

Adult Education and Literacy Services

Workforce Innovation and Opportunity Act (WIOA), Title II

**Funding Opportunity and Grant Application
July 1, 2020-June 30, 2022
(State Fiscal Years 21-22)**

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I. Background

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

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

WIOA's Vision

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

The State of Vermont has developed a [WIOA Unified State Plan](#) to meet the requirements of WIOA, Public Law No. 113–128. The Plan includes the four core WIOA programs:

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

To read more about how WIOA impacts the Adult Education and Family Literacy Act (including the final rules/regulations), visit the [U.S. Department of Education, Office of Career, Technical, and Adult Education](#).

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

WIOA One-Stop System

WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides for a comprehensive, accessible and high-quality workforce development system. The vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices. Adult Education and Literacy funded programs under Title II are a required One-Stop partner.

Burlington's Career Resource Center (CRC) is the State's federally-recognized One-Stop Job Center. This Job Center, which is operated by the [Vermont Department of Labor](#), is part of the American Job Center Network through the U.S. Department of Labor. The AOE requires that funded providers will work with local regional one-stop partners, including [local CRCs](#) and [Division of Vocational Rehabilitation regional offices](#), to provide information to students on core partner services, develop and implement agreements for referrals, and collaborate with partners to provide services to those customers who are co-enrolled in programs.

[Program Memorandum OCTAE 17-2](#), Attachment 7 – Table C, lists the careers services that must be provided through the one-stop delivery system by WIOA Title II programs.

II. Eligible Providers

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

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

Sec. 203(5) further permits other organization types, even if not specifically listed, to apply if they meet the demonstrated effectiveness requirement.

[Per 34 CFR 463.24](#), an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly

eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

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

1. An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
2. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed above.

Direct and Equitable Access

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

III. Award Amounts and Duration

Estimated Funds Available for July 1, 2020 - June 30, 2021

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

AEL (FEDERAL FUNDS)	IELCE* (FEDERAL FUNDS)	General Fund (STATE FUNDS)	Education Fund (STATE FUNDS)	Adult Diploma Program (ADP) (STATE FUNDS)	TOTAL
\$762,172	\$60,000	\$2,705,000	\$0	\$900,000	\$4,427,172

*Integrated English Literacy and Civics Education Program

Funding Formula

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

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

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

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

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

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

County Distributions

Adult Education and Literacy Funds

Funding amounts below are estimated based on FY20 allocations, and subject to change according to both federal and state final distributions for the period and updates in the data used in the funding formula.

County	% of Need	General Funds	Education Funds	ADP Funds	Federal Funds	Estimated Totals
Addison	5.41%	146,331	0	48,687	41,232	236,250
Bennington	6.60%	178,548	0	59,406	50,308	288,262
Caledonia	6.09%	164,822	0	54,839	46,442	266,103
Chittenden	16.81%	454,775	0	151,312	128,139	734,226
Essex	4.55%	123,174	0	40,982	34,706	198,862
Franklin	8.07%	218,205	0	72,600	61,482	352,287
Grand Isle	2.78%	75,217	0	25,026	21,193	121,436
Lamoille	5.48%	148,239	0	49,321	41,768	239,328
Orange	5.35%	144,739	0	48,157	40,782	233,678
Orleans	7.67%	207,393	0	69,003	58,436	334,832
Rutland	8.93%	241,643	0	80,399	68,086	390,128
Washington	7.69%	207,940	0	69,185	58,590	335,715
Windham	6.83%	184,816	0	61,492	52,075	298,383
Windsor	7.73%	209,158	0	69,591	58,933	337,682
Vermont	100.00%	\$2,705,000	\$ 0	\$900,000	\$762,172	\$4,367,172

Integrated English Literacy and Civics Education (IELCE)

Services provided through WIOA Section 243 (see [34 CFR Part 463](#), Subpart G) must include education services that enable adult English language learners, including professionals with degrees and credentials in their native countries, to achieve competency in the English language and to acquire the basic and more advanced skills needed to function effectively as parents,

workers, and citizens in the United States. It must include instruction in literacy and English language acquisition, instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. Additionally, an IELCE program must be provided in combination with integrated education and training activities.

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

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

Per the WIOA Unified State Plan, the following counties have been determined as positioned to meet the intended goals as set forth in section 243(c) and to receive funds for the Integrated English Literacy and Civics Education activities. Applicants will identify the county or counties they will cover with the funds and describe the program activities and goals to be implemented.

Region	% of Need	Estimated IELCE Funds
Addison	7.5%	\$ 4,502
Chittenden	69.3%	\$41,610
Rutland	7.3%	\$ 4,378
Washington	7.4%	\$ 4,417
Windsor	8.5%	\$ 5,093
Vermont	100%	\$60,000

Grant Duration

Funds will be awarded to eligible providers of adult education and literacy services for a grant period of two years beginning **July 1, 2020 and ending June 30, 2022**. All providers will be subject to the same funding cycle. Funds may be used solely for the purpose of establishing and operating programs that provide adult education and literacy activities within the service area of one or more counties.

Budgets submitted in response to this funding opportunity should cover the first in the two-year cycle: the period from **July 1, 2020 to June 30, 2021**. Costs incurred prior to full execution of a signed grant agreement may not be funded through the award. Continuing funding under Title II for one subsequent year (July 1, 2021-June 30, 2022) will be contingent upon provider compliance with all requirements, demonstrated effectiveness as evidenced by performance indicators, Vermont Agency of Education (AOE) approval of provider budget projections, risk assessment results, and any other relevant factors.

Estimated Number of Grants to be Awarded

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

Estimated Average Grant Award

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

IV. Requirements

Supplement Not Supplant

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

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

Grant Matching

In order to receive a grant under this competition, AOE requires the recipient to provide a matching contribution in an amount equal to 25% of the total federal funds expended on the allowable activities under the grant. The matching contribution may be in cash and/or in-kind contribution. Matching funds may not be other federal funds, secondary school funds, State AEL grant funds, High School Completion Program funds, GED examinee fees, or resources that support a separate project.

Maintenance of Effort

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

The General Education Provisions Act (GEPA), Section 427

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

National Reporting System

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

DataWorks is currently Vermont's web-based reporting tool for NRS. According to State NRS policies and procedures described in the [Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act: National Reporting System for Adult Education \(August 2019\)](#), local providers are responsible for allocating sufficient resources to collect NRS measures and report them to DataWorks, meeting all requirements for data collection, data entry, data verification, and accountability.

The AOE requires that data is entered into DataWorks at least every other week, including all enrollment, assessment, services, and follow up activity data. The State must provide training and technical assistance to local programs to ensure that the standardization of data collection is effectively implemented.

