

**ARKANSAS
DIVISION OF
WORKFORCE
SERVICES**

**ADULT
EDUCATION
SECTION**

**Request for Proposal
(RFP)
for Competitive
Projects**

July 1, 2024, to June 30, 2028

WELCOME



- Purpose:
 - Review RFP Application
 - Answer Questions
- Adult Education website address:
 - <https://dws.arkansas.gov/adult-education/>
- Workforce Investment and Opportunity Act (WIOA) of 2014:
 - <https://www.dol.gov/agencies/eta/wioa>
 - Title II (Adult Education) begins at Section 201

PURPOSE OF THE RFP

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that
 - A. are necessary to becoming full partners in the educational development of their children; and
 - B. lead to sustainable improvements in the economic opportunities for their family;



PURPOSE OF THE RFP

3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in—
 - A. improving their—
 - i. reading, writing, speaking, and comprehension skills in English; and
 - ii. mathematics skills; and
 - B. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. (AEFLA Section 202)



CURRENT ADULT EDUCATION PROVIDERS



- **Current providers must apply and be awarded under the 2024-2027 RFP in order to continue receiving state funds [State Requirement].**
- **If a current provider is not awarded funding under this RFP, the applicant will no longer qualify as a provider of adult education services for the state of Arkansas.**

APPLICATION



- The application is based on the *federally- defined 13 considerations* outlined in the Workforce Innovation and Opportunity Act of 2014 (PL113-128), Title II, Adult Education and Family Literacy Act (AEFLA).
- Any *state-specific requirements* are noted as such.

APPLICATION PROCESS

Step 1: Application received by Adult Education Section



Step 2: Adult Education Section Pre-Screens each Application for *Demonstrated Effectiveness*

Step 3: Applications that *do not show Demonstrated Effectiveness* are declined and do not move forward.

APPLICATION PROCESS



Step 4: Applications that have shown Demonstrated Effectiveness are forwarded to the Review Committee and the relevant Local Workforce Development Boards (LWDBs).

Step 5: Applications are scored according to the Rubric.

Step 6: Declined Applicants are informed and given the opportunity for appeal.

APPLICATION PROCESS

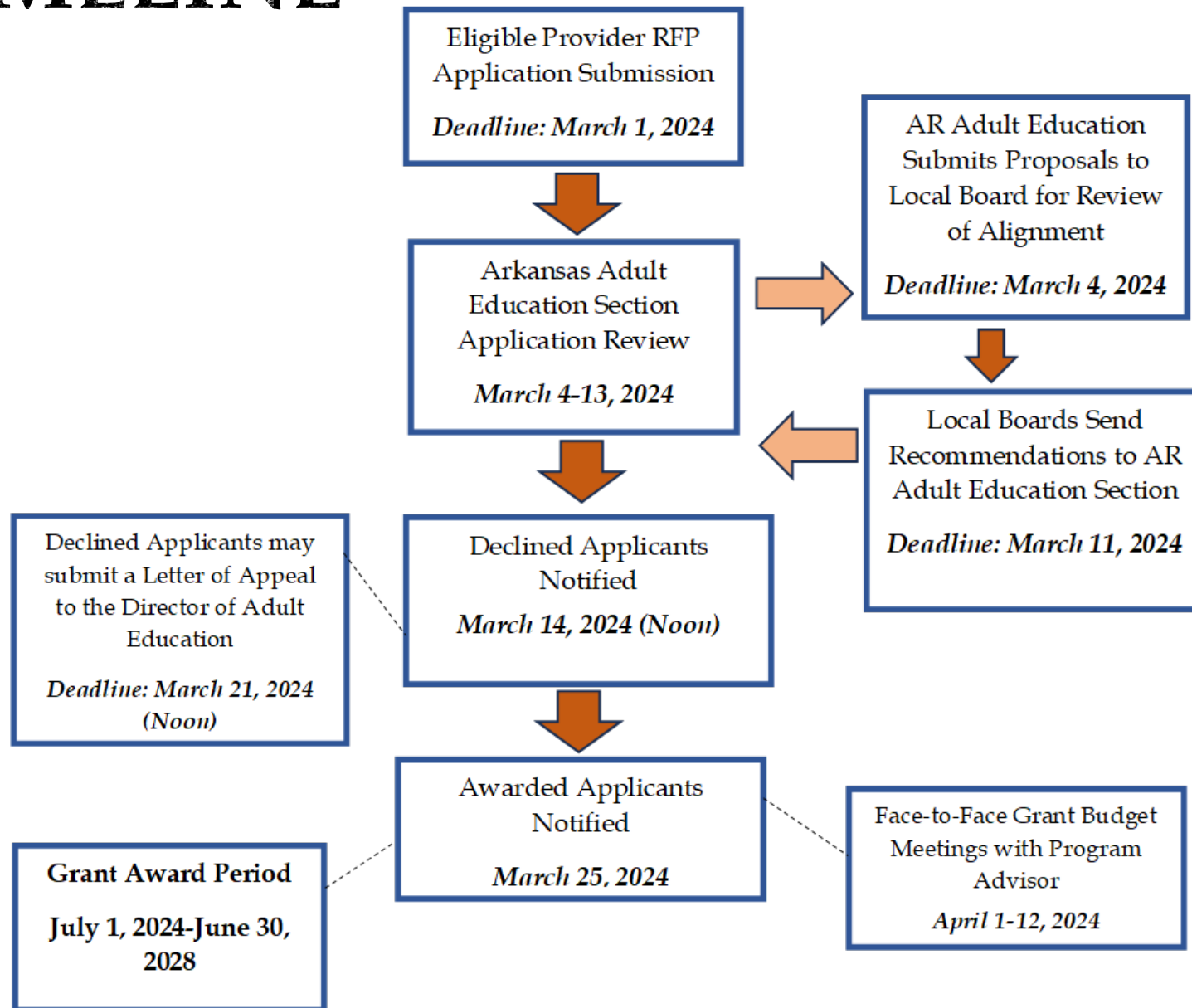


Step 7: Awarded applicants are notified once all appeals have been reviewed.

Step 8: Grant awards are sent to awarded applicants.

