Virginia Adult Education

2023-2025

Competitive Grant Application Package

1. – Adult Education with OPTIONAL Corrections Education

and Other Institutionalized Individuals (C&I)

1. – Integrated English Literacy and Civics Education (IELCE)

**CORRECTION:** Per guidance from the U.S. Department of Education, the VDOE is issuing an updated application package to clarify that applicants for adult education funds *may* apply for both community adult education (WIOA Sec. 231) funds *and* corrections education (WIOA Sec. 225) funds but are not compelled to apply for correctional education. A separate competition will be issued to allow eligible applicants to apply directly for correctional education funds. Please reference Adult Education Memo No. 057-23 for more information.

Other minor corrections appear as strikethroughs on pages 6, 7, 11, and 16 and the cover page of opportunity 1.0.



Virginia Department of Education

Office of Career, Technical, and Adult Education

James Monroe Building, 21st Floor

101 N. 14th Street

Richmond, Virginia 23219

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## Submission Information

| Issuing and administrative Agency: | Virginia Department of EducationOffice of Career, Technical, and Adult EducationJames Monroe Building, 21st Floor101 North 14th StreetRichmond, Virginia 23219Phone: 804-786-4206 |
| --- | --- |
| Eligible Providers and eligibility: | An organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include but are not limited to: a local education agency; a community- or faith-based literacy organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously; or a partnership between an employer and an entity described above. |
| Funding Authority: | Adult Education and Family Literacy Act (AEFLA), title II of the *Workforce Innovation and Opportunity Act (WIOA) of 2014*; Virginia Acts of Assembly |
| Grant Period: | July 1, 2023-June 30, 2026 |
| Pre-Proposal Grant Award Webinar: | January 13, 2023, 1-3 p.m.[Register](https://doe-virginia-gov.zoom.us/webinar/register/WN_gczchKhPRnmP_hSeB8W8Tg) in advance for this meeting |
| Submission Deadline: | March 17, 2023, no later than 4 p.m. |
| Inquiries: | All inquiries must be in writing and sent to the Office of Career, Technical, and Adult Education at oael@doe.virginia.gov. Questions and answers will be posted on the [Grants and Funding](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/grants-funding) page. |

To apply for either opportunity, send an electronic application of three files consisting of (1) cover page, demonstrated effectiveness screening tool, and narrative in MS Word or Adobe PDF, (2) the budget workbook in MS Excel, and (3) all appendices in a single PDF. Files must be named in a manner that identifies the applicant. All required materials must be received by the Office of Career, Technical, and Adult Education no later than 4 p.m. March 17, 2023. Faxed copies will not be accepted. Paper copies will not be accepted. Applications received after the delivery deadline will not be considered.

To be considered for eligibility, documentation of meeting or exceeding the acceptable performance level of demonstrated effectiveness must be included.

# Purpose and Regulations

## Federal and State Context

The [*Workforce Innovation and Opportunity Act (WIOA)*,](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf) signed into law on July 22, 2014, created a new vision for how America prepares an educated and skilled workforce that expands opportunities for workers and employers. The 21st century public workforce development system created through WIOA builds closer ties between business, economic and workforce development, and education to deliver a more job-driven approach to training and skills development. Adult education’s role in the workforce development system is to provide foundational academic, workforce preparation, and English language proficiency skills so that adults are prepared to pursue further education, training, and employment; be more involved in their children’s education; and participate more fully in civic life.

In order to support the goals of the [*Commonwealth of Virginia WIOA* *Combined State Plan*](https://wioaplans.ed.gov/node/2191) (Combined State Plan), all WIOA partners and stakeholders are focusing on the implementation of career pathways for all adult clients. Workforce development partners are committed to ensuring that all Virginians have access to career pathways programming that is local and responsive to current employment openings as well as to future business needs and opportunities. Integrated education and training models within a career pathways approach offer accelerated options for adults to obtain stackable, industry-recognized credentials and employment in high-demand, high-wage occupations. Offering such programming in conjunction with other WIOA partners leverages the strength and resources of each agency and creates a robust service delivery system that will increase performance and program outcomes for all partners.

Adult education providers must work closely with the Local Workforce Development Board(s) (LWDB) within their adult education region to realize a career pathways programming approach for all clients (see Appendix B for regional alignment). Applications for funding of providers offering adult education and literacy services must closely align with the WIOA local workforce development area plans developed by the LWDB(s), and occupational training should focus in the areas identified by the LWDB(s) as in high demand for the region. Adult education services are a vital part of the integrated workforce system through their presence and services in the Virginia Career Works Centers, a workforce system administered by the LWDBs. Providers must also facilitate the enrollment of students into the Virginia Career Works [Common Referral Portal](https://va-career-works.myjourney.com/) to increase co-enrollment with other WIOA partners and as part of the provision of career services.

The core partners in the Virginia Career Works system, as mandated under WIOA and articulated in the Combined State Plan, are the Virginia Community College System, adult education and literacy providers, the Virginia Employment Commission, the Department for Aging and Rehabilitative Services, and the Department for the Blind and Visually Impaired. Providers are strongly encouraged to collaborate with the Department of Social Services and additional non-core partners and community- and faith-based organizations in their respective adult education region to strengthen adult services.

## Application Review Process

Table 1 presents the timeline for the competitive application process for the 2023-2025 grant cycle.

Table 1. Virginia Adult Education Competitive Grant Process Timelines

|  |  |
| --- | --- |
| Activity | Date |
| RFP release date | January 6, 2023 |
| WIOA Pre-Proposal Grants Awards Webinar | January 13, 2023 |
| Grant applications due to the VDOE | March 17, 2023 |
| Application eligibility determination and notification | March 24, 2023 |
| Applications and evaluation rubric sent to LWDB  | March 27, 2023 |
| Applications distributed to external reviewers | March 27, 2023 |
| Application panel review; evaluation of applications | Week of April 24, 2023 |
| Final allocations released | Upon receipt of federal estimate and final VA Acts of Assembly |
| Announcement of grant awards | By July 1, 2023 |

Eligibility Determination [Federal Requirement]

All applications received will be screened to ensure they have met the minimum eligibility requirements. Applications that meet the minimum requirements enumerated below will be considered eligible for further evaluation and submitters will be notified that their applications have been advanced.

1. The application was submitted by an eligible provider.
2. The application was received by the submission deadline.
3. The application was submitted in the required format with all required information.
4. The application included required signatures.
5. The application included required documentation of demonstrated effectiveness by the eligible provider illustrating service to eligible individuals. If the application is submitted by a consortium of providers, *each* member of the consortium must submit the required documentation to demonstrate that it meets or exceeds the acceptable level of performance.

Demonstrated effectiveness is a screening process to determine eligibility for review. Only applications that provide documentation of demonstrated effectiveness that meets or exceeds the state-set performance levels in providing effective adult education and literacy services will be evaluated for eligibility for AEFLA funds. For the 2023-2025 competition, the state has set a minimum performance target of 30 percent of the state’s Measurable Skills Gain rate (30.26) for program year 2021-2022 for at least one of the content areas ~~or~~ and secondary credential attainment in the demonstrated effectiveness screening tool. The VDOE recognizes that the pandemic greatly disrupted service and enrollment patterns. Should there be a member of a consortium that did not meet the performance target or report any students in program year 2021-2022, applicants should use the comment section in metric A to offer a brief description of the efforts to provide services in that member’s locality and efforts to increase enrollment and services that are currently underway.

When it has been determined that the applicant has sufficiently demonstrated effectiveness in providing adult education and literacy activities, the application will be forwarded to the LWDB(s) associated with the applicant’s adult education region and to the grant review panel. The LWDBs are responsible for evaluating the extent to which the eligible provider’s proposed activities are aligned with the education and training activities identified in the LWDB’s current local plan (as identified in title I, Section 107(d)(11)(A)). All title II adult education applications (i.e., adult education with optional C&I, C&I, and IELCE) are required to be aligned with all the WIOA LWDB planswithin the adult education region*.* If more than one LWDB is located within an adult education region, the adult education application will be reviewed by both LWDBs in the region.The LWDB(s) will review the application to evaluate the extent of alignment between proposed activities and the adult education and literacy needs identified in the LWDB plans and assign a score based on the evaluation rubric included in this package. The rating assigned by the LWDB will be shared with external reviewers prior to panel deliberations and added to the final score on the evaluation rubric included in this package.

The grant review panel will be composed of adult education content experts and agency partners from across the state. Each application will be evaluated on the extent to which the application addresses the seven federal requirements and thirteen federal considerations. Funding decisions will be made by the VDOE, Office of Career, Technical, and Adult Education based on the evaluation panel’s recommendations.

The VDOE intends to fund one adult education grant, with optional C&I ~~grant~~ fund request, per region (see [regional map](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-regional-programs) and Appendix A); C&I and IELCE grants will be awarded based on demonstrated population need. If no eligible provider qualifies for an award or if no eligible provider applies for a regional program, the VDOE will issue a new request for applications for the region ~~or will evaluate the capacity of other eligible providers to provide services in the region, select an eligible provider, and allocate the funds to the eligible provider selected.~~

Post Review

To ensure transparency of the review process, each applicant will receive the score and consensus comments on the application it submitted. Additionally, the final slate of funded awardees will be made public.

Should an applicant wish to appeal an award decision resulting from this solicitation, the applicant shall submit a written request containing specific grounds, reasons, and evidence for the appeal. The request shall be mailed to the address on the cover page of this document. Under [Chapter 34 (Education) of the Code of Federal Register Part 76.401](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=88c6f5d6c1a2b7b785d63ae3ad8ff025&h=L&mc=true&n=pt34.1.76&r=PART&ty=HTML#se34.1.76_1401), a State educational agency (the VDOE) must offer a hearing before or after disapproving an AEFLA application. An unsuccessful applicant may request a hearing within 30 days of action by the State. The State agency must hold a hearing within 30 days of receipt of the request and must issue a written ruling, including findings of fact and reasons for the ruling, within 10 days of the hearing. If a State agency determines that its action was contrary to State or Federal statutes or regulations, the agency shall rescind its action. If the agency upholds its decision, an applicant has 20 days to appeal the State’s written ruling to the U.S. Secretary of Education.

## State Priorities

**Career Pathways Model**

A career pathways model is prioritized in the Combined State Plan as the most effective means to support adult learners and job seekers. This model combines the academic and workforce preparation programming from adult education with occupational skills training leading to stackable industry-recognized credentials and supportive services secured through partnerships with the local Virginia Career Works Center, social services, and/or community-based organizations.

**Corrections Education and Other Institutionalized Individuals (C&I)**

~~Each regional provider must offer correctional~~ Correctional education instruction ~~that conforms~~ must conform to the federal purpose and allowable activities ~~of this funding opportunity~~ to support educational services for criminal offenders in correctional institutions and for other institutionalized individuals. ~~Up to 20 percent of the federal funds allocated to a region may be spent on C&I activities.~~ These services must give priority to individuals who are likely to leave the institution within five years of participation in the program.

**Integrated Education and Training**

Each adult education with C&I and IELCE provider must offer at least one integrated education and training (IET) cohort per program year that leads to a recognized postsecondary credential.

**Service to Those with Low Levels of Literacy**

Per federal requirement, AEFLA providers are obligated to serve all eligible learners, particularly those eligible individuals who have low levels of literacy, are English language learners, or are individuals with disabilities. Should an eligible provider wish to collaborate with a community-based literacy organization to offer supplemental tutoring services as a programming model, a signed letter of support clearly articulating how services will be coordinated and participants will be dually enrolled must be included in the application.

**Standards-Based Instruction**

Since July 1, 2019, all providers have been expected to demonstrate full implementation of standards-based instruction (SBI) in all classes using the College and Career Readiness Standards (CCRS) for Adult Education as well as the English Language Proficiency Standards (ELPS). See [resources](https://valrc.org/standards-based-instruction/) such as the *Implementing Standards-based Instruction in Virginia: A Technical Assistance Roadmap* for definitions and resources for realizing this priority in all settings.

**Workforce Preparation Activities**

All providers must deliver workforce preparation activities concurrently with all programming. A key component of workforce preparation activities is digital literacy and digital skills. These should be part of instruction provided to all adult education participants.

**Innovations**

Applicants are strongly encouraged to incorporate the service delivery innovations recently introduced in Virginia’s adult education programming. Learn more through [Director’s Memos](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-resources), [FAQs](https://www.doe.virginia.gov/home/showpublisheddocument/35328/638054927068500000), [recorded tutorials](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/professional-development), and explanations in the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance)*.*

See the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance) for a thorough glossary of terms, explanation of allowable local activities, and links to technical assistance resources.Purpose of WIOA Title II

In accordance with theAdult Education and Family Literacy Act (AEFLA), title II of the *Workforce Innovation and Opportunity Act (WIOA) of 2014,* the purpose of this funding opportunity is to assist eligible providers to develop, implement, and improve adult education and literacy programs to provide concurrent services that focus on the following:

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

### Adult Education Activities

Eligible providers will be required to provide adult education services based on identified needs in the region. Programs must also prepare adult learners for and support them in achieving successful transitions to postsecondary education, training, or employment.

Eligible providers are required to offer all of the activities below, per the [Combined State Plan](https://wioaplans.ed.gov/node/2191) and the State Priorities:

1. Adult education
2. Literacy
3. English language acquisition activities
4. Workforce preparation activities
5. Integrated education and training (IET)

Eligible providers may also offer the following activities, with justification of need:

1. Integrated English literacy and civics education
2. Workplace adult education and literacy activities
3. Family literacy activities

Note: The provision of family literacy activities must adhere to the four-component model described in the WIOA definition (Sec. 203(9)) and adhere to the Special Rule (Sec. 231(d)) which requires providers to attempt to work with partners to provide the services for children in a family literacy program. See the [*From Scratch: Using AEFLA Funds to Develop a Family Literacy Program*](https://docs.google.com/document/d/1gFCUzixdbIfFji_iFDZQSwnfvBGcgCtwXIGlpiuNEeQ/edit#heading=h.4kbn91sr2mga)toolkit.