Assessment Policy

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

[34 CFR 462.40\(b\)](#) requires each state to submit its Assessment Policy for review and federal approval annually. All funded providers must comply with [Vermont's assessment policy](#) which is available for reference on the AOE website.

WIOA Branding

Funded providers must use the federally designated branding protocols, either through use of the approved logo or printing "American Job Center network" or "A Proud Partner of the American Job Center network" on branded electronic resources and any newly printed, purchased or created materials.

Comprehensive Vermont AEL System

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

AOE requires that funded providers support the state in the implementation of [AEL policies](#), procedures, and statewide initiatives in order to improve Vermont's AEL system and **agree to participate in the following structures as appropriate.**

Structure	Purpose	Membership
Vermont AEL Advisory Team	<ul style="list-style-type: none"> • Provide input and feedback to the state regarding vision, practices, policies and student outcome expectations. • As needed, engage in strategic planning on behalf of Vermont AEL. 	State Director of Adult Education (AOE) and Executive Directors (or equivalent) of AEL service providers, or their designees.
Vermont AEL Task Groups	<ul style="list-style-type: none"> • As requested by the AOE to take action on specific operational tasks in the spirit of statewide best practice. 	As deemed appropriate by AOE
WIOA Regional Teams of core partners (Dept. of Labor, Vocational Rehabilitation, Agency of Education, etc.)	<ul style="list-style-type: none"> • Participate in regional teams/activities convened in response to the WIOA Unified State Plan, which may be related to: collaborating with one-stop centers at DOL, cross-training, business outreach, and data sharing. • Share reports on regional activities and best practice with other AEL service providers. 	As deemed appropriate by AOE

Continuous Improvement Process

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

Indicators of Performance

Grant performance for the program year July 1, 2019 – June 30, 2020 will be measured in accordance with WIOA Section 116(b)(2)(A). As stewards of federal and state funds, AOE must

ensure continuous improvement in performance outcomes. AOE has agreed with the US Department of Education, during performance measure negotiations, to meet the overall Measurable Skills Gains (MSG) target of 38% for the program year 2019-2020. Targets for program years 2020-2021 and 2021-2022 will be negotiated with OCTAE in the spring of 2020.

Targets for program year 2019-2020 (provided as a sample):

Indicator 1: Measurable Skill Gains (MSGs)	Target
Demonstrated improvements in Educational Functioning Levels (EFL) in reading, writing, numeracy, and English language acquisition (ESL).	Percentage of Students who increase their EFL based on NRS Approved Assessment.
Adult Basic Education (ABE) Level 1	41%
ABE Level 2	39%
ABE Level 3	39%
ABE Level 4	42%
Adult Secondary Education (ASE) Level 5	42%
ASE Level 6	36%
ESL Level 1	32%
ESL Level 2	32%
ESL Level 3	36%
ESL Level 4	36%
ESL Level 5	32%
ESL Level 6	26%
Program exit and entry into postsecondary education/training during the program year (this is another type of EFL)	Tracked by providers through survey method and by the AOE through a data match with the National Student Clearinghouse – no specific target in FY20.
Attained a secondary school diploma/recognized equivalent	Tracked by the Subrecipient – no specific target in FY20.
Vermont’s overall MSG target for 2019-2020	38%

The MSG indicator is only one of six primary performance indicators under WIOA. For program years 2018-2019 and 2019-2020, the U.S. Department of Education, OCTAE “. . . will continue to collect baseline data for [the remaining] five primary performance indicators during this period. . . ‘Baseline’ indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions; however, States will collect and report on all primary indicators of performance, including those that have been designated as ‘baseline.’ ” ([Program Memorandum OCTAE 18-2](#)).

Targets for the five additional primary indicators for program years 2020-2021 and 2021-2022 will be negotiated with OCTAE in the spring of 2020.

Indicator 2: Employment and education/training measures (targets to be determined)

- Employment second quarter after exit
- Employment fourth quarter after exit
- Credential Attainment Rate (the following three measures)
 - Obtain secondary credential and enrolled in postsecondary education while enrolled or within one year of exit
 - Obtain secondary credential and obtain employment while enrolled or within one year of exit
 - Obtain a postsecondary credential while enrolled or within one year of exit
- The indicators of effectiveness in serving employers

The AOE additionally requires that each local provider meet performance levels on the Indicators of Performance below so as to contribute to Vermont’s overall success in meeting or exceeding the agreed upon MSG. Providers must also demonstrate continuous improvement in local performance targets.

Indicator 3: State-Imposed additional performance targets for productivity required	Target
Total students served (this number will be determined with provider as part of the grant agreement development process)	#
Percentage of students qualified for inclusion in federal report	45%
Percentage of students with baseline assessment	90%
Percentage of students with progress assessment	50%

Vermont’s Adult Education Full Range of Services

Each funded provider must maintain at least one learning center that provides [the full range of services](#). The number of required full-service centers will depend on the local region’s population and demand for services. Satellite offices may be supported by grant funds and may be open less than full-time.

Required Assurances

Any grants will require compliance with all applicable state and federal rules, regulation, and policies, including but not limited to:

- Funding must be used to establish or operate programs that provide adult education and literacy activities and provide such activities concurrently.
- Activities supported with Federal and State AEL funds are necessary, reasonable and allowable.
- Adult Diploma Program funds support allowable activities per state statute and policy.
- Per AEL policy, grantee will not deny services to eligible students without prior consultation with the Vermont Agency of Education.
- AEL learners will not be charged for services and materials, with the following exception:

- Examinees may be charged the fee set by GED Testing Service for each computer-based GED examination.
- GED fees collected may not be considered program income.
- Federal AEL funds may not be used to pay for GED examinee fees.
- Applicant agrees to operate as a unified, statewide AEL system and that all work under this funding will be in full compliance with the AEL vision, mission and common practice, policies, and procedures defined by State and Federal legislation governing AEL.
- State-imposed requirement: Applicant agrees to fully cooperate with evaluation and monitoring processes conducted by the AOE, which includes audit of services and access to all records, books, papers, or documents related to performance of AEL work under this grant.
- Grantee will sign all required federal and state assurances prior to release of funding.
- Grantee will take necessary steps to ensure compliance with Federal and State non-discrimination laws of grantee materials and websites.
- Per the General Education Provisions Act (GEPA), Section 427 – program ensures equitable access to, and equitable participation in the program for learners, teachers, and other program beneficiaries with special needs.

