023
<i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant</i> will be made available at: <u>https://www.azed.gov/adultedservices</u>	January 4, 2024
Pre-Proposal Virtual Meeting for the <i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant</i> <u>https://azed.gov/zoom.us/meeting/register/tZEceqqrTlrE9F3OJJpzX5oSXRpHrgUzxNU#/registration</u>	January 10, 2024
ADE-AES accepting questions in writing to <u>RFGA@azed.gov</u> . ADE-AES will respond in writing (via email) and post all questions and answers at <u>https://www.azed.gov/adultedservices</u>	January 11 - February 23, 2024
<i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant: Part I-Demonstrated Effectiveness</i> is DUE (via <u>ADOBE</u> form)	January 24, 2024, by 11:59 pm
Notifications sent to Applicants to complete the <i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant: Part II</i> (if eligible)	February 1, 2024
Eligible applicants complete the <i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant: Part II-Narrative Responses</i> in the ADE Grants Management Enterprise (GME) system	February 1 - February 29, 2024
<i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant: Part II</i> is DUE	February 29, 2024, by 11:59 pm
<i>RFGA for 2024 - 2028 Arizona WIOA Title II Adult Education Grant: Part II</i> are evaluated by ADE committees and reviewed by Local Workforce Development Boards	March 7 - April 5, 2024
Preliminary Grant Award Notifications sent to approved <i>AZ Adult Education Grantees</i> (pending State Board of Education approval)	April 15 - April 19, 2024
Final Grant Award Letters sent to approved <i>AZ Adult Education Grantees</i>	July 2024
<i>PY 2024 – 2028 AZ Adult Education Grant Contract</i> begins	July 1, 2024

Overview of RFGA Process

Application Part I: Demonstrated Effectiveness

Federal regulations governing WIOA Title II (34 CFR part 463) clarify that only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. Applicants must provide performance data and the data source/s based on their records of improving the skills of eligible individuals who have low levels of literacy in the following domains: reading, writing, mathematics, English language proficiency, social studies/civics, and/or science.

Applicants must also provide performance data and the data source/s on outcomes for participants in employment, attainment of secondary diploma or high school equivalency diploma, and transition to postsecondary education and/or training.

There are two ways in which an eligible provider may meet the requirements of demonstrated effectiveness:

1. An applicant that has been previously funded under WIOA must submit performance data required under section 116.
2. An applicant that has not been previously funded under WIOA Title II must provide performance data to demonstrate its past effectiveness in serving eligible individuals who are basic skills deficient, including providing evidence of its success in achieving the outcomes cited above.

Application Part II: Narrative Responses

Only those Applicants who meet demonstrated effectiveness requirements will be invited by email to complete the Application Part II-Narrative Responses.

The Application Part II is organized in the ADE Grants Management System as follows:

Section 1-Narrative Questions

- 1) Applicant Contact Information
- 2) Applicant's Proposed Service Delivery Area(s)
- 3) Applicant's Past Effectiveness
- 4) Applicant's Assessment of Local/Regional Need for Adult Education Services
- 5) Alignment to the WIOA Local Workforce Plan and Coordination with Partners
- 6) Program Operations and Staffing
- 7) Delivery of Instructional Services

Section 2: Narrative Questions for Proposed Educational Services

- 1) ABE and ASE Services (WIOA Title II §231, A.R.S. §15-232 and 15-234)
- 2) ESOL/IELCE Services (WIOA Title II §231, A.R.S. §15-232 and 15-234)
- 3) Integrated Education & Training Services (IET) (WIOA Title II §231)
- 4) Integrated English Literacy and Civics Education PLUS Training Services (IELCE+T) (WIOA Title II §243[c])

RFGA Evaluation Process

Part I: Demonstrated Effectiveness

Instructions:

- Download the RFGA Part I: Demonstrated Effectiveness fillable PDF available on the [ADE-AES website](#) and complete all fields in the form.
- Submit the completed form by email to RFGA@azed.gov by January 24, 2024.
- Modifications to the form itself should *not* be made and could result in disqualification of the application.
- *For consortium applications, each entity* that is a member of the consortium must meet the definition of demonstrated effectiveness. Applicants must submit separate demonstrated effectiveness tables **for each** consortium member.

All Part I applications received at RFGA@azed.gov by 11:59 p.m. on January 24, 2024, will be reviewed and evaluated by ADE-AES to determine whether the following criteria have been met:

- The application form was submitted on time and is complete.
- The applicant organization is an eligible provider.
- Demonstrated effectiveness in providing services to improve the literacy of eligible individuals, especially those with low literacy skills, is provided.

Part II: Narrative Responses and Budget Submission

Applicants who have successfully demonstrated effectiveness in Part I will be invited to complete Part II of the application. All applications received in the GME by 11:59 p.m. on February 29, 2024, will be evaluated.

Review panels comprised of individuals with expertise in adult education and literacy, WIOA Title II, and the ARIZONA@WORK system will evaluate applications using a rubric-based evaluation tool, which can be found in the [GME Resource Library](#). The RFGA evaluation panels will provide recommendations to ADE-AES regarding consideration for funding.

In addition, applications will be reviewed by applicable Local Workforce Board(s) regarding alignment with the local workforce development plan, and the Boards will provide feedback and recommendations to ADE-AES to strengthen and promote alignment.

Budget Review Process

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

COMPLETING THE ARIZONA ADULT EDUCATION 2024-2028 GRANT APPLICATION

Grant Application Part I: Eligibility Screening and Demonstrated Effectiveness must be submitted by **January 24, 2024**, via email to RFGA@azed.gov.

Grant Application Part II: Narrative Responses and Budget Submission must be submitted by **February 29th, 2024**, in the ADE GME and shall include the remaining components of the application. Applicants may draft responses for Part II in advance according to the guidance available in this document.

When completing the RFGA, applicants should

- refer to **Application Scoring Rubric** in the [GME Resource Library](#) when completing the information requested in the narrative response section.
- note that responses have limitations on the number of characters allowed. For reference, 3000 characters is the equivalent of one typed page of content, with 11–12-point font size and standard margins.
- refer to the available Adult Education resources in the [GME Resource Library](#) in the ADE GME system.