### Corrections Education and Other Institutionalized Individuals (C&I) Activities

The purpose of this funding is to support educational programs for criminal offenders in correctional institutions and other institutionalized individuals. The C&I-funded instruction ***must give priority*** to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Such funds may not be used for participation in post-release programs or services.

Eligible providers are required to offer instructional adult education and literacy activities, per the [Combined State Plan](https://wioaplans.ed.gov/node/2191) and the State Priorities.

Eligible providers may also offer the following activities:

* Special education, as determined by the Virginia Department of Education
* Secondary school credit
* Integrated education and training (IET)
* Career pathways
* Concurrent enrollment
* Peer tutoring
* Transition to re-entry initiative and other post-release services with the goal of reducing recidivism (e.g., counseling or case work). Examples of allowable uses of funds for transition services include:
	+ assisting incarcerated individuals to develop plans for post-release educational program participation,
	+ assisting incarcerated individuals in identifying and applying for participation in post-release programs, and
	+ performing direct outreach to community-based program providers on behalf of re-entering individuals.

### Integrated English Literacy and Civics Education (IELCE) Program Activities

The IELCE program enables adult English Language Learners (ELL), including professionals with degrees and credentials in their native countries, to increase their proficiency in reading, writing, and comprehension skills in English and mathematics using standards-based instruction in order to understand and navigate American systems of government, individual freedom, and responsibilities of citizenship while preparing them for unsubsidized employment for in-demand industries that leads to a family-sustaining wage. All IELCE providers must offer at least one IET; not all IELCE participants must be enrolled in this component.

Eligible providers must offer the following activities:

1. Literacy instruction
2. English language acquisition
3. Civics education
	* 1. Instruction on the rights and responsibilities of citizenship
		2. Instruction on civic participation
4. Integrated Education and Training (IET) (all three components must be contextualized and offered concurrently)
	* + 1. Adult education and literacy
			2. Workforce preparation
			3. Workforce training

## Regional Organization of Adult Education in Virginia [State Requirement]

The VDOE transitioned to a regional adult education delivery system in 2012 to improve the quality and performance of program delivery. The regions correspond to the Virginia Planning Districts to reflect the characteristics of local economies and resources (see the [regional map](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-regional-programs)) and build on established workforce partnerships. An eligible provider must apply to provide adult education and literacy activities to eligible individuals throughout a region~~, including to individuals in correctional settings.~~

Providers of adult education in each of Virginia’s 22 adult education regions must coordinate with all the public school divisions in the region and are strongly encouraged to coordinate with the local community college(s) and other institutions of higher education as well. Organizations may apply as a single eligible provider or as a consortium. If applying as a consortium, the nature of the relationship among organizations must be identified; each member of the consortium must be represented by a completed demonstrated effectiveness screening tool and all tools must be included in the application submission; and a Memorandum of Understanding establishing the administrative, fiscal, and data accountability roles and responsibilities of each consortium member must be included in the Appendix of the application. See more on regional MOUs in the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance)*.* The VDOE intends to award a single adult education ~~with C&I~~ grant in each region.

~~Each~~ As part of this state requirement, each eligible provider must:

• employ a full-time regional program manager and other regional staff as determined to be necessary;

• ensure that all classroom instructors are qualified with a minimum of a Bachelor’s degree; and

• be responsible for the fiscal management, reimbursement, and reporting processes; compliance with data management and reporting requirements; and the overall instructional quality of the program.

A regional eligible ~~provider of adult education with C&I~~ applicant or individual eligible applicants ~~within a region~~ not applying for a regional grant may also apply for a single IELCE and a C&I grant if the local need for such is justified ~~(see below).~~

## Funding, Budgets, and Financial Management

### Funding Formula [State Requirement]

Individuals eligible for service under adult education with C&I and IELCE services are adults, 16 years of age or older, who have met the school compulsory attendance requirements[[1]](#footnote-2) and are basic skills deficient or are English language learners. Allocations are determined as follows:

* **Adult education with Optional C&I** **Funds**– The funding allocations are derived from a formula based on the 2016-2020 American Community Survey estimates of Virginians without a high school diploma or equivalency by region which generate enrollment targets, plus a base amount of funding for each region. Virginia uses the five-year estimate to ensure small and rural communities are equitably represented.Funds will be distributed regionally and are expected to be used to address the educational and training needs of eligible individuals throughout the region, particularly those eligible individuals who have low levels of literacy skills, are English language learners, or are individuals with disabilities. If an applicant chooses to apply for C&I funds, all items referencing C&I service in the application prompts must be addressed. Up to 20 percent of the ~~adult education with C&I~~ federal allocation may be ~~used to support educational~~ requested for C&I services. ~~for criminal offenders in correctional institutions and other institutionalized individuals.~~ Applicants are not required to apply for C&I funds.
* **General Adult Education (GAE) Funds** – These state funds are allocated to regional programs with the same formula as the federal funds. They are to be used to address the instructional needs of eligible individuals throughout the region and staff compensation that is directly related to student support. This includes instructors’ compensation in planning and delivering instruction as well as relevant professional development, instructional activities, classroom equipment, materials and supplies, and delivery of career services such as career coaching and digital navigator services. Eligible providers are required to use the entire amount each year.
* **State Lead Coordinating Agency (SLCA) Funds** – The fiscal agent of approved regional adult education with C&I providers will receive state funds to assist with the costs of administering adult education and C&I services. These state funds are allocated to regional programs with the same formula as the federal funds. Eligible providers are required to use the entire amount each year.
* **PluggedIn VA Funds** – In PY2022-2023, PluggedIn VA funds shifted from a competitive fund to a formula-driven allocation that is determined by using data from the latest five-year American Community Survey. This shift ensures consistent, predictable funding that providers can budget toward the priority of staffing and instructional costs of IET activities, including the provision of career coaching services. Under state law, lottery funds can be allocated to local school divisions only. Entities that operate regional adult education with C&I providers that are not local school divisions must partner with a school division within the region that will serve as the fiscal agent for the lottery funding. Lottery funds are not made available to the VDOE until after January 1 of the program year. Eligible providers are required to use the entire amount each year.
* **Race to GED® Funds** – These state lottery funds are allocated to regional programs with the same formula as the federal funds. Under state law, lottery funds can be allocated to local school divisions only. Entities that propose to operate regional adult education with C&I providers that are not local school divisions must partner with a school division within the region that will serve as the fiscal agent for the lottery funding. Lottery funds are not made available to the VDOE until after January 1 of the program year. Note: These funds are not declared as state match to the federal funds. As a result, there are unique costs that may be charged to these funds. The grant priorities are: 1) GED® testing program (center test administrator and/or proctor compensation, GED® test vouchers, and efforts to expand testing center capacity); 2) additional classes or tutoring sessions to help students prepare for the HSE test; and 3) outreach and engagement activities. Other allowable costs include a portion of the regional program manager’s salary (no more than 10 percent of the award) and relevant professional development for instructional staff. Eligible providers are required to use the entire amount each year.
* **IELCE Funds** – IELCE grants are not allocated within the [regional structure](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-regional-programs) of adult education; rather, they are competed and awarded based on demonstrated local need to develop education and training opportunities for local immigrant and refugee populations and the applicant’s past effectiveness in doing so. Eligible providers for regional adult education ~~with C&I~~ providers as well as other eligible applicants may submit a single application for a local IELCE award. Applicants may apply for one award only. Awards may range from $100,000 to $200,000 depending on the proposed number of IELCE participants to be served, including the subset of those engaged in the IET cohort. The available funding is outlined in the following table to guide applicants in their request for funds. (Note: funding amounts are limited and may change from year to year depending on the proposed enrollments and federal allocation.)

Table 2. Range of IELCE Award Funding Bands

| Projected Annual IELCEEnrollment | Qualifying Award |
| --- | --- |
| 50-100 | $100,000 |
| 101-125 | $125,000 |
| 126-150 | $150,000 |
| 151-175 | $175,000 |
| 175+ | $200,000 |

Spending Requirements

Per federal requirements, eligible providers are expected to budget at least 95 percent of the projected federal allocation in each federal awards for adult education and literacy instructional activities and no more than 5 percent for administrative costs. If an eligible provider requires the spending of more than 5 percent for administrative costs, the applicant must submit a written justification of the need for a larger percentage. While the state adult education office will consider each request, there is no guarantee that the request will be approved.

Activities Considered Local Administrative Costs in Federal Awards [Federal Requirement]

An eligible provider receiving a federal grant or contract may consider costs incurred in connection with the following activities to be administrative costs:

* Planning
* Administration, including carrying out performance accountability requirements
* Professional development (see [Director’s Memo 52-22](https://www.doe.virginia.gov/home/showpublisheddocument/35334/638054942726800000))
* Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate
* Carrying out the One-Stop partner responsibilities described in §678.420, including contributing to the infrastructure and shared costs of the One-Stop delivery system

Activities Considered Instructional Costs in Federal Awards [State Requirement]

The eligible provider must budget a minimum of 50 percent of the total instructional costs for salaries related to instruction and planning, student orientation and intake, and career services and coaching. The remainder must be budgeted for allowable instructional expenditures and activities such as classroom and assessment materials, equipment, rent, and utilities (including Internet and cellphone service).

Corrections Education and the Education of Other Institutionalized Individuals (C&I) [Federal Requirement]

~~A~~ Applicants may request a maximum of 20 percent of the total projected regional adult education ~~with C&I~~ allocation ~~may be used~~ for services for correctional and institutionalized individuals’ education instructional costs. The activities considered allowable for administrative costs and instructional costs apply to the C&I award as well.

### Budgets [State Requirement]

Eligible providers are responsible for developing budgets within the provided workbook that accurately reflect the planned activities per funding source for the grant period. Only expenditures that support approved grant activities may be budgeted.

Budget Summary

Submit a completed budget summary page that identifies the total expenditures related to administration, instruction, and local match for the entire region. The budget summary page, found in the budget workbook, will automatically tally totals from the budget worksheets and separate and identify the total expenditures budgeted as administrative and instructional costs. The total expenditures may not exceed the allocation.

Budget Worksheets

Identify, within each object code, the expenditures by line item on the appropriate funding worksheet. Like expenditures should be grouped together on the worksheet and explained in detail in the budget narrative. For example, a total cost for textbooks may be listed on the worksheet, but the textbooks must be itemized by type, quantity, and cost per item in the budget narrative.

Budget Narrative

The budget narrative provides a concise explanation of expenditures for each funding source by category code. Submit a budget narrative that provides a detailed description of each planned expenditure and an explanation of how the costs relate to and support the overall program design. For example, a breakdown of instructional salaries should be provided in the budget narrative by position title, key responsibilities, rate of pay, and projected number of hours to be worked during the program year. Provide a separate narrative for each funding source to correspond to the workbook.

Online Management of Education Grant Awards (OMEGA)

[OMEGA](https://www.doe.virginia.gov/data-policy-funding/school-finance/budget-grants-management/omega) is the secure, web-based financial tool used for eligible providers to request reimbursements from the VDOE. Providers must ensure that the appropriate local staff members, including the program manager or director, have current permissions for access, development, and approval in OMEGA for this purpose. Note: community colleges and community- and faith-based organizations will be required to submit paper-based reimbursement forms for non-lottery state funds (GAE and SLCA).

Object Codes and Descriptions

Budgets must be developed using standard state object codes. For a full description and examples of each object code, see the Object Code Guide on the [OMEGA](https://www.doe.virginia.gov/data-policy-funding/school-finance/budget-grants-management/omega) page.

Career and Training Services

See [Director’s Memo 18-19](https://www.doe.virginia.gov/home/showpublisheddocument/35392/638054947146570000) for guidance on designating a percentage of federal instructional fund expenditures as Career and Training Services. An estimate of these expenditures must be noted in the budget workbook at the time of application. A final actual cost report is required annually on a form provided from the VDOE for reporting purposes.

It is the responsibility of the grant recipient to maintain adequate liability coverage for the recipient, the employees, and the participants for both on-site and off-site activities.

Applicable federal and state administrative requirements, cost principles, and audit requirements are incorporated into each grant award by reference. For grantees, the following apply:

* Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly referred to as Uniform Guidance) 2 CFR 200 Subpart E Cost Principles for State and Local Governments
* Uniform Guidance 2 CFR 200 Subpart F, Audits of State and Local Governments and Non-Profit Organizations

### Matching Requirements [State Requirement]

Providers must provide a 15 percent local match against the federal funds. The match may be made as (1) in-kind contributions, (2) cash, or (3) a combination of the two. Reporting forms require that these types of contributions are reported separately. The match may exceed 15 percent but may not be less than 15 percent. The matching requirement may not be met by using other federal funds that the applicant may receive. Likewise, local funds reported as a match against the federal funds may not be used to match another federal grant.

No local match is required for state funds (GAE, SLCA, PluggedIn VA, or Race to GED®). The GAE, SLCA, and PluggedIn VA funds are used by the state to fulfill the overall state maintenance of effort requirements.

Match expenditures must be tracked and reported quarterly by the object codes and all matching funds must be expended in the program year for which they were claimed. A form is provided from the VDOE for reporting purposes and must be submitted quarterly.