Professional Development

The AOE requires program staff to meet a standard of participation in state-approved professional development activities. Staff are required to receive assessment (*TABE 11/12*, *TABE CLAS-E*, *CASAS* and/or *BEST Plus 2.0*) training before administering student assessments. Additionally, on-line assessment courses described in the [Assessment Manual](#) must be completed within six months of hire.

The AOE has published a [Professional Development Handbook](#) and established the following policy expectations for AEL providers:

Teachers, assessors, plan managers, and program administrators must have [an Individual Professional Development Plan](#) (IPDP) in progress that will be updated/revised at least annually. IPDPs must address all of the following components:

- self-assessment;
- setting PD goals to enhance the individuals’ skills or knowledge that are also aligned with the strategic goals of the organization;
- creating an action plan to achieve the goals;
- implementing the plan; and,
- documenting progress with reflection/evaluation on progress and revision as necessary.

Reporting Requirements

Grantees must submit the following in FY21:

- Mid-Year Program Narrative/Evaluation Report..... January 15, 2021
- Final Program Narrative/Evaluation Report..... July 31, 2021
- End of Year Expenditure Report.....by August 30, 2021

- DataWorks data Every other week
- Reimbursement Request Monthly or less
- Supplemental Data Report August 30, 2021
- Ad-hoc reports as requested by AOE throughout the entire grant period.

Risk Assessment, Monitoring and Evaluation

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

- Assess risk of eligible providers per 2 CFR 200.331(b) and
- Monitor to ensure the subaward is used appropriately and in compliance with the award and all associated regulations. The monitoring plan will be based on the results of the risk assessment per 2 CFR 200.331(d).

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

Alignment with State Standards

The AOE requires that funds used for AEL activities under this funding opportunity align with Vermont’s [Education Quality Standards](#) (EQS). Also see **IX. Alignment with Act 77 (Flexible Pathways)** below.

High School Completion Program

The State requires that providers who are awarded this funding opportunity will serve as the lead organization for the High School Completion Program, per [16 V.S.A. § 943](#) and the [High School Completion Program Policy Manual](#), to serve the respective counties in which the provider delivers AEL services.

V. Allowable Uses of Funds

Local Administrative Cost Limits – Federal Funds

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

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

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

Fund Use and Limitations

Federal Funds

Fund Name	Services/Activities
Federal AEL	Adult Basic Education (ABE) and Adult Secondary Education (ASE) instructional services for students at the Beginning Literacy through Adult Secondary Education NRS levels, and/or English Language instructional services for students at the ESL Beginning Literacy through ESL Advanced NRS levels.
IELCE	Integrated English Literacy and Civics Education: education services that include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, may include workforce training, and must include Integrated Education and Training.

State Funds

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

- No one under age 16 may receive services funded with federal, state, or matching funds committed to this grant. Services provided under federal funds may not be provided for individuals enrolled in the K-12 system or required to be enrolled in secondary school under Vermont State law.
- Funded provider shall not assign, subcontract or subgrant the performance of the Federal Grant Agreement or any portion thereof to any other Party.
- Funded provider shall not assign, subcontract, or subgrant the performance of the State Grant Agreement or any portion thereof to any Party without the prior written approval of the AOE. Party shall be responsible and liable to the State of Vermont for all acts or omissions of subcontractors and any other person performing work under the Agreement pursuant to an agreement with Party or any subcontractor.

- If an application is written as a consortium of eligible recipients, one recipient must be designated as the fiscal agent, with clearly identified roles and responsibilities for each partner.
- Funds shall not be used for the purpose of supporting or providing programs, services or activities for individuals who are not eligible individuals as defined in Sec. 203(4), except in the case of programs, services or activities related to family literacy.
- Prior to providing family literacy activities to individuals who are not eligible individuals, an eligible provider shall attempt to coordinate with programs and services that do not receive funding under this title.
- Funding must be used to establish or operate programs that provide adult education and literacy activities, and provide such activities concurrently.

VI. Due Dates

An Intent to Apply Form (Appendix B) is requested (but not required) to be sent to Robin.Castle@vermont.gov by **February 21, 2020**.

The full application must be submitted electronically via Cognito Forms. See application instructions in **Section X**.

Due date: March 25, 2020 before 4:30 p.m.

VII. Timeline

Funding opportunity and grant application released – February 4, 2020

Intent to Apply Form (Appendix B) (optional) due – February 21, 2020

Applicant Workshops (optional) – February 7, 2020 and February 28, 2020.

Proposal due date – March 25, 2020 (4:30 p.m.)

Awards announced by – May 1, 2020

Grant period begins – July 1, 2020

VIII. Applicant Workshops and Technical Assistance

Applicant workshops will be held on the two days listed below from **9:00 a.m. – 12:00** to present key information and address questions from participants. Applicants may attend one or both workshops.

Friday, February 7, 2020 - Vermont Technical College, Enterprise Center (VTEC), Large Conference Room 225, 1540 Route 66, Randolph Center, VT, 05061
RSVP by February 6, 2020

Friday, February 28, 2020 - Vermont Agency of Education, 1 National Life Drive, Davis 5, Room 513, Montpelier, VT 05620-2501
RSVP by February 21, 2020

RSVP by indicating the number of people who will attend on the Intent to Apply Form **or by emailing** Miranda Scott, Miranda.Scott@vermont.gov .

Contact Robin Castle at Robin.Castle@vermont.gov or (802) 828-0508 with any questions about this document or the funding opportunity.

IX. Alignment with Act 77 (Flexible Pathways)

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

HSCP is a potential [component of a flexible pathway](#) for any Vermont student who is at least 16 years old, who has not received a high school diploma, and who may or may not be enrolled in a public or approved independent school. The majority of students (86% in 2018-2019) who participate in the HSCP are unenrolled from school. Adult Education and Literacy providers are charged with developing a personalized learning plan with the student and the assigned high school that will meet the graduation requirements of the high school. This flexible pathway for students includes proficiency-based learning and draws on the full extent of local resources to assist the student in meeting the requirements delineated in the PLP.

