Integrated English Literacy & Civics Education

2022-2026 REQUEST FOR PROPOSAL FUNDING APPLICATION

ADULT BASIC EDUCATION

Oklahoma Department of Career and Technology Education

1500 West 7th Avenue

Stillwater, OK 74074

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Applicant Information

Name of Organization/Applicant			

Street Address	City	State	ZIP Code

Executive Officer's Name	Email Address		Phone Number

Grant Writer's Name	Email Address		Phone Number

Primary Point of Contact's Name	Email Address		Phone Number

Introduction

Grant Purpose

The Oklahoma Department of Career & Technology Education Adult Basic Education Division requests proposals for funding to implement adult basic education. The purpose of this grant proposal is to fund programs that:

   (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.

      (B) lead to sustainable improvements in the economic opportunities for their family.

   (3) Assist adults in attaining a secondary school diploma and in transitioning to postsecondary education and training, including through career pathways.

   (4) Assist immigrants and other individuals who are English language learners in

      (A) improving their

         i. reading, writing, speaking and comprehension skills in English.

         ii. mathematics skills.

      (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship (AEFLA Section 202).

The 2022-2026 Oklahoma Adult Basic Education Request for Proposal for Competitive Projects provides the information and standard forms needed to apply for state and federal funds. This application is only for applicants interested in receiving Integrated English Literacy & Civics Education (WIOA, Section 243; State 732) funding. Applicants interested in Adult Education and Family Literacy (WIOA, Section 231; State 731) or Correctional/Institutional (WIOA, Section 225; State 733) funding are not required to apply for Integrated English Literacy & Civics Education (WIOA, Section 243; State 732) funding. If a current provider is not awarded funding under this RFP, the applicant will no longer qualify as a provider of adult basic education services for the state of Oklahoma. In addition, state grant recipients must continue to adhere to all applicable policies and requirements.

Integrated English Literacy and Civics Education

Integrated English Literacy and Civics (IELCE) provides education services 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 must 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. Each IELCE participant must have the option of participating in an IET. The funds provided under section 243 of the Act must be used in combination with integrated education and training. Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that 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. §463.73

- The IELCE program must provide education services to English language learners who are adults, including professionals with degrees and credentials in their native countries.
- The IELCE program must include instruction in literacy and English language acquisition.
- The IELCE program must include instruction on the rights and responsibilities of citizenship and civic participation as described under §463.33
- IELCE in Combination with IET - §463.74 specifies that an eligible provider that receives funds through the IELCE program may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: 1. Co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; OR 2. Using funds provided under section 243 to support integrated education and training activities as cited in subpart D.
- IET has three components (§463.36) and requirements to ensure they are integrated (§463.37), which goes beyond literacy and job training at the same time. They must have a single set of learning objectives, be provided concurrently and contextually, and address the other requirements in the regs, including that it be part of a career pathway (§463.38)

Eligible Applicants

Your organization must be considered an eligible provider to receive federal Adult Basic Education funding. An *eligible provider* means an organization that has demonstrated effectiveness in providing adult education and literacy activities. Effectiveness is demonstrated by providing two years of past performance data that show skills improvement. This is further outlined in *Section One: Determining Eligibility*. According to WIOA Sec. 231(a), providers outside of the Oklahoma are not eligible for the grant.

Defined Activities

The eligible provider receiving a grant shall use the funds to establish or operate programs that provide adult education and family literacy activities, including programs that provide such activities concurrently. Below are the defined activities:

- Adult Education: Academic instruction and education services below the postsecondary level that increase an individual's ability to do the following:
  (A) 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.
  (B) Transition to postsecondary education and training.
  (C) Obtain employment.

- Adult Education and Literacy Activities: Programs, activities and services that include adult education; literacy; workplace adult education and literacy activities; family literacy activities; English language acquisition

