

A large, thick black L-shaped graphic is positioned on the left and bottom right sides of the slide, framing the central text.

**WORKFORCE INNOVATION AND OPPORTUNITY ACT
ADULT EDUCATION AND FAMILY LITERACY ACT
COMPETITION 2019-2020**

Bidder's Conference
Utah State Board of Education
February 19, 2019

What is Adult Education?

- Utah Adult Education is a program of instruction below the collegiate (post-secondary) level for out-of-school persons 16 years of age and older.
- Utah Adult Education is comprised of services for English Language Learners, Adult Basic Education or Adult Secondary Education.

Program Types

- **Adult Basic Education (ABE):** Used to fund local programs of adult education literacy services, including workplace literacy services; family literacy services; and English literacy programs.
- **Prisons and Institutions (PI):** Used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. Priority for program services should be given to individuals likely to leave the correctional institution within five years of participation.
- **Integrated English Literacy and Civics Education (IELCE):** Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Services must be delivered in combination with integrated education and training activities and prepare English learners for unsubsidized employment in in-demand industries and occupations.

Competition Timeline

- **February 5, 2019**
WIOA/AEFLA Competition Legal Notice posted
- **February 19, 2019**
WIOA Bidder's Conference
- **March 5, 2019**
Demonstrated Effectiveness due no later than 5 p.m.
- **March 8, 2019**
Notification of Demonstrated Effectiveness results sent to applicants. Full grant applications sent only to those applicants scoring 25 points or greater.
- **April 3, 2019**
Completed grant applications due no later than 5 p.m.
- **May 15, 2019**
Notifications of funding decision sent to applicants

Process

1. Demonstrated Effectiveness:
 - Application(s) received by March 5 will be reviewed according to rubrics.
 - Providers will be notified by March 8 whether they are eligible to apply.
2. Full grant applications are due by April 3.
3. State Workforce Development Board (SWDB) Review for alignment to the WIOA State Plan for the State of Utah.
4. Grants will be read and scored by 3 readers.
5. State staff will tally scores, rank and fund applications.
6. Notifications of funding decision will be sent to applicants by May 15.

Demonstrated Effectiveness and WIOA Resource Documents are on the Adult Education Website

[AEFLA/WIOA Competition Page](#)

The screenshot shows the Utah State Board of Education website. At the top left is the logo and name "Utah State Board of Education". To the right is a search bar with "Keyword" and "Search" buttons, and a accessibility icon. Below the logo are navigation links: "Students and Families", "Community and Partners", and "Schools and Educators". A green banner contains a menu icon and the text "ADULT, RISK, AND CUSTODY PROGRAMS". Below the banner is a breadcrumb trail: "Inside USBE > Departments and Programs > Adult, Risk, and Custody Programs > Adult Education". The main content area has a heading "Adult Education" and a row of tabs: "Overview", "Statistics", "Auditors", "Directors/Coordinators", "Resources", and "AEFLA/WIOA Competition" (which is highlighted). Below the tabs is the heading "Adult Education and Family Literacy Act (AEFLA)/Workforce Innovation and Opportunity Act (WIOA) Competition". The text states: "There are three types of federal AEFLA funds available:" followed by a bulleted list:

- Adult Basic Education (ABE): Used to fund local programs of adult education literacy services, including workplace literacy services; family literacy services; and English literacy programs.
- Prisons and Institutions (PI): Used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals. Priority for program services should be given to individuals likely to leave the correctional institution within five years of participation.
- Integrated English Literacy and Civics Education (IELCE): Services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Services must be delivered in combination with integrated education and training activities and prepare English learners for unsubsidized employment in in-demand industries and occupations.

Below this is the heading "2019-2020 Competition" and the text "Timeline:" followed by a bulleted list:

- February 5, 2019
WIOA/AEFLA Competition Legal Notice posted
- February 19, 2019
WIOA Bidder's Conference | YouTube Live Stream: [Adult Education Bidder's Conference](#)

Demonstrated Effectiveness Application

- Applicants need only complete one of the two sections
 - *Previously Funded Applicants*
 - *Not Previously Funded Applicants*

Demonstrated Effectiveness Application (continued)

Previously Funded Applicants– 50 points possible

Describe the agency's demonstrated effectiveness in improving the literacy skills of adults and families, especially with respect to those adults with the lowest levels of literacy. Data should include state target performance data.

1. Provide a minimum of two years of performance data on the effectiveness of instruction in each of the following areas (20 points):
 - a. Reading;
 - b. Writing;
 - c. Mathematics; and
 - d. English language acquisition (where applicable).
2. Provide outcome data for each of the following areas (20 points):

Note: Applicants need only provide data from 7/1/16-6/30/17 for a and c. Applicants need only provide data from 7/1/16 – 12/31/16 for b, d, and e.