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

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

X. Application Instructions and Required Components

Intent to Apply

The AOE requests submission of an Intent to Apply Form (**Appendix B**) from interested entities. Instructions are included on the form. **Due date: February 21, 2020.**

Application Format and Content

The format below must be followed to compile the application. Failure to follow the format and instructions will disqualify the application from competition. Use the checklist provided (**Appendix A**) to ensure all elements are included. **Due date: March 25, 2020.**

Part I: Introductory materials (not scored)

- a. Cover Pages (**Appendix C**)
- b. Assurances and Signature Page (**Appendix D**)
- c. Demonstrated Effectiveness Table (**Appendix E**)
- d. Table of Contents

Part II: Application narrative - (280 points possible)

- a. Executive Summary (20 points)
- b. Responses to the 13 Considerations for Award (20 points each, 260 total)

Part III: Supporting documents (not scored)

- a. Resumes of key project personnel
- b. Summary of job descriptions of instructional staff
- c. List of learning center locations

Part IV. Budget Proposal (20 points)

Submission information

When you have finished compiling your application, go to [Cognito Forms](#). Fill in the requested information:

- Organization or Entity Name
- Federal Tax ID number (if a consortium is applying, submit the EIN of the fiscal agent)
- Contact Name
- Contact Email
- Contact Phone

By clicking on the Upload File button, submit TWO documents:

- Parts I, II, and III as a single PDF.
- Part IV: Budget Proposal, Excel Workbook. DO NOT PDF or use a different format.

File limit: 100MB.

You will receive email notification once you submit your application. NOTE: You will not be able to re-visit your submission page. For example, you will not be able to fill out the form and then return later to upload the documents. Please plan to submit your proposal accordingly.

Hard copies of the application will not be accepted.

Instructions

Part I: Introductory Materials

Please provide the introductory materials in the following order.

I.a. Cover Pages, Appendix C

Note that there are two cover pages.

I.b. Assurances and Signature Page, Appendix D

Note that Appendix D requires signatures. Scanned in signatures are acceptable.

I.c. Demonstrated Effectiveness Table, Appendix E

Each submission for this component will be reviewed during the pre-screening process to determine if the applicant agency meets the standard of demonstrated effectiveness to be

considered eligible for an award. Per WIOA [Final Rule Subpart C, §463.24](#), to meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide 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, and other subject areas relevant to the services contained in the this application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Each applicant must complete and **include ONE table, Table 1 or Table 2**, as described below.

Applicants previously funded under WIOA Title II must complete Table 1 to provide evidence for two program years of demonstrated effectiveness by submitting performance data required under WIOA section 116 to demonstrate past effectiveness. This includes 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; and also regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training.

Applicants NOT previously funded under WIOA Title II must complete Table 2 to provide evidence for two program years of demonstrated effectiveness by submitting performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes 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; and also regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training.

I.d. Table of Contents

Include a Table of Contents with page numbers.

Instructions

Part II: Application Narrative Guidelines

Provide no more than 35 pages of narrative (Times New Roman, 11-point font; single-spaced; 1-inch margins). Do not include the cover pages, assurances and signature page, demonstrated effectiveness table, table of contents, executive summary, supporting documents or budget proposal in the total page count. DO NOT exceed the page count. DO NOT include any letters of support.

II.a. Executive Summary

Provide a brief description (no more than three pages) of the applicant's program to be funded by federal and state dollars, including:

- activities proposed on **Appendix C**;

- description of the connection between your proposed budget expenditures and your program activities;
- strategies for sustainability with clarification on how the program can maintain activities in the absence of state and federal funds; and,
- if applying as a consortium, list the organizations included in the consortium and describe the roles and responsibilities of each.

This summary does not count toward the 35-page narrative limit.

II.b. Responses to the 13 Considerations for Award

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

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

Each consideration listed below consists of two or more writing prompts to be addressed in the application narrative.

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

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

- a. Describe how the program will address:
 - i. the regional (i.e., county-specific and statewide) needs of the workforce as identified in the Vermont Unified State Plan and
 - ii. serving individuals in the community most in need of adult education and literacy activities, including individuals who have low levels of literacy skills,

who are English language learners; and individuals with other barriers to employment.

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

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

2. Serving individuals with disabilities

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

- a. Describe the policies adopted by the applicant to accommodate students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102), WIOA Section 3(25), the Rehabilitation Act of 1973 and the General Education Provisions Act, Section 427.
- b. Identify the procedures developed by the applicant to ensure that students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102), WIOA Section 3(25), the Rehabilitation Act of 1973, and the General Education Provisions Act, Section 427, have equitable access to programs, activities, and transition services.

3. Past effectiveness

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

- a. Describe the applicant's past effectiveness in serving the target populations identified in consideration 1, through the ESL, ABE, and ASE programs offered.
- b. Describe how the applicant measures performance and transition outcomes (as reported in **Appendix E**), including completing an instructional level and transitioning students into postsecondary education or training and the workforce.

4. Alignment with one-stop partners

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

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

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

5. Intensity and quality of program

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

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

6. Evidence-Based instructional practices

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

- a. Detail how the program uses rigorous research and evidence-based instructional approaches for ESL, ABE, and ASE (e.g., differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum).

- b. Explain the program's use of curricula targeting students with special learning needs, including low literacy skills and learning disabilities.
- c. Describe how the program provides instruction based on the results of the learners' diagnostic and formative assessments.

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

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

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

8. Facilitated learning in context

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

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

9. Qualified instructors and staff

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

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

10. Partnerships and support services for development of career pathways

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

- a. Describe partnerships, including partner responsibilities, with service providers and other one-stop partners, such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners.
- b. Explain how the program will show evidence of success for a specific, implementable plan ensuring that all Vermont adult education students are introduced to the following opportunities in their region and/or state:
 - i. Career and Technical Education including Adult career and technical education;
 - ii. Postsecondary education; and
 - iii. Employment.
 - iv. Provide analysis of key metrics that will be used to determine success of this plan.

- c. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners.

11. Flexible scheduling and coordination with support services

Consideration: whether the provider's activities offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities and other special needs, to attend and complete programs.

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

12. High-quality data collection and management

Consideration: whether the provider maintains a high-quality information system which has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

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

13. Integrated English Literacy and Civics Education

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

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

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

Instructions

Part III: Supporting Documents

The supporting documents are limited to 15 pages.

- a. Attach resumes of key project personnel, not including instructional staff.
- b. Attach a summary of job descriptions for instructional staff positions, including: job duties, qualifications required, and number of hours employed per week.
- c. Provide a list of adult education and literacy learning center locations proposed under this funding opportunity. Include town/city and hours of operation. Identify which centers shall provide [AEL full range of services](#) and what services are provided in centers that are not full-service.

Instructions

Part IV: Budget Proposal

1. Complete the FY21 Budget Proposal Template using the [Excel workbook](#) provided on the AOE website by following the instructions in **Appendix F**.
2. Do not remove protections or further protect the workbook.
3. Do not PDF or otherwise change the format of the workbook.
4. Submit the budget as a separate electronic document in Cognito Forms as described above under “**Submission information**”.