Maintenance of Effort (MOE) [State Requirement]

A factor that affects the required local match is the state maintenance of effort requirement. Each eligible provider will be required in subsequent years to provide matching funds that meet or exceed the previous year’s match total. Providers may shift the percentage of each type of match (cash or in-kind) from year to year, but they may not reduce the total amount of match reported.

Allowable Local Matching Funds

The amount of matching funds required is determined by the regional expenditures during the fiscal year. Match may come from a single source or from multiple sources within the region. Match may occur in one object code, such as personal services, or across the various object codes. Match may be expended and reported in a single quarter or multiple quarters during the grant period.

Special Considerations

* All expenditures identified as local match must be for the direct support of program activities.
* When applicable, documentation must be maintained and is required to identify the percentage of support converted to a dollar amount. Common instances of this requirement include salaries, rent, and utilities.
* Rent may be used as match and must be based on the fair market rental rate in the program area. This applies when state, local school, community college, or other agency property is used as space to support program activities. Documentation of an appraisal of fair market rental rate for the area is required. The percentage of use-time must be converted to a dollar amount.
* Volunteer hours may be reported as match. To report such hours as match, the cash value of volunteer services per hour must be substantiated and the value reported as in-kind contributions.

Restricted Indirect Costs

Eligible providers may budget for restricted indirect costs. If such costs are claimed, they must be identified by line item as an administrative expense under the 5000-Other Charges expenditure category. The amount claimed is based on the lead agency’s approved restricted indirect cost percentage. Applicants that identify restricted indirect costs may not claim overhead costs (e.g., rent, utilities, common area maintenance) against the grant funding. Negotiated restricted indirect cost percentages will be reimbursed. ~~However, the state will only reimburse restricted indirect costs up to eight percent.~~

### Program Income

Program income represents the gross income received by the grant recipient or sub-recipient directly generated by a grant supported activity or earned as a result of the grant agreement during the grant period. By federal requirement, tuition, fees, or other adult education program expense requirements borne by participants must be reasonable, necessary, and not deter participant access to services.

Per state requirements, an eligible provider must have a valid and reliable system for tracking, documenting, and reporting the program income and the expenditure of the program income. Applicants planning to collect program income must provide justification for the need for such income as well as an articulation as to how the cost(s) to participants are determined to be equitably administered and do not reach levels that have an adverse effect on the participation of economically disadvantaged participants.

All adult education program income must be spent on items or services within the scope of the eligible provider’s approved title II activities, and efforts must be made to expend the funds within the fiscal quarter in which they are collected. Program income may not be used to fulfill local match obligations and may not be used as general funds unless it is directly available to support grant services and is maintained as a separate line item. Items or services purchased with program income may be administrative or instructional. A form is provided from the VDOE for reporting purposes and must be submitted quarterly.

### One-Stop Center Activities and Services [Federal Requirement]

As a title II recipient of federal funds for grant services, regional providers are mandated partners within the Virginia workforce development system and its One-Stop Centers, called Virginia Career Works Centers. As such, regional providers are responsible for developing and implementing collaborative relationships with the local Career Works Centers, as well as contributing to the financial management of the Centers’ infrastructure, either as cash or as in-kind contributions. These relationships should be outlined in the joint MOU, which includes the Infrastructure Funding Agreement (IFA) that governs the contributing partners to the Career Works Center. All grant recipients must report annually, by object code and line item, the amount of federal funding and in-kind support contributed for these services and activities.

### Professional Development [State Requirement]

Applicants are expected to plan for relevant professional development, training, and planning time for their administrative and instructional staff members to stay current with policies and best practices.

All federal funds associated with professional development for administrators and instructors are to be budgeted in the administrative portion of the federal grant(s). Funds from the GAE, SLCA, PluggedIn VA, and Race to GED® awards to regional providers may also be used to cover professional development and administrators’ and instructors’ registration, travel, per diem, and compensation costs. Program managers are required to participate in regularly scheduled virtual technical assistance events such as bi-monthly webinars.

Funds must be budgeted for the program manager to attend two in-person events each year: the statewide conference (a multi-day event that is held in rotating locations) and a topic-specific event (budget for a one-night stay in the Richmond area). Applicants may budget for additional staff members to attend as well.

The VDOE intends to implement a new data management system in program year 2023-2024, and use of the new system will be required of all funded providers in July of 2023. Participation in extensive training will be required of data entry and data management staff members. Applicants should budget for such staff members to participate in 20 hours of online (remote synchronous and asynchronous) training in program year 2023-2024 and to attend a multi-day, in-person training in July or August of 2023 (budget for a two-night stay in the Richmond area).

### Expenditures and Requests for Reimbursement [State Requirement]

All expenditures must fall under the object codes identified in the budget. Expenses must pertain to a specific object code to be considered for reimbursement. All expenditures must be allowable, as delineated in each grant proposal. Any program expenditure deemed not allowable may not be approved for reimbursement and will be at the expense of the grant recipient.

The VDOE funds grant recipients on a cost-reimbursement basis only. All reimbursements and budget amendments must be submitted according to the procedures outlined by the state adult education office. Providers submit regular reimbursement requests using the OMEGA system and must adhere to the published calendar of due dates. Note: community colleges and community- and faith-based organizations will be required to submit paper-based reimbursement forms for specific funding sources.

### Certifications and Compliance [State Requirement]

Applicants must certify, through official signature of the eligible provider’s Executive Officer, compliance with specific state and federal laws and/or regulations annually. Signatures indicate that if selected as a grant recipient, the applicant agrees to fully comply with each assurance. It is the responsibility of the provider to be knowledgeable about applicable laws and regulations.

### Reimbursement of Lottery Funds [State Requirement]

***Note: If the applicant is not a Virginia school division***, a school division partner must be secured to receive and seek reimbursement of the PluggedIn VA and Race to GED® awards. The signature of a Chief Executive or Chief Financial Officer of the partnering school division must be included on the State Assurances.

### Termination or Suspension [State Requirement]

All funding is subject to the availability and appropriation of funds for the purpose of grant programs. In emergency situations, VDOE may suspend a grant for not more than 30 calendar days. Examples of such situations may include, but are not limited to: serious risk to persons or property; violations of federal, state, or local criminal statutes; and material violations of the grant that are sufficiently serious that they outweigh the general policy in favor of advance notice and opportunity to show cause. The VDOE may terminate reimbursement payments under the grant or revoke grant funds for failure to comply with applicable provisions of this grant. The VDOE shall provide the grant recipient reasonable notice and opportunity for a full and fair hearing within 60 days of receipt of such notice.

## Accountability and Reporting

Accountability and reporting for Virginia’s adult education and literacy funding addresses two sets of reporting criteria. One set represents the federal accountability measures, identified in Section 116 of WIOA as the “primary indicators of performance.” The other represents state reporting criteria, which are focused primarily on state priorities such as industry-recognized and high school equivalency credential attainment. Both criteria are described below.

### Federal Accountability [Federal Requirement]

The VDOE must collect and report data that address federal accountability measures identified in Section 116 of WIOA. These measures, referred to in the law as the “primary indicators of performance,” must be addressed by all core WIOA workforce program agencies with respect to their program mandate. As the state eligible agency responsible for providing adult education and literacy activities, the VDOE is required to collect data that describe local adult education and literacy activities authorized under title II and report on the performance of these activities with respect to the following:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent[[2]](#footnote-3), during participation in or within one year after exit from the program.
5. 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 (MSG) towards such a credential or employment (see the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance) for the ways to achieve an MSG).
6. The indicators of effectiveness, established by the state, in serving employers.

The U.S. Departments of Education and Labor have determined the types of data for evaluating the primary performance indicators and issued guidance for collecting and reporting the data. Refer to the [NRS Technical Assistance Guide](https://nrsweb.org/policy-data/nrs-ta-guide) for definitions and instructions for the National Reporting System (NRS), the WIOA title II accountability system. Further data entry and management guidance has been released in the form of Adult Education Director’s Memos, which are located on the [Resources](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-resources) page. Adult education providers must comply with the policies set forth in the [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance).

The VDOE intends to implement a new data management system in program year 2023-2024, and use of the new system will be required of all funded providers in July of 2023. Participation in extensive training will be required of data entry and data management staff members. Applicants should budget for such staff members to participation in 20 hours of online (remote synchronous and asynchronous) training in program year 2023-2024 and to attend a multi-day in-person training in July or August of 2023 (budget for a two-night stay in the Richmond area).

Statewide Performance Reports for previous program years are available on the U.S. Department of Education [site](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html#spr). Table 3 below displays the negotiated performance targets for PY2023-2024. Targets for future years have not been negotiated with the U.S. Department of Education.

Table 3: Negotiated Performance Targets for PY2023-2024

| **Performance Indicators** | **PY2023-2024 Negotiated Levels of Performance** |
| --- | --- |
| Employment (Second quarter after exit) | 25% |
| Employment (Fourth quarter after exit) | 26% |
| Median earnings (Second quarter after exit) | $5,500 |
| Credential attainment rate | 27.5% |
| Measurable skill gains (MSG) | 27.5% |
| Effectiveness in serving employers | No target set |

### State Accountability [State requirement]

The state adult education office is required to report data used to evaluate agency performance in addressing state priorities, including credential attainment, contributions to Virginia Career Works Centers, costs identified as Career and Training Services (see [Director’s Memo 18-19](https://www.doe.virginia.gov/home/showpublisheddocument/35392/638054947146570000)), and types of business services provided and numbers of businesses served (see [Reporting Statewide Business Services](https://www.youtube.com/watch?v=qkk8_ajYHSU&feature=youtu.be) recorded tutorial).

The state may establish performance expectations beyond those established at the federal level that will support the meeting of specific federal and state performance expectations. These expectations will be incorporated into the state monitoring and evaluation system.

### Monitoring and Evaluation [State Requirement]

As a federal grantee, the VDOE is required to conduct annual monitoring of local and regional adult education providers to ensure compliance with and improved performance under the AEFLAand related state-funded services. Eligible providers are required to cooperate fully with monitoring and evaluation activities sponsored by the state Office of Career, Technical, and Adult Education. Providers are identified for monitoring based on an annual risk rubric and technical assistance cycle as well as a rotation system. See more information on the [Data, Monitoring, and Evaluation](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/data-monitoring-evaluation) page.

## Federal Requirements and Considerations

### Seven Requirements [Federal Requirement]

1. A description of how funds awarded under this title will be spent consistent with the requirements of title II of AEFLA;
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
3. A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
4. A description of how the eligible provider will meet the state-adjusted levels of performance for the primary indicators of performance identified in the State’s Unified or Combined State Plan, including how such provider will collect data to report on such performance indicators;
5. A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities to
	1. Provide access through the one-stop delivery system to adult education and literacy activities;
	2. Use a portion of the funds made available under the Act 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;
	3. Enter into a local memorandum of understanding with the local board, relating to the operations of the one-stop system;
	4. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and
	5. Provide representation to the state board;
6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals;
7. Information that addresses the following 13 considerations.

### Thirteen Considerations [Federal Requirement]

1. The degree to which the eligible provider would be responsive to--
	1. Regional needs as identified in the local workforce development plan; and
	2. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who--
		1. Have low levels of literacy skills; or
		2. Are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider 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;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners;
5. Whether the eligible provider’s program
	1. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
	2. Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
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;
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;
9. Whether the eligible provider’s activities are delivered by well-trained 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;
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 WDBs, 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;
11. Whether the eligible provider’s activities offer the 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;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
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

Guidance Appendices

**Appendix A: Regional Service Areas**

Adult Education services in the Commonwealth are administered through a regionalized structure. See an interactive version of this [map](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/adult-education-regional-programs).



* Regional Adult Education District 1 – LENOWISCO

The counties of Lee, Scott, and Wise; the city of Norton

* [Regional Adult Education District 2 – Cumberland Plateau](http://www.cppdc.com/base_page.php)

The counties of Buchanan, Dickenson, Russell, and Tazewell

* [Regional Adult Education District 3 – Mount Rogers](http://www.mrpdc.org/)

The counties of Bland, Carroll, Grayson, Smyth, Washington, and Wythe; the cities of Bristol and Galax

* [Regional Adult Education District 4 – New River Valley](http://www.nrvpdc.org/)

The counties of Floyd, Giles, Montgomery, and Pulaski; the city of Radford.