activities; integrated English literacy and civics education; workforce preparation activities; or integrated education and training.
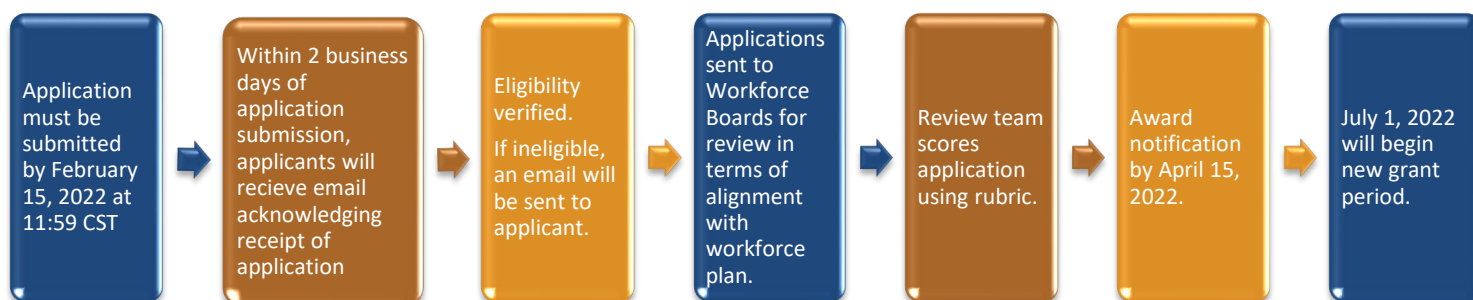
- **English Language Acquisition Program:** A program of instruction that meets the following criteria:
  (A) Is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehending the English language.
  (B) Leads to attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training or employment.

- **English Language Learner:** An eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.

- **Family Literacy Activities:** Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family, that better enable parents or family members to support their children's learning needs and that integrate all the following activities:
  (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement and economic self-sufficiency.
  (B) Interactive literacy activities between parents or family members and their children.
  (C) 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.
  (D) An age-appropriate education to prepare children for success in school and life experiences.

- **Integrated English Literacy and Civics Education:** Education services provided to adult English language learners, including professionals with degrees and credentials in their native countries, that enable them to achieve competency in the English language and acquire basic and advanced skills needed to function effectively as parents, workers, and citizens of 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.

- **Integrated Education and Training:** 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.

- **Literacy:** 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 and in society.

- **Workplace Adult Education and Literacy Activities:** Adult education and literacy activities that are offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location and that are designed to improve the productivity of the workforce.

- **Workforce Preparation Activities:** 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 how to use resources and information, work with others, understand systems and obtain skills necessary for successful transition into and completion of postsecondary education or training or employment.

Grant Period

The grant period will begin July 1, 2022. The award cycle for all grants will be for four years. Awards will be given for program years 2022-2023, 2023-2024, 2024-2025 and 2025-2026. Continuation of the award during this four-year cycle will be dependent on the satisfactory implementation of the programs and services outlined under AEFLA.

ODCTE Proposal Submission and Deadlines

FIGURE 1: GRANT APPLICATION PROCESS

Application must be submitted by February 15, 2022 at 11:59 CST	Within 2 business days of application submission, applicants will recieve email acknowledging receipt of application	Eligibility verified. If ineligible, an email will be sent to applicant.	Applications sent to Workforce Boards for review in terms of alignment with workforce plan.	Review team scores application using rubric.	Award notification by April 15, 2022.	July 1, 2022 will begin new grant period.

Submission Deadline
The application must be completed using this fillable PDF document. Hand-written applications will not be accepted. To submit your application, you must email it to abe@careertech.ok.gov. You may also copy applications to letha.bauter@careertech.ok.gov and jill.reavis@careertech.ok.gov. *The deadline for the submission is February 15, 2022, at 11:59 P.M. CST.* Any applications submitted after the deadline will *not* be considered.

Once you have submitted your application, you will be notified within two business days of receipt of your application via email. If you do not receive a notification within this time, please email abe@careertech.ok.gov to ensure your application was received.

Review Procedures
ODCTE staff will verify all applications for eligibility. Ineligible applications will not be read or evaluated. Applicants who are deemed ineligible for funding will be notified.

Eligible proposals will be evaluated using a rubric by a committee of ODCTE staff and other individuals with competent knowledge of adult basic education. Simultaneously, applications will be submitted to local workforce boards who will review applications for consistency and alignment with the local workforce board plan. The local workforce board will then make recommendations to ODCTE.

Award Notification
The applicants will receive notification regarding grant awards via email no later than April 15, 2022.

Local Application Timeline

Date	Action
December 3, 2021	ODCTE will post 2022-2026 Integrated English Literacy & Civics Education request for proposal funding application and supporting documents to https://oklahoma.gov/careertech/educators/adult-basic-education/grant-competitions.html. The same application will be submitted by all applicants.
December 8, 2021	*OPTIONAL*: Bidders Conference
January 1, 2022	ODCTE begins accepting Integrated English Literacy & Civics Education request for proposal funding applications
February 15, 2022, at 11:59 PM CST	Deadline to submit request for proposal funding application
February 16, 2022 – April 14, 2022	ODCTE conducts a review of the applications, conducts a pre-award risk assessment, and makes the final determination of who will receive an award during 2022-2026. Local workforce development boards will review applications to determine alignment of the applications with their local plans and provide recommendations to the ODCTE.
April 15, 2022	Applicants will be notified of award recipient status via email.