 - a. the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
 - b. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
 - c. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
 - d. the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program;
 - e. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
3. Provide a minimum of two years of specific performance data for those with low levels of literacy (10 points).

Demonstrated Effectiveness Application (continued)

PART II: DEMONSTRATED EFFECTIVENESS

Not-Previously Funded Applicants – 50 points possible

Describe the agency's demonstrated effectiveness in improving the literacy skills of adults and families, especially with respect to those adults with the lowest levels of literacy. A minimum of two years of data must be provided.

1. Provide performance data on the effectiveness of instruction in each of the following areas (20 points):
 - a. Reading;
 - b. Writing;
 - c. Mathematics; and
 - d. English language acquisition (where applicable).
2. Provide outcome data and/or describe services provided to assist students in each of the following areas (20 points):
 - a. Attaining or improving employment;
 - b. Attainment of a secondary diploma or recognized equivalent;
 - c. Transition to post-secondary education and training.
3. Provide specific performance data for those with low levels of literacy (10 points).

Demonstrated Effectiveness Application (continued)

SCORING RUBRIC

Question 1

16 – 20 points	Two years of performance data are provided for each area. Performance data provided are above statewide averages.
11 – 15 points	Two years of performance data are provided for each applicable area. Performance data provided are at statewide averages.
6 – 10 points	Two years of performance data are provided for each applicable area. Performance data provided are below statewide averages.
1 – 5 points	Two years of performance data aren't provided for some of the applicable areas. Performance data provided are below statewide averages.
0 points	Two years of data aren't provided for any of the applicable areas.

Statewide Averages

Reading:	2016-2017 – 43.22%	2017-2018 – 47.49%
Writing (Language):	2016-2017 – 40.54%	2017-2018 – 46.09%
Mathematics:	2016-2017 – 38.61%	2017-2018 – 43.32%
English Language Acquisition:	2016-2017 – 40.34%	2017-2018 – 50.27%

Demonstrated Effectiveness Application (continued)

Question 2

16 – 20 points	Comprehensive outcome data are provided. Comprehensive plan indicates the focus of the program is on helping students transition to postsecondary education and training and/or employment. Outcome data provided are above statewide data levels.
11 – 15 points	Adequate outcome data are provided. The plan indicates efforts are made to transition students to postsecondary education and training and/or employment. Outcome data provided are at statewide data levels.
6 – 10 points	Some outcome data are provided. The plan indicates some efforts are made to transition students to postsecondary education and training and/or employment. Outcome data provided are below statewide data levels.
1 – 5 points	Minimal outcome data are provided. The plan minimally addresses transitioning students to postsecondary education and training and/or employment. Performance data provided are below statewide data levels.
0 points	No outcome data are provided. The plan does not address program efforts to transition students to postsecondary education and training and/or employment.

Statewide Data

Employment Second Quarter after exit: 34.48%

Employment Fourth Quarter after exit: 32.72%

Median Earning Second Quarter after exit: \$3,408

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit: 15.38%

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit: 48.72%

Attained a Postsecondary Credential while enrolled or within one year of exit: 0%

Demonstrated Effectiveness Application (continued)

SCORING RUBRIC

Question 3

8 – 10 points	Two years of performance data for low literacy students are provided. Performance data provided are above statewide averages.
6 – 7 points	Two years of performance data for low literacy students are provided. Performance data provided are at statewide averages.
3 – 5 points	Two years of performance data for low literacy students are provided. Performance data provided are below statewide averages.
1 – 2 points	Two years of performance data aren't provided. Performance data provided are below statewide averages.
0 points	Two years of data aren't provided for any of the applicable areas.

Statewide Averages

ABE 1	2016-2017 – 50%	2017-2018 – 36%
ABE 2	2016-2017 – 47%	2017-2018 – 35%
ELL 1	2016-2017 – 44%	2017-2018 – 38%
ELL 2	2016-2017 – 41%	2017-2018 – 40%

Only Eligible Providers will complete the full grant application.