* [Regional Adult Education District 5 – Roanoke Valley-Alleghany](http://www.rvarc.org/)
The counties of Alleghany, Botetourt, Craig, and Roanoke; the cities of Covington, Roanoke, and Salem
* [Regional Adult Education District 6 – Central Shenandoah](http://www.cspdc.org/)
The counties of Augusta, Bath, Rockbridge, Rockingham, and Highland; the cities of Buena Vista, Harrisonburg, Lexington, Staunton, and Waynesboro
* Regional Adult Education District 7 – Northern Shenandoah Valley
The counties of Clarke, Frederick, Page, Shenandoah, and Warren; the city of Winchester
* [Regional Adult Education District 8 – Northern Virginia](http://www.novaregion.org/)
The counties of Arlington, Fairfax, Loudoun, and Prince William; the cities of Alexandria, Fairfax, Falls Church, Manassas, and Manassas Park
* [Regional Adult Education District 9 – Rappahannock-Rapidan](http://www.rrregion.org/)
The counties of Culpeper, Fauquier, Madison, Orange, and Rappahannock
* [Regional Adult Education District 10 – Thomas Jefferson Regional](http://www.tjpdc.org/)
The counties of Albemarle, Fluvanna, Greene, Louisa, and Nelson; the city of Charlottesville
* [Regional Adult Education District 11 – Central](http://www.region2000.org/) Virginia
The counties of Amherst, Appomattox, Bedford, and Campbell; the city of Lynchburg
* [Regional Adult Education District 12 – West Piedmont](http://www.wppdc.org/)
The counties of Franklin, Henry, Patrick, and Pittsylvania; the cities of Danville and Martinsville
* [Regional Adult Education District 13 – Southside Regional](http://www.southsidepdc.org/)
The counties of Brunswick, Halifax, and Mecklenburg
* Regional Adult Education District 14 – Commonwealth
The counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward
* Regional Adult Education District 15 – Richmond Regional
The counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, and Powhatan; the city of Richmond
* [Regional Adult Education District 16 – George Washington Regional](http://www.gwregion.org/)
The counties of Caroline, King George, Spotsylvania, and Stafford; the city of Fredericksburg
* [Regional Adult Education District 17 – Northern Neck](http://www.nnpdc.org/)
The counties of Lancaster, Northumberland, Richmond, and Westmoreland
* [Regional Adult Education District 18 – Middle Peninsula](http://www.mppdc.com/)
The counties of Essex, Gloucester, King and Queen, King William, Mathews, and Middlesex
* [Regional Adult Education District 19 – Crater Regional](http://www.craterpdc.org)
The counties of Dinwiddie, Greensville, Prince George, Surry, and Sussex; the cities of Colonial Heights, Emporia, Hopewell, and Petersburg
* [Regional Adult Education District 20 – Southeastern Regional](http://www.hrpdc.org/)
The counties of Isle of Wight and Southampton; the cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, and Virginia Beach
* [Regional Adult Education District 21 ­– Peninsula](http://www.hrpdc.org/)
The counties of James City and York; the cities of Hampton, Newport News, Poquoson, and Williamsburg
* [Regional Adult Education District 22 – Accomack-Northampton](http://www.a-npdc.org/)
The counties of Accomack and Northampton

Appendix B: Local Workforce Development Boards and Adult Education Regions

| LWDB Region | Adult Education Region | Counties and Cities |
| --- | --- | --- |
| 1 | 1 and 2 | Buchanan, Dickenson, Lee, Norton, Russell, Scott, Tazewell, Wise |
| 2 | 3 and 4 | Bland, Bristol, Carroll, Floyd, Galax, Giles, Grayson, Montgomery, Pulaski, Radford, Smyth, Washington, Wythe |
| 3 | 5 and portion of 12 | Alleghany, Botetourt, City of Covington, Craig, Franklin County, Roanoke City, Roanoke County, Salem |
| 4 | 6 and 7 | Augusta, Bath, Buena Vista, Clarke, Frederick, Harrisonburg, Highland, Lexington, Page, Rockbridge, Rockingham, Shenandoah, Staunton, Warren, Waynesboro, Winchester |
| 5 | 19 | Colonial Heights, Dinwiddie, Emporia, Greensville, Hopewell, Petersburg, Prince George, Surry, Sussex |
| 6 | 9 and 10 | Albemarle, Charlottesville, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rappahannock |
| 7 | 11 | Amherst, Appomattox, Bedford, Campbell, Lynchburg  |
| 8 | 13 and 14  | Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward |
| 9 | 15 | Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan, Richmond City |
| 10 | 12 | Danville, Henry, Martinsville, Patrick, Pittsylvania |
| 11 | portion of 8 | Falls Church, Fairfax City, Fairfax County, Loudoun, Manassas, Manassas Park, Prince William |
| 12 | portion of 8 | Alexandria, Arlington |
| 13 | 16, 17, 18 and 22 | Accomack, Caroline, Essex, Fredericksburg, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northampton, Northumberland, Richmond County, Spotsylvania, Stafford, Westmoreland |
| 14 | 20, 21 and portion of 18 | Chesapeake, Franklin City, Gloucester, Hampton, Isle of Wight, James City, Newport News, Norfolk, Poquoson, Portsmouth, Southampton, Suffolk, Virginia Beach, Williamsburg, York |

**Appendix C: 2023-2024 Enrollment Targets and Estimated Funding Allocations**

| Adult Education Region | Enroll-ment Target | Adult Education with Optional Corrections (C&I)\* | General Adult Education (GAE) | State Lead Coordinating Agency (SLCA) | PluggedIn VA  | Race to GED® | Total Estimated Allocation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Region 1 | 419 |  $288,826.32  |  $27,852.10  |  $59,713.32  |  $10,115.80  |  $51,520.63  |  **$438,028.17**  |
| Region 2 | 497 |  $324,134.86  |  $31,256.97  |  $67,013.18  |  $11,998.93  |  $57,818.94  |  **$492,222.88**  |
| Region 3 | 692 |  $412,406.21  |  $39,769.15  |  $85,262.81  |  $16,706.76  |  $73,564.72  |  **$627,709.65**  |
| Region 4 | 320 |  $244,011.64  |  $23,530.53  |  $50,448.12  |  $7,725.67  |  $43,526.62  |  **$369,242.58**  |
| Region 5 | 635 |  $386,603.81  |  $37,280.97  |  $79,928.30  |  $15,330.62  |  $68,962.10  |  **$588,105.80**  |
| Region 6 | 868 |  $492,076.76  |  $47,451.94  |  $101,734.29  |  $20,955.88  |  $87,776.29  |  **$749,995.16**  |
| Region 7 | 659 |  $397,467.98  |  $38,328.63  |  $82,174.41  |  $15,910.05  |  $70,900.05  |  **$604,781.12**  |
| Region 8 | 4,658 |  $2,207,709.62  |  $212,893.80  |  $456,432.35  |  $112,456.77  |  $393,809.63  |  **$3,383,302.17**  |
| Region 9 | 427 |  $292,447.71  |  $28,201.31  |  $60,462.03  |  $10,308.94  |  $52,166.61  |  **$443,586.60**  |
| Region 10 | 534 |  $340,883.78  |  $32,872.10  |  $70,475.93  |  $12,892.21  |  $60,806.60  |  **$517,930.62**  |
| Region 11 | 624 |  $381,624.40  |  $36,800.80  |  $78,898.84  |  $15,065.05  |  $68,073.88  |  **$580,462.97**  |
| Region 12 | 900 |  $506,562.32  |  $48,848.80  |  $104,729.10  |  $21,728.45  |  $90,360.21  |  **$772,228.88**  |
| Region 13 | 343 |  $254,423.13  |  $24,534.53  |  $52,600.64  |  $8,280.95  |  $45,383.81  |  **$385,223.06**  |
| Region 14 | 376 |  $269,361.36  |  $25,975.05  |  $55,689.04  |  $9,077.66  |  $48,048.48  |  **$408,151.59**  |
| Region 15 | 2,326 |  $1,152,074.84  |  $111,096.85  |  $238,185.41  |  $56,155.96  |  $205,506.27  |  **$1,763,019.33**  |
| Region 16 | 708 |  $419,648.98  |  $40,467.58  |  $86,760.22  |  $17,093.04  |  $74,856.68  |  **$638,826.50**  |
| Region 17 | 168 |  $175,205.25  |  $16,895.40  |  $36,222.76  |  $4,055.98  |  $31,252.99  |  **$263,632.38**  |
| Region 18 | 233 |  $204,629.03  |  $19,732.78  |  $42,305.98  |  $5,625.25  |  $36,501.58  |  **$308,794.62**  |
| Region 19 | 598 |  $369,854.89  |  $35,665.84  |  $76,465.55  |  $14,437.34  |  $65,974.44  |  **$562,398.06**  |
| Region 20 | 2,303 |  $1,141,663.34  |  $110,092.85  |  $236,032.89  |  $55,600.69  |  $203,649.07  |  **$1,747,038.84**  |
| Region 21 | 814 |  $467,632.38  |  $45,094.72  |  $96,680.54  |  $19,652.17  |  $83,415.92  |  **$712,475.73**  |
| Region 22 | 174 |  $177,921.29  |  $17,157.30  |  $36,784.29  |  $4,200.83  |  $31,737.48  |  **$267,801.19**  |
| Totals | **19,276** |  **$10,907,169.90**  |  **$1,051,800.00**  |  **$2,255,000.00**  |  **$465,375.00**  |  **$1,945,613.00**  |  **$16,624,957.90**  |

*\*C&I allocation may be up to 20 percent of the total adult education with C&I allocation*.

***Note****: the funding allocations for program year 2023-2024 are derived from a formula based on the 2016-2020 American Community Survey five-year estimates of Virginians without a high school diploma or equivalency by region, plus a base amount. Virginia uses the five-year estimate to ensure small and rural communities are equitably represented.*

**Appendix D: 2023-2024 Schedule of Adult Education and Literacy Classes**

**For each locality or (optional) correctional facility**, complete the table below with a description of the classes that will be offered. If multiple classes of the same type are offered at the same location, on the same days and times, combine them on the same line and indicate the number of classes offered in the second column. Include in the first column the modes of instructional delivery, following the examples. Examples may be removed from the submitted form.

**Region: Locality:**

| Site and Mode(s) | Number of classes | Class type (e.g., ABE, ASE, ELA, IELCE, Workplace, Fam. Lit, IET, tutoring) | Day(s) of the week | Time(s) of the day | Number of hours per week | Number of weeks per year |
| --- | --- | --- | --- | --- | --- | --- |
| Example 1: Sparrow High School, in-person  | 2 | ABE | M, W, F | 9-11:30 a.m. | 7.5 | 38 |
| Example 2: Sparrow High School, in-person (Spanish) | 1 | HSE Prep in Spanish | T, Th | 6:30-9:30 p.m. | 6 | 10 |
| Example 3: Remote synchronous (offered once every 12 weeks) | 1 | ASE | M, W, Th | 6:30-9 p.m. | 7.5 | 12 |
| Example 4: Adult Learning Center Computer Lab, in-person or remote synchronous by appointment | n/a | ABE, ASE, ELA tutoring  | M-F | Noon-2 p.m. | variable | 46 |
| Example 5 (blended): Sparrow High School, in-person on M/W, remote synchronous on T, required asynchronous 2 hrs/wk (from *Approved Distance Education Curricula*, available [here](https://valrc.org/resource/approved-distance-education-curricula/))  | 2 | IELCE class | M, T, W | 7-9:00 p.m. | 8 | 38 |
| Example 6: Online course (approved by VDOE) with remote synchronous on T and required asynchronous 4 hrs/wk  | 1 | IET (Child Dev.) | Th | 7-9:00 pm | 6 | 10 |
| Example 7: Workplace English at (Employer Name) | 1 | ELA (workplace) | M, W, F | 12-1:30 pm | 4.5 | 12 |
| Note: Students may enroll in distance education and work independently, checking in with instructors as needed | n/a | ABE/ASE/ ELA | variable | variable | variable | 50 |
| [Add rows as needed; example rows may be deleted.] |  |  |  |  |  |  |

**Appendix E: Organizational Chart**

Use this organizational chart to provide names, primary responsibilities, and percentage of time charged to the grant for the key personnel or leadership team. This chart does not have to correspond to the lines of supervision within the eligible agency, but is designed to provide reviewers an understanding of how the program is structured at the program level. Add positions as necessary to represent key personnel and customize the titles to your application.

# Virginia Adult Education Competitive Grant Application Package

## Guidelines for Proposal Development

### Submission Guidelines

The grant application should follow the formatting guidelines below.

1. All information must be typed in the sequence of and referencing the numbers of the prompts provided.
2. A standard 12-point typeface such as either Times New Roman or Arial should be used. Maintain one-inch margins on all sides.
3. It is not necessary to repeat the full prompt; maintain prompt enumeration.
4. All text must be double spaced unless otherwise noted in the instructions or if using a provided form or template.
5. Narrative is limited to 35 pages total for 1.0 Adult Education with optional C&I and 25 pages total for 2.0 IELCE, minus the provided cover page and demonstrated effectiveness tools, and appendices.
6. All pages must be numbered in the bottom center of the page.
7. Boldface type, underlining, and italics may be used; all text must be black (except hyperlinks).
8. Request the budget workbook from OAEL@doe.virginia.gov.

### Application Components

Application materials should be organized and submitted as three (3) files consisting of (1) cover page, demonstrated effectiveness screening tool, and narrative in MS Word or Adobe PDF, (2) the budget workbook in MS Excel, and (3) all appendices in a single PDF. Files must be named in a manner that identifies the applicant.

* + - 1. File One:
1. Cover page, indicating whether the applicant is opting to seek C&I funds
2. Demonstrated Effectiveness Tool(s)
3. Grant application narrative following the order of the provided sequence of prompts
	1. File Two: Using the MS Excel file provided, submit the budget workbook as a second electronic file. Do not submit this file as a PDF. The contact information sheet may be signed digitally and included in the Appendix E, budget narrative.
	2. File Three: Appendices in the indicated order; these are not included in the page limit:
4. GEPA Statement
5. [IET Planning Tool](https://www.doe.virginia.gov/home/showpublisheddocument/34746/638053298356230000)
6. Organizational Chart
7. Completed *Schedule of Adult Education and Literacy Classes* table(s)
8. Budget narrative that includes each funding source, corresponding to the tabs in the budget workbook (up to ten pages); this ***must include*** the signed workbook cover sheet and a request for additional administrative funding over five percent (if applicable)
9. Regional memoranda of agreement or understanding (required for consortium)
10. Memoranda of understanding with the local workforce development board (required for regional adult education ~~with C&I~~ applicants)
11. Letter(s) of support
12. Signed federal assurances
13. Signed state certifications and assurances

# Virginia Adult Education with Optional C&I Competitive Grant Application

**Program Year 2023-2025**

Cover Page

Applicant

Adult Education Region Local Workforce Development Board Region(s)

Contact

Email address Phone No.