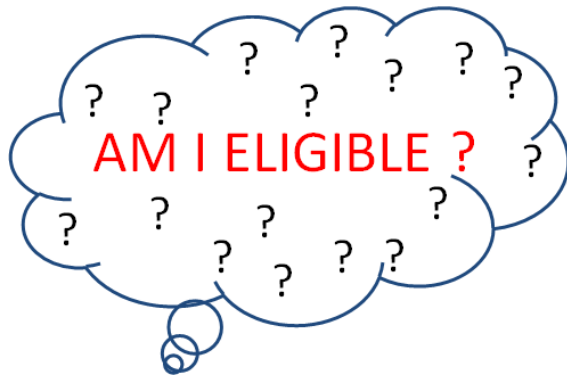
Step 9: Awarded applicants meet with Adult Education Section Program Advisors and submit budgets and other required documents.

TIMELINE



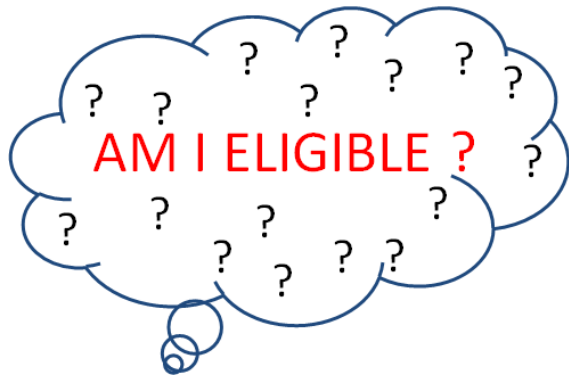
ELIGIBLE PROVIDER OF DEMONSTRATED EFFECTIVENESS (SEE PAGES V & 2)

- Be currently located and providing services within the state of Arkansas.
- Be an eligible provider of demonstrated effectiveness.



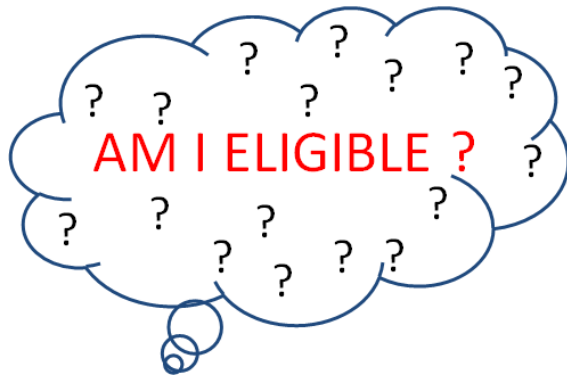
1. An eligible provider that *has been funded under Title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.*
2. An eligible provider that *has not been previously funded under Title II of the Act must provide performance data to demonstrate its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

ELIGIBLE PROVIDER: PRE-SCREENING REQUIREMENT *(SEE PAGES V & 2)*



- Data must be from the previous two program (July 1, 2021- June 30, 2023) or calendar years (January 1, 2022- December 31, 2023) that demonstrate
 - *serving individuals who have low levels of literacy in the content domains of: reading, writing, mathematics, and English language acquisition (if applicable), and*
 - *outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.*

ELIGIBLE PROVIDER: PRE-SCREENING REQUIREMENT *(SEE PAGES V & 2)*

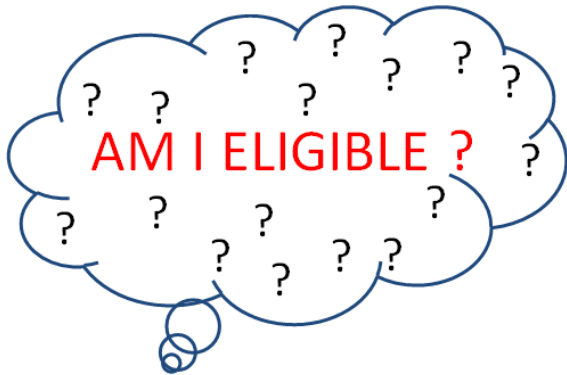


- A brief summary that describes and analyzes the included performance data that *identifies trends in enrollment, demographic groups, and increases/decreases in educational progress and what may be causing/affecting these trends.*

ELIGIBLE PROVIDER: PRE-SCREENING REQUIREMENT *(SEE PAGES V & 2)*

Data provided may include the following, but is not limited to:

- Number and percent of individuals
 - Making educational progress through formal assessments overall and/or in each content domain
 - Attaining secondary credential
 - Transitioning to and/or completing post-secondary institutions/programs
 - Entering, retaining or improving employment
 - Increasing earnings



ELIGIBLE INDIVIDUAL

An individual -

(A) who has attained 16 years of age;

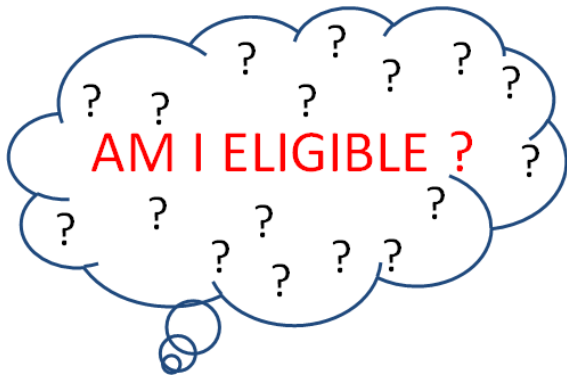
(B) who is not enrolled or required to be enrolled in secondary school under State law; and

(C) who—

(i) is basic skills deficient;

(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or

(iii) is an English language learner.



REQUIRED ACTIVITIES

- Adult education and literacy
- English language acquisition activities
- Workforce preparation activities
- Integrated education and training
- Digital Literacy [State Requirement]
- Financial Literacy [State Requirement]
- Workforce Alliance for Growth in the Economy (WAGE™ [State Requirement])



See pages **x-xiv and 6-7** for full definitions and descriptions

ALLOWABLE ACTIVITIES



- Workplace Adult Education and Literacy Activities
- Family Literacy Activities
- Integrated English Literacy and Civics Education
- Correctional and Institutional Education

See pages x-xiv and 6-7 for full definitions and descriptions

REQUIRED ACTIVITIES

Adult Education and Literacy

- Instruction and education services below a NRS Level 6 (previously 12.9 grade level) in reading, writing, and speaking in English, computing and solving problems.
- Services increase the ability to achieve a secondary school diploma or equivalent, transition to postsecondary education and training, and obtain employment.



REQUIRED ACTIVITIES

Workforce Preparation Activities

- include activities, programs, or services designed to acquire a combination of basic academic skills and employability skills.