Questions Regarding Request for Proposal

All grant-related correspondence should be directed to abe@careertech.ok.gov. Questions and answers will be posted via the technical assistance document.

Section One: Determining Eligibility

The purpose of this section is to verify applicant eligibility to be a grant recipient in providing adult education and literacy services. Applications that are incomplete or cannot demonstrate eligibility will not be reviewed, scored, or considered for funding by the review committee.

Eligible Provider Types

This application/proposal is for **Integrated English Literacy & Civics Education** services. Click on the box below that best represents your organization. Select only one item.

☐ Local education agency	☐ Institution of higher education
☐ Community-based or faith-based organization	☐ Public or private nonprofit organization
☐ Volunteer literacy organization	☐ Library
☐ Public housing authority	☐ Nonprofit institution that is not previously described and has the ability to provide adult education and literacy activities to eligible individuals
☐ Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities previously described	☐ Partnership between an employer and an entity previously described
☐ Other—Please explain:	

Demonstrated Effectiveness in Serving Eligible Individuals

The Federal Code of Regulations §463.24 requires that *eligible* grant applicants must demonstrate effectiveness in serving eligible individuals. ODCTE requires that you submit the last two years of the organization's outcome data.

> **Directions:** Indicate whether your organization has previously received funds under the Workforce Innovation & Opportunity Act (WIOA).
>
> **If your answer below is "Yes", complete the Previously Funded section by filling in Table 1.1 and Table 1.2** by providing performance data required under WIOA §116 to demonstrate past effectiveness. You may obtain this data using LACES.
>
> **If your answer below is "No", complete the Not Previously Funded section by filling in Table 1.3 and Table 1.4** by providing performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals. Organizations who have not previously received funds under WIOA Title II must have data in at least one section of the two data tables below. You may indicate N/A on areas that you do not have data.
>
> *NOTE*: If you are applying as a consortium, please complete and attach a Demonstrated Effectiveness for Consortiums document with the performance data for each organization within the consortium. Eligibility will be determined for each individual entity, and all entities must be eligible for the consortium to be eligible.

1. Has your organization previously received funds under WIOA Title II?

☐Yes
☐No

Previously Funded

TABLE 1.1: EFL DATA FOR PREVIOUSLY FUNDED APPLICANTS

Data for Applicants PREVIOUSLY Funded Under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Data may be found in NRS Table 4: MSG by Entry Level	**Number of Participants**		**Number who achieved at least one educational functioning level gain**		**Number who attained a Secondary School Diploma or its equivalent**		**Percentage of Periods of Participation with Measurable Skill Gains**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
ABE Level 1 (0-1)								
ABE Level 2 (2-3)								
ABE Level 3 (4-5)								
ABE Level 4 (6-8)								
ABE Level 5 (9-10)								
ABE Level 6 (11-12)								
ESL Level 1								
ESL Level 2								
ESL Level 3								
ESL Level 4								
ESL Level 5								
ESL Level 6								

TABLE 1.2: OUTCOME DATA FOR PREVIOUSLY FUNDED APPLICANTS

Data for Applicants PREVIOUSLY Funded Under AEFLA, WIOA Title II						
Core Follow-Up Outcome Achievement Data may be found in NRS Table 5: Primary Indicators of Performance	**Number of participants who exited**		**Number of participants who exited achieving outcome**		**Percentage of participants in all periods of participation achieving outcome**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
Employed second quarter after exit						
Employed fourth quarter after exit						
Attained diploma/equivalent and enrolled in postsecondary education or training within one year of exit						
Attained diploma/equivalent and employed within one year of exit						
Attained a postsecondary credential while enrolled or within one year of exit						

Not Previously Funded

TABLE 1.3: CONTENT DOMAIN OUTCOME DATA OF NOT PREVIOUSLY FUNDED APPLICANTS

Data for Applicants NOT PREVIOUSLY Funded Under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	**Number of Eligible Individuals* enrolled and receiving instruction in the Education Content Domain**		**Number of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain**		**Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Contain Domain**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics / Citizenship Education						
Workforce Preparation / Employability Skills						
*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Oklahoma State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners.						