Required Application Components Checklist

Part I- Eligibility and Demonstrating Effectiveness	
	1. Contact Information
	2. Demonstrated Effectiveness
Part II- Section 1: Narrative Responses from Eligible Applicants	
	1. Contact Information
	2. Proposed Service Delivery Area(s)
	3. Past Effectiveness
	4. Assessment of Local/Regional Need for Adult Education Services
	5. Alignment to the WIOA Local Workforce Plan and Coordination with Partners
	6. Program Operations and Staffing
	7. Delivery of Instructional Services
Part II- Section 2: Narrative Items for Proposed Educational Services (as applicable)	
	8. ABE and ASE Services (WIOA Title II §231, A.R.S. §15-232 and 15-234) (Important Note: Submission of this component is only required for applicants applying for ABE/ASE funding)
	9. ESOL/IELCE Services (WIOA Title II §231, A.R.S. §§15-232 and 15-234) (Important Note: Submission of this component is only required for applicants applying for ESOL/IELCE funding)
	10. Integrated Education & Training Services (IET) (WIOA Title II §231) (Important Note: Submission of this component is only required for applicants applying for IET funding AND ABE/ASE and/or ESOL/IELCE Services)
	11. Integrated English Literacy and Civics Education PLUS (+) Training Services– (WIOA Title II §243[c]) (Important Note: Submission of this component is only required for applicants applying for IELCE+T funding AND ESOL/IELCE Services)
Part II-Section 3: Budget Submission	

Part I: Demonstrated Effectiveness Responses

1. Cover Page

- 1.1 Complete the information requested pertaining to the applicant organization.
 - Applicant Organization: <Fill-in response>
 - Fiscal Agent (if different): <Fill-in response>

- 1.2 Organization Type: <Select one>
 - a) Local educational agencies (LEAs)
 - b) Community-based or faith-based organizations
 - c) Volunteer literacy organizations
 - d) Institutions of higher education
 - e) Public or private nonprofit agencies
 - f) Libraries
 - g) Public housing authorities
 - h) Nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals.
 - i) Consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section.
 - j) Partnerships between employers and entities described (a) through (i) of this section (WIOA, Title II, Section 203[5]; 34 CFR 463.23)
 - k) Correctional or institutional organizations

- 1.3 Identify the county/counties for which the applicant organization proposes educational services under this grant application: <Select all that apply>
 - a) Apache
 - b) Cochise
 - c) Coconino
 - d) Gila
 - e) Graham
 - f) Greenlee
 - g) La Paz
 - h) Maricopa
 - i) Mohave
 - j) Navajo
 - k) Pima
 - l) Pinal
 - m) Santa Cruz
 - n) Yavapai
 - o) Yuma

2. Applicant Contact Information

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

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

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

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

3. Demonstrated Effectiveness

To meet the standard of demonstrated effectiveness and be considered eligible for funding, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy skills of eligible individuals, in particular individuals who are basic-skills deficient in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds. To be considered eligible, an applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education or training. (WIOA Final Rules Subpart C, §463.24)

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

Table 3.1

Data for Applicants Previously Funded under AEFLA, WIOA Title II						
Educational Functioning Level (EFL)	Number of Students <i>NRS Table 4, Column B</i>		Number of Students Who Achieved a Minimum of One EFL Gain <i>NRS Table 4, Column E</i>		Percent of Students Who Achieved a Minimum of One EFL Gain <i>Divide number in Column E by number in Column B</i>	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Level 6						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						

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

Table 3.2

Data for Applicants Previously Funded under AEFLA, WIOA Title II						
	Number of Students <i>NRS Table 4, Column B</i>		Number of Students Who Earned a Secondary Diploma or Its Equivalent <i>NRS Table 4, Column F, TOTAL</i>		Percent of Students Who Earned a Secondary Diploma or Its Equivalent <i>Divide TOTAL in Column B by TOTAL in Column F</i>	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
Post-Exit Performance Outcomes <i>NRS Table 5</i>	Number of Students Who Exited		Number of Students Who Achieved Outcome		Percentage of Students Who Achieved Outcome	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
Employed 2nd Qtr. After Exit						
Employed 4th Qtr. After Exit						
Attained Diploma/Equivalent and Entered Postsecondary Education or Training w/in 1 Year of Exit						
Attained Diploma/Equivalent and Employed w/in 1 Year of Exit						
Attained Postsecondary Credential While Enrolled or w/in 1 Year of Exit						

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

Divide number under B (numerator) by the number in A (denominator) to find C (percent).

Table 3.3

Data for Applicants <u>NOT</u> Previously Funded under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	A. Number of Eligible Individuals* Who Were Enrolled and Receiving Instruction in the Educational Content Domain		B. Number of Eligible Individuals* with Demonstrated Improvement in the Educational Content Domain		C. Percent of Eligible Individuals* with Demonstrated Improvement of Skills in the Educational Content Domain	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics/ Citizenship Education						
Workforce Preparation/ Employability Skills						

* “Eligible Individuals” refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Arizona State Law, AND are basic skills deficient, do not hold a secondary diploma, or are English Language Learners. See detailed information [Target Population \(Eligible Individuals\)](#).

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

Divide number under B (numerator) by the number in A (denominator) to find C (percent).

Table 3.4

Data for Applicants <u>NOT</u> Previously Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	A. Number of Eligible Individuals* Enrolled		B. Number of Eligible Individuals* Who Earned a Certificate/Diploma		C. Percent of Eligible Individuals* Who Earned a Certificate/Diploma	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
Transition Outcomes	Number of Eligible Individuals* Enrolled		Number of Eligible Individuals* Who Achieved an Outcome		Percent of Eligible Individuals* Who Achieved an Outcome	
	PY21-22	PY22-23	PY21-22	PY22-23	PY21-22	PY22-23
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						

* *“Eligible Individuals” refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Arizona State Law, AND are basic skills deficient, do not hold a secondary diploma, or are English Language Learners. Refer to [Target Population \(Eligible Individuals\)](#) for detailed information.*

APPLICATION SUBMISSION PROCESS

PART II: Section 1: Narrative Responses from Eligible Applicants

Part II Submission Instructions and Due Dates

Applicants may draft responses for Part II in advance according to the guidance available in this document. Applications and narrative responses must be submitted through the ADE Grants Management Enterprise (GME) System. **Applicants are strongly encouraged to complete the Part II Narrative Responses in a separate document and copy and paste responses in the appropriate GME fields.**

Applicants that have demonstrated effectiveness and are eligible to continue and complete Part II of the Grant Application must complete and submit the following sections through the **GME System¹** by **February 29, 2024**, for consideration.

ADE GME System Technical Assistance

- Applicants will need an ADE Connect Account to access the ADE GME.
- Applicants without an ADE Connect Account may request an account through Constituent Services at Constituent.Services@azed.gov or calling 602-542-7378 during business hours.
- Applicants that have access but need technical assistance specifically in the utilization and navigation of the ADE GME system may contact ADE Grants Management at (602) 542-3901 or email grants@azed.gov. Also see <http://www.azed.gov/grants-management/>.