Indicate whether the application includes plans to request C&I funds: Yes No

*Eligible Provider (Check One)*

* a local education agency
* a community-based literacy organization or faith-based organization
* a volunteer literacy organization
* an institution of higher education
* a public or private nonprofit agency
* a library
* a public housing authority
* a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals
* a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
* a partnership between an employer and an entity described above
* other, describe:

*The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.*

**Demonstrated Effectiveness Screening Tool**

All applicants for Adult Education and Family Literacy Act funding must demonstrate their effectiveness in providing services to the eligible population. Applicants must submit data in the template below illustrating service to program participants who would be considered eligible for adult education services (see the Glossary in the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance)). For more information on how to complete this form, see the recorded tutorial and transcript available at the Virginia Department of Education Adult Education [Grants and Funding](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/grants-funding) webpage.

Definitions: See Exhibit 1.1 of the [*National Reporting System Technical Assistance Guide*](https://nrsweb.org/policy-data/nrs-ta-guide). For the Attainment of a Secondary School Diploma and Enrollment in Postsecondary Education or Training criteria, use the definitions in the Measurable Skill Gains indicator on Exhibit 1.1.

**Name of applicant**:

**Name of locality or entity if submitted as a member of a consortium:**

**Total unduplicated enrollment in Program Year 2021-2022**:

| **EXAMPLE** |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Metric** | **Program Year** | **Number of Participants**  | **Percentage Who Met Metric** | **Comment Section: Describe how this information was determined.** |
| Percentage of program participants achieving unsubsidized employment in 2nd quarter after exit | 2021-2022 | 60 | 22.4% | In 2020, 60 individuals exited from the program. During the 2nd quarter after exit, 22.4% were employed as determined by the state match with Virginia Employment Commission. |

| **Performance Metric** | **Program Year** | **Number of Participants**  | **Percentage Who Met Metric** | **Comment Section: Describe how this information was determined.** |
| --- | --- | --- | --- | --- |
|  |  |  | Reading and Writing: |  |
| A: Percentage of program participants who demonstrated skill gains in the content areas of reading and writing, mathematics, or English language acquisition | 2021-2022 |  | Math:  |  |
|  |  |  | English Language Acquisition: |  |
| B: Percentage of program participants who earned an MSG by earning a secondary school diploma or its recognized equivalent during enrollment or after exit and by the end of the program year | 2021-2022 |  |  |  |
| C: Employment 2nd quarter after exit | 2021-2022 |  |  |  |
| D: Transition: enrollment in postsecondary education or training | 2021-2022 |  |  |  |

## 1.0 Adult Education with OPTIONAL Corrections Education and Other Institutionalized Individuals (C&I) Grant Application Requirements

Address the requirements in each of the following sections; number and do not alter the sequence of the prompts.

1.1 NEEDS STATEMENT

Describe how the provider will be responsive for the 2023-2025 grant cycle to the regional needs as identified in the current local workforce development board plan under section 108 of title I of WIOA in order to serve eligible individuals. Provide a needs statement that describes the current adult population needing ABE, ASE, and ELA services in the identified area, to include individuals who have low levels of literacy, those who are English language learners~~,~~ ~~and those who are~~. Optional: Include a needs statement on the needs of incarcerated individuals. The data and research that is included and cited to support the assertion of need should be no more than five years old. ~~(Note: All regional applicants must plan to provide C&I instructional services.)~~

* 1. CAPACITY AND COMMITMENT
		1. Provide information and supportive quantitative data in the provided format that clearly demonstrates the applicant’s past three years’ effectiveness in improving the academic skills of adult learners. For applicants that received AEFLA funding in the 2020-2023 cycle, provided data should match what was submitted to the state management information system; applicants that did not receive AEFLA funding should indicate the source of the data and the educational attainment level of the adult learners served. Applicants may include other relevant data on performance and impacts in narrative form.

| **Past Effectiveness** |  |  |  |
| --- | --- | --- | --- |
| Program Years: | 2019-2020 | 2020-2021 | 2021-2022 |
| Total enrollment |  |  |  |
| * Adult basic education enrollment
 |  |  |  |
| * Adult secondary education enrollment
 |  |  |  |
| * English language acquisition enrollment
 |  |  |  |
| * C&I enrollment
 |  |  |  |
| * IET enrollment
 |  |  |  |
| Average attendance |  |  |  |
| Retention rate |  |  |  |
| Measurable skill gains (MSG) attainment rate (see definition of the five types of MSG in Exhibit 1.1 of the [*National Reporting System Technical Assistance Guide*](https://nrsweb.org/policy-data/nrs-ta-guide)) |  |  |  |
| Secondary credentials earned |  |  |  |
| Recognized postsecondary credentials earned |  |  |  |

* + 1. Describe how the planned activities for this 2023-2025 grant cycle align with the current LWDB plan. Identify the career pathways, recognized postsecondary credentials, and stackable credentials that are of high demand in the region and would be attainable by adult education participants. Describe the planned strategies to increase the number of students co-enrolled in core WIOA title programs.
		2. Describe the partnerships, collaborations, and/or innovative projects which currently exist that effectively meet the needs of the region. What activities are planned to strengthen collaborations in the region in the next three years? Describe partnerships with educational institutions, early childhood partners, WIOA core partners, community non-profit service organizations, and employers that support career pathway programming. Describe how partnerships ensure high-quality adult education services to all eligible participants in the region including those with barriers to employment. Include letters of support from these partners that clearly speak to specific joint activities.
		3. Describe how the Virginia Career Works partner responsibilities will be fulfilled for the next three years. This must include a) providing access to adult education and literacy activities in the Virginia Career Works Center(s), b) contributing to the operation and infrastructure costs for the Centers as described in the memorandum of understanding, and c) providing representation on the local workforce development board.
		4. Provide the qualifications of the adult education staff, including instructors, counselors and navigators, and administrators to ensure that they meet minimum qualifications established by the state. Complete the Organizational Chart, indicating the names and titles of key personnel.
		5. Articulate the expectations for staff participation in professional development and planning activities and how the applicant will ensure that instructional staff members (full- and part-time) are prepared and supported to offer instruction that addresses the State Priorities.
	1. PROGRAM DESIGN
		1. Provide a program design plan for the 2023-2025 grant cycle. Within it, articulate the assets of the program (staff, partnerships, resources, etc.), the types of programming options offered for various participant populations, how the program will address the State Priorities, the outcomes expected, and the longer-term impacts the program intends to influence. Include how progress on these outcomes and impacts will be monitored and what adjustments may be considered for continuous improvement. ~~This~~ If applying for C&I funds, this plan must include activities for C&I instructional services. This plan should ensure that all persons needing services in the region can access services, particularly those eligible individuals who have low levels of literacy skills, those who are English language learners, and those who are individuals with disabilities. Include a description of planned family literacy activities, if applicable.
		2. Describe how the 2023-2025 program design a) is of sufficient intensity and quality, and based on the most rigorous research and effective educational practice available so that participants achieve substantial learning gains; b) uses instructional practices that include the essential components of reading instruction; and c) offers flexible schedules and coordinates with other service providers to offer support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals to persist and complete. Include as an appendix a *2023-2024 Schedule of Adult Education and Literacy Classes* by each consortium member and following the class-naming conventions found on the example lines of the template; include a separate *Schedule* for C&I instructional and other activities, if applicable.
		3. Describe how the provider will provide career services (see [Director’s Memo 18-19](https://www.doe.virginia.gov/home/showpublisheddocument/35392/638054947146570000)) to all students, including the provision of career coaching and the registration of students in the Virginia Career Works [Common Referral Portal](https://va-career-works.myjourney.com/).
		4. Describe the integrated education and training (IET) cohort(s) that the provider will offer in 2023-2024, providing a narrative justification for the occupational focus, career pathway, credential(s), training partners, and employer partners and how these factors align with the LWDB’s current strategic plan. Describe how the cohorts will work with partners to take advantage of initiatives such as [FastForward](https://www.fastforwardva.org/), [G3](https://virginiag3.com/), and [VAReady](https://www.vaready.org/). Describe the program’s efforts to recruit, screen, and orient participants so that they will be successful in completing the education and training activities and obtaining the planned credential(s). Include planned stackable credentials and identify them by MSG type. A single IET Planning Tool must be submitted with the application for evaluation. (IET Planning Tools will be required for all offered IETs in 2023-2024 once awards are completed.)
		5. OPTIONAL: Describe how the provider will provide services for the 2023-2025 grant cycle in a manner that meets the needs of eligible incarcerated or institutionalized individuals, giving priority to serving those who are likely to leave the correctional institution within five years of participation. Include a letter of support or MOU with the institution(s) in which services will be delivered.
		6. OPTIONAL: Describe how the C&I 2023-2025 services will support transition to re-entry initiatives and other post-release services for incarcerated and institutionalized individuals with the goal of reducing recidivism once they are released.
	2. INSTRUCTIONAL PRACTICES

1.4.1 List the assessments that the provider will use in 2023-2024 for pre- and post-testing to document MSG Type 1 gains. (See the approved assessments in the [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance).)

* + 1. Describe how the provider’s activities within the 2023-2025 grant cycle provide contextualized instruction and the skills needed for adults to transition to postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.
		2. Describe how the provider will, throughout the 2023-2025 grant cycle, effectively use and expand technology services and delivery systems, including supplemental models, approved distance education curricula and online courses, and blended or remote instructional models in a manner sufficient to increase the quality, availability, and intensity of learning. Describe how these efforts lead to improved performance. Describe the instructional staff qualifications and experience in teaching with technology.

1.5 DATA AND PERFORMANCE

1.5.1 Describe the local data management processes within this 2023-2025 grant cycle to collect, maintain, and report participant data and outcomes. Describe how the regional program manager, and other regional staff as appropriate, provides oversight and ensures that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements. Describe how the reported data are used to monitor local performance.

1.5.2 Describe the strategies the provider will use to meet the state targets for the primary indicators of performance.

1.5.3 Provide the name(s) and email address(es) of the individual(s) who will participate in required training on the new state management information data system.

APPENDIX A General Education Provisions Act (GEPA)

Provide a concise description (one page, submitted as an appendix) of the process to ensure equitable access to, and participation of participants, teachers, and other beneficiaries with special needs for program year 2023-2024. For details, refer to the federal [GEPA guidance](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf). This document can be an official statement from the fiscal agent.

APPENDIX B: [IET Planning Tool](https://www.doe.virginia.gov/home/showpublisheddocument/34746/638053298356230000), refer to instructions on the Tool

APPENDIX C: Organizational Chart, refer to instructions on the Chart

APPENDIX D: Schedule of Classes, refer to instructions on the Schedule

APPENDIX E: Budget Narrative

Describe (in no more than ten pages) how the 2023-2024 funds awarded under this title will be spent consistent with the requirements of title II and with the program design. Provide a narrative for each funding source requested. Be specific in the budget narrative by providing the following:

* A thorough itemization of expenses by object code for each funding source, corresponding to each tab in the workbook
* A detailed description, number, unit cost, and total cost of itemized expenses, where possible
* An elaboration and explanation of how the costs were derived, where possible
* A complete description of any expenditure categorized as “Other”

Provide a justification for the collection of program income in the 2023-2025 grant cycle, including an articulation as to how the cost to participants is determined to be equitably administered and does not reach levels that have an adverse effect on the participation of economically disadvantaged persons needing services in the region. If the applicant does not plan to collect program income, provide a statement to that effect.

 If the five percent cap on administrative federal funds is insufficient to cover the required elements, applicants may request a waiver on the cap. This request should be submitted within this appendix on fiscal agent letterhead and provide a justification for the percentage and actual total requested.

 For the PluggedIn VA narrative, include costs to address the grant priorities: staffing and instructional costs of the IET activities, including the provision of career coaching services.

 For the Race to GED® narrative, include costs to address one or all of the grant priorities: 1) GED® testing program (center test administrator and/or proctor compensation, GED® test vouchers, and efforts to expand testing center capacity); 2) additional classes or tutoring sessions to help students prepare for the HSE test; and 3) outreach and engagement activities. Other allowable costs include a portion of the regional program manager’s salary (no more than 10 percent of the award) and relevant professional development for instructional staff.

 The budget narrative ***must include*** the signed cover page from the Excel workbook.

 Reminder: Final allocations will be released through an Adult Education Director’s Memo when the VDOE receives the federal award estimate and the Virginia Acts of Assembly are finalized. Prior to award, an updated workbook will be required to account for the final award amounts.

APPENDIX F: Regional memoranda of agreement or understanding (required for consortium)

APPENDIX G: Memoranda of understanding with the local workforce development board

APPENDIX H: Letter(s) of support and memorandum of understanding with partner entities

APPENDIX I: Signed federal assurances

APPENDIX J: Signed state certifications and assurance

### Local Workforce Development Board Evaluation Rubric for Adult Education with Optional C&I Grant Application

Use the following rubric when evaluating each application. The score received on this form will be incorporated into the total score for each applicant. Numbers in brackets correspond to the relevant narrative prompts.