TABLE 1.4: OUTCOME DATA OF NOT PREVIOUSLY FUNDED APPLICANTS

Data for Applicants NOT PREVIOUSLY Funded Under AEFLA, WIOA Title II						
Secondary Credential Outcomes	**Number of Eligible Individuals enrolled**		**Number of Eligible Individuals who earned a certificate/diploma**		**Percentage of Eligible Individuals who earned a certificate/diploma**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement	**Number of Eligible Individuals enrolled**		**Number of Eligible Individuals who achieved an outcome**		**Percentage of Eligible Individuals who achieved an outcome**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						
*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Oklahoma State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners.						

2. If you have not been funded under WIOA Title II, what method(s) did you use to obtain your outcome data?

NOTE: If you are unable to provide the data, this means you are <u>not eligible for the grant</u>. Please stop now and do not proceed with the grant application. Ineligible applications will not be reviewed, scored, or considered for funding.

Section Two: Determining Service Area

Workforce Development Areas

The purpose of this section is to identify the areas that you intend to serve with your grant application. A service area is defined by counties within the state's Workforce Development Areas.

> **Directions:** Below is an Oklahoma map identifying each of the 77 counties and the state's Workforce Development Areas. Using Table 2, check the box(es) of the counties you intend to serve. Applicants may choose to serve multiple counties in multiple Workforce Development Areas.
>
> NOTE: If more than one applicant requests funding for a particular county, the projected federal provision by county will be allocated between multiple providers.

FIGURE 2: OKLAHOMA WORKFORCE DEVELOPMENT AREAS MAP

TABLE 2: SELECTION OF SERVICE AREA

Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars
Central Oklahoma				**Green Country**				**Western**			
☐ Canadian	9,480	2.57%	$12,453.99	☐ Adair	3,222	0.87%	$2,496.39	☐ Alfalfa	718	0.19%	$657.53
☐ Cleveland	17,576	4.77%	$25,495.99	☐ Sequoyah	6,174	1.67%	$4,851.30	☐ Kingfisher	1,616	0.44%	$1,554.77
☐ Hughes	1,893	0.51%	$1,547.83	☐ Tulsa	55,093	14.94%	$61,427.99	☐ Blaine	1,314	0.36%	$1,107.14
☐ Lincoln	3,611	0.98%	$3,549.54	☐ Creek	7,260	1.97%	$7,250.56	☐ Major	712	0.19%	$745.96
☐ Logan	3,707	1.01%	$4,436.62	☐ Muskogee	7,953	2.16%	$7,245.23	☐ Woods	785	0.21%	$903.10
☐ Okfuskee	2,017	0.55%	$1,483.58	☐ Okmulgee	4,201	1.14%	$4,019.52	☐ Woodward	1,953	0.53%	$2,030.05
☐ Oklahoma	75,629	20.51%	$77,303.23	☐ Pawnee	1,520	0.41%	$1,620.83	☐ Dewey	266	0.07%	$409.73
☐ Pottawatomie	6,886	1.87%	$7,181.56	☐ McIntosh	2,254	0.61%	$2,148.19	☐ Custer	2,491	0.68%	$2,773.75
☐ Seminole	3,052	0.83%	$2,661.26	☐ Osage	4,538	1.23%	$4,787.66	☐ Washita	980	0.27%	$1,076.03
				☐ Cherokee	4,926	1.34%	$5,005.15	☐ Kiowa	1,044	0.28%	$947.87
Northeast				☐ Wagoner	6,227	1.69%	$7,403.36	☐ Greer	798	0.22%	$677.84
☐ Craig	1,535	0.42%	$1,507.59					☐ Jackson	2,765	0.75%	$2,578.47
☐ Delaware	5,280	1.43%	$4,744.41	**South Central**				☐ Harmon	420	0.11%	$319.91
☐ Mayes	4,539	1.23%	$4,293.21	☐ McClain	2,969	0.81%	$3,598.06	☐ Beckham	2,518	0.68%	$2,318.43
☐ Nowata	952	0.26%	$1,025.50	☐ Grady	4,457	1.21%	$5,217.37	☐ Roger Mills	358	0.10%	$362.02
☐ Ottawa	3,548	0.96%	$3,273.02	☐ Caddo	3,369	0.91%	$3,058.89	☐ Ellis	458	0.12%	$425.87
☐ Rogers	6,124	1.66%	$8,286.14	☐ Comanche	9,251	2.51%	$11,392.84	☐ Harper	469	0.13%	$402.06
☐ Washington	4,113	1.12%	$4,905.11	☐ Stephens	4,476	1.21%	$4,466.75	☐ Beaver, Cimarron, Texas	5058	1.37%	$3,458.48
				☐ Jefferson	841	0.23%	$690.31	☐ Garfield	5,621	1.52%	$5,999.83
Southern				☐ Cotton	757	0.21%	$651.31	☐ Kay	4,754	1.29%	$4,538.95
☐ Atoka	1,845	0.50%	$1,560.15	☐ Tillman	1,257	0.34%	$912.62	☐ Noble	861	0.23%	$1,053.44
☐ Bryan	4,868	1.32%	$4,778.47					☐ Payne	4,397	1.19%	$7,423.58
☐ Carter	4,787	1.30%	$4,809.39					☐ Grant	344	0.09%	$411.71
☐ Choctaw	2,036	0.55%	$1,665.30								
☐ Coal	749	0.20%	$620.14								
☐ Garvin	3,050	0.83%	$2,863.72								
☐ Haskell	1,544	0.42%	$1,365.55								
☐ Johnston	1,184	0.32%	$1,144.22								
☐ Latimer	1,121	0.30%	$1,093.60								