APPENDIX E: 13 Considerations Crosswalk

WIOA CONSIDERATIONS	GRANT QUESTION
1. The degree to which the eligible provider would be responsive to <ul style="list-style-type: none"> A. regional needs as identified in the local plan; and B. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals <ul style="list-style-type: none"> ▪ who have low levels of literacy skills; or ▪ who are English language learners. 	1A – ALIGNMENT TO STATE PLAN 1B – SERVING THOSE MOST IN NEED
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	SERVING THOSE MOST IN NEED
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.	DEMONSTRATED EFFECTIVENESS
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.	ALIGNMENT TO STATE PLAN
5. Whether the eligible provider’s program <ul style="list-style-type: none"> A. is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and B. uses instructional practices that include the essential components of reading instruction. 	5A - INTENSITY AND QUALITY 5B – EFFECTIVE EDUCATIONAL PRACTICES
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;	EFFECTIVE EDUCATIONAL PRACTICES
7. Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.	USE OF TECHNOLOGY
8. Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	CONTEXTUALIZED LEARNING
9. Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators, and who have access to high quality professional development, including through electronic means.	STAFFING AND PROFESSIONAL DEVELOPMENT
10. Whether the eligible provider’s activities coordinate 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 investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.	CAREER PATHWAYS DEVELOPMENT
11. Whether the eligible provider’s activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.	INTENSITY AND QUALITY
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	N/A
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.	ENGLISH LANGUAGE ACQUISITION NEED

Completing the Grant Application

- The application is an interactive PDF.
- Some boxes are alpha-numeric; some are numeric only.
- Subtotal or Grand Total boxes cannot be edited. If the amount is incorrect, check the amounts entered in the individual categories.
- Common abbreviations are acceptable, but be careful using education jargon without explanation.
- Always remember to SAVE.

Completing the Grant Application

- Use the type of application in your document name, e.g. ABE, P&I, or IELCE.
 - Save the application with the following format: agency name_type of grant_2019.pdf.
 - Example: alpine_ABE_2019.pdf
- The application can be saved and reopened to continue working on the application with no loss of information.
- **Remember:** Providers should submit an application for each type of funding requested i.e. ABE, P&I or IELCE.
- Applications should be sent electronically to [Tandalaya Stitt](#).

Signature Page

- Signatures are required from the Chief Administrative Officer/Superintendent, the Business Administrator, and the Program Director.
- Documents must be signed digitally.
- Applications missing any signatures will be considered incomplete and automatically disqualified.

Budget Summary Explanation

- **IMPORTANT:** Calculations for salaries and benefits must be shown, detailing the number of persons, total FTEs, and number of weeks. Samples can be found in the Resource Packet appendix.
- The Grand Total at the end of the Budget Summary Explanation must match the Budget Requested Amount from the top of the Budget Summary Explanation Sheet.
- Upon receipt of the final award letter the Budget sheet and the Employee Detail Budget sheet may need to be amended and resubmitted. The Grand Total must always match the funds awarded.

Projected Match Funding

- It is a state requirement that applications must include at least a minimum 25% match from non-federal funding sources.
- In-kind program support is an acceptable matching source.
- The percentage listed must be maintained. If 30% is listed, every year after, the match must be 30%.

Matching Requirements

- Matching must be allowable:
 - Documented and verifiable
 - Necessary for accomplishing program objectives
 - Supported by documentation of fair market value
- Match must **NOT** be:
 - Used as a match for another grant
 - Met by another federal grant or contract
 - Financed by program income

Valuation of In-Kind Matching Funds

- Fair Market Value = What would you pay if it had not been donated?
- Valuation of in-kind matches for contributions and services must be provided and attached to the application.
 - Examples:
 - ❑ Classroom space – must show actual cost for comparable space in the area, or a real estate appraisal, or cost of renting same space to other organizations.
 - ❑ Volunteer's time – must show value of a paid teacher's time in the same program

Supplement – NOT - Supplant

- **AEFLA:** “Funds made available for adult education and literacy activities ... shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.” (section 241 (a)).
- **In other words** federal funds may NOT be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

Grant Page Examples

WIOA/AEFLA UTAH COMPETITION

	ABSTRACT
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ABSTRACT – Describe the scope and specific intent of the project. Explain how the proposed project will assist students in making progress towards the attainment of a high school diploma or equivalent, enrollment in postsecondary education or training activities, and/or employment. List the number of sites served and hours of operation for each site. If the project is part of a consortium of eligible providers, identify the responsibilities for each provider.

WIOA AEFLA Section 232(1)

WIOA/AEFLA UTAH COMPETITION

	CONTEXTUALIZED LEARNING
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CONTEXTUALIZED LEARNING – Describe the project’s activities to provide learning in context, including through integrated education and training (IET), so students acquire the skills necessary to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency and exercise their rights and responsibilities of citizenship.

WIOA AEFLA Section 231(e)(8); Section 203(11); Appendix B

Grant Page Examples

(continued)

WIOA/AEFLA UTAH COMPETITION

SERVING INDIVIDUALS MOST IN NEED

SERVING INDIVIDUALS MOST IN NEED – Describe how the project will be responsive to serving individuals in the community who are identified as most in need of adult education and literacy services including those who have low levels of literacy skills, English learners, individuals with disabilities, and individuals with barriers to employment (see appendix for definition.)