Scoring Table:

| 0 | Missing: No response is provided or response provided does not address the prompt. |
| --- | --- |
| 1 | Inadequate: Response meets few criteria, provides inaccurate or incomplete information, or demonstrates a lack of understanding. |
| 2 | Marginal: Response provides limited evidence or detail and needs additional information to meet criteria. |
| 3 | Adequate: Response provides sufficient evidence to meet criteria, although lacking in depth and/or specificity. |
| 4 | Very Good: Response is clearly and concisely written and presents thoroughly developed evidence to meet criteria. |
| 5 | Exemplary: Response exceeds criteria by providing innovative, well-conceived ideas that contribute to a cohesive narrative. |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| Evaluate the extent to which the applicant’s description aligns adult education and literacy activities with the education and training objectives and activities of the current local workforce development plan and the Virginia Career Works delivery system, including co-enrollment in title I and II programs, as appropriate. [1.1, 1.2.2] |  |  |
| Evaluate the applicant’s description of the plan and strategies for effectively working with workforce partners identified by the local plan to share resources and contribute to regional education and training efforts, including career pathways programs. [1.2.2, 1.2.3, 1.3.1, 1.3.3]  |  |  |
| Evaluate the applicant’s description of its plan for fulfilling the education, training, and administrative responsibilities as a Virginia Career Works partner. [1.2.4]  |  |  |
| Evaluate the applicant’s description of its plan to carry out activities related to the development and implementation of career pathways in the local area. [1.2.2, 1.3.1, 1.3.3. 1.3.4, 1.4.2] |  |  |
| TOTAL SCORE (20) |  |  |

### Adult Education with Optional C&I Grant Application Review Criteria and Evaluation Rubric for Review Panel

Use the following rubric when evaluating each application. The foundation of the scoring rubric is based upon the competitive grant requirements as outlined in the grant application requirements.

Scoring Table:

| 0 | Missing: No response is provided or response provided does not address the prompt. |
| --- | --- |
| 1 | Inadequate: Response meets few criteria, provides inaccurate or incomplete information, or demonstrates a lack of understanding. For budget items 1.6a-e, the response is inaccurate or incomplete.  |
| 2 | Marginal: Response provides limited evidence or detail and needs additional information to meet criteria. For budget items 1.6a-e, the response provides limited detail for the calculations. |
| 3 | Adequate: Response provides sufficient evidence to meet criteria, although lacking in depth and/or specificity. For budget items 1.6a-e, the response is accurately calculated but lacking in specificity. |
| 4 | Very Good: Response is clearly and concisely written and presents thoroughly developed evidence to meet criteria. For budget items 1.6a-e, the response is clear, accurately calculated, and concisely written with specificity. |
| 5 | Exemplary: Response exceeds criteria by providing innovative, well-conceived ideas that contribute to a cohesive narrative. For budget items 1.6a-e, this score does not apply (cannot exceed criteria). |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| 1.1 Needs Statement  |  |  |
| * 1. Evaluate the applicant’s responsiveness to the regional need for adult education services. Does the statement clearly identify the current population needing ABE, ASE, and ELA services and directly address the needs of individuals who have low levels of literacy and those who are English language learners, ~~and those who are incarcerated?~~? Are the data and research included to support the assertion of need no more than five years old and fully representational of the demographics of the adult education eligible population in the region?

Optional: Is the incarcerated population included if the applicant seeks C&I funding? |  |  |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| 1.2 Capacity and Commitment |  |  |
| 1.2.1.a Evaluate the information and supportive quantitative data submitted by the applicant to demonstrate the program’s past three years’ effectiveness in improving the academic skills of individuals, especially those with barriers to employment. |  |  |
| 1.2.1.b For this criterion, the following scale is applied:5 = meets or exceeds the state levels of performance for MSG and/or the program’s own enrollment target4 = meets the state level of performance for MSG and/or above 90 percent of the program’s own enrollment target3 = reports at least 85 percent of the state level of performance for MSG and/or above 75 percent of the program’s enrollment target 2 = reports at least 75 percent of the state level of performance for MSG and/or above 50 percent of the program’s enrollment target1 = reports below 75 percent of the state level of performance for MSG and below 50 percent of the program’s enrollment target | [VDOE Completes] |  |
| 1.2.2 Are the career pathways and credentials proposed attainable for the participants and in high demand in the region? How well do the proposed activities describe a coordinated effort for co-enrollment for participants in core WIOA title programs? |  |  |
| 1.2.3 Evaluate the productiveness of the partnerships and collaborations (e.g. educational institutions, WIOA core partners, community non-profit service organizations, local and regional employers) the program has developed and is proposing to meet the needs of the region. Are there letters of support from partners that clearly speak to specific joint activities? |  |  |
| 1.2.4 Evaluate how well the program proposes to a) provide access to adult education and literacy activities in the Virginia Career Works Centers, b) contribute to the operation and infrastructure costs for the Centers as described in the memorandum of understanding, and c) provide representation on the local workforce development board(s). |  |  |
| 1.2.5 Is the information provided by the applicant sufficient to show that all program staff, including instructors, counselors and navigators, and administrators, are qualified for their position? Do all instructors meet the minimum of a required Bachelor’s degree? Is the Organizational Chart included? |  |  |
| 1.2.6 Evaluate the expectations articulated for staff participation in professional development and planning. Are the expectations and planned support sufficient to ensure staff will be prepared and supported to offer instruction that addresses the State Priorities? |  |  |
| 1.3 Program Design |  |  |
| 1.3.1 Evaluate how well the program design supports region-wide access to adult education ~~and C&I~~ services in a manner that meets the needs of eligible individuals and supports the expected outcomes. Does the design directly address the needs of those eligible individuals who have low levels of literacy skills, those who are English language learners, and those who are individuals with disabilities? Is it clear that the program is addressing the State Priorities? |  |  |
| 1.3.2.a How well do the instructional practices described reflect current research, effective educational practice, and the essential components of reading?  |  |  |
| 1.3.2.b To what extent do the description and the *Schedule of Classes* demonstrate schedules of sufficient intensity and flexibility such that participants in the region with various scheduling needs can achieve substantial learning gains and access to supportive services? |  |  |
| 1.3.3. Evaluate the plans to provide career services for all students served. Are there sufficient opportunities for all students to access additional information and referrals for related services? |  |  |
| 1.3.4.a Are the IET cohort(s) planned for 2023-2024 aligned to the LWDB plan and supported by collaborative training partners and employers? Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities? |  |  |
| 1.3.4.b Evaluate the completeness of the IET Planning Tool and the degree of alignment of the narrative supporting it. Are the shared learning objectives and activities thoroughly described on the IET Planning Tool? Is sufficient time allotted for instructors to co-plan and communicate? Are MSGs properly noted? |  |  |
| 1.3.5 Optional: Do the C&I services proposed for 2023-2025 meet the needs of eligible incarcerated or institutionalized individuals in the region and give priority to those who are likely to leave the correctional institution within five years of participation in the program? Is a letter of support or an MOU included in the application? |  |  |
| 1.3.6 Optional: Evaluate how well the C&I 2023-2025 program will support transition to re-entry initiatives and other post-release services for incarcerated and institutionalized individuals. How well is the program coordinating with re-entry services in the region to support individuals’ transition and reduce recidivism? |  |  |
| 1.4 Instructional Practices |  |  |
| 1.4.1 Are the identified assessments approved for use, according to the current *Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*? | [VDOE Completes, no score] |  |
| 1.4.2 Evaluate the proposed activities to provide contextualized instruction, anchored in real-life and work contexts and situations. Are the proposed activities likely to provide participants the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment, and exercise the rights and responsibilities of citizenship? |  |  |
| 1.4.3.a Evaluate the planned activities to determine whether the program proposes effective uses of technology to increase the quality, availability, and intensity of learning and efforts that are likely to lead to improved performance. Do the planned activities address the roles of distance, blended, remote, and supplemental learning? Evaluate how the program will expand these services in the region throughout the grant cycle. |  |  |
| 1.4.3.b Is the information provided by the applicant sufficient to show that all instructional staff involved in the implementation of technology services are qualified for their position?  |  |  |
| 1.5 Data and Performance |  |  |
| 1.5.1 Evaluate the description of the local data management processes followed to collect, maintain, and report participant data and outcomes? How well does the regional program manager, and other regional staff as appropriate, propose to provide oversight and ensure that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements? Is the program’s use of data to monitor local performance addressed? |  |  |
| 1.5.2 Evaluate the proposed strategies for improving performance. Are these strategies likely to result in the applicant’s meeting or exceeding the state-adjusted targets? |  |  |
| 1.5.3 Are names and email addresses provided for individuals who will participate in the required training on the new data system? | No Score |  |
| 1.6 Budget and Finance |  |  |
| 1.6.1.a Evaluate the clarity and completeness of each funding stream’s budget narrative in describing how the 2023-2024 funds awarded will be spent consistent with the funding stream requirements and with the program design.  |  |  |
| 1.6.1.b Does each funding stream’s narrative description provide a thorough itemization of expenses (description, number, unit cost, and total cost of itemized expenses) by object code for each funding source? |  |  |
| 1.6.1.c Is an indication of percentages of costs to be claimed as Career and Training Services included in the federal funding streams’ workbook? | [VDOE Completes, no score] |  |
| 1.6.1.d Are the proposed costs for the PluggedIn VA budget consistent with the priorities articulated in the application? |  |  |
| 1.6.1.e Are the proposed activities for the Race to GED budget consistent with the priorities articulated in the application? |  |  |
| Local Workforce Development Board Score | (20 possible) |  |
| Total Score |  | Differentiate totals based on whether the applicant seeks C&I funds or not.  |

### Federal Assurances

Download and complete the Federal Disclosure of Lobbying Activities form SF-LLL from [**grants.gov**](http://grants.gov/) at [**https://apply07.grants.gov/apply/forms/sample/SFLLL-V1.1.pdf**](https://apply07.grants.gov/apply/forms/sample/SFLLL-V1.1.pdf)

Include the completed form as AppendixI.

### State Assurances AEFLA and Optional C&I

**Virginia Department of Education**

**Office of Career, Technical, and Adult Education**

**Grant application Statements of Assurances**

**2023-2024**

Fiscal Agent:

Regional Program Name:

County(ies), City(ies) Served:

***Note: If the regional applicant is not a Virginia school division***, a school division partner must be secured to receive and seek reimbursement of the PluggedIn VA and Race to GED® awards. The Chief Executive or Financial Officer of the partnering school division must sign, print, and date assurances number(s) 18 and/or 19 on page 3.

The Fiscal Agent's Chief Executive Officer should read each assurance statement and sign and date the document on page 3. All three pages of state assurances must accompany the regional application.

 **Program Operations**

1. The Applicant agrees to use the state’s designated management information system for data collection and follow the Virginia Department of Education (VDOE)/Office of Career, Technical, and Adult Education and National Reporting System (NRS) guidelines.

2. The Applicant agrees to follow the current [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance), including the use of approved assessments for adult learners in determining educational gains for program accountability purposes.

3. The Applicant agrees to offer programming and instruction that supports the State Priorities as described in the Adult Education 2023-2025 Competitive Grant Application Package.

4. The Applicant agrees to coordinate its program with other adult education stakeholders, including *Workforce Innovation and Opportunity Act* partners, in order to avoid duplicating services available through other programs serving adults.

5. The Applicant agrees that the Regional Program Manager and key program staff will participate in all state adult education office required professional development activities scheduled during the term of this grant award.

6. The Applicant agrees to fully cooperate with monitoring and evaluation activities sponsored by the state Office of Career, Technical, and Adult Education.

7. The Applicant agrees to obtain state office approval prior to any programmatic changes that deviate from the submitted application.

8. The Applicant agrees to comply with federal and state statutes, regulations, policies, and procedures.

9. The Applicant agrees to comply with the following Non-Discrimination Laws:

 a. Title VI of the Civil Rights Act of 1964, as amended, which prohibits the denial of benefits of our participation in contract services on the basis of race, color, or national origin

 b. Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act

 c. The Americans with Disabilities Act of 1990 (Public Law 101-336) as amended in 2008

**Fiscal Management**

1. The Applicant agrees to be the fiscal agent for the grant award(s) received from the Virginia Department of Education, Office of Career, Technical, and Adult Education.
2. The Applicant agrees to employ a qualified, full-time Regional Program Manager and ensure that all instructors have a minimum of a Bachelor’s degree.

3. The Applicant agrees to provide timely and accurate reports which include:

a. Quarterly Program Income Reports if applicable

b. Annual One-Stop Contribution Reports

c. Quarterly Match Expenditure Reports

d. Quarterly State Lead Coordinating Agency (SLCA) Expenditure Reports

e. Requests for reimbursement

f. Federal Funding Accountability and Transparency Act (FFATA) Report

g. Annual Career and Training Services Report

h. Quarterly Business Services Reports

4. The Applicant agrees to ensure that the Regional Program Manager is a creator or an approver in the Online Management of Education Grant Awards (OMEGA) System.

5. The Applicant agrees to require and maintain a copy of the insurance for each of its program sites verifying that each building meets Virginia safety codes (not required for sites located in correctional facilities).

6. The Applicant agrees to maintain a record of actual expenditures of local, state, and federal funds for activities allowed under this subtitle. The local, state, and federal funds must be maintained in separate line items in order to maintain their separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowable. The actual expenditures must reflect the amounts allocated for each line item in the annual budget approved by the state office.

 7. The Applicant agrees to receive prior approval for travel outside the state and not to use federal or state funds to travel outside the country.

8. The Applicant agrees to use all funds received from the state office for allowable adult education and literacy activities only.

9. The Applicant agrees that 100% of earned income (program income) generated by this grant will be used in support of the adult education program. Program income must be expended during the quarter in which it was collected or as soon as possible thereafter prior to the expending of federal AEFLA funds.

10. The Applicant agrees to maintain time-and-effort records for all employees funded through federal grant awards. This requirement is in accordance with the Uniform Guidance 2CFR200.430(c)(8) Subpart E Cost Principles.

11. The Applicant agrees to ensure that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other federal, state, or local public funds expended for adult education and literacy activities.