WORKFORCE ALLIANCE FOR GROWTH IN THE ECONOMY (WAGE™)



The workforce preparation and training component of adult education. The workforce preparation and training component is required for all programs, providing all students enrolled in Adult Education with essential skills necessary to prepare and obtain self-sufficiency employment (positions or jobs) as with entry-level and mid-level careers.

REQUIRED ACTIVITIES

Digital Literacy

- State Requirement
- Includes instruction regarding use of software, internet, and documents.
- Must be integrated. Exception is a standalone class as a non-NRS class; must be paid for with state funds



REQUIRED ACTIVITIES

Financial Literacy

- State Requirement
- Includes instruction regarding properly making decisions pertaining to certain personal finance areas
- Must be integrated. Exception is a standalone class as a non-NRS class; must be paid for with state funds



English Language Acquisition Activities

-

REQUIRED ACTIVITIES

Integrated education and training that—

- Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
- Is for the purpose of educational and career advancement.



ALLOWABLE ACTIVITIES

- **Corrections Education and other Education of Institutionalized Individuals (C/I)**
- **Integrated English Literacy and Civics Education Program (IELCE)**



ALLOWABLE ACTIVITIES

- **Family Literacy**
 - Includes interactive literacy activities between parents/family members and their children.
- **Workplace Literacy**
 - Includes instruction at a workplace or off-site location designed to improve the productivity of the workforce.



SUPPORT OF THE ONE-STOP (WIOA, § 463.22)

As a one-stop partner, awarded providers are, as appropriate, required to: —

1. Provide access through the one-stop delivery system to adult education and literacy activities;
2. Payment of infrastructure costs;
3. Enter into a local memorandum of understanding with the Local Board;
4. Attend local board and other partner meetings.

See **page xv** for full definitions and descriptions.



GRANT AWARDS FOR FEDERAL FUNDS

- Direct & Equitable (D&E) funds will be determined in the funding process based on need and performance.
- D&E funds are to be used for eligible individuals at any educational level including all ESL levels



GRANT AWARDS FOR FEDERAL FUNDS

- Correctional/Institutional (C/I) instructional services in local correctional facilities and other institutions. (Optional)
- Integrated English Literacy/Civics Education (IELCE) instructional services in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Optional)



GRANT DURATION (JULY 1, 2024-JUNE 30, 2028)



- Grant funds are awarded on a year-to-year basis.
- The continuation is based on performance, risk assessment, and state and federal compliance (provisionally awarded).
- Provisional grantees will be reviewed 6-month and 12-month post-award.

FOLLOW-UP MEASURES *(page xvii)*

Indicator	Measurement
2nd Quarter employment	All participants who exit during the program year.
4th Quarter employment	All participants who exit during the program year.
Median Earnings- 2nd Quarter Employed	All participants who exit during the program year.
Attained a Secondary School Diploma/Recognized Equivalent <u>and</u> Enrolled in Post-Secondary Education or Training OR Employed within one year of exit	All participants who exited during the program year who were enrolled in secondary program at the ninth-grade equivalent or higher.
Attained a Post- Secondary Credential	All participants who exited during the program year and who were dually enrolled in a post-secondary program (i.e. IET program).

ADULT EDUCATION PROGRAM MANAGEMENT

- Adult Education Policies and Procedures
- National Reporting System
- Assessment Policy and Distance Education Guidelines
- Core Indicators of Performance
- Standards of a Quality Adult Education Program

*See pages **xvi-xvii** for full definitions and descriptions.*



QUALITY PROGRAM STANDARDS

- Program Planning
- Administration
- Curriculum, Instruction, & Facilities
- Educational Gains
- Staffing and Staff Development
- Student Support Services
- Recruitment Plan
- Retention Plan

*See pages **xviii-xix** for full definitions and descriptions.*



STANDARDS & REQUIREMENTS [STATE]

- Consolidated Delivery of Services
- Opportunity to Learn Standards
 - Learner Fees
 - No charge for learners
 - Curriculum



*See page **xx** for full definitions and descriptions.*

STANDARDS & REQUIREMENTS [STATE]

- Duration and Intensity of Instructional Programs
 - Evening Classes are Required
 - Managed Enrollment
 - Attendance Policy
 - Waiting List Policy
 - Documentation of Attendance

See page xx for full definitions and descriptions.



STANDARDS & REQUIREMENTS [STATE]

- Recommended Standards for Class Sizes
- Personnel Requirements
- Required Professional Development
- Required Meetings
- Required Trainings
- Required Reporting

*See pages **xxi-xxiii** for full definitions and descriptions.*





PERSONNEL REQUIREMENTS

- Program Administrator
- Intake Specialist
- Test Administrator
- Instructional Specialist/Director/Volunteer
- Data Entry Specialist



PERSONNEL REQUIREMENTS

- Career Coach/Career Development Facilitator/Career Service Provider
- ADA Coordinator
- WAGE™ Coordinator
- Special Program Coordinator
- Instructor (Full-time/Part-time)

Staff	Hours Required	Professional Development Training
All	Any 2 trainings regardless of hours	Diversity
	2	Confidentiality (once over span of employment)
		Customer Service
Administrators		Fall and Spring Administrator's Meetings
		WIOA Partner's Meetings
		Budget Training
		LACES 101
		LACES for Director's
		New Director's Orientation (if 3 years or less exp.)
		LEAD Institute (if applicable)
Instructors	12	Content Area Taught
	Once at hire	New Teacher Orientation (all teachers new to Adult Education)
	3 every 2 years	Financial Literacy
	Once at hire, then every 2 years	Canvas Basics
	Once at hire, then only Policy, Online Teaching, and New to Canvas modules every 2 years	Growing with Canvas (Canvas Basics must be completed prior to taking this course)
	Once at hire	LD: Foundations
	Once at hire-All instructors, then every 3 years thereafter for P/T instructors only	Learning Disabilities (LD): Applications
	Once at hire-All instructors, then every 3 years thereafter for F/T instructors only	LD: Comprehensive
		LACES for Teachers
	1	Human Trafficking

STATE REQUIRED TRAININGS

(page xxiii)