XI. Selection Process

Proposal Review

The review of proposals includes the following process:

1. Applications will be pre-screened as described in **Section XIV** below.

2. The Statewide Workforce Development Board (SWDB) Review Committee will review and score applicant responses to considerations 1 and 4 for alignment with the Vermont Unified State Plan and make recommendations to the AOE review panel.
3. A review panel established by AOE will evaluate the written applications and consider the SWDB recommendations. The panel will be composed of individuals with expertise in adult education and literacy.
4. Reviewers will rate all applications and assign numerical scores. There will be 340 possible points for each application requesting IELCE funds; 320 possible points for all other applications. Forty points are possible from the SWDB recommendations and 300 (or 280) possible points from the review panel.

XII. Grant Award Decisions and Disposition of Applications

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

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

Award Notification

All applicants will be notified of their pre-award status on or before **May 1, 2020**. All final award decisions are then subject to further screening (as below).

XIII. Note Regarding Plagiarism

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

XIV. Screening of Applicants

Applications will be pre-screened based on:

- ability of applicant to establish demonstrated effectiveness in providing adult education and literacy activities, and
- inclusion of all required components in the order specified in the grant application.

Applications will be further screened based on:

- the suspension and debarment status of private entities;
- the status of the applicant's annual report submissions for the prior three years for federal grant subrecipients;
- the status of single audits for the prior three years for all federal grant subrecipients where AOE has been determined to be the lead state Agency;

- previous experience with similar amounts of funding at the state or federal level through government, foundation, or private grants;
- results of a risk assessment, per [2 CFR 200.331\(b\)](#). The risk assessment may include:
 - Prior experience with same or similar applicants;
 - Results of previous audits;
 - Whether the applicant has new or substantially changed personnel or systems; and,
 - Extent and results of federal awarding agency monitoring.

If deemed appropriate based on the risk assessment, specific conditions (e.g., increased reporting, monitoring) may be imposed. In addition, a high-risk designation can be added, as per [2 CFR 3474.10](#).

XV. Grievance Procedure

Applicants have the right to appeal the funding decision, as outlined in [34 CFR 76.401](#) of EDGAR. A request for a hearing must be made within 30 days of notification. The Vermont Agency of Education will schedule the hearing within 30 days of receiving the request. Prior to the hearing the applicant must provide a detailed statement of facts and circumstances which gave rise to the appeal. After the hearing, the applicant will receive a written notification of the results of the hearing, including findings of fact and reasons for the ruling, within 10 days from the hearing

XVI. Non-Discrimination Statement

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

Clare O'Shaughnessy, Staff Attorney
(802) 828-0105, Clare.OShaughnessy@vermont.gov

For further information on notice of nondiscrimination, visit [US Department of Education, Office for Civil Rights](#) for the address and phone number of the office that serves your area, or call (800) 421-3481.

##

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

Appendix A

Application Checklist (Do not submit)

Full application package due date: March 25, 2020

- Intent to Apply Form (not required, but requested) due date: February 21, 2020**
 - Emailed to Robin.Castle@vermont.gov

- Part I: Introductory materials**
 - a. Cover pages (Appendix C) completed
 - b. Assurances and signature page (Appendix D) completed
 - c. Demonstrated effectiveness table (Appendix E) completed
 - d. Table of Contents – page numbers are correct

- Part II: Application Narrative**
 - a. Executive Summary completed
 - b. Responses to the 13 Considerations for Award
 - 35-page limit not exceeded

- Part III: Supporting Documents**
 - a. Resumes of key project personnel
 - b. Summary of job descriptions of instructional staff
 - c. List of learning center locations
 - 15-page limit not exceeded

- Part IV. Budget Proposal (in Excel format)**
 - Excel workbook was set up initially on the “Codes” spreadsheet
 - Data was entered only on the “Budget” spreadsheet
 - All fields in each row have been filled in
 - The “Description” field explains the calculations
 - Amounts auto-populated onto the other spreadsheets. (If numbers did not auto-populate correctly, an error was made while setting up the “Codes” spreadsheet and/or while entering data on the “Budget” spreadsheet).
 - No protections were deleted or added to the workbook

- Application proofread and submitted by March 25, 2020, 4:30 p.m.**
 - Page counts, fonts, line spacing, and margins as instructed
 - Cognito form filled out
 - Uploaded PDF of Parts I, II, and III
 - Uploaded Excel workbook (Part IV)

Appendix B

Intent to Apply Form (optional)

The organization or entity named below intends to respond to the 2020-2022 Vermont Agency of Education's Funding Opportunity for Adult Education and Literacy Services under WIOA.

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

Type of Eligible Provider. Please choose the appropriate box.
<input type="checkbox"/> Local Educational Agency
<input type="checkbox"/> Community Based Organization
<input type="checkbox"/> Volunteer Literacy Organization
<input type="checkbox"/> Institution of Higher Education
<input type="checkbox"/> Public or Private Nonprofit Agency
<input type="checkbox"/> Library
<input type="checkbox"/> Public Housing Authority
<input type="checkbox"/> Nonprofit Organization, not described above, that has the ability to provide literacy services to adults and families
<input type="checkbox"/> Consortium of agencies, organizations, institutions, libraries, or authorities described above
<input type="checkbox"/> Other: (specify) _____

Check if attending the applicant workshop on **Friday, February 7, 2020, 9:00-12:00** at Vermont Technical College, Enterprise Center (VTEC), Large Conference Room 225, 1540 Route 66, Randolph Center, VT 05061. How many will attend? _____

Check if attending the applicant workshop on **Friday, February 28, 2020, 9:00-12:00** at the Vermont Agency of Education, 1 National Life Drive, Davis 5, Room 513, Montpelier, VT 05620-2501. How many will attend? _____

Email this completed page by 4:30 P.M. on Friday, February 21, 2020 to

Robin.Castle@vermont.gov

Appendix C

Cover Page - 1

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

Type of Eligible Provider. Please choose the appropriate box.
<input type="checkbox"/> Local Educational Agency
<input type="checkbox"/> Community Based Organization
<input type="checkbox"/> Volunteer Literacy Organization
<input type="checkbox"/> Institution of Higher Education
<input type="checkbox"/> Public or Private Nonprofit Agency
<input type="checkbox"/> Library
<input type="checkbox"/> Public Housing Authority
<input type="checkbox"/> Nonprofit Organization, not described above, that has the ability to provide literacy services to adults and families
<input type="checkbox"/> Consortium of agencies, organizations, institutions, libraries, or authorities described above
<input type="checkbox"/> Other: (specify) _____

Annual Grant Amount Requested for July 1, 2020-June 30, 2021 (FY21): \$ _____
 (Amount requested cannot exceed county distribution amounts for proposed counties checked below)