12. The Applicant agrees that all budget amendments from any budget line item from the originally approved budget must be approved by the state office.

13. The Applicant agrees that not more than five percent of federal funds should be used for administrative purposes. However, a provider may request to negotiate an increase in the five percent cap. This request must be in writing with a detailed rationale explaining why the additional administrative cost is necessary and how the additional administrative funds will be spent.

14. The Applicant agrees to retain all local program records and local agreements for a minimum of three years from the end date of the competitive award (June 30, 2026) and student release forms for three years after the end of the calendar year in which the record was created.

15. ~~Each~~ Optional: Should the regional adult education ~~with C&I~~ applicant ~~must provide~~ also request Corrections Education and Other Institutionalized Individuals (C&I) funds, these must be used for instructional services ~~in the region. The applicant agrees that the amount of federal funds allocated for services~~ and may be used for ~~C&I may not exceed 20 percent of the total federal authorization~~. additional allowable activities.

16. The Applicant agrees that funds must be spent within the fiscal year for which they are approved. Carryover of funds from one fiscal year to the next is not allowed.

17. The Applicant understands that funding is contingent on federal and state appropriations.

18. The Applicant agrees to use PluggedIn VA funds to support integrated education and training programming, including the provision of career coaching services. (See below.)

19. The Applicant agrees to use Race to GED® funds to support the three priorities enumerated within the application. (See below.)

I have read the Statements of Assurances above and will adhere to them.

Signature Title Date

***If the applicant is not a Virginia school division***, the partnering school division’s Chief Executive or Financial Officer must sign, print, and date for assurances numbers 18 and/or 19.

I have read the Statements of Assurances and will adhere to them for (circle one or both) Assurance(s) 18 and/or 19.

Signature Title Date

# Virginia Integrated English Literacy and Civics Education (IELCE)Competitive Grant Application

**Program Year 2023-2025**

Cover Page

Applicant

Adult Education Region Local Workforce Development Board Region(s)

Contact

Email address Phone No.

*Eligible Provider (Check One)*

* a local education agency
* a community-based literacy organization or faith-based organization
* a volunteer literacy organization
* an institution of higher education
* a public or private nonprofit agency
* a library
* a public housing authority
* a nonprofit institution that is not described previously and has the ability to provide literacy services to eligible individuals
* a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
* a partnership between an employer and an entity described above
* other, describe:

Number of Participants Proposed to be Served (refer to Table 2):

Amount Requested:

*The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.*

**Demonstrated Effectiveness Screening Tool**

All applicants for Adult Education and Family Literacy Act funding must demonstrate their effectiveness in providing services to the eligible population. Applicants must submit data in the template below illustrating service to program participants who would be considered eligible for adult education services (see the Glossary in the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance)). For more information on how to complete this form, see the recorded tutorial and transcript available at the Virginia Department of Education Adult Education Grants and Funding webpage. Definitions: See Exhibit 1.1 of the [*National Reporting System Technical Assistance Guide*](https://nrsweb.org/policy-data/nrs-ta-guide). For the Attainment of a Secondary School Diploma and Enrollment in Postsecondary Education or Training criteria, use the definitions in the Measurable Skill Gains indicator on Exhibit 1.1.

**Name of applicant**:

**Locality if submitted as a member of a consortium:**

**Total unduplicated enrollment in Program Year 2021-2022**:

| **EXAMPLE** |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Metric** | **Program Year** | **Number of Participants**  | **Percentage Who Met Metric** | **Comment Section: Describe how this information was determined.** |
| Percentage of program participants achieving unsubsidized employment in 2nd quarter after exit | 2021-2022 | 60 | 22.4% | In 2020, 60 individuals exited from the program. During the 2nd quarter after exit, 22.4% were employed as determined by the state match with Virginia Employment Commission. |

| **Performance Metric** | **Program Year** | **Number of Participants**  | **Percentage Who Met Metric** | **Comment Section: Describe how this information was determined.** |
| --- | --- | --- | --- | --- |
|  |  |  | Reading and Writing: |  |
| A: Percentage of program participants who demonstrated skill gains in the content areas of reading and writing, mathematics, or English language acquisition | 2021-2022 |  | Math:  |  |
|  |  |  | English Language Acquisition: |  |
| B: Percentage of program participants who earned an MSG by earning a secondary school diploma or its recognized equivalent during enrollment or after exit and by the end of the program year | 2021-2022 |  |  |  |
| C: Employment 2nd quarter after exit | 2021-2022 |  |  |  |
| D: Transition: enrollment in postsecondary education or training | 2021-2022 |  |  |  |

## 2.0 Integrated English Literacy and Civics Education (IELCE) Competitive Grant Application Requirements

Address the requirements in each of the following sections; number and do not alter the sequence of the prompts.

2.1 NEEDS STATEMENT

Describe how the provider will be responsive for the 2023-2025 grant cycle to the regional or local needs of English language learners as identified in the current local workforce development board (LWDB) plan under section 108 of title I of WIOA in order to serve eligible individuals. Provide a needs statement that describes the current adult English language learner population needing IELCE services (see allowable activities page 10) in the identified area, including professionals with degrees and credentials in their native countries. The data and research included and cited to support the assertion of need should be no more than five years old.

* 1. CAPACITY AND COMMITMENT
		1. Provide information and supportive quantitative data in the provided format that clearly demonstrates the applicant’s past three years’ effectiveness in improving the academic and English skills of adult learners. For applicants that received AEFLA funding in the 2020-2023 cycle, provided data should match what was submitted to the state management information system (use the first two rows as applicable); applicants that did not receive IELCE funding should indicate the source of the data and the educational attainment level of the adult learners served (use the third row). Applicants may include other relevant data on performance and impacts in narrative form.

| **Past Effectiveness** |  |  |  |
| --- | --- | --- | --- |
| Program Years: | 2019-2020 | 2020-2021 | 2021-2022 |
| English language acquisition enrollment in Sec. 231-funded classes |  |  |  |
| English language acquisition enrollment in Sec. 243-funded classes |  |  |  |
| English language acquisition enrollment for applicants not previously funded |  |  |  |
| Total English language acquisition enrollment |  |  |  |
| * IET enrollment (if applicable)
 |  |  |  |
| Average attendance |  |  |  |
| Retention rate |  |  |  |
| Measurable skill gains (MSG) attainment rate (see definition of the five types of MSG in Exhibit 1.1 of the [*National Reporting System Technical Assistance Guide*](https://nrsweb.org/policy-data/nrs-ta-guide)) |  |  |  |
| Secondary credentials earned |  |  |  |
| Recognized postsecondary credentials earned |  |  |  |

* + 1. Describe how the planned activities for this 2023-2025 grant cycle align with the current LWDB plan. Identify the career pathways, recognized postsecondary credentials, and stackable credentials that are of high demand in the region and would be attainable by IELCE participants. Describe the planned strategies to increase the number of students co-enrolled in core WIOA title programs.
		2. Describe the partnerships, collaborations, and/or innovative projects that currently exist and effectively meet the needs of the region. What activities are planned to strengthen collaborations in the region in the next three years? Describe partnerships with educational institutions, WIOA core partners, community non-profit service organizations, and employers that support career pathway programming and the purposes of the IELCE program. Describe how partnerships ensure high-quality services to all eligible IELCE participants in the area, including those with barriers to employment. Include letters of support from these partners that clearly speak to specific joint activities.
		3. Provide the qualifications of the IELCE staff, including instructors, counselors and navigators, and administrators to ensure that they meet minimum qualifications established by the state. Complete the Organizational Chart, indicating the names and titles of key personnel.
		4. Articulate the expectations for staff participation in professional development and planning activities and how the applicant will ensure that instructional staff members (full- and part-time) are prepared and supported to offer instruction that addresses the State Priorities and the purposes of the IELCE program.
	1. PROGRAM DESIGN
		1. Provide a program design plan for the 2023-2025 grant cycle. Within it, articulate the assets of the program (staff, partnerships, resources, etc.), the types of programming options offered for various participant populations, how the program will address the State Priorities and the purposes of the IELCE program, the outcomes expected, and the longer-term impacts the program intends to influence. Include how progress on these outcomes and impacts will be monitored and what adjustments may be considered for continuous improvement. The plan should ensure that all persons needing IELCE services in the area are being served, particularly those eligible individuals who have low levels of literacy skills, those who are professionals with degrees and credentials in their native countries, and those who are individuals with disabilities. Describe the program’s activities and partnerships to offer placement in unsubsidized employment to IELCE participants.
		2. Describe how the 2023-2025 program design a) is of sufficient intensity and quality, and based on the most rigorous research and effective educational practices designed to teach competence in reading, writing, speaking, and comprehension of the English language and integrates instruction in civics; and b) offers flexible schedules and coordinates with other service providers to offer support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals to persist and complete. Include as an appendix a 2023-2024 *Schedule of Adult Education and Literacy Classes* for IELCE activities.
		3. Describe how the provider will provide or partner to provide career services (see [Director’s Memo 18-19](https://www.doe.virginia.gov/home/showpublisheddocument/35392/638054947146570000)) to all IELCE students, including the provision of career coaching and the registration of students in the Virginia Career Works [Common Referral Portal](https://va-career-works.myjourney.com/).
		4. Describe the integrated education and training (IET) cohort(s) that the provider will offer in 2023-2024, providing a narrative justification for the occupational focus, career pathway, credential(s), training partners, and employer partners and how these factors align with the LWDB’s current strategic plan. Describe how the cohorts will work with partners to take advantage of initiatives such as [FastForward](https://www.fastforwardva.org/), [G3](https://virginiag3.com/), and [VAReady](https://www.vaready.org/). Describe the program’s efforts to recruit, screen, and orient participants so that they will be successful in completing the education and training activities and obtaining the planned credential(s). Include planned stackable credentials and identify them by MSG type. A single IET Planning Tool must be submitted with the application for evaluation. (IET Planning Tools will be required for all offered IETs in 2023-2024 once awards are completed.)
	2. INSTRUCTIONAL PRACTICES

2.4.1 List the assessments that the provider will use in 2023-2024 for pre- and post-testing to document MSG Type 1 gains. (See the approved assessments in the [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance).)

2.4.2 Describe how the provider’s activities within the 2023-2025 grant cycle provide contextualized instruction and the skills needed for adults to transition to postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship and civic participation.

* + 1. Describe how the provider will, throughout the 2023-2025 grant cycle, effectively use and expand technology services and delivery systems, including supplemental models, approved distance education curricula and online courses, and blended or remote instructional models in a manner sufficient to increase the quality, availability, and intensity of learning. Describe how these efforts lead to improved performance. Describe the instructional staff qualifications and experience in teaching with technology.
	1. DATA AND PERFORMANCE
		1. Describe the local data management processes within this 2023-2025 grant cycle to collect, maintain, and report participant data and outcomes. Describe how the IELCE program manager, and other staff as appropriate, provides oversight and ensures that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements. Describe how the reported data are used to monitor local performance.
		2. Describe the strategies the provider will use to meet the state targets for the primary indicators of performance.
		3. Provide the name(s) and email address(es) of the individual(s) who will participate in required training on the new state management information data system.

APPENDIX A General Education Provisions Act (GEPA)

Provide a concise description (one page, submitted as an appendix) of the process to ensure equitable access to, and participation of participants, teachers, and other beneficiaries with special needs for program year 2023-2024. For details, refer to the federal [GEPA guidance](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf). This document can be an official statement from the fiscal agent.

APPENDIX B[: IET Planning Tool](https://www.doe.virginia.gov/home/showpublisheddocument/34746/638053298356230000)(s), refer to instructions on the Tool

APPENDIX C: Organizational Chart, refer to instructions on the Chart

APPENDIX D: Schedule of Classes, refer to instructions on the Schedule

APPENDIX E: Budget Narrative

Describe (in no more than five pages) how the 2023-2024 IELCE funds awarded will be spent consistent with the requirements of title II, Sec. 243 and with the program design. Be specific in the budget narrative by providing the following:

* A thorough itemization of expenses by object code
* A detailed description, number, unit cost, and total cost of itemized expenses, where possible
* An elaboration and explanation of how the costs were derived, where possible
* A complete description of any expenditure categorized as “Other” in the budget worksheets

Provide a justification for the collection of program income in the 2023-2025 grant cycle, including an articulation as to how the cost to participants is determined to be equitably administered and does not reach levels that have an adverse effect on the participation of economically disadvantaged persons needing services in the region. If the applicant does not plan to collect program income, provide a statement to that effect.

 If the five percent cap on administrative federal funds is insufficient to cover the required elements, applicants may request a waiver on the cap. This request should be submitted within this appendix on fiscal agent letterhead and provide a justification for the percentage and actual total requested.

 The budget narrative ***must include*** the signed cover page from the Excel workbook.

APPENDIX F: Letter(s) of support and memorandum of understanding with partner entities

APPENDIX G: Signed federal assurances

APPENDIX H: Signed state certifications and assurances

### Local Workforce Development Board Evaluation Rubric for IELCE Grant Application

Use the following rubric when evaluating each application. The score received on this form will be incorporated into the total score for each applicant. Numbers in brackets correspond to the relevant narrative prompts.