	2 beginning in 2018-2019, then every 4 th year	Parental Involvement
	2 beginning in 2019-2020, then every 4 th year	Teen Suicide Awareness and Prevention
ELL/ESL Instructors	6	ELL/ESL Content
SNAP E & T Coordinators		Civil Rights History (Provided through DHS)
	120	Career Development Facilitator (CDF)/Career Service Provider (CSP)
TANF Coordinators	120	Career Development Facilitator (CDF)/Career Service Provider (CSP)
Career Coaches	120	Career Development Facilitator (CDF)/Career Service Provider (CSP)
ADA Coordinators		ADA Coordinator's Training
	Once at hire	LD: Applications
	Once at hire	LD: Foundations
	Once at hire, then every 3 years (F/Ttime staff only)	LD: Comprehensive
Data Personnel		LACES for Data Entry
		LACES 101
For Assessment Purposes	These trainings will be made available:	Most recent Test of Adult Basic Education (TABE) TABE CLAS-E

STATE
REQUIRED
TRAINING,
cont'd
(page xxiii)

REQUIRED REPORTING

Initial Approved
Budgets
Due May 31st

Monthly
Expenditure
Report
Due July 10th

Annual Final
Budget Due
July 31st

Carryover and
Excess Carryover
Budget(s)
September 30th

Inventory
Submission
August 31st

Quarterly Reports

Ad-hoc Reports
as requested by
the Adult
Education Section

See pages **xxiv** for specific due dates.

REQUIRED REPORTING

REQUIRED

Records Retention:

Financial records should be maintained for five (5) years from the last day of the program or longer if there is an ongoing investigation or audit.

Monitoring & Evaluation:

An assigned Adult Education Section Program Advisor will monitor programs to determine compliance with standards and achievement of goals.

*See **pages xxiv** for full definitions and descriptions.*

SUBMISSION REQUIREMENTS

- Completed application, with requested attachments, must be submitted to ADED.RFP@arkansas.gov, no later than 5:00 p.m. on **March 1, 2024**.
- LEA signatures on the original application must be in BLUE ink or be an official, dated digital signature.

John
Smith

Digitally signed by
John Smith
Date: 2022.04.20
14:19:19 -04'00'

AWARD NOTIFICATIONS

Written Communication



- All declined applicants will be notified by **March 14th**.
 - If an applicant wishes to appeal the award decision, the applicant may submit a *Letter of Appeal* by **March 21st**.
- All **awarded applicants** will be notified in writing by **March 25th**.

AWARD NOTIFICATIONS- APPEAL



The Director of the Adult Education Section, along with the state leadership team will make the final determination regarding the appeal.



A response will be mailed to the applicant within 5 calendar days of the date the appeal letter was received.



All appeal decisions will be final.

ACCEPTANCE GUIDELINES HIGHLIGHTS



Federal funds must *supplement* and not *supplant* other funding.



Each item must be **answered completely**, submitted in the order of the application format on the pages provided, not including supporting documentation.



A **maximum of 100 pages** may be submitted, including data and supporting documentation in a minimum 12-point font.

See [page xxix](#) for full description.

ACCEPTANCE GUIDELINES

1. A multi-year grant will be awarded for the time period July 1, 2024, to June 30, 2028.
2. Federal funds must *supplement* (add to, extend) and not *supplant* (take the place of) other funding. AEFLA 241 (a)
3. Each item must be submitted in the order of the application format.

Arkansas Adult Education Request for Proposals (RFP) for Competitive Projects				
Proposed Requested Federal Funds				
July 1, 2024 to June 30, 2028.				
Applicant/Local Education Agency Click or tap here to enter text.			DUNS Number (if applicable) Click or tap here to enter text.	
Street Address or P.O. Box Number Click or tap here to enter text.		City Click or tap here to enter text.		Zip Code Click or tap here to enter text.
Contact Person's Name (typed) Click or tap here to enter text.		E-mail Address Click or tap here to enter text.		Phone Click or tap here to enter text.
County(ies) to be served	PY 2024-2027 Amounts Requested per Year			
Name	Federal D&E	Federal C/I	Federal IELCE	Total per County
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Total:	\$Click or tap here to enter text.	\$Click or tap here to enter text.	\$Click or tap here to enter text.	\$Click or tap here to enter text.
	D&E	C/I	IELCE	



APPLICANT INFORMATION

- Title Page
 - LEA Contact Person
 - Total Requested Grant Amount for each grant
 - LEA Signature
- Type of Provider
- Indicate the *Allowable Activities* that will be provided

Note: English language acquisition (ELA) and Integrated Education and Training (IET) requirements

1	Benton
2	Washington
3	Boone, Carroll, Madison, Newton, Searcy
4	Baxter, Marion
5	Pope, Yell
6	Crawford
7	Sebastian, Scott
8	Franklin, Johnson, Logan
9	Conway, Faulkner, Perry, Van Buren
10	Fulton, Izard, Stone
11	Independence, Sharp
12	Cleburne, White, Woodruff
13	Clay, Greene, Lawrence, Randolph
14	Craighead, Jackson, Poinsett
15	Mississippi
16	Crittenden, Cross
17	Monroe, St. Francis
18	Lee, Phillips
19	Lonoke, Prairie
20	Pulaski, Saline
21	Ashley, Chicot, Desha, Drew, Lincoln
22	Garland
23	Montgomery, Polk
24	Clark, Hot Spring, Grant
25	Howard, Little River, Pike, Sevier
26	Hempstead, Lafayette, Miller, Nevada
27	Calhoun, Columbia, Dallas, Ouachita
28	Bradley, Union
29	Arkansas, Cleveland, Jefferson

ADULT EDUCATION AND LITERACY ACTIVITIES- SERVICE AREAS





SERVICE AREAS

- Applicants may apply for the service area(s) where they will provide services.
 - All counties included in the applied for service area must be addressed within the RFP application
- All counties listed in the service area must be included in the grant application and projected budgets.
- Each service area contains 1-5 counties.
- The number of approved providers per service area is at the discretion of the Adult Education Section.



CONSIDERATIONS

- All 13 Considerations must be answered in full.
- Alignment of Local Workforce Development Board Plan must be addressed.
- Budgets and Narratives are required.
- Carefully read the **considerations and the accompanying questions**.
- Utilize the **Rubric** to ensure compliance.
- An applicant cannot be awarded if 0 points are received on any consideration.

CONSIDERATION 1A

The degree to which the eligible provider would be responsive to—

(A) regional needs as identified in the local plan under section 108;

- *Use reliable sources*



CONSIDERATION 1A

1. What are the demographics of the chosen service area by county? At minimum include age, gender, race, ethnicity, English language learners, disabilities, educational levels. Provide source(s). Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number ESL students.
2. What are the identified needs of the county population as related to adult education activities?
3. How will the applicant meet the identified needs?