	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars
☐	Le Flore	6,403	1.74%	$5,473.43								
☐	Love	1,425	0.39%	$1,140.88								
☐	Marshall	2,723	0.74%	$2,013.43								
☐	McCurtain	4,441	1.20%	$3,646.45								
☐	Murray	1,705	0.46%	$1,513.33								
☐	Pittsburg	4,816	1.31%	$4,651.76								
☐	Pontotoc	3,166	0.86%	$3,677.19								
☐	Pushmataha	1,558	0.42%	$1,281.56								

TOTAL FEDERAL ALLOCATION FOR FY22: $387,868.00

Section Three: Application Narrative

Required Information WIOA 432

> **Directions:** Using the space provided below, answer the following questions in a clear and concise manner.

1. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

2. Describe how your organization will provide services in alignment with the local workforce development area plan (see Figure 3 for links to regional plans), including how your organization will promote concurrent enrollment in programs and activities under Title I, as appropriate.

FIGURE 3: OKLAHOMA WORKFORCE DEVELOPMENT AREA PLANS

WORKFORCE DEVELOPMENT AREA PLANS BY REGION

[Central Oklahoma](#)

[Green Country](#)

[Northeast](#)

[South Central](#)

[Southern](#)

[Western](#)

3. Provide a description of how your organization will meet the state adjusted levels of performance for the primary indicators of performance, including how your organization will collect data to report on the performance indicators. (State Adjusted Performance Levels). The Primary Indicators of Performance are the following:

    a. Credential Attainment Rate – The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

    b. Measurable Skills Gain - 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, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

c. Effectiveness in Serving Employers - WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers.

d. Median Earnings - The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

e. Employment Rate – The percentage of participants who are in unsubsidized employment during the second and fourth quarter after exit from the program.

4. Describe how your organization will fulfill, as appropriate, required one-stop partner responsibilities to achieve the following:

   a. Provide access through the one-stop delivery system to adult education and literacy activities.

   b. Use a portion of the grant funds to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local board and described in the memorandum of understanding or the determination of the governor regarding state one-stop infrastructure funding.

c. Enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system.

d. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.

e. Provide representation to the state board.

5. Describe how your organization will provide services in a manner that meets the needs of eligible individuals.

Thirteen Considerations WIOA 231(e) and WIOA 232(7)

Directions: This section of the application addresses 13 items that must be considered in awarding the grant. Using the space provided below, answer the following questions in a clear and concise manner.

6. Describe the degree to which your organization will be responsive to the following:
    a. Regional needs as identified in the local workforce development area plan (see Figure 3 for links to local plans).

    b. Serving individuals in the community who were identified in the plan as most in need of adult education and literacy activities, including individuals who:
        i. Have low levels of literacy skills; or
        ii. Are English language learners.

7. Describe the ability of your organization to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

8. Describe the past effectiveness of your organization in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its state-adjusted levels of performance for the primary indicators of performance (State Adjusted Performance Levels).

9. Describe the extent to which your organization demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development area plan (see Figure 3 for links to the plans), as well as the activities and services of the one-stop partners.

