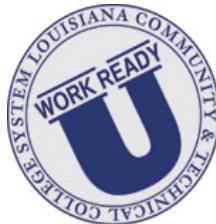


Louisiana Community and Technical College System  
WorkReady U  
265 South Foster Drive  
Baton Rouge, LA 70806

Erin Landry  
Executive Director of WorkReady U

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**WIOA TITLE II – ADULT EDUCATION  
Request for Proposal (RFP)/Grant Applications**

**GENERAL INFORMATION**

- ***Section 231 – Adult Education and Literacy***
- ***Section 243 – Integrated English Literacy and Civics Education***
- ***Section 225 – Correctional Education***

**FISCAL YEARS July 1, 2021 – June 30, 2025**

**Application Deadline:**

**Signed and submitted applications must be received electronically by Angela Day via email ([angeladay@lctcs.edu](mailto:angeladay@lctcs.edu)) by December 1, 2020, 11:59 pm, Central Standard Time (CST).**

*(Use of electronic delivery receipt is recommended)*

Federal Funds authorized under Title II Adult Education and Family Literacy of the Workforce Innovation and Opportunity Act (WIOA) of 2014 and the Catalog of Federal Domestic Assistance (CFDA) 84.002; 84.191; 84.255 and 97.010.

\*State Funds authorized under Louisiana Revised Statutes, Title 17:1871 and 17:3217.1.

GENERAL INFORMATION  
WorkReady U RFP/Grant Application 2021-2025  
[The asterisk (\*) denotes State requirements]

## GENERAL INFORMATION

The information provided herein is intended solely to assist the applicant in submittal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. As you develop your application responses, a review of the RFP/Grant Application content, virtual documents and resource information provided may assist in the preparation. It is recommended that the applicant review the following information prior to preparing the application:

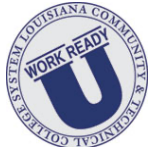
- RFP/Grant Application **General Information**
- RFP/Grant Application **Resource Information**
  - *Workforce Innovation and Opportunity Act (WIOA) State Plan for the State of Louisiana*
  - Local Workforce Development Board (LWDB) Plan(s)
- RFP/Grant **Application(s)** for Adult Education in Louisiana
  - **WIOA Section 231 – Adult Education and Literacy;**
  - **WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or**
  - **WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)**
- RFP/Grant Application **Budget Forms**
- RFP/Grant Application **Appendices**
- RFP/Grant Application **Assurance/Certification Forms**

WorkReady U recommends that you review the entire RFP/Grant Application Package before attempting to prepare your responses to the requested information. The entire RFP/Grant Application Package information may be accessed on the WorkReady U RFP webpage, [www.lctcs.edu/rfp](http://www.lctcs.edu/rfp).

### **Application Deadline:**

**Signed and submitted applications must be received electronically by Angela Day via email ([angeladay@lctcs.edu](mailto:angeladay@lctcs.edu)) by December 1, 2020, 11:59 pm, Central Standard Time (CST).**

*(Use of electronic delivery receipt is recommended)*



# Louisiana Community & Technical College System WorkReady U

WIOA Title II – Adult Education  
*Request for Proposal (RFP)/Grant Applications*

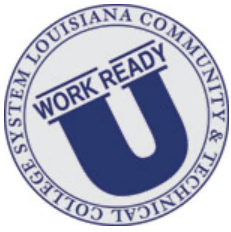
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# Louisiana Community & Technical College System WorkReady U

General Information

Request for Proposal (RFP)/Grant Application

Adult Education Program

Fiscal Years July 1, 2021 – June 30, 2025

## PART I: INTRODUCTION

### Date of Release

**October 1, 2020**

The Request for Proposal (RFP)/Grant Application may be downloaded on the LCTCS website, [www.lctcs.edu/rfp](http://www.lctcs.edu/rfp).

### Application Deadline

Signed and submitted applications must be received electronically by Angela Day via email, [angeladay@lctcs.edu](mailto:angeladay@lctcs.edu), by **December 1, 2020, 11:59 pm, Central Standard Time (CST)** (*use of electronic delivery receipt is recommended*).

### Inquiry Period

After reviewing the application information, eligible organizations/applicants may submit questions in writing via email to [workreadyu@lctcs.edu](mailto:workreadyu@lctcs.edu) until **11:59 pm, CST, November 12, 2020**. Please include **"RFP Question"** in the subject line. No phone calls will be accepted. Questions and responses will be posted on the LCTCS website, [www.lctcs.edu/rfp](http://www.lctcs.edu/rfp).