Choose the county or counties the applicant proposes to serve:

- | | | |
|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Addison | <input type="checkbox"/> Grand Isle | <input type="checkbox"/> Windham |
| <input type="checkbox"/> Bennington | <input type="checkbox"/> Lamoille | <input type="checkbox"/> Windsor |
| <input type="checkbox"/> Caledonia | <input type="checkbox"/> Orange | |
| <input type="checkbox"/> Chittenden | <input type="checkbox"/> Orleans | |
| <input type="checkbox"/> Essex | <input type="checkbox"/> Rutland | |
| <input type="checkbox"/> Franklin | <input type="checkbox"/> Washington | |

Appendix C

Cover Page - 2

Each applicant MUST apply to provide the following Adult Education and Literacy activities:

- ✓ Adult education
- ✓ English language acquisition (ELA/ESL) activities
- ✓ Workforce preparation activities
- ✓ Integrated Education and Training (IET)

Choose any additional activities for which the applicant is seeking funding:

- Workplace adult education and literacy activities
- Family literacy activities
- Integrated English literacy and civics education (IELCE)

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

Fiscal Agent Contact Person: _____

E-mail: _____ Phone: _____

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

Name/Title: _____

E-mail: _____ Phone: _____

Appendix D

Assurances and Signature Page

Any grants will require compliance with all applicable state and federal rules, regulation, and policies, including but not limited to:

- Funding must be used to establish or operate programs that provide adult education and literacy activities and provide such activities concurrently.
- Activities supported with Federal and State AEL funds are necessary, reasonable and allowable.
- Adult Diploma Program funds support allowable activities per state statute and policy.
- Per AEL policy, grantee will not deny services to eligible students without prior consultation with the Vermont Agency of Education.
- AEL learners will not be charged for services and materials, with the following exception:
 - Examinees may be charged the fee set by GED Testing Service for each computer-based GED examination.
 - GED fees collected may not be considered program income.
 - Federal AEL funds may not be used to pay for GED examinee fees.
- Applicant agrees to operate as a unified, statewide AEL system and that all work under this funding will be in full compliance with the AEL vision, mission and common practice, policies, and procedures defined by State and Federal legislation governing AEL.
- State-imposed requirement: Applicant agrees to fully cooperate with evaluation and monitoring processes conducted by the AOE, which includes audit of services and access to all records, books, papers, or documents related to performance of AEL work under this grant.
- Grantee will sign all required federal and state assurances prior to release of funding.
- Grantee will take necessary steps to ensure compliance with Federal and State non-discrimination laws of grantee materials and websites.
- Per the General Education Provisions Act (GEPA), Section 427 – program ensures equitable access to, and equitable participation in the program for learners, teachers, and other program beneficiaries with special needs.

By submitting a proposal and signing below, applicant certifies that all applicable state and federal rules, regulations and policies will be observed and that, to the best of his/her knowledge, the information contained in this application is correct and complete.

Applicant's Authorizing Signature

Date

Print Name

Project Coordinator* Signature

Date

Print Name

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

Appendix E

Demonstrated Effectiveness Table – 1 – page 1 of 2

Table 1: to be completed by applicants previously funded under WIOA, Title II.

Performance Outcomes	Number of students enrolled with 12 or more hours of instruction		Number completing level		Percentage completing level	
	2017-18*	2018-19**	2017-18	2018-19	2017-18	2018-19
Educational Functioning Level (or Grade Level Equivalent)						
ABE Level 1 (0-1)						
ABE Level 2 (2-3)						
ABE Level 3 (4-5)						
ABE Level 4 (6-8)						
ASE Level 5 (9-10)						
ASE Level 6 (11-12)						
ESL Level 1 (Beginning Pre-Literacy)						
ESL Level 2 (Beginning Low)						
ESL Level 3 (Beginning High)						
ESL Level 4 (Intermediate Low)						
ESL Level 5 (Intermediate High)						
ESL Level 6 (Advanced)						
Secondary diploma/equivalent outcomes	Number of students enrolled with 12 or more hours of instruction		Number of students earning diploma/GED		Percentage of students earning diploma/GED	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
High School Diploma or GED						

*2017-18 = July 1, 2017-June 30, 2018

**2018-19 = July 1, 2018-June 30, 2019

Complete the remainder of the table on the next page

Appendix E

Demonstrated Effectiveness Table – 1 – page 2 of 2

Table 1: to be completed by applicants previously funded under WIOA, Title II.

Core follow-up outcome achievements	Number of students with 12 or more hours (or median earnings value)		Number of students achieving an outcome		Percentage of students achieving an outcome	
	2017–18	2018–19	2017–18	2018–19	2017–18	2018–19
Employed second quarter after exit						
Employed fourth quarter after exit						
Median earnings second quarter after exit	\$	\$	n/a	n/a	n/a	n/a
Obtained secondary credential and enrolled in postsecondary education while enrolled or within one year of exit						
Obtained secondary credential and obtained employment while enrolled or within one year of exit						
Obtained a postsecondary credential while enrolled or within one year of exit						

Appendix E

Demonstrated Effectiveness Table – 2

Table 2: to be completed by applicants NOT previously funded under WIOA, Title II.

Performance Outcomes	Number of students enrolled with 12 or more hours of instruction		Number of enrolled students advancing a level in reading, writing, math or English language skills		Percentage of enrolled students advancing a skill level	
Educational Functioning Level (or Grade Level Equivalent)	2017-18*	2018-19**	2017-18	2018-19	2017-18	2018-19
ABE Level 1 (0-1)						
ABE Level 2 (2-3)						
ABE Level 3 (4-5)						
ABE Level 4 (6-8)						
ASE Level 5 (9-10)						
ASE Level 6 (11-12)						
ELA/ESL Level 1 (Beginning Pre-Literacy)						
ELA/ESL Level 2 (Beginning Low)						
ELA/ESL Level 3 (Beginning High)						
ELA/ESL Level 4 (Intermediate Low)						
ELA/ESL Level 5 (Intermediate High)						
ELA/ESL Level 6 (Advanced)						
Secondary diploma/equivalent outcomes	Number of students enrolled		Number of students earning diploma/GED		Percentage of students earning diploma/GED	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
High School Diploma or GED						
Transition Outcomes	Number of students enrolled		Number of students achieving an outcome		Percentage of students achieving an outcome	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Transitioned to postsecondary education or training						
Transitioned to employment						

*2017-18 = July 1, 2017-June 30, 2018

**2018-2019 = July 1, 2018-June 30, 2019

Appendix F

Budget Instructions

Read all of Appendix F before you begin working with the [Excel Workbook](#), which is the Budget Proposal Template. Enlist someone skilled with Excel workbooks to fill out the proposed budget. Also see **V. Allowable Uses of Funds**.