Local Workforce Board Review of Title II Applications

ADE-AES is required under WIOA Title II to submit eligible grant applications to the appropriate Local Workforce Development Board(s) (LWDB) for review.

- ADE-AES will submit completed applications and a template to the LWDBs for the purpose of documenting their comments and recommendations. Local boards will return the completed template to ADE-AES, and this will be reviewed as part of the evaluation process.

Part II: Section 2: Required Components

General Verifications

All Applicants must verify compliance with FFATA, the GSA, and the GEPA.

Federal Funding Accountability and Transparency Act of 2006 (FFATA) & General Statement of Assurance (GSA) Verification, and the General Education and Provision Act (GEPA)-Section 427.

Applicants must complete the following three questions prior to beginning their grant application:

1. The district/organization has submitted OR will be submitting the annual GSA.
2. The district/organization understands that if ADE is not updated with the organization's SAM.gov information, including SAM.gov registration expiration, that funding for the organization can be placed on hold.
3. Please provide a brief description of your project in 1-2 paragraphs.

¹ Incomplete, late, emailed, and/or mailed hard copies of applications will not be accepted or reviewed.

Narrative Responses

All Applicants must complete Sections 1 – 7. The following questions are being provided for informational purposes, and applicant responses will be submitted in the GME application.

1. Contact Information

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

- 1.2 Provide contact information for up to two additional individual(s) within the applicant organization.
 - Name: <Fill-in response>
 - Title: <Fill-in response>
 - Email Address: <Fill-in response>
 - Telephone: <Fill-in response>

 - Name: <Fill-in response>
 - Title: <Fill-in response>
 - Email Address: <Fill-in response>
 - Telephone: <Fill-in response>

- 1.3 Provide the primary/main address for the applicant organization. <Fill-in response>

- 1.4 Provide the Web URL for the applicant organization. <Fill-in response>

2. Proposed Service Delivery Area(s)

- 2.1 Identify the county/counties for which the applicant organization proposes educational services under this grant application. <Check boxes, select all that apply>
 - a) Apache
 - b) Cochise
 - c) Coconino
 - d) Gila
 - e) Graham
 - f) Greenlee
 - g) La Paz
 - h) Maricopa
 - i) Mohave
 - j) Navajo
 - k) Pima
 - l) Pinal
 - m) Santa Cruz
 - n) Yavapai
 - o) Yuma

- 2.2 Identify the Mission and Goals of the Applicant organization. <Narrative response, up to 2000 characters>

3. Past Effectiveness

Please refer to Federal Consideration 3, Federal Consideration 4, and State Consideration 4 in [Appendix E](#).

- 3.1 Describe the applicant organization's **experience** in providing services to:
 - 3.1.1 - Individuals who lack basic academic skills <Narrative Response, up to 2000 characters>
 - 3.1.2 - Individuals who lack a secondary/high school diploma <Narrative Response, up to 2000 characters>
 - 3.1.3 - English language learners <Narrative Response, up to 2000 characters>
- 3.2 Describe the applicant organization's **effectiveness** in providing services to:
 - 3.2.1 - Individuals who lack basic academic skills <Narrative Response, up to 2000 characters>
 - 3.2.2 - Individuals who lack a secondary/high school diploma <Narrative Response, up to 2000 characters>
 - 3.2.3 - English language learners <Narrative Response, up to 2000 characters>
- 3.3 Describe the applicant's past effectiveness in improving employability, transition to postsecondary education/training, and rate of credential attainment for eligible individuals. <Narrative Response, up to 3000 characters>

4. Assessment of Local/Regional Need for Adult Education Services

Please refer to Federal Consideration 1, 13 and State Consideration 3 in [Appendix E](#).

- 4.1 Identify the populations that the applicant organization proposes to serve under this grant application: <Check boxes, select all that apply>
 - Individuals who lack basic academic skills
 - Individuals who lack a secondary diploma
 - English language learners
 - 4.1.1. - Describe the need for adult education services in the selected county/ies for which the applicant organization is applying. Applicants may include demographic data. <Narrative response, up to 2000 characters>
- 4.2 Identify other special populations that the applicant organization proposes to serve under this grant application. (Federal Consideration 1, Federal Consideration 2). <Check boxes, select all that apply>
 - Disconnected youth (age 16-24)
 - Homeless/Runaway Youth
 - Displaced homemaker
 - Low-income
 - Long-term unemployed
 - Migrant and Seasonal Workers
 - Cultural Barriers
 - Native Americans
 - Refugees
 - Individuals in rural areas
 - Homeless individuals
 - Individuals with disabilities
 - Individuals in a community correctional program
 - Individuals in a Correctional Facility
 - Veterans of the Armed Forces
 - Other <Text box enable narrative>

4.2.1. - Describe the need for adult education services in the selected county/ies for proposed services to the special populations selected in 4.2. <Narrative response, up to 2000 characters>

5. Alignment to the WIOA Local Workforce Plan and Coordination with Partners

Please refer to Federal Consideration 4, 8, 10 in [Appendix E](#).

- 5.1 Identify the local workforce area(s) for which the applicant organization is proposing educational services under this grant application: <Check boxes, select all that apply>
- [Coconino County](#)
 - [Maricopa County](#)
 - excluding City of Phoenix
 - [City of Phoenix](#)
 - [Mohave/La Paz Counties](#)
 - [Nineteen Tribal Nations](#)
 - A non-geographic workforce area
 - [Northeastern Arizona](#)
 - - Apache County
 - Navajo County
 - Gila County
 - [Pima County](#)
 - [Pinal County](#)
 - [Santa Cruz County](#)
 - [Southeastern Arizona](#)
 - Graham County
 - Greenlee County
 - Cochise County
 - [Yavapai County](#)
 - [Yuma County](#)
- 5.2 Describe how the applicant organization will fulfill the responsibilities as a partner in the one-stop system, ARIZONA@WORK (see **Grant Application Guidance Document** for detail). <Narrative response, up to 3000 characters>
- 5.3 Describe how the applicant agency will coordinate services with the core WIOA partners (i.e., Titles IB, III, and IV): <Narrative response, up to 3000 characters>
- 5.4 Identify the entities the applicant agency coordinates with to advance career pathways for adult learners. <Narrative response, up to 2000 characters>
- 5.5 Provide a brief description of each of the applicant's partnerships to provide services to the proposed target populations. <Dropdown List>
- Elementary and/or secondary schools
 - Postsecondary institutions
 - Job training programs
 - Social service agencies
 - Business
 - Industry
 - Faith-based organizations
 - Labor organizations
 - Community-based organizations

- Nonprofit organizations
- Up to two other partner entities <Describe>

5.5.1 - Provide evidence of the partnerships by adding documents in the Related Documents section of the GME. Evidence may include Letters of Support and MOU/MOA. <Attach documents>

6. Program Operations and Staffing

Please refer to Federal Consideration 2, 10, 11, and 12 and State Consideration 5 in [Appendix E](#).