CONSIDERATION 1B

The degree to which the eligible provider would be responsive to—

(B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—

- (i) who have low levels of literacy skills; or
- (ii) who are English language learners;

***Note:** Grant awardees must provide a English Language Acquisition program if 500 or more English language learners in the service area by July 1, 2024.*



CONSIDERATION 1B

1. Describe the allowable activities and/or required activities that will be included in the applicant's program. Include the scope and organization.
2. How will the applicant recruit and retain eligible students? Include targets and how success will be measured. Name specific methods and tools. Describe any previous successes.
3. Describe the process of new student orientation and how it is used to make incoming students aware of available services. How frequently will orientation be conducted at all locations?



CONSIDERATION 1B

4. Describe how the project will serve individuals in the community most in need of literacy services, including individuals who are low-income or have minimal literacy skills. Describe any partnerships that will assist in reaching individuals most in need.
5. How will the applicant address the needs of English language learners, including those seeking citizenship? Name the specific allowable activities that will be used to meet those needs.
6. Describe how the applicant will integrate: 1) financial literacy, 2) digital literacy, and 3) employability skills into instruction? How often will the applicant measure student progress in each of these areas?



CONSIDERATION 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

***Note:** Grant awardees must have standardized written policies and procedures that adhere to the American with Disabilities Act 1990 by July 1, 2024.*



CONSIDERATION 2

1. Describe the applicant's process(es) for identifying needs of students with disabilities.
2. How has the applicant addressed and met the needs of students with disabilities in the past? What technologies and resources has the program used to address the needs of students with disabilities in the past?
3. What steps will the applicant take to address the needs and promote inclusion of students with physical, emotional, mental, and learning disabilities?
4. How will the applicant track the academic progress of students with learning disabilities?



CONSIDERATION 3

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.

***Note:** Grant awardees must maintain accurate records including a written procedure to ensure checks and balances for data entry by July 1, 2024.*



CONSIDERATION 3

1. For how many eligible individuals did the applicant provide literacy services from July 1, 2021 to June 30, 2022, and July 1, 2022 to June 30, 2023?
2. What percentage of applicant's students has made measurable skill gains for the 2021-22 and 2022-23 program years? How were students' achievements/gains measured? Include assessments used, procedures for assessments, etc.
3. What is the applicant's method of conducting a performance self-evaluation? What strengths have been identified? What weaknesses have been identified? How have they been addressed? How does the program use data analysis to improve student performance outcomes?



CONSIDERATION 3

4. How were the applicant's past performance measure data collected and maintained to ensure reliability and validity?
5. How will the eligible provider meet the Core Indicators of Performance and Benchmarks for the 2024-2025 PY, which are: Measurable Skill Gains Percentage (53%), 2nd Quarter Employment After Exit (43%), 4th Quarter Employment After Exit (36%), Median Earnings (\$4,700), Credential Attainment (41%) *Explained under "CORE INDICATORS OF PERFORMANCE" on pages xix and xx?



CONSIDERATION 4

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners.

Note: If the service area being applied for falls in more than LWDB area, utilize the LWDB plan that covers the county in which the applicant is based.



CONSIDERATION 4

1. Identify the region where services will be offered, and the priorities of the LWDB.
2. Describe the alignment between the applicant's proposed activities, services, and the regional needs identified in the LWDB proposed local plan, including concurrent enrollment.
3. Describe how the applicant plans to align with the LWDB regarding employment, training, education and supportive services that are needed by adult education students.



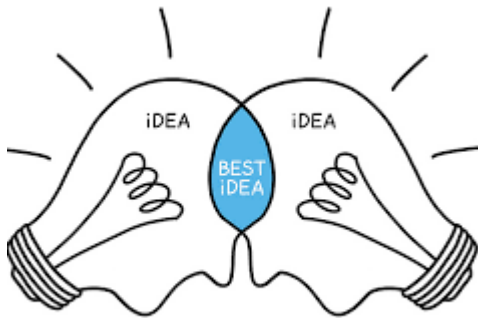
CONSIDERATION 4

4. How has the applicant participated in the meetings and activities of the LWDB? Provide specific details about shared costs, activities, and the resources used to support those costs (example: AEFLA funds cover the cost of the full-time adult education teacher and local board covers the cost of the classroom facility). Provide details about local workforce development board quarterly meetings attended, local WIOA partner meetings, and any other activities of shared partnerships such as job fairs, open houses, or business engagement events. For new applicants, indicate how you plan to participate in the LWDB activities, shared cost activities, and resources that will be used.



CONSIDERATION 4

5. How has the applicant worked with Titles I, III, and IV to meet mutual goals?



CONSIDERATION 5A

Whether the eligible provider's program—

- (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains.

Note: Grant awardee must provide at least 75% of classes as managed enrollment beginning July 1, 2024. [State Requirement]



CONSIDERATION 5A

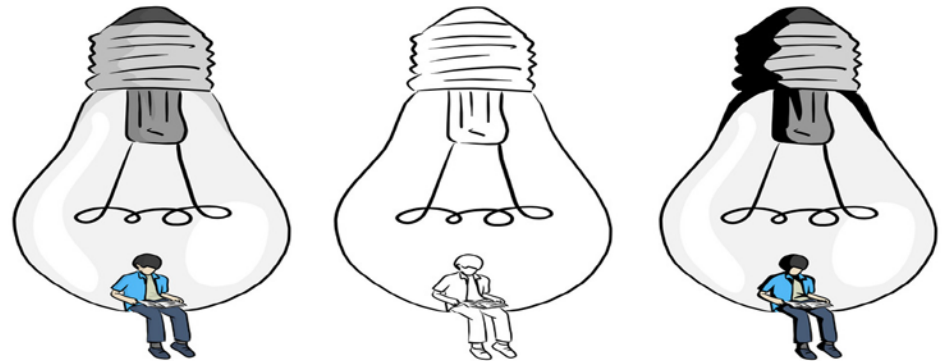
1. Describe how the applicant's program is of sufficient intensity and duration, and the activities are based on the most rigorous research available to ensure the participants achieve substantial learning gains. Include research sources.
2. Include the attendance policy for managed enrollment classes and a sample of two course outlines/syllabi that include College and Career Readiness Standards (CCRS).
3. How is managed enrollment implemented to ensure student educational progress?