The instructions below may provide examples to illustrate and are not meant as suggestions for expenditures. Specific questions about completing the budget proposal may be directed to Robin.Castle@vermont.gov, (802) 828-0508.

Direct Costs: 2 CFR §200.413 those costs that can be identified (documented) specifically with a particular cost objective or that can be directly assigned to such activities easily with a high degree of accuracy. The cost charged to the grant must be documented as allocable to the grant. Examples would be salaries and benefits of program staff and materials used directly for a grant activity. Space is also an example of a cost that may be charged directly as long as the direct charge is based on a reasonable method such as using a square footage calculation and the percentage of time the space is used for the grant. Another example of a direct cost might be the cost of photocopies if the organization uses a code to track the copies.

Direct Administration: Administration costs must be for the *administration of the program*. The salaries of administrative and clerical staff should normally be treated as indirect cost, unless all of the following are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity;
- Such costs are explicitly included in the budget; and,
- The costs are not recovered as indirect costs.

Administration caps:

- For the Federal AEL grants the amount allowed for costs determined to be administration costs is capped at 5%, unless the applicant negotiates a higher rate with their cognizant agency, if applicable, or from the Vermont Agency of Education.
- For the Vermont State AEL grants the amount allowed for costs determined to be administration costs is capped at 15%.
- How to calculate the admin. dollars:
 - Administration for Federal awards = Direct administration \$ + Indirect administration \$
 - Administration for State awards = Direct administration \$

Indirect Costs: costs incurred for common or joint purpose and benefitting more than one grant or activity. Indirect costs by nature would be difficult to track and assign to one specific grant or organizational activity. Indirect costs are generally administrative costs such as the salaries and

expenses for staff engaged in organization-wide (general) activities. *State funds cannot be used for indirect costs.*

- Administration for federal grant purposes includes both *direct and indirect administration costs combined and cannot exceed the 5% cap without prior permission.*
- Indirect costs are allowed only for federal funds and only with prior permission from your cognizant agency, or if applicable, the Vermont Agency of Education. Contact Bob Coathup, Robert.Coathup@vermont.gov or (802) 828-4089.
- Federal rules may be found in [2 CFR Part 200 of the OMB Uniform Guidance “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,” effective 12/26/14.](#)

AOE has chosen to implement its [Uniform Chart of Accounts](#) (UCOA) into the grant application budget detail. All grant application budgets must be coded using the [Object and Function codes](#) of the UCOA. Your entity’s Chart of Accounts is likely different, and that is acceptable, but you must be able to crosswalk to the UCOA to develop your proposed application budget and if awarded, to request your grant reimbursements.

Instructions to Complete Budget Proposal in the Excel workbook

There are eight spreadsheets in the workbook. You will enter data into only TWO spreadsheets – “Codes” and “Budget”. The other spreadsheets will auto-populate based on your entries on the two spreadsheets.

Step 1: Setting up the applicant’s template

This part is fun! Click on the “Codes” tab first (this is the eighth tab). You will fill in the RED cells, per the instructions below, in order to create the revenue amounts and the dropdown lists that you will use to fill out your proposed budget.

- Row 1, Column C - fill in your organization’s name.
- Row 1, Column D – if you plan to request an indirect rate, put 5% in this cell.
- Row 4-7, Column F (Allocation) - fill in the totals for each funding source according to the county or counties you are applying to serve. You must request all the funds available for each county you are proposing to serve. For example, if you were applying to serve Addison and Chittenden counties only, you would look at the first table in **Section III. “County Distributions”** and see that for Gen Funds, \$146,331 is available for Addison county and \$454,775 is available in Chittenden County. The total you would request is therefore \$601,106 in Gen Funds.
 - Put this amount in Row 4, Column F.
 - Now look at the chart and find the amount available for both counties for ADP funds. Put this amount in Row 5, Column F.
 - Do the same for the Federal amount and put the amount in Row 6, Column F.

- If you are applying for IELCE funds, see the second chart in Section III. to determine if the counties are eligible for such funds. In this case, Addison and Chittenden are both eligible. Put in the total for both counties, which is \$46,112 in Row 7, Column F.
- Rows 6-7, Column G (Admin %) - you may put 5% in Rows 6 and 7 as part of this proposed budget in these circumstances:
 - You plan to request a Federal indirect rate from the AOE or
 - You will charge 5% of Federal funds to direct administration per the description in **Section V. Allowable Use of Funds**. Remember that 5% is the limit for both indirect and direct administration under Title II.
- Column H (Site) - fill in the learning centers that will be supported by grant funds – up to 7. Prioritize by full-service learning centers first. If you have satellite learning centers that will not be providing the full range of services, you can assign their costs to a full-service learning center. You can describe this in Part III. Supporting documents, C. List of learning centers.
- The function codes list in Columns A, B, and C are the functions that are allowed for the AEL funds. DO NOT change this list. More information on function and object codes may be found below and also on the AOE website.
- You are done entering data on the “Codes” spreadsheet. You have set up your template!

Step 2: Entering proposed expenditures

You are ready to begin laying out your proposed budget for the first year of the grant cycle: **July 1, 2020-June 30, 2021**. Click on the first tab called “Budget”. This is the ONLY spreadsheet where you will enter your budget amounts and you will only place data in the yellow section, beginning on Row 14. If you are requesting an indirect rate, you will also enter the indirect figures in Row 7, Columns F and/or G and not below.

Rows 4-6 and 8-12 on this Budget spreadsheet will auto-populate by the revenue sources you entered on the “Codes” spreadsheet and also by the expenditures you enter in rows 14 and below. The purpose of the other spreadsheets (other than the “Codes” and the “Budget” spreadsheets) is to summarize the budget information in various ways – by funding source and by site.

- Notice the name of your organization appears in Column H, Row 3.
- Row 4 has auto-populated the total allocations by funding source according to the entries you made on the “Codes” spreadsheet, column F. If these amounts are not correct, check your entries on the “Codes” spreadsheet per the instructions above.
- Row 5 shows the amounts available to you for Direct Administrative costs (per the “Codes” tab, column G). See definitions above.
- Row 6 shows the Indirect amounts available (per the “Codes” tab, row 1, column D). Only Federal funds have an indirect rate and the cap is 5%, if the rate is approved.
- Row 7 (yellow) is only used if you will have an indirect rate, and you will enter the amounts in columns F and G.