10. Describe whether your organization's program:
    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.

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

12. Describe whether your organization'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.

13. Describe whether your organization's activities provide learning in context, including through integrated education and training (see Figure 4), 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 exercise the rights and responsibilities of citizenship.

FIGURE 4: INTEGRATED EDUCATION

"*Integrated education and training activities*" refers to 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.

14. Describe whether your organization'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.

15. Describe whether your organization's activities will 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 development boards one-stop centers; job training programs; and social service agencies; business; industry; labor organizations; community-based organizations; nonprofit organizations; and intermediaries, in the development of career pathways.

16. Describe whether your organization will 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.

17. Describe whether your organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

18. Describe whether the area in which your organization is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Integrated English Literacy and Civics Education

> **Directions:** This section of the application addresses Integrated English Literacy & Civics Education questions related to the grant state requirements. Using the space provided below, answer the following questions in a clear and concise manner.

19. Describe the eligible individuals to be served in this IELCE program.

20. Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?

21. What demographics or other data were used to determine the target population for this IELCE program?

22. Describe the literacy and English language instruction.

23. How is it aligned with the State's content standards for adult education?

24. Describe the rights and responsibilities of citizenship and civic participation instruction- how is it offered in the IELCE program?

25. How is IELCE delivered in combination with the IET activities for participants?

26. If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?

27. If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?

28. What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?

29. How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?

30. How will your organization ensure that the required components of an integrated education and training program funded under title II (See Page 5) are met?

Section Four: Budget

Funding

Funds available under section 243 (state funding 731) of the WIOA will be for a four-year cycle. ODCTE conducted an open competition for new grants awarded on July 1, 2018. A new grant competition will take place and be awarded on July 1, 2022. The competition will be open to all eligible providers of demonstrated effectiveness. The grant application will address the thirteen considerations established in Title II and contain the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Each applicant will fill out the same application to ensure direct and equitable access to all eligible providers. Applications will be reviewed by a committee of the local workforce development area boards, ODCTE staff, and other individuals with competent knowledge of adult basic education. A rubric will be developed, and evaluation criteria will include the 13 considerations in 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

ODCTE staff will determine an allocation amount for each Workforce Development Areas by using demographic data for each of Oklahoma's 77 counties. This allocation for each ABE Workforce Development Area will include the number of eligible individuals within the counties of each Workforce Development Area. Funds will be allocated using a model that references adult ELL demographics and immigration patterns for the state. Programs requesting funds through the RFP will include a budget and narrative describing the program's plans for funds; the ELL population enrolled for the previous fiscal year; and actual or anticipated ELL population growth based on data. Applicants will select which counties that they would like to serve. Eligible providers will compete for the allocation of their selected counties. Multiple providers may be granted an allocation within a specific county, and the allocation will be divided between those providers within that specific county. Multiple service providers may be selected within an ABE Service Area based on funding requested on dollars available.

Awards may be based on multiple factors including the reasonableness of the budget relative to the service area, quality of the eligible provider application, past performance including Measurable Skill Gain attainment relative to the state performance target, expected number of individuals to be served, workforce development area board recommendations, previous year allocation, past expenditures, and results from the pre-award risk assessment. The state will provide technical assistance to section 243 funded programs to ensure compliance and monitor performance. If it is deemed that a funded program is underperforming after technical assistance has been provided, ODCTE may suspend section 243 funding and find alternatives to ensure services are continued in the local areas by increasing funding to other funded providers or holding a targeted competition. The amount received by eligible recipients will be held steady for two years.

After the two-year period, allocation amounts for each service provider will be determined using a formula that accounts for the eligible individuals in an ABE service area, the performance of the service provider, and provider needs. Service providers not meeting negotiated performance levels may see a reduction in their allocation for the following year(s). Those service providers meeting or exceeding their performance levels may be eligible for an increase in their allocation in their funding for the following year(s) from the pool of funds not allocated to those providers not meeting performance levels. Performance funding will be based on an average of two years of performance data. The ODCTE carryover limit may not exceed 25% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers.

The ODCTE will fund IELCE in conjunction with integrated education and training activities. Funds for IELCE will be used for the cost of educational services provided to English language learners who are adults, including paraprofessionals with degrees or credentials in their native countries, that enable 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. Funds will include the planning of and deployment of contextualized instruction in literacy and

English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Funds will be used to 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. Funds will be used for occupationally relevant instructional materials and for occupational license testing. Funds will be used to help prepare for and aid in placement in employment upon completion of the program.