Scoring Table:

| 0 | Missing: No response is provided or response provided does not address the prompt. |
| --- | --- |
| 1 | Inadequate: Response meets few criteria, provides inaccurate or incomplete information, or demonstrates a lack of understanding. |
| 2 | Marginal: Response provides limited evidence or detail and needs additional information to meet criteria. |
| 3 | Adequate: Response provides sufficient evidence to meet criteria, although lacking in depth and/or specificity. |
| 4 | Very Good: Response is clearly and concisely written and presents thoroughly developed evidence to meet criteria. |
| 5 | Exemplary: Response exceeds criteria by providing innovative, well-conceived ideas that contribute to a cohesive narrative. |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| Evaluate the extent to which the applicant’s description aligns adult education and literacy activities with the education and training objectives and activities of the current local workforce development plan and the Virginia Career Works delivery system, including co-enrollment in title I and II programs, as appropriate. [2.1, 2.2.2] |  |  |
| Evaluate the applicant’s description of the plan and strategies for effectively working with workforce partners identified by the local plan to share resources and contribute to regional education and training efforts, including career pathways programs. [2.2.2, 2.2.3, 2.3.1, 2.3.3]  |  |  |
| Evaluate the applicant’s description of its plan to carry out activities related to the development and implementation of career pathways in the local area. [2.2.2, 2.3.1, 2.3.3. 2.3.4, 2.4.2] |  |  |
| TOTAL SCORE (15) |  |  |

### IELCE Grant Application Review Criteria and Evaluation Rubric for Review Panel

Use the following rubric when evaluating each application. The foundation of the scoring rubric is based upon the competitive grant requirements as outlined in the grant application requirements.

Scoring Table:

| 0 | Missing: No response is provided or response provided does not address the prompt. |
| --- | --- |
| 1 | Inadequate: Response meets few criteria, provides inaccurate or incomplete information, or demonstrates a lack of understanding. For budget items 2.6, the response is inaccurate or incomplete.  |
| 2 | Marginal: Response provides limited evidence or detail and needs additional information to meet criteria. For budget items 2.6, the response provides limited detail for the calculations. |
| 3 | Adequate: Response provides sufficient evidence to meet criteria, although lacking in depth and/or specificity. For budget items 2.6, the response is accurately calculated but lacking in specificity. |
| 4 | Very Good: Response is clearly and concisely written and presents thoroughly developed evidence to meet criteria. For budget items 2.6, the response is clear, accurately calculated, and concisely written with specificity. |
| 5 | Exemplary: Response exceeds criteria by providing innovative, well-conceived ideas that contribute to a cohesive narrative. For budget items 2.6, this score does not apply (cannot exceed criteria). |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| * 1. Needs Statement
 |  |  |
| 2.1 Evaluate the applicant’s responsiveness to the regional or local needs of English language learners as identified in the current local workforce development board plan. Does the statement clearly identify the current adult English language learner population needing IELCE services in the identified area, including professionals with degrees and credentials in their native countries? Are the data and research included to support the assertion of need no more than five years old and fully representational of the demographics of the region? |  |  |

| Criteria Description | Score | Comments |
| --- | --- | --- |
| 2.2 Capacity and Commitment |  |  |
| 2.2.1.a Evaluate the information and supportive quantitative data submitted by the applicant to demonstrate the program’s past three years’ effectiveness in improving the academic and English skills of adult learners. |  |  |
| 2.2.1.b For this criterion, the following scale is applied to PY21-22 data:5 = exceeds the state levels of performance for MSG and 90 percent of the program’s own enrollment target4 = meets the state level of performance for MSG and 90 percent of the program’s own enrollment target3 = meets at least 85 percent of the state level of performance for MSG and above 75 percent of the program’s enrollment target 2 = meets at least 75 percent of the state level of performance for MSG and above 50 percent of the program’s enrollment target1 = reports below 75 percent of the state level of performance for MSG or below 50 percent of the program’s enrollment target | [VDOE Completes] |  |
| 2.2.2 Are the career pathways, recognized postsecondary credentials, and stackable credentials proposed attainable for the IELCE participants and in high demand in the region? How well do the proposed activities describe a coordinated effort for co-enrollment for participants in core WIOA title programs? |  |  |
| 2.2.3 Evaluate the productiveness of the partnerships and collaborations (e.g. educational institutions, WIOA core partners, community non-profit service organizations, local and regional employers) the program has developed and is proposing to meet the needs of the eligible IELCE participants in the area, including those with barriers to employment. Are there letters of support from partners that clearly speak to specific joint activities? |  |  |
| 2.2.4 Is the information provided by the applicant sufficient to show that all IELCE program staff, including instructors, counselors and navigators, and administrators, are qualified for their position? Do all instructors meet the minimum of a required Bachelor’s degree? Is the Organizational Chart included? |  |  |
| 2.2.5 Evaluate the expectations articulated for staff participation in professional development and planning. Are the expectations and planned support sufficient to ensure staff will be prepared and supported to offer instruction that addresses the State Priorities and purposes of the IELCE program? |  |  |
| 2.3 Program Design |  |  |
| 2.3.1 Evaluate how well the program design supports region-wide access to IELCE services in a manner that meets the needs of eligible individuals and supports the expected outcomes. Does the design directly address the needs of those eligible individuals who have low levels of literacy skills, those who are professionals with degrees and credentials in their native countries, and those who are individuals with disabilities? Is it clear that the program is addressing the State Priorities and purposes of the IELCE program? Are activities described that offer placement in unsubsidized employment?  |  |  |
| 2.3.2.a How well do the instructional practices described reflect current research, effective educational practices for English language learners, and the integration of instruction in civics?  |  |  |
| 2.3.2.b To what extent do the description and the *Schedule* demonstrate schedules of sufficient intensity and flexibility such that participants in the region with various scheduling needs can achieve substantial learning gains and access supportive services? |  |  |
| 2.3.3. Evaluate the plans to provide career services for all IELCE students served. Are there sufficient opportunities for all students to access additional information and referrals for related services? |  |  |
| 2.3.4.a Are the IET cohort(s) planned for 2023-2024 aligned to the LWDB plan and supported by collaborative training partners and employers? Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities? |  |  |
| 2.3.4.b Evaluate the completeness of the IET Planning Tool and the degree of alignment of the narrative supporting it. Are the shared learning objectives and activities thoroughly described on the IET Planning Tool? Is sufficient time allotted for instructors to co-plan and communicate? Are MSGs properly noted?  |  |  |
| 2.4 Instructional Practices |  |  |
| 2.4.1 Are the identified assessments approved for use, according to the current *Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*? | [VDOE Completes, no score] |  |
| 2.4.2 Evaluate the proposed activities to provide contextualized instruction, anchored in real-life and work contexts and situations. Are the proposed activities likely to provide participants the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment, and exercise the rights and responsibilities of citizenship? |  |  |
| 2.4.3.a Evaluate the planned activities to determine whether the program proposes effective uses of technology to increase the quality, availability, and intensity of learning and efforts that are likely to lead to improved performance. Do the planned activities address the roles of distance, blended, remote, and supplemental learning? Evaluate how the program will expand these services in the region throughout the grant cycle. |  |  |
| 2.4.3.b Is the information provided by the applicant sufficient to show that all instructional staff involved in the implementation of technology services are qualified for their position?  |  |  |
| 2.5 Data and Performance |  |  |
| 2.5.1 Evaluate the description of the local data management processes followed to collect, maintain, and report participant data and outcomes? How well does the IELCE program manager, and other staff as appropriate, propose to provide oversight and ensure that the data entered into the state management information system is accurate, complete, and in accordance with federal and state policies and requirements? Is the program’s use of data to monitor local performance addressed? |  |  |
| 2.5.2 Evaluate the proposed strategies for improving performance. Are these strategies likely to result in the applicant’s meeting or exceeding the state-adjusted targets? |  |  |
| 2.5.3 Are names and email addresses provided for individuals who will participate in the required training on the new data system? | No Score |  |
| 2.6 Budget and Finance |  |  |
| 2.6.1.a Evaluate the clarity and completeness of the budget narrative in describing how the 2023-2024 funds awarded will be spent consistent with the funding requirements and with the program design.  |  |  |
| 2.6.1.b Does the narrative description provide a thorough itemization of expenses (description, number, unit cost, and total cost of itemized expenses) by object code? |  |  |
| 2.6.1.c Is an indication of percentages of costs to be claimed as Career and Training Services included in the workbook? | [VDOE Completes, no score] |  |
| Local Workforce Development Board Score | (15 possible) |  |
| Total Score |  |  |

### Federal Assurances

Download and complete the Federal Disclosure of Lobbying Activities form SF-LLL from [**grants.gov**](http://grants.gov/) at [**https://apply07.grants.gov/apply/forms/sample/SFLLL-V1.1.pdf**](https://apply07.grants.gov/apply/forms/sample/SFLLL-V1.1.pdf) Include the completed form as Appendix G.

### State Assurances IELCE

**Virginia Department of Education**

**Office of Career, Technical, and Adult Education**

**Grant application Statements of Assurances**

**2023-2024**

Fiscal Agent:

IELCE Program Name:

County(ies), City(ies) Served:

The Fiscal Agent's Chief Executive Officer should read each assurance statement and sign and date the document on page 3. All three pages of state assurances must accompany the application.

 **Program Operations**

1. The Applicant agrees to use the state’s designated management information system for data collection and follow the Virginia Department of Education (VDOE)/Office of Career, Technical, and Adult Education and National Reporting System (NRS) guidelines.

2. The Applicant agrees to follow the current [*Assessment and Distance Education Policy for Virginia Adult Education and Literacy Programs*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance), including the use of approved assessments for adult learners in determining educational gains for program accountability purposes.

3. The Applicant agrees to offer programming and instruction that supports the State Priorities and purposes of the IELCE program as described in the Adult Education 2023-2025 Competitive Grant Application Package.

4. The Applicant agrees to coordinate its program with other adult education stakeholders, including *Workforce Innovation and Opportunity Act* partners, in order to avoid duplicating services available through other programs serving adults.

5. The Applicant agrees that the Program Manager and key program staff will participate in all state adult education office required professional development activities scheduled during the term of this grant award.

6. The Applicant agrees to fully cooperate with monitoring and evaluation activities sponsored by the state Office of Career, Technical, and Adult Education.

7. The Applicant agrees to obtain state office approval prior to any programmatic changes that deviate from the submitted application.

8. The Applicant agrees to comply with federal and state statutes, regulations, policies, and procedures.

9. The Applicant agrees to comply with the following Non-Discrimination Laws:

 a. Title VI of the Civil Rights Act of 1964, as amended, which prohibits the denial of benefits of our participation in contract services on the basis of race, color, or national origin

 b. Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act

 c. The Americans with Disabilities Act of 1990 (Public Law 101-336) as amended in 2008

**Fiscal Management**

1. The Applicant agrees to be the fiscal agent for the grant award(s) received from the Virginia Department of Education, Office of Career, Technical, and Adult Education.
2. The Applicant agrees to employ a qualified Program Manager and ensure that all instructors have a minimum of a Bachelor’s degree.

3. The Applicant agrees to provide timely and accurate reports which include:

a. Quarterly Program Income Reports if applicable

b. Annual One-Stop Contribution Reports

c. Quarterly Match Expenditure Reports

d. Requests for reimbursement

e. Federal Funding Accountability and Transparency Act (FFATA) Report

f. Annual Career and Training Services Report

g. Quarterly Business Services Reports

4. The Applicant agrees to ensure that the Program Manager is a creator or an approver in the Online Management of Education Grant Awards (OMEGA) System, or, if the Applicant is a community-based literacy organization, that the paper-based requests for reimbursement are signed by the Program Manager.

5. The Applicant agrees to require and maintain a copy of the insurance for each of its program sites verifying that each building meets Virginia safety codes (not required for sites located in correctional facilities).

6. The Applicant agrees to maintain a record of actual expenditures of local, state, and federal funds for activities allowed under this subtitle. The local, state, and federal funds must be maintained in separate line items in order to maintain their separate identities for reporting and auditing purposes. Commingling of these separate sources of funding is not allowable. The actual expenditures must reflect the amounts allocated for each line item in the annual budget approved by the state office.

7. The Applicant agrees to receive prior approval for travel outside the state and not to use federal or state funds to travel outside the country.

8. The Applicant agrees to use all funds received from the state office for allowable adult education and literacy activities only.

9. The Applicant agrees that 100% of earned income (program income) generated by this grant will be used in support of the adult education program. Program income must be expended during the quarter in which it was collected or as soon as possible thereafter prior to the expending of federal AEFLA funds.

10. The Applicant agrees to maintain time-and-effort records for all employees funded through federal grant awards. This requirement is in accordance with the Uniform Guidance 2CFR200.430(c)(8) Subpart E Cost Principles.

11. The Applicant agrees to ensure that funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other federal, state, or local public funds expended for adult education and literacy activities.

12. The Applicant agrees that all budget amendments from any budget line item from the originally approved budget must be approved by the state office.

13. The Applicant agrees that not more than five percent of federal funds should be used for administrative purposes. However, a provider may request to negotiate an increase in the five percent cap. This request must be in writing with a detailed rationale explaining why the additional administrative cost is necessary and how the additional administrative funds will be spent.

14. The Applicant agrees to retain all local program records and local agreements for a minimum of three years from the end date of the competitive award (June 30, 2026) and student release forms for three years after the end of the calendar year in which the record was created.

15. The Applicant agrees that funds must be spent within the fiscal year for which they are approved. Carryover of funds from one fiscal year to the next is not allowed.

16. The Applicant understands that funding is contingent on federal appropriations.

I have read the Statements of Assurances above and will adhere to them.

Signature Title Date

BACK COVER

1. Compulsory school attendance age in Virginia is 18 years of age; family literacy activities allow for an exception. See the definition of family literacy in Glossary of Terms in the [*Program Managers Responsibilities Manual*](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/adult-education/program-policy-guidance). [↑](#footnote-ref-2)
2. The GED® is the only approved high school equivalency credential in Virginia for program year 2023-2024. [↑](#footnote-ref-3)