WIOA AEFLA Section 231(e)(1)(B); Section 231(e)(2)

WIOA/AEFLA UTAH COMPETITION

ALIGNMENT TO STATE PLAN

ALIGNMENT TO STATE PLAN – Describe how the project demonstrates alignment between proposed activities and services and the strategies and goals of the [WIOA Plan for the State of Utah](#). Specifically address how the project will be responsive to the needs of the local economic area and how the program will fulfill their responsibilities as a one-stop partner.

WIOA AEFLA Section 231(e)(4), Section 231(e)(1)(A); Section 108; UT WIOA State Plan

Grant Page Examples

(continued)

WIOA/AEFLA UTAH COMPETITION

CAREER PATHWAYS DEVELOPMENT

CAREER PATHWAYS DEVELOPMENT—

Describe how the program coordinates with other available education, training and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, applied technology colleges, One-Stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development and expansion of career pathways.

WIOA AEFLA Section 231(e)(10)

WIOA/AEFLA UTAH COMPETITION

INTENSITY AND QUALITY

INTENSITY AND QUALITY - Describe how the project is of sufficient intensity and quality and based on the most rigorous research available for students to achieve substantial learning gains. Describe the factors considered in developing the instructional schedule, including open learning labs and scheduled classes. How does the instructional schedule and format maximize opportunities for learners to attend and demonstrate progress? Describe how the project offers flexible schedules, distance learning, and coordinates support services (e.g. child care, transportation, mental health services, and career planning) to enable learners, including individuals with disabilities or other special needs, to attend and complete programs.

WIOA AEFLA Section 231(e) (5); Section 231(e)(11)

Grant Page Examples

(continued)

WIOA/AEFLA UTAH COMPETITION

ENGLISH LANGUAGE ACQUISITION NEED

ENGLISH LANGUAGE ACQUISITION NEED – Demonstrate the need for ADDITIONAL English language acquisition programs and civics education programs in the local area.

NOTE: This section may be skipped for programs not providing English Language Acquisition services.

WIOA AEFLA Section 231(e)(13)

WIOA/AEFLA UTAH COMPETITION

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) – Describe how the project will prepare English learners for, and place learners in, in-demand industries and occupations that lead to economic self-sufficiency and integrate these services with the Department of Workforce Services. Describe how the project will provide civics education in combination with English Language Acquisition and Integrated Education and Training activities. Include a description of how the program will provide education services to English learners with degrees or credentials in their native countries.

NOTE: This section may be skipped for programs not applying for Integrated English Literacy and Civics Education (IELCE) funds.

WIOA AEFLA Section 243(c); Appendix C

Scoring Criteria

SCORING CRITERIA - Each section of the AEFLA grant application will be evaluated and scored on the basis of completeness, clarity, and merit. **NOTE:** Incomplete applications will result in disqualification.

ITEM	Required/ Optional	Possible Points
Digital Signatures	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Matching Funds	Required <input type="checkbox"/> Yes <input type="checkbox"/> No	NA
Non-LEA Organizations Attachments	Required	NA
PROJECT NARRATIVE COMPONENTS	Required/ Optional	Possible Points
Budget Summary Explanation	Required	25
Alignment to State Plan*	Required	20
Career Pathways Development*	Required	20
Serving Those Most in Need	Required	15
Intensity and Quality	Required	15
Effective Educational Practices	Required	15
Use of Technology	Required	15
Contextualized Learning	Required	15
Staffing and Professional Development	Required	15
English Language Acquisition Need	ELA Required**	10
Integrated English Literacy and Civics Education	IELCE Required**	10
Optional 1 Family Literacy	Optional	(10)
Optional 2 Workplace Adult Education and Literacy	Optional	(10)
ABE and P&I Total Possible Required		155
ELA/IELCE Total Possible Required		165
* Read and Scored by SWDB		
** Required only for program type specific applications		

Consortiums

- Each member of a consortium must be an eligible provider.
- Fiscal agent decision
 - A single fiscal agent
 - Multiple fiscal agents
- All for one and one for all

Questions?

- Additional questions or concerns can be addressed by contacting USBE Adult Education Services personnel.
 - Brian Olmstead, Coordinator > 801-538-7824
 - Stephanie Patton, Specialist > 801-538-7989
 - Danielle Pedersen, Specialist > 801-538-7925
 - Tandalaya Stitt, Support Staff > 801-538-7509