AEFLA FUNDS REQUEST PROPOSED BUDGET
2022-2023

> **Directions:** Enter your budget in the below table. The expenditure function definitions are provided on the pages immediately following the table.

Organization Name: **Total Budget Request:**

Fund Type	Budget Line Description	Line-Item Total	Description
Instructional (511)	Classroom Instructor Salaries		
	Guidance Specialist Salaries		
	Classroom Instructor Fringe Benefits		
	Guidance Specialist Fringe Benefits		
	Instructional/Classroom Materials		
	Curriculum Development Salaries		
	Guidance Specialist Materials		
	Instructor Site-to-Site Mileage		
	Curriculum Development Fringe Benefits		
	Guidance Specialist Site-to-Site Mileage		
	Instructional Copy Costs		
	Other District Subs/Student Training		
Administrative Costs (519)	Infrastructure/Shared Costs		
	Admin Site-to-Site & Prof Dev Travel		
	Instructor Prof Dev Travel		
	Admin/Non-Instructional Copy Costs		
	Instructor Prof Dev Registration		
	Admin Prof Dev Registration		
	Project Director Salaries		
	Admin/Office Supplies		
	Project Director Fringe Benefits		
TOTAL			

Budget Narrative

Directions: In the space below, provide a detailed description for each line item of how awarded funds will be spent consistent with the grant requirements described on page 5-6 of this document. Include items such as positions that will be funded by salaries and benefits and specific supplies and the purpose for which they are purchased.

Local Administrative Cost Limits

Not more than five percent of a grant to an eligible provider can be expended to administer the adult education and literacy grant. In cases where five percent is too restrictive to perform administrative activities, the eligible provider may negotiate with the ODCTE an adequate level of funds to be used for non-instructional purposes. Administrative costs include: planning; administration including carrying out performance accountability requirements; professional development; providing adult education and literacy services in alignment with local workforce development area plans; carrying out the one-stop partner responsibilities, including contributing to the infrastructure costs of the one-stop delivery system. As with all adult education and literacy expenditures, administrative costs must be allowable, necessary, and reasonable. The 5% administrative cost limit or negotiated administrative cost limit applies to federal, state, and local adult education and literacy activities. Examples of disallowed costs include: bad debts; contingencies; entertainment; food; alcoholic beverages; fines/penalties; fundraising; lobbying; promotional items; unused leave payouts; tuition and fees; construction; and acquisition of property.

Oklahoma Cost Accounting System

The following is an excerpt taken from the Oklahoma Cost Accounting System Manual. Please review these definitions prior to completing the projected budget form. If the applicant is awarded funds, the applicant will be required to submit initial budgets for federal and state funds after allocations have been awarded.

Expenditure Function Definitions

1000 Instruction: Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in locations such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, correspondence and other educational or assistive technology devices. Included here are the activities of teacher assistants of any type which assist in the instructional process. The activities of tutors, translators and interpreters would be recorded here. Also include department chairpersons who teach for any portion of time.

2120 Guidance Services: Those activities of counseling pupils and parents; providing consultation with other staff members on learning problems; assisting pupils in personal and social development; assessing the abilities of pupils; assisting pupils as they make their own educational and career plans and choices; providing referral assistance; and working with other staff members in planning and conducting guidance programs for pupils.

2212 Instruction and Curriculum Development Services: Activities designed to aid teachers in developing the curriculum, preparing, and using special curriculum materials and understanding and appreciating the various techniques that stimulate and motivate students.

2213 Instructional Staff Training Services: Activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the LEA or school. Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves. Personnel with Function 1000 salaries would be coded here.

2220 Library/Media Services: Activities concerned with directing, managing and supervising education media services, as well as such activities as selecting, acquiring, preparing, cataloging and circulating books and other printed materials; planning for the use of the library by students, teachers and other members of the instructional staff; and guiding individuals in their use of library books, reference guides and materials, catalog materials, special collections and other materials, whether maintained separately or as a part of an instructional materials center.

2240 Academic Student Assessment: This function includes those services rendered for the academic assessment of the student.

2330 State and Federal Relations Services: Activities associated with developing and maintaining state and federal grants. Record administrative costs and data entry costs for LACES here.

2560 Information Services: Activities concerned with writing, editing and other preparation necessary to disseminate educational and administrative information to students, staff, managers and the general public through direct mailing, the various news media, or personal contact. Internal, public and management information services would be included here, as well as personnel (staff) services.