6.1 Describe the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities to attend and complete programs. <Narrative response, up to 2000 characters>

6.2 Describe the applicant's experience with marketing and outreach to the target population(s). <Narrative response, up to 3000 characters>

6.3 Describe the applicant's experience with and/or proposed process for administering standardized assessments in a secure testing environment. <Narrative response, up to 2000 characters>

6.4 Describe the applicant's experience and/or proposed process for implementing managed intake, prior to instruction, for eligible individuals. <Narrative response, up to 2000 characters>

6.5 Describe the applicant's experience with data management systems, data integrity, and data security. <Narrative response, up to 2000 characters>

6.6 Describe the applicant's experience with maintaining security for paper and digital records and documents. <Narrative response, up to 2000 characters>

6.7 Describe the applicant's experience with ensuring that all staff and volunteers understand and adhere to the Family Rights and Privacy Act (FERPA), including measures to protect and secure students' personally identifiable information (PII). <Narrative response, up to 3000 characters>

6.8 Describe how the applicant will provide wrap-around support services and will coordinate with local support agencies/partners to enable participant success, including for those participants with disabilities or other special needs. <Narrative response, up to 3000 characters>

6.9 List the partnerships and provide evidence of the partnerships described in 6.8. Add documents in the Related Documents section of the GME. Evidence may include Letters of Support and MOU/MOA. <Attach documents>

6.10 Provide an overview of the applicant's organization structure and describe the support for the proposed Title II Adult Education Services. <Narrative response, up to 2000 characters>

Include an organizational chart and a proposed organizational chart for the Title II Adult Education Services in the Related Documents section of the GME. <Attach document>

6.11 Describe how the applicant proposes to staff the key functions to support participant success and increase participation rates, as referenced in the [GME Resource Library](#). <Narrative response, up to 3000 characters> Provide job descriptions for the requested key functions in the Related Documents section of GME.

7. Delivery of Instructional Services

Please refer to Federal Consideration 1, 5, 6, 7, 9, 11 and State Considerations 1, 2,7 in [Appendix E](#).

7.1 Describe how the applicant will ensure that educational services are delivered by diverse, well-trained, and highly qualified instructors, administrators, and other key personnel. <Narrative response, up to 3000 characters>

7.2 Describe the proposed delivery of instructional services to provide adult learners with adequate intensity and duration of instruction to extend learning beyond the classroom, with the flexibility to ensure participants achieve significant learning gains and attainment of student goals. <Narrative response, up to 2000 characters>

7.3 Describe the proposed class scheduling to provide adult learners with adequate intensity and duration of instruction to extend learning beyond the classroom, with the flexibility to ensure participants achieve significant learning gains and attainment of student goals <Narrative response, up to 2000 characters>

7.4 Describe the proposed instructional strategies to provide flexibility and accommodations for students who have disabilities and learning differences enabling them to attend and participate in educational programs. <Narrative response, up to 2000 characters>

7.5 Describe the applicant organization’s experience in selecting and evaluating curricular resources that align to content standards. <Narrative response, up to 2000 characters>

7.6 Describe the applicant organization’s experience and proposed strategies with blended learning instruction that promotes digital literacy and the use of technology to effectively address student needs and learning outcomes. <Narrative response, up to 2000 characters>

7.7 Describe the applicant organization’s experience and proposed strategies with contextualized learning and integrating career pathways into standards-based instruction. <Narrative response, up to 2000 characters>

7.8 Describe the applicant organization’s process for planning, implementing, and evaluating continuous professional learning for administrators, instructors, and other key program staff. <Narrative response, up to 3000 characters>

Narrative Items for Proposed Educational Services

Applicants may apply for funding in one, or a combination of any of the following educational service areas listed below. Each educational service area will be evaluated in coordination with submitted application narrative responses in Part II and the previously submitted RFGA Part I-Demonstrated Effectiveness. Funding decisions for educational service areas will be determined separately.

Educational service areas include:

- **ABE:** Adult Basic Education: Levels ABE 1- 4 and **ASE** Adult Secondary Education: Levels ABE 5-6
- **ESOL/IELCE:** English for Speakers of Other Languages/Integrated English Language and Civics Education: Levels ESL (English as a Second Language) 1 – 6
- **IET:** Integrated Education and Training
- **IELCE+T:** Integrated English Language and Civics Education PLUS Training

Place a “check” next to the educational service(s) the applicant organization is applying for in Column 1 and indicate in Column 2, the number of eligible individuals the applicant intends to serve for each educational service.

<Table with two column headings>:

Proposed Educational Service

Proposed Number of Individuals Applicant Intends to Serve

<Column 1>

- ABE Levels 1-4 and ASE Levels 5-6
- ESOL/IELCE
- Integrated Education and Training
- IELCE + T
- Corrections Education and/or Education of Institutionalized Individuals

<Column 2>

Proposed Number of Non-Duplicated Eligible Individuals Applicant Intends to Serve

8. ABE and ASE Services

(Complete this section only if applying for ABE/ASE funding)

Please refer to Federal Consideration 6, 7, 8 and State Consideration 4,7 in [Appendix E](#).

8.1 Describe the applicant’s experience and proposed strategies to deliver reading instruction to adult learners, at the ABE levels 1-4, based on research and evidence-based practices. <Narrative response, up to 2000 characters>

8.2 Describe the applicant’s experience and proposed strategies to deliver standards-based instruction for adult learners in the following content areas: <Narrative response, up to 2000 characters>

- Mathematics
- Writing
- Social Studies/Civics
- Science

8.3 Describe the applicant’s experience and proposed instructional models to deliver instruction to the target population. Refer to Glossary of Terms in the [GME Resource Library](#). <Narrative response, up to 2000 characters>

8.4 Describe the applicant’s experience and proposed strategies to provide participants with career exploration and access to career pathways. <Narrative response, up to 2000 characters>

9. ESOL/IELCE Services

(Complete this section only if applying for ESOL/IELCE funding)

Please refer to Federal Consideration 6, 8 and State Consideration 4,7 in [Appendix E](#).

9.1 Describe the applicant’s experience and proposed instructional models to provide instruction to adult ELLs (English Language Learners), based on research and evidence-based practices. Refer to Glossary of Terms in the [GME Resource Library](#). <Narrative response, up to 2000 characters>

9.2 Describe the applicant’s experience and the proposed instructional models to deliver standards-based instruction for English Language Learners (ELLs) Levels 1-2 in the following domains:

<Narrative response, up to 2000 characters.