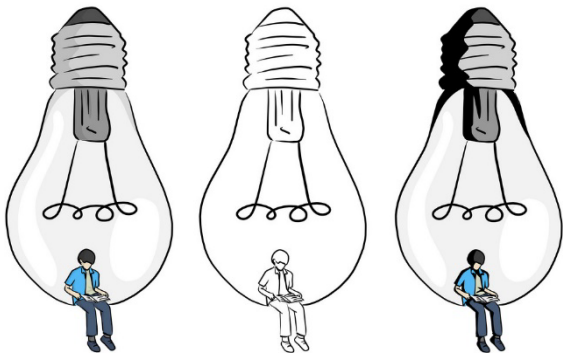
CONSIDERATION 5B

Whether the eligible provider's program —

(B) uses instructional practices that include the essential components of reading instruction.



CONSIDERATION 5B



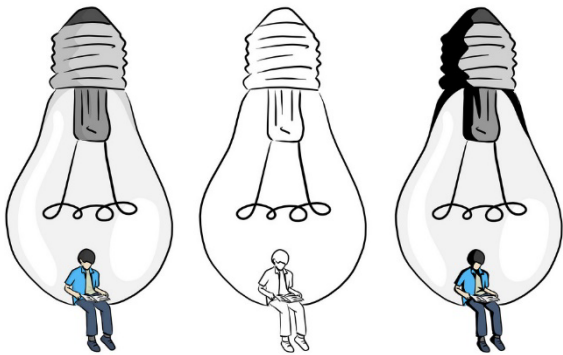
1. What instructional practices will the applicant employ, including the implementation of the science of reading as required in Arkansas Act 1063 of 2017?

2. How will instructional practices provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship? Provide examples.

3. In what ways are teachers trained to use academic resources to supplement instruction to inform and support academic success of adult learners.

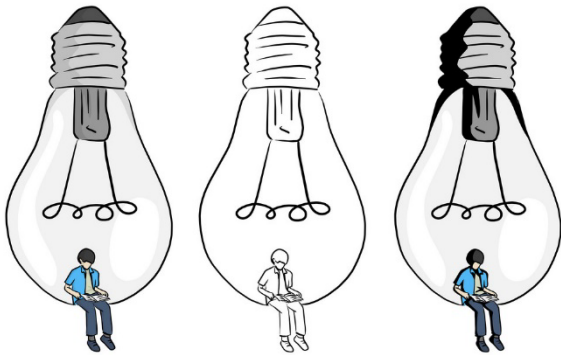
4. How do teachers evaluate students' academic progress and share information with the adult learner?

CONSIDERATION 6



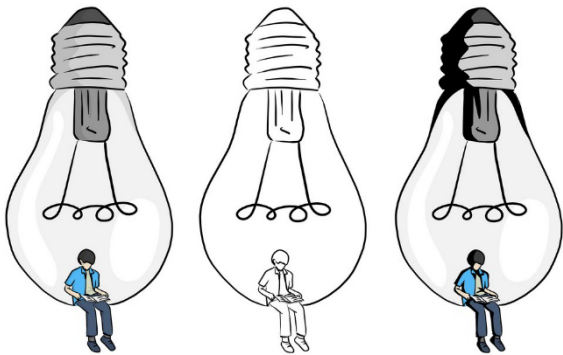
Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically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

CONSIDERATION 6



1. Describe how the College and Career Readiness (CCR) and/or English Language Proficiency Standards has been integrated into instruction. For new applicants, how will the CCR and the English Language Proficiency Standards be integrated into instruction?

CONSIDERATION 6



2. Describe any other scientific research upon which instruction is based. Why was this research deemed appropriate to address the needs of the applicant's potential students?

3. How and how often will the applicant measure the success of instructional practices? How will identified instructional deficiencies be addressed?



CONSIDERATION 7

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

Note: Grant awardees must integrate technology into instruction and work towards establishing a distance education component by July 1, 2024.

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CONSIDERATION 7

3. How will the applicant recruit students into distance learning and ensure follow-up and evaluation of student academic progress and follow-up measures?



CONSIDERATION 8

Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that the 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.



CONSIDERATION 8

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. (See diagram below)



CONSIDERATION 8

1. (Current Providers) Describe all IET programs offered in 2021-22 and 2022-23 and why each was selected. How many participants were enrolled? How many completed? What and how many credentials were obtained?
2. (New Applicants) What IET programs will be offered and why? How will participants be recruited? What is the expected enrollment? What credentials or certificates will be attained?



CONSIDERATION 8



3. How did the applicant ensure and document inclusion and integration of all components in the IET? New applicants may describe how they will provide concurrent and contextualized instruction.



4. How will IETs be used to meet the needs of students and area employers? Include partnerships for each county in the service area.



5. How will the applicant transition students to unsubsidized employment, postsecondary education, and training?

CONSIDERATION 9

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

Note: Grant awardees must maintain professional development plans for each staff/faculty member as well as records of completed trainings beginning July 1, 2024.



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CONSIDERATION 9

4. Describe how the applicant will provide staff development to ensure staff are knowledgeable about adult education instruction, policies, procedures, and priorities.

5. How will information from professional development trainings be shared with other staff who may not have attended and within what timeframe?



CONSIDERATION 10

Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Workforce Development Boards (LWDBs), one-stop centers, job training programs, and social service agencies, business, industry, community-based organizations, and intermediaries, in the development of career pathways.

Note: Grant awardees will be required to contribute to the operational cost of all area one-stop centers by July 1, 2024.



CONSIDERATION 10

1. How will the applicant coordinate with local community resources to develop partnerships? Name specific coordinated agencies and services that have not been addressed in Consideration 4.
2. How will the applicant coordinate with the local one-stop center? Include specific coordination activities within the past two years.
3. How will the applicant coordinate with education and training providers? Name specific coordinated services within the past two years.



CONSIDERATION 11

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

Note: Grant awardees must have standardized written policies and procedures that adhere to the American with Disabilities Act 1990 by July 1, 2024.



FLEXIBLE HOURS

CONSIDERATION 11

1. How will the applicant identify barriers and coordinate support services to address the needs of the local population, including individuals with disabilities or other special needs? Provide the referral process and local resources.
2. How will the applicant ensure instruction is accessible, providing the flexibility needed to meet the needs of students, including evening, weekend, and/or distance learning classes? How can the public locate information on available class offerings?