- Row 8 shows the amounts coded as direct expenses to the grants in Rows 14 and below.
- Row 9 shows the amounts coded to 2495, direct administration expenses.
- Row 10 (green) will show you the amounts charged to each funding source in your budget.
- Row 11 shows the balance of direct administration costs available. Cells will turn red in this row if the amount budgeted exceeds the amount available for admin in row 5.
- Row 12 shows the balance of direct costs available. This row should be empty when you have completed filling out your budget. Cells will turn red in this row if the amount budgeted exceeds the total allocation in row 4.

Begin filling out your budget on Row 14 and go in order, without skipping rows.

Each budget line item must have a function and object code. See the list of [Function and Object Codes](#) to find the descriptions.

- Function codes: The function codes from the UCOA that are allowed for the AEL grant funds will appear in the drop down when you click into the cell, Column C, Row 14. Select the function code that describes your expenditure.
 - When claiming direct administration costs, you must use the function code “2495 - Administration of Grants”.
- Object codes: All object codes are allowed under the grant.
- Funding source: from the drop down that appears when you click into Column E, Row 14 cell, select the funding source you propose to charge the expenditure to, for example “3240 – Gen Fund”.
- FTE: If the Object code is salaries or employee benefits, you must supply information as to the full-time equivalency status. For example, it may equal 1 FTE. If this field is not referring to salary or benefits, you may leave the field blank. This field will only accept numerical values.
- Site: From the drop down that will appear when you click in the cell Column G, Row 14, select the site the expenditure will support. The drop down lists those sites you placed on the Codes spreadsheet in Column H.
- Description: provide a description of the expenditure. This field should demonstrate how you arrived at your totals and to provide more information. Mathematical symbols and equations may be used. The guiding rule to follow is clarity. As yourself: will the reader of this budget understand the expenditure based on the row entry?
- Amount: Put in the amount of the cost. Now notice that the numbers have calculated in the blue section to reflect the data entry.

Try entering two or three rows. Now check out how your entries in Row 14 have auto-populated the other spreadsheets in the workbook.

- First, go to the applicable funding source. If you assigned Gen Funds as the funding source, click on the “3240 – Gen Fund” tab and the amount you entered should appear under the respective Object Code column and Function Code row.
- Next notice that Rows 8-10 show you what you have budgeted and Rows 11 and 12 show the remaining balances to be budgeted.

Continue to fill out your proposed budget in each row until Total Budget Row 10 matches the amount in the Total Allocation Row 4. Rows 11-12 will be blank. If you need more rows, do not try to add them because the formulas will be broken. Contact Robin Castle for assistance in adding rows or with any questions at Robin.Castle@vermont.gov or (802) 828-0508.

Appendix G

Links to Resources

Vermont Adult Education and Literacy Related

- [AEL Policy Statements](#)
- [AEL's Full Range of Services](#)
- [Assessment Policy](#)
- [High School Completion Program Policy Manual](#)
- [High School Completion Program Reimbursement Rates](#)
- [Professional Development Handbook](#)
- [Individual Professional Development Plan Template](#)
- [WIOA Grant Budget Proposal Template \(Excel spreadsheet\)](#)
- [Individuals with Barriers to Employment](#)
- [Flexible Pathways to Secondary School Completion Statute, 16 V.S.A. Chapter 23, Subchapter 2](#)
- [Vermont Unified State Plan for Workforce Innovation and Opportunity Act 2014](#)
- [Education Quality Standards, \(Series 2000 - State Board Rules\)](#)

WIOA Statute and Rules

- [WIOA statute](#)
- [Final Rules for Programs and Activities Authorized by the Adult Education and Family Literacy Act \(Title II of the Workforce Innovation and Opportunity Act\)](#)
- [A Rule by the Education Department on 08/19/2016](#)
- [20 CFR Part 678—description of the one-stop delivery system under title I of the workforce innovation and opportunity act](#)

Federal Financial Guidance

- [Uniform Guidance \(2 CFR Part 200\) applies to New and Continuation grants awarded on or after December 26, 2014](#)
- [US Department of Education FAQs for the Uniform Guidance \(also referred to as 2 CFR Part 200\)](#)

Other Federal Resources

- [AEFLA Resource Guide](#)
- [US Department of Education, Office of Career, Technical, and Adult Education](#)
- [OCTAE Program Memoranda](#)
- [Integrated Education and Training: A Career Pathways Guide to Policy and Practice](#)
- [National Reporting System Technical Assistance Guide](#)
- [General Education Provisions Act \(GEPA\)](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)

Appendix H

Definitions

Adult Basic Education (ABE)

According to [34 CFR 460.4](#), the term adult basic education means instruction designed for an adult who

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

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

Adult Education

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

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

Adult Education and Literacy Activities

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

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

Adult Secondary Education (ASE)

According to [34 CFR 460.4](#) the term adult secondary education means instruction designed for an adult who

- is literate and can function in everyday life, but is not proficient; or

- does not have a certificate of graduation (or its equivalent) from a school providing secondary education.

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

Basic Skills Deficient

The term “basic skills deficient” means

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

Career Pathway

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

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

Digital Literacy

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

Eligible Individual

Eligible individual means an individual:

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- who
 - is basic skills deficient;

- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- is an English language learner

English Language Acquisition Program

English language acquisition program means a program of instruction—

- a. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- b. that leads to—
 - i. (I) attainment of a secondary school diploma or its recognized equivalent; and
(II) transition to postsecondary education and training; or
 - ii. employment.

English Language Learner

English language learner when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—

- a. whose native language is a language other than English; or
- b. who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction

Explicit and systematic instruction in

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

Family Literacy Activities

The term “family literacy activities” per WIOA Section 203(9) means activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs. All of the following activities must be integrated:

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

Individual with a Barrier to Employment

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

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

Integrated Education and Training (IET)

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

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

Integrated English Literacy and Civics Education

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

Literacy

The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Recognized Postsecondary Credential

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

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

Workforce Preparation Activities

The term “workforce preparation activities” as defined in Section 203(17) means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training, or employment. (Workforce preparation activities are required in all IET programs.)

Workforce Training

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

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

Other definitions may be found on the [U.S. Department of Education’s website](#).

Appendix I

Alignment Review Tool for the Review Committee of the Statewide Workforce Development Board

Name of Applicant: _____

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

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

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

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

Reviewer comments and recommendations:

4. Alignment with one-stop partners.

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

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

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

Reviewer comments and recommendations:	
Total of 1 and 4 (40 maximum)	/40

Alignment review:

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

Lack of alignment Full alignment
 1 2 3 4 5 6 7 8 9 10