- Reading and Writing
- Listening and Speaking
- Civics Education

9.3 Describe the applicant’s experience and the proposed instructional models to deliver standards-based instruction for English Language Learners (ELLs) Levels 3-6 in the following domains:

<Narrative response, up to 2000 characters.

- Reading and Writing
- Listening and Speaking
- Civics Education

9.4 Describe the applicant’s experience and proposed strategies to provide participants with career exploration and access to career pathways. <Narrative response, up to 2000 characters>

10. IET Services (WIOA Title II §231)

(Complete this section if applying for IET funding AND for ABE/ASE and/or ESOL/IELCE Services)

Please refer to Federal Consideration 8, 10, and State Consideration 4 in [Appendix E](#).

Applicants applying for the proposed IET services delivery model require simultaneous, not sequential, instruction and must include and integrate these three required components:

- Instruction in adult education and literacy activities
- Workforce preparation activities
- Workforce training

10.1 Describe the applicant’s experience and/or proposed strategies to plan and deliver contextualized instruction through an Integrated Education and Training model for eligible individuals to acquire the skills needed to transition to and complete postsecondary education and training programs and advance employment. <Narrative response, up to 2000 characters>

10.2 Describe the proposed IET programs to be implemented including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals. <Narrative response, up to 3000 characters>

10.3 Describe how the targeted occupations were determined. <Narrative response, up to 2000 characters>

10.4 Identify the proposed partners and describe their roles and responsibilities for each of the proposed IET program(s). <Narrative response, up to 2000 characters>

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

11. IELCE + T Services– (WIOA Title II §243[c]) (Complete this section if applying for IELCE+T funding AND ESOL/IELCE Services)

Please refer to Federal Consideration 8, 10 and State Consideration 6 in [Appendix E](#).

The Integrated English Literacy and Civics Education (IELCE) program (referred to as IELCE+T in Arizona) is 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.

Applicants applying for the proposed IELCE + T services delivery model require simultaneous, not sequential, instruction and must include and integrate these three required components:

- Instruction in English language acquisition and civics education
- Workforce preparation activities
- Workforce training

11.1 Describe the applicant’s proposed plan to provide IELCE + T services for English Language Learners, including those individuals with advanced degrees. The plan must include the three required components for IELCE +T, and instruction must occur simultaneously (rather than sequentially) based on a single set of learning objectives. <Narrative response, up to 3000 characters>

11.2 Describe how the proposed IELCE + T program(s) will prepare participants to acquire the skills necessary 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. <Narrative response, up to 3000 characters>

11.3 Describe the proposed IELCE + T programs to be implemented including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals. <Narrative response, up to 3000 characters>

11.4 Identify the proposed partners and describe their roles and responsibilities for each of the proposed IELCE + T program(s). <Narrative response, up to 2000 characters>

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

Part II: Section 3: Budget Submission

- Applicants must prepare and submit a proposed budget for the proposed educational services in this grant application. This budget submission is done through the ADE GME system in the RFGA Part 2 process.
- The **Local Match and Earned Income Report** is to be submitted in the *GME Related Documents* section.
- Please refer to the Fiscal and Grants Management Requirements and Assurances referenced in [Appendix A](#) prior to the budget submission.

Note: Applicants selected for funding may participate in a negotiation process between ADE-AES and the applicant/parent organization. Final grant awards may be adjusted for successful applicants following the negotiation process.

Appendix A: Grant Contract Assurances and Requirements

The eighteen federal and state assurances listed below must be agreed to in the GME annually by all approved WIOA Title II providers. Documents that are ***bolded and italicized*** below can be found in the ADE GME - [Grants Management Resource Library](#).

Federal Assurances

1. The grantee agrees to comply with federal and state statutes, regulations, policies, and procedures, and to use state appropriated funds to carry out activities and the local provision of adult education services solely in a manner consistent with the Arizona Unified Workforce Development Plan and the Workforce Innovation and Opportunity Act.
2. The grantee agrees to comply with the following Federal and State Non-Discrimination Laws:
 - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination of all persons on the basis of race, color, or national origin (*28 C.F.R. § 42.101 et seq.*),
 - Title VII of the Civil Rights Act of 1964, as amended (*Public Law (P.L.) 88-352*), the Age Discrimination in Employment Act of 1967 (*Public Law (P.L.) 90-202*) and Arizona State Executive Order 99-4, amending 75-5 (A.R.S. § 41-1013), which prohibits discrimination of all persons on the basis of race, age, color, religion, sex, national origin or political affiliation,
 - The Americans with Disabilities Act of 1990 (*Public Law (P.L.) 101-336*) and the Arizona Disability Act of 1992 (*A.R.S. § 41-1492 et seq.*), which prohibit discrimination of all persons on the basis of physical or mental disabilities from equal access to public services or in the employment, or advancement in employment of qualified individuals.
3. The grantee agrees to comply with Section 427 of the General Education Provisions Act (***GEPA Notice OMB Control No. 1894-0005***) enacted as part of the Improving America's Schools Act of 1994 (*Public Law (P.L.) 103-382*).
4. The grantee agrees to comply with the ***Family Educational Rights and Privacy Act*** (FERPA) (*34 C.F.R. § 99*).
5. The grantee agrees to comply with the ***Fair Labor Standards Act*** (FLSA) (*29 C.F.R. § 500-899*).
6. The grantee agrees to administer the ADE-AES-approved standardized assessments in accordance with the ***Arizona Adult Education Assessment Policy***.
7. The grantee agrees to follow all Uniform Guidance & ***Code of Federal Regulations (CFR200) Requirements***.
8. The grantee agrees to use funds received under WIOA Section 225 to provide corrections education and educational services for other institutionalized individuals and priority shall be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
9. The grantee agrees to use funds received under WIOA Section 243 to provide services to adults who are English language learners that include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation *in combination with* integrated education and training activities designed to: 1)

prepare adults for, and place such adults in, unsubsidized employment in in-demand industries and occupations leading to economic self-sufficiency, and 2) integrate with the local workforce development system and its functions to carry out the activities of the program.