FLEXIBLE HOURS

CONSIDERATION 11

3. How will the applicant utilize a Career Development Facilitator (CDF) or Career Services Provider (CSP) to assist students with career planning and in identifying career pathways based on local needs, interests, and aptitude?



FLEXIBLE HOURS

CONSIDERATION 12

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance

***Note:** Grant awardees must have standardized written policies and procedures for student intake and exit, pre- and post-testing of students, personnel responsible for data collection and reporting by July 1, 2024.*



CONSIDERATION 12

1. The state requires the timely entry of data and completion of quarterly reports using data. Describe how the applicant will ensure adherence.
2. Describe the methods and frequency the applicant plans to assess the analysis of the data.
3. Explain how the applicant will follow and ensure the validity of data? Include a description of the intake process, data collection process, data entry process, and validation process.



CONSIDERATION 12

4. How will the applicant use the data to improve performance and make programming decisions, including recruitment and retention efforts?
5. Describe the method and processes the applicant will make to ensure the follow-up process for each participant is validated.



CONSIDERATION 13

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

***Note:** Grant awardees are required to provide English language instruction if 500+ English language learners are within the awarded service area beginning July 1, 2024.*



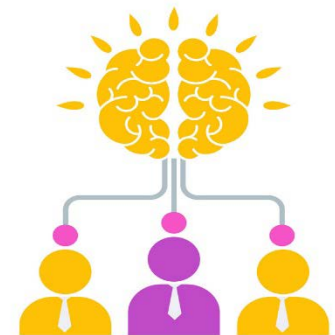
CONSIDERATION 13

1. What is the ELL population in the local area?
Provide the data source.
2. What is the anticipated growth of the ELL population based on the Department of Labor statistics?



CONSIDERATION 13

3. Please describe the applicant's experience providing instruction and services to English language learners. At minimum address the following:
- a. Instructors' education, experience, and professional development,
 - b. Curriculum and materials (textbooks, software, websites),
 - c. Inclusion of employability skills and career pathways in curriculum,
 - d. Incorporating financial and digital literacy,
 - e. civics education.



EXPERIENCE

BUDGET NARRATIVES

- Please describe in detail how funds will be used to implement the project. For each grant funds D&E, C/I (if applicable), and IELCE (if applicable).
- Include a composite budget for all counties in the service area, and a budget narrative for each county.
- Include all costs associated with administration, instruction, maintenance and operations, and other support services as outlined on the budget page found on the Adult Education website.



Please do not include shopping carts, inventory lists, lease agreements, etc.

CORRECTIONAL/ INSTITUTIONAL (C/I) **OPTIONAL**

If the applicant is applying for both Correctional/Institution (C/I) grant and a Direct & Equitable (D&E) grant, complete this section in addition to all other sections of the RFP application.

If applying for C/I only, complete demonstrated effectiveness (page 1), title page (page 2), and C/I application in addition to the Budget Page and Narrative to these grant funds.

CORRECTIONAL/ INSTITUTIONAL (C/I) *OPTIONAL*



The funds (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals*, including academic programs for—

- 1) adult education and literacy activities;**
- 2) special education, as determined by the eligible agency;**

CORRECTIONAL/ INSTITUTIONAL (C/I)

****OPTIONAL****



- 3) integrated education and training;**
- 4) career pathways;**
- 5) concurrent enrollment;**
- 6) peer tutoring; and**
- 7) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.**

CORRECTIONAL/ INSTITUTIONAL (C/I)

****OPTIONAL****

Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.



CORRECTIONAL/ INSTITUTIONAL (C/I) *OPTIONAL*

CORRECTIONAL INSTITUTION means any (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders funded under §225. (2) **CRIMINAL OFFENDER** means any individual who is charged with or convicted of any criminal offense.



CORRECTIONAL/ INSTITUTIONAL (C/I) **OPTIONAL**

1. How many students in correctional/institutional settings did the applicant serve in 2021-22 and 2022-23? Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number of ESL students. program years in respect to the number of ABE students, number of ASE students, number of ESL students.



CORRECTIONAL/ INSTITUTIONAL (C/I) **OPTIONAL**

2. How will the program deliver instruction to raise the educational levels in reading, math, and/or language arts of adults in correctional or institutional settings? Include the intensity (hours of instruction per week) and duration (weeks of instruction per year) of C/I instruction.
3. Which of the activities (described in the consideration) will the applicant participate in? Provide details of specific activities the program will deliver.



CORRECTIONAL/ INSTITUTIONAL (C/I) **OPTIONAL**

4. Describe the program's past success with learners enrolled in correctional or institutional settings. How are participants selected? First-time applicants should describe how your program will measure success in providing C/I services and activities.



EXPERIENCE

CORRECTIONAL/ INSTITUTIONAL (C/I) **OPTIONAL**

5. Describe how the program will give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

6. Describe how the program will implement strategies to increase post-release services with the goal of reducing recidivism.



INTEGRATED ENGLISH LITERACY/CIVICS EDUCATION (IELCE) **OPTIONAL**



If the applicant is applying for both Integrated English Literacy/Civics Education (IELCE) grant and a Direct & Equitable (D&E) grant, complete this section *in addition to* all other sections of the RFP application.



If applying for IELCE only, complete demonstrated effectiveness (page 1), title page (page 2), and the IELCE application in addition to the Budget Page and Narrative to these grant funds.

INTEGRATED ENGLISH LITERACY/CIVICS EDUCATION (IELCE) **OPTIONAL**

The Integrated English Literacy and Civics Education in §243 program will be delivered in combination with integrated education and training activities through Career Pathways, including partnerships with business and industry and other educational institutions, and language instruction to address local needs.



IELCE **OPTIONAL**

1. English Language Instruction: reading, writing, listening, speaking.
2. Civics Activities that include the US Citizenship and Immigration Services (USCIS) as well as OCTAE's Civics Education curriculum that includes the 4 Pillars of Civics.
3. Workforce Training that includes Soft Skills, Employability Certificates, and Integrated Education and Training (IET).



IELCE *OPTIONAL*

IELCE are services provided to adult English language learners, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire 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.

IELCE **OPTIONAL**



IELCE *OPTIONAL*



1. What is the actual or anticipated ELL population growth for the selected service area? State source(s) used.
2. How will the program deliver content and activities as described through effective practices that enable ELLs to increase their English language proficiency in combination with civics education and workforce training, including an IET, in order to better understand and navigate governmental, educational, and workplace systems and key American institutions, including preparation for unsubsidized employment leading to economic self-sufficiency? Include instructional/course outline, materials/resources, and 3-5 sample activities.