2580 Administrative Technology Services: Activities concerned with supporting the school district's information technology systems, including supporting administrative networks, maintaining administrative information systems, and processing data for administrative and managerial purposes.

2620 Operation of Building Services: Activities concerned with keeping the physical plant clean and ready for daily use. They include operating the heating, lighting and ventilation systems and repairing and replacing facilities and equipment. Also included are the costs of supplies, utilities, telephones, postage, building rental and property insurance.

2660 Security Services: Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times. Included are police activities for school functions; traffic control on grounds and in the vicinity of schools; building alarm systems; and hall monitoring services.

2670 Safety: Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school; on campus or in an administrative facility; or participating in school-sponsored events. These include installing and monitoring school fire alarm systems and providing school crossing guards, as well as other costs incurred to ensure the basic safety of students and staff.

2720 Vehicle Operation Services: Activities involved in operating vehicles for student transportation from the time the vehicles leave the point of storage until they return to the point of storage. These include driving buses or other student transportation vehicles and costs of pupil transportation vehicle insurance.

5400 Indirect Cost: Federal AEFLA is a supplement, not supplant grant subject to a restricted rate. Providers wishing to capture indirect administrative costs must have an annually negotiated indirect cost rate on file with their cognizant agencies. Providers must use a restricted rate, if available. However, if a restricted rate is not available, the provider may use an 8% rate if the approved rate is above 8%. If an entity (e.g., LEA) has a restricted rate, you must use that rate not the 8%. However, indirect cost is an administrative cost by nature and falls within the 5% cap on all administrative costs that may be charged against federal funds. Only for use with Object Code 970.

Object Code Definitions

100 Personnel Services – Salaries: Amounts paid to both permanent and temporary LEA employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the LEA.

200 Personnel Services – Employee Benefits: Amounts paid by the LEA on behalf of employees. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal service.

300 Purchased Professional and Technical Services: Amounts paid for professional and technical services rendered by personnel who are not on the payroll of the LEA and other services which the LEA may purchase. These services can be performed only by individuals or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, and accountants.

400 Purchased Property Services: Services purchased to operate, repair, maintain, and rent property owned or used by the LEA. These services are performed by individuals other than LEA employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services: Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA (separate from professional and technical services or property services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600 Supplies: Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated by use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property: Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, and replacement of equipment.

800 Other Objects: Amounts paid for goods and services not otherwise classified. (810 and 860 only for AEFLA)

970 Intrafund Transfer: Intrafund transfer for charging assessed indirect cost as allowed through an annually approved indirect cost rate approved by the local program's cognizant agency.

Integrated English Literacy & Civics Education

Request for Proposal Checklist

Each RFP will be evaluated based on a rubric provided by the state, and funds will be distributed based on need and services provided.

Prior to submitting the application, please complete the following checklist to assist in reviewing the PY 2022-2026 application. The checklist will help ensure the completeness of the application and its compliance with the Integrated English Literacy & Civics Education request for proposal application requirements. This checklist should be submitted to the ODCTE as a part of the application. Submit completed application to the ODCTE Adult Basic Education team by February 15, 2022, at 11:59 P.M. CST via email submission to abe@careertech.ok.gov.

☐ Sign originals of each required form with easily identifiable signatures. Certified digital signatures will be accepted.

☐ Complete and submit all applicable pages of the application in numerical order.

☐ Provide information to be considered an eligible provider with demonstrated effectiveness, including at least two years of performance data.

Certifications and Assurances

This application is a proposal to provide Integrated English Literacy & Civics Education services under Title II of the Workforce Innovation and Opportunity Act. If approved, the program will be conducted in accordance with the laws and regulations pertaining to the Adult Education and Family Literacy Act, the Oklahoma State Plan for Adult Education and Literacy and state policies and procedures. I have reviewed the Request for Proposal and assure that the applicant will abide by the following:

- Attachment A – Oklahoma Adult Basic Education Handbook
- Attachment B – Oklahoma Assessment Policy
- Attachment C – Oklahoma Adult Education and Literacy Performance Targets
- Attachment D – Oklahoma Adult Basic Education State Plan

To the best of my knowledge and belief, all data and information provided in this proposal are true and correct.

I understand that should the applicant be awarded an Integrated English Literacy & Civics Education grant, failure to abide by the above requirements could jeopardize funding and participation.

_____

Title of the Executive Officer/Authorized Representative of the Applicant   Date

_____

Signature of the Executive Officer/Authorized Representative of the Applicant