State Assurances

10. The grantee agrees to use state-allocated funds to establish and conduct adult education courses of study, as prescribed by ADE-AES in this grant contract, to assist adults with continuing basic education; attaining secondary school diplomas, transitioning to postsecondary education, training, and career pathways; improving employment opportunities; and increasing adults' knowledge of the rights and responsibilities of citizenship (A.R.S. § 15-232 A).
11. The grantee agrees to use state-allocated funds to deliver services and adult education classes only to adults who are citizens or legal residents of the United States or are otherwise lawfully present in the United States, and shall be enforced without regard to race, religion, gender, ethnicity or national origin (A.R.S. § 15-232 B).
12. The grantee agrees to provide a bi-annual report on the total number of adults who applied for instruction and the total number of adults who were denied instruction under this section because the individual was not a citizen or legal resident of the United States or was not otherwise lawfully present in the United States (A.R.S. § 15-232 C).
13. The grantee agrees to follow Arizona Adult Education Supplemental Fee Guidelines and state law regarding the charging of supplemental fees to adults eligible to participate in the adult education program (A.R.S. § 15-234 D). The Department of Corrections shall not charge supplemental fees.
14. The grantee agrees to fully cooperate with evaluation and monitoring processes conducted by ADE-AES, including review of all records and documents pertaining to Title II Adult Education and core partner services.
15. The grantee agrees that adult education program director, administrator(s), instructional leader(s), and instructional staff will hold valid Arizona Adult Education teaching certificates or will obtain such certificates within 90 days of the hire date. Copies of certificates must be kept on file (hard copy or digital) for audits.
16. The grantee agrees that instruction in ADE-AES-funded adult education classes is conducted by certified adult education teachers as described in State Assurance #15 above.
17. The grantee agrees to use the designated adult education data management system and to follow ADE-AES policies and National Reporting System (NRS) Guidelines.
18. The grantee agrees to comply with all 2024-2028 Grant Contract Requirements and ADE-AES policies.

In addition to these assurances, grant awardees must follow the *PY2024-2028 Grant Contract Requirements* as described below.

Requirements

Financial and Grants Management Requirements

1. The grantee must use state-allocated funds to carry out activities in a manner consistent with the *WIOA Title II*, A.R.S. § 15-232 and 15-234, *Arizona Unified Workforce Development*

Plan, Code of Federal Regulations (CFR) 200, and Education Department General Administrative Regulations (EDGAR).

2. The grantee must use equipment and supplies that have been purchased with state-allocated funds primarily for approved delivery of WIOA Title II services.
3. The grantee will not exceed 5% for administration costs and may request to negotiate for a higher rate.
4. The grantee must budget and expend the state-allocated Professional Learning Set-Aside grant funds and earned income for approved professional learning activities aligned to the Learning Forward Professional Learning Standards, the AZ Adult Education Teacher Standards, and the AZ Adult Education Content Standards (*State requirement*). The state-allocated Professional Learning Set-Aside grant funds may be used for the following:
 - Activities aligned to ***Learning Forward Professional Learning Standards***.
 - AES trainings for teaching and learning that require registration fees.
 - Relevant conferences

Note: Requests to attend out-of-state conferences must be submitted to ADE-AES for approval prior to budgeting and expending travel and conference expenditures. Requests received will be reviewed and approved on a case-by-case basis by state staff. (State requirement).

5. The grantee must provide a minimum of 25% local match for state-allocated grant funds. Local match can be cash or in-kind contributions. Federal funds and earned income may not be used for local match. (*State requirement*)
6. The local provider must use 100% of earned income generated by state-allocated funds for adult education instructional purposes. Earned income includes revenue generated by fees and revenue generated by Full Time Student Equivalency (FTSE) dollars. The local provider must provide a year-end detailed accounting of all earned income revenue and expenditures. (*State requirement*)
7. The local provider must supplement and not supplant other State or local public funds expended for adult education and literacy activities under ***WIOA Title II***.
8. If the local provider intends to charge Supplemental Fees as described in A.R.S. 15-234 D, ADE-AES must approve the Supplemental Fees Application. The application may be submitted as part of this grant application or may be submitted at a later date. Supplemental fees may not be charged by local providers without ADE-AES approval. (*State requirement*)
9. If the local provider has applied for and was approved for Section 225 state-allocated funds, the local provider must deliver services as described under the Applicants for Corrections Education and Other Institutionalized Individuals in [Section 225](#) for criminal offenders within a correctional institution, giving priority to serving individuals who are likely to be released from the correctional institution within five years of participation.
10. If the local provider has applied for and was approved for [Section 243](#) state-allocated funds, the local provider must deliver services to adults who are English language learners. The services include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship, and civic participation in combination with integrated education and training activities designed to: 1) prepare adults for, and place such adults in, unsubsidized employment in in-demand industries and occupations leading to economic self-sufficiency, and 2) integrate with the local workforce development system and its functions to carry out the activities of the program.

Administrative Regulations and Requirements

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

- 11.1. Maintaining property records for any equipment with a current per-unit fair market value of \$5,000. Records shall include description(s) of the property/ies, serial number(s) or other identification number(s), the source of funding for the property, the location(s), use and condition of the property, and any ultimate disposition data including the date(s) of disposal and sale price of the property. A physical inventory of the property must be taken at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- 11.2. Maintaining inventory records for supplies (computing devices and equipment less than \$5,000 per unit) as described under property records.
- 11.3. Maintaining financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a federal award. Such records must be retained for a period of three years from the date of submission of the final expenditure report including income records.
- 11.4. Allowing ADE-AES oversight and monitoring of activities to assure compliance with applicable Federal requirements and performance expectations. This includes reviewing required financial and performance reports and ensuring that timely and appropriate action is taken on all deficiencies pertaining to the Federal award detected through audits, on-site reviews, and other means.
- 11.5. ADE-AES to evaluate each risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate monitoring. The evaluation may include the program's prior experience with the same or similar subawards; the results of previous audits, including any Single Audits received and the extent to which the same or similar subaward has been audited as a major program; and whether program has new personnel or new/substantially changed systems.
- 11.6. Adhering to and following general provisions for selected items of cost in determining allowable or unallowable costs. Failure to mention a particular item of cost is not intended to imply that it is either allowable or unallowable; rather, determination in each case should be based on the treatment provided for similar or related items of cost (see CFR200 Selected Item).

Memoranda (MOU) of Understanding with Local Workforce Boards:

12. ADE requires each funded Title II provider to:

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

- 12.2. Contribute from the federal funds reserved for local administration (an amount not to exceed 5% of the grant award), its proportionate share of local infrastructure costs based on proportionate use of the one-stop system, and the relative benefit received by the adult education provider and its students (34 CFR 361.720)
- 12.3. Contribute its proportionate share of local infrastructure costs based on corresponding use of the one-stop system and the relative benefit received, in addition to local federal administrative costs. It may include non-federal resources that are cash, in-kind, or third-party contributions.
- 12.4. Earning postsecondary certificates/degrees or obtaining guidance on how to make career choices.