IELCE *OPTIONAL*



3. (Current Providers) Describe all IET programs offered in 2021-22 and 2022-23, why each was selected, the number of ELLs enrolled, and analysis of enrollment trends. How has the eligible provider co-enrolled participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243? Include recruitment plan and orientation/transition support specifically for IET.

IELCE *OPTIONAL*



4. (New Applicants) Describe how an IET program will be selected and on what basis for English Language Learners (ELLs). What is the projected enrollment and how will the eligible provider co-enroll participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243? Include recruitment plan and orientation/transition support specifically for IET.

IELCE *OPTIONAL*



5. How will the applicant utilize a Career Development Facilitator (CDF) or Career Services Provider (CSP) to assist English Language Learners with career planning and in identifying career pathways based on local needs, interests, and aptitude?
6. How will IETs be used to meet the needs of English Language Learners and area employers? Include partnerships for each county in the service area.
7. How will the applicant transition English Language Learners to unsubsidized employment, postsecondary education, and training?

APPLICATION RUBRIC

Total Point Value of Consideration

Program Effectiveness in Serving Basic Skills Deficient Eligible Individuals

___/30

Consideration 1A: The degree to which the eligible provider will be responsive to-
(A) Regional needs as identified in the local workforce development plan;

Inadequate
(information not provided)

Minimal
(requires additional clarification)

Adequate
(clear and fairly complete)

Excellent
(concise and thoroughly developed)

Application should demonstrate:

- Documentation of demographics by county with source;
- Description of identified needs of the county population as described in the local plan and any other source(s);
- Evidence of program's ability to meet the identified needs.

1. What are the demographics of the chosen service area by county? At minimum include age, gender, race, ethnicity, English language learners, disabilities, educational levels. Provide source(s). Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number ESL students.	0 1 2 3	4 5 6	7 8 9	10
2. What are the identified needs of the county population as related to adult education activities?	0 1 2 3	4 5 6	7 8 9	10
3. How will the applicant meet the identified needs?	0 1 2 3	4 5 6	7 8 9	10

Point Value of each Question within the Consideration

APPLICATION RUBRIC

Responses should demonstrate...

Program Effectiveness in Serving Basic Skills Deficient Eligible Individuals		____/30			
Consideration 1A: The degree to which the eligible provider will be responsive to- (A) Regional needs as identified in the local workforce development plan;	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)	
	Application should demonstrate: <ul style="list-style-type: none">•Documentation of demographics by county with source;•Description of identified needs of the county population as described in the local plan and any other source(s);•Evidence of program's ability to the meet the identified needs.				
1. What are the demographics of the chosen service area by county? At minimum include age, gender, race, ethnicity, English language learners, disabilities, educational levels. Provide source(s). Include the percentage of decline/growth between 2021-22 and 2022-23 program years in respect to the number of ABE students and number ESL students.	0 1 2 3	4 5 6	7 8 9	10	
2. What are the identified needs of the county population as related to adult education activities?	0 1 2 3	4 5 6	7 8 9	10	
3. How will the applicant meet the identified needs?	0 1 2 3	4 5 6	7 8 9	10	

How well does the response address the question?



APPLICATION RUBRIC

Contextualized Learning and Transitioning Students		____/50			
Consideration 8: Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that the 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.		Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
Application should demonstrate: <ul style="list-style-type: none"> Evidence of past/current IETs, enrollment, and attained credentials for the given dates; Explanation of the IETs that will be offered in 2020-2021, recruitment plan, expected enrollment; and which certificates/credentials may be obtained through the IET; Explanation of the criteria used/will be used to select IET participants; Explanation of how the program will transition students into unsubsidized employment, including partnerships for each county in the service area; Explanation of how the program will transition students into post secondary education and training, including partnerships for each county in the service area; Evidence of the concurrently and contextualized of instruction for past/current IETs, how career pathways are determined and used; how the applicant is verifying the integration of the three required IET components. Note: Applicants not currently funded may describe how they will provide and ensure concurrent and contextualized instruction. 					
1. (Current Providers) Describe all IET programs offered in 2021-22 and 2022-23 and why each was selected. How many participants were enrolled? How many completed? What and how many credentials were obtained?	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15	
2. (New Applicants) What IET programs will be offered and why? How will participants be recruited? What is the expected enrollment? What credentials or certificates will be attained?	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15	
3. How did the applicant ensure and document inclusion and integration of all components in the IET? New applicants may describe how they will provide concurrent and contextualized instruction.	0 1 2 3	4 5 6	7 8 9	10	
4. How will IETs be used to meet the needs of students and area employers? Include partnerships for each county in the service area.	0 1 2 3	4 5 6	7 8 9	10	
5. How will the applicant transition students to unsubsidized employment, postsecondary education, and training?	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15	

Shading indicates that only one of the two questions should be answered.

APPLICATION CHECKLIST

Submit completed application to the Adult Education Section by March 1, 2024, at 5:00 p.m.

Electronic Submissions to
ADED.RFP@arkansas.gov.

- ☐ Sign originals of each required form with easily identifiable signatures – in **BLUE** ink, or as an official, dated, digital signature.
- ☐ Complete and submit all applicable pages of the application in numerical order.



APPLICATION CHECKLIST

Submit completed application to the Adult Education Section by March 1, 2024, at 5:00 p.m.

- ☐ Provided information to be considered an eligible provider with demonstrated effectiveness.
- ☐ Address all thirteen (13) considerations and/or C/I and IELCE considerations (optional grants).



APPLICATION CHECKLIST

For each grant, the following forms *Must Be Submitted* with the

Arkansas Adult Education Funding
Application:

- ☐ Proposed Budget Page for Fiscal Year
07/01/24 to 06/30/25
- ☐ Proposed Budget Narrative for 07/01/24
to 06/30/25





TECHNICAL ASSISTANCE AND/OR QUESTIONS

- Questions regarding this RFP must be e-mailed to ADED.RFP@arkansas.gov.
- Responses will be posted online at least weekly at the following location: <https://dws.arkansas.gov/adult-education/>

ADULT EDUCATION SECTION

[https://dws.arkansas.gov/adult-
education](https://dws.arkansas.gov/adult-education)

E-MAIL:

ADED.RFP@arkansas.gov