Program Administration and Operations Requirements

13. The local provider must meet annual performance targets for Measurable Skill Gains and other performance outcomes as required under WIOA. *(State requirement)*
14. The local provider must establish and maintain a website with current information on adult education services. *(State requirement)*
15. The local provider director/administrator (or designee) with decision-making authority must be available 12 months of the year to make programmatic decisions, submit reports, and communicate with ADE-AES personnel as required. *(State requirement)*
16. The local provider director/administrator position must be a full-time position. *(State requirement)*
17. In the event of a change in leadership or other key personnel, the local provider must notify ADE-AES of the change within two business days. *(State requirement)*
18. The local provider must deliver educational services year-round for eligible adult education participants or will establish an ADE-AES-approved formal partnership to ensure access to appropriate educational services. *(State requirement)*
19. The local provider will ensure a process to assist eligible adult education participants in determining the most appropriate of the [three pathways](#) to attain an Arizona High School Equivalency (HSE) Diploma. *(State requirement)*
20. The local provider director/administrator must obtain approval ADE-AES prior to making a change in any class/site or location. *(State requirement)*
21. The local provider must submit to ADE-AES a program operations plan, including a class schedule, annually. *(State requirement)*
22. The records listed below must be accessible to ADE-AES for purposes of auditing *(State requirement)*. The following requirements apply to hard copy and/or digital records:
 - **3 Years:** Financial Records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of **the** quarterly or annual financial report (Retention requirements for records, 2 C.F.R. § 200.333).
 - **3 Years:** Records for real property and equipment acquired with Federal funds must be retained for three years after final disposition (Retention requirements for records, 2 C.F.R. § 200.333).

- **5 Years:** Documents that must be kept by the local provider for five* years and be available for examination at the request of ADE-AES are:
 - 1) Student Registration forms
 - 2) Eligibility Verification forms
 - 3) Attendance records; and
 - 4) Fiscal records.

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

Teaching and Learning Requirements

23. The local provider will fully implement the *Arizona Adult Education Teacher Standards*. (State requirement)
24. The local provider will compensate adult educators for successfully passing one or more of the Arizona Adult Education Teacher Proficiency Assessment(s). (State requirement)
25. The local provider will compensate all adult educators for required Professional Learning activities, which focus on improving teacher effectiveness. (State requirement)
26. The local provider director, administrator(s), and adult education staff, as applicable, will participate in ADE-AES required professional learning events, and participating staff shall be compensated by the program for attending required activities.
Note: The program shall pay applicable registration fees to ADE as required. (State requirement)
27. The local provider will use ADE-AES funds to plan, implement, and evaluate professional learning for adult educators aligned to the *Learning Forward Standards for Professional Learning*. (State requirement)
28. The local provider will ensure that print and digital curricular resources used for instruction are aligned to *Arizona Adult Education Content Standards*. (State requirement)
29. The local provider will provide sufficient paid time for adult education instructors to plan and prepare for instruction aligned to the Arizona Adult Education Content Standards. (State requirement)
30. The local provider will implement blended learning and evidence-based instruction for adult learners. (State requirement)

Data Quality Specifications

Approved WIOA Title II providers must adhere to the requirements shown below that speak to sound practices surrounding data validity and reliability, including data collection, analysis, correction, and efforts toward continuous improvement.

Security of Information

1. Privacy:

- 1.1. Provide training on the appropriate use of data regarding privacy protection, including training on FERPA, to all staff members or volunteers who may have access to student information.
- 1.2. Ensure that all staff and volunteers adhere to FERPA.

2. Program Administration of Data-Related Requirements:

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

2.2. Data Collection:

- Ensure the current ADE-AES-provided Student Registration are being used, and that intake staff have been trained on their use, including training on verification of lawful presence and barriers to employment.
- Maintain an auditable record of student attendance in each class that includes:
 - Synchronous attendance, whether face-to-face or virtual
 - Asynchronous activities such as reports generated from approved online curricula and/or teacher log of attendance hours for the Teacher Verification Model

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

2.2. **Data Coordination:** Identify the individual(s) responsible for data decisions, including analysis and approval of data prior to submission to ADE-AES.

NOTE: Data entry must be completed by staff *other than* those responsible for approving data. *(State requirement)*

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

3. Assessment Policy Adherence

Ensure that all components of the Arizona Adult Education Assessment Policy are followed, including all data-related components.

WIOA Indicators of Performance Data Collection and Requirements

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

Appendix B: Planning and Reporting Requirements

The following reports are to be submitted by adult education grantees to ADE-AES (*State requirement*):

Program Operations

- Annual Program Operations Plan
- Monthly Data Reports-Student Demographic, Assessment, and Performance Measures
- Participant Eligibility and Waiting List Report – (semi-annually)
- Professional Learning Plan Implementation Plan and Report– (bi-annually)
- Final Student Demographic and Performance Data – (annually)
- Final Year-End Narrative Report – (annually)
- Data Quality Certification – (annually)
- Career and Training Services Report - (annually)
- IET Validation Report (if applicable) - (annually)
- IET Implementation Plan (if applicable) – Submit 30 days prior to implementation.

Fiscal and Grants Management

- Preliminary Allocation Budgets – Due March 1st in ADE-GME
- Final Allocation Budgets – Due by September 15 in the ADE-GME
- Allocation Budget Revisions – As Needed or Upon Request by ADE-AES
- Final Completion Reports – (annually)
- Expenditure Summary Reports – (annually)

Other

- Additional Reports – Submitted upon request, as required by ADE-AES

Note: Detailed reporting information and due dates will be provided to adult education grantees annually via an ADE-AES policy memo.

Appendix C: The ARIZONA@WORK One-Stop System

All state [core](#) and required partners under WIOA make up the “one-stop system,” branded [ARIZONA@WORK](#). The system is overseen by Workforce Arizona Council (WAC) at the state level, and by Local Workforce Development Boards in each of the [12 Local Workforce Areas/Region](#).

It is the responsibility of funded WIOA Title II providers to act as the WIOA core partner, with support from ADE-AES, in the Local Workforce Area(s) for which it is funded to provide services. Responsibilities include:

- Aligning services to the mission and goals of the Local Plan.
- Entering into a Memorandum of Understanding (MOU) to coordinate services.
- Contributing to the cost of the ARIZONA@WORK system using Workforce Set-aside funds as determined in the MOU.
- Facilitating co-enrollment of students, especially with Title I, and otherwise coordinating services with core partners to assist all participants with reaching their education and career goals.
- Attending Local Workforce Development Board meetings
- Participating the writing of the Local Plan
- ***Optional:*** Serving as the Title II voting member of the Local Workforce Development Board

Appendix D: WIOA and State Leadership Initiatives

Under WIOA Section 223, ADE-AES is mandated to provide State Leadership activities (professional learning) for adult educators in funded Title II WIOA adult education programs. The required activities are:

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

Participation is required for applicable staff in local Title II providers, as determined by ADE-AES, in ADE-AES-sponsored mandatory State Leadership activities. (State Requirement).

Appendix E: Evaluation Criteria

The considerations below will be used to evaluate submitted grant applications and to determine local grantee awards. Federal Considerations 1-13 are required by WIOA, Title II, Sec. 231 (e); and ADE-AES has seven considerations. The twenty considerations and the corresponding evaluation criteria are described below.

Federal Considerations

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

- Evaluation Criteria: Applicant identifies and supports local and regional need for adult education services as described in the application. Evidence of the applicant's responsiveness to these needs is presented with applicable supportive data.
- Evaluation Criteria: Applicant proposes providing services to individuals who are identified as most in need of adult education and literacy activities.
- Evaluation Criteria: Applicant provides evidence of the organization's qualifications to provide educational services to the identified target populations.

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

- Evaluation Criteria: Applicant provides evidence of the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities.
- Evaluation Criteria: Applicant describes appropriate strategies to provide access and services for individuals with disabilities, including those individuals with learning disabilities.
- Evaluation Criteria: Applicant identifies specific resources and partnerships in place to ensure access and services for individuals with disabilities.
- Evaluation Criteria: Applicant provides evidence of existing partnerships to assist in meeting the needs of individuals with disabilities.

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

- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in improving literacy of eligible individuals and the degree to which those improvements contribute to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in §677.155.
- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in providing services to eligible individuals with low levels of literacy.
- Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in improving employability, transition to postsecondary education/training and rate of credential attainment for eligible individuals.

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

- Evaluation Criteria: Applicant describes proposed activities and services that align to the strategies and goals of the local workforce plan(s) in the service region(s)/area(s).
- Evaluation Criteria: Applicant describes how the proposed activities and services will improve alignment and coordination between Title II and ARIZONA@WORK partners to meet participants' personal, academic, and career needs.
- Evaluation Criteria: Applicant describes how the organization will fulfill the required responsibilities as an ARIZONA@WORK partner.

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

- Evaluation Criteria: Applicant describes programming which is of sufficient intensity and quality to enable participants to achieve substantial learning gains and is responsive to student needs, flexible, and facilitated by highly qualified instructors.
- Evaluation Criteria: Applicant describes the provision of instructional practices and models that are based on research.
- Evaluation Criteria: Applicant describes how instructional practices address the essential components of reading.

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

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

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

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

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

- Evaluation Criteria: Applicant describes proposed activities to ensure instruction is contextualized and enables participants to acquire the skills needed for success in postsecondary education and training programs, employment, and as citizens.
- Evaluation Criteria: Applicant proposes the implementation of programs to provide participants with career exploration and access to career pathways.
- Evaluation Criteria (IET applicants only): Applicant identifies and describes proposed IET program(s) to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned.

- Evaluation Criteria (IET applicants only): Applicant describes how targeted occupations are determined.
- Evaluation Criteria (IET applicants only): Applicant describes how the three required components are integrated into each proposed IET program.
- Evaluation Criteria (IET applicants only): Applicant identifies appropriate partners and explains their roles in the implementation of each proposed IET program.
- Evaluation Criteria (IET applicants only): Applicant describes how braided funding and/or cost sharing agreements will support the training component of each proposed IET program.

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

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

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

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

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

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

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

- Evaluation Criteria: Applicant describes strategies and policies designed to manage data processes with high quality to ensure accuracy.
- Evaluation Criteria: Applicant describes strategies and policies to support the monitoring of program performance and the reporting on participant outcomes as required.

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

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

State Considerations

State Consideration 1: Staffing- Whether the proposal describes adequate staffing as outlined in the *Minimum Staffing Guidelines by Key Function Chart* in the [GME Resource Library](#).

- Evaluation Criteria: Applicant proposal describes how key functions are staffed to support participant success and increase completion rates.
- Evaluation Criteria: Applicant provided a proposed organizational chart and job descriptions that demonstrate alignment with the key functions needed to support participant success.

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

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

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

- Evaluation Criteria: Applicant uses applicable demographic data to identify and target special populations for adult education services.
- Evaluation Criteria: Applicant describes appropriate services, strategies and partnerships that respond to the needs of the identified special populations.

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

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

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

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

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

- Evaluation Criteria (IELCE + T applicants only): Applicant identifies and describes proposed IELCE + T program(s) to be implemented for English language learners as part of a career pathway and consistent with requirements of 34 CFR part 463 *Subpart D*, including specific occupations or occupational areas to be targeted and the certificates/credentials to be earned.
- Evaluation Criteria (IELCE + T applicants only): Applicant describes appropriate strategies to identify and recruit English language learners for participation in the proposed IELCE + T program(s).
- Evaluation Criteria (IELCE + T applicants only): Applicant describes a valid process for how targeted occupations are determined.
- Evaluation Criteria (IELCE + T applicants only): Applicant describes how the proposed IELCE + T program(s) will help eligible students transition into family sustaining careers.
- Evaluation Criteria (IELCE + T applicants only): Applicant describes how the three required components are addressed and integrated into each proposed IELCE + T program, plus the incorporation of IET, to meet the requirements under Section 243.
- Evaluation Criteria (IELCE + T applicants only): Applicant identifies appropriate partners and describes their roles in the implementation of each proposed IELCE + T program, including the provision of the training component, to ensure student success.
- Evaluation Criteria (IELCE + T applicants only): Applicant describes how braided funding and/or cost sharing agreements will support the training component for IELCE + T participants.

State Consideration 7: Teaching and Learning- Whether the eligible provider proposes educational services that result in high-quality and research-driven instructional practices to support student learning.

- Evaluation Criteria: Applicant describes strategies and professional learning processes to support student learning, including evaluation of relevant curricula sources, supporting teacher professional learning, and utilizing research-driven instructional modalities.

Evaluation Process

A *scoring rubric* with a four-point scale which is aligned to the evaluation criteria in each consideration will be used to evaluate submitted applications for Part 2-Narrative Responses. The rubric rating scale is:

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

Appendix F: Appeals Process

Right to Appeal Decision

Applicants who claim that ADE-AES violated a state or federal statute or regulation by failing to approve an applicant's application may file an appeal and request a hearing.

To file an appeal, an **Official Letter of Appeal** must be submitted to the Arizona Department of Education, Adult Education Services (ADE-AES) within 30 calendar days of applicant notification of the grant award decision. To be considered for a hearing, the appeal must include the following information in the official letter:

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

Process

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

Arizona Department of Education
Adult Education Services Unit
1535 West Jefferson Street, Bin 26
Phoenix, AZ 85007
Attention: Deputy Associate Superintendent

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

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

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