### Background Information

On July 22, 2014, the Workforce Innovation & Opportunity Act of 2014 (WIOA) was signed into law to reauthorize the Workforce Investment Act of 1998 (WIA). WIOA requires the alignment of workforce, education and economic development systems to support access to high-quality, comprehensive and accessible workforce services for all individuals, including those with significant barriers to employment. Adult Education and Literacy (Title II) is identified as one of four required core partners in WIOA. The core partners are listed below:

#### WIOA Required Core Partners:

- WIOA Title I - Adult, Dislocated Worker, and Youth Programs (LWC)
- WIOA Title II - Adult Education and Literacy Program (LCTCS)
- WIOA Title III - Wagner-Peyser Employment Service (LWC)
- WIOA Title IV - Vocational Rehabilitation Program (LWC/LRS)

#### GENERAL INFORMATION

WorkReady U RFP/Grant Application 2021-2025  
[The asterisk (\*) denotes State requirements]

All four titles comprise the workforce system. In Louisiana, Titles I, III are under the administration of the Louisiana Workforce Commission (LWC). Title II is administered under the Louisiana Community and Technical College System (LCTCS). Title IV is under the administration of the Louisiana Workforce Commission, Louisiana Rehabilitation Services (LWC/LRS).

The General Information document is pertinent to three (3) separate competitive Request for Proposal (RFP)/Grant Applications funded through the Workforce Innovation Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) and State funds that includes:

- WIOA Section 231 – Adult Education and Literacy;
- WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or
- WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE).

More importantly, this application process is designed to ensure the delivery of quality education services for adult learners and access to a comprehensive workforce development system as described in the *WIOA State Plan for the State of Louisiana*. (refer to Resource Information document for additional details)

## Authorization and Funding for Adult Education in Louisiana

As required under WIOA, Louisiana Community and Technical College System (LCTCS), WorkReady U (WRU) is conducting a competitive Request for Proposal (RFP), Grant Application, process to award multi-year funding to eligible agencies authorized under Workforce Innovation and Opportunity Act of 2014: Title II; **the Adult Education and Family Literacy Act (AEFLA) and State Adult Education funds**. Administration and funding of State funds to adult education is authorized in Louisiana under L.R.S., 17:1871 and 17:3217.

This full and open competition will be consistent with the standards of Subpart C, CFR 200.319. All eligible providers will be allowed direct and equitable access to apply and compete for grants. LCTCS will adhere to all Federal and State laws in regards to awarding grant funds and the expenditure of public funds for the purpose of providing eligible individuals, defined in WIOA, with educational opportunities that: (1) assist adults who are parents or family members to obtain the education and skills that—(a) are necessary to becoming full partners in the educational development of their children; and (b) lead to sustainable improvements in the economic opportunities for their family; (2) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners in: (a) improving their; (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (b) acquiring an understanding of the American System of Government, individual freedom, and the responsibilities of citizenship.

Continuation funding is contingent upon fund availability; local recipient's compliance with state and federal grant expectations including program quality, fiscal reporting, performance reporting expectations and/or grant assurances; and/or until WIOA is reauthorized. Grant recipients that do not meet these measures risk loss of funding at any point in the grant period.

WIOA Section 231, 225 and 243 funds allocated to eligible local providers are awarded through this competitive Request for Proposal (RFP) process via multi-year grant awards. The grant cycle is a minimum of four years, and all providers are subject to the same funding cycle: **Year One** – July 1, 2021 through June 30, 2022; **Year Two**-July 1, 2022 through June 30, 2023; **Year Three**-July 1, 2023 through June 30, 2024; **Year Four**-July 1, 2023 through June 30, 2024; **Year Five**-July 1, 2024 through June 30, 2025.

## Purpose of Adult Education

The purpose of Adult Education in Louisiana under the Workforce Innovation & Opportunity Act (WIOA) is to enable local adult education providers, as core partners of Louisiana's workforce system, to develop, implement and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the *WIOA State Plan for the State of Louisiana*, and WIOA, in order to:

- Assist adults to become literate and obtain the knowledge and skills needed for employment and economic self-sufficiency
- Assist adults who are parents or family members to obtain the education and skills needed to participate successfully in the educational development of their children and improve the economic opportunities of the family
- Assist adults in the attainment of a high school equivalency diploma and in the transition to postsecondary education and training through career pathways
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; improving their math skills; and acquiring an understanding of the American System of Government, individual freedom, and the responsibilities of citizenship

Louisiana state law established adult education under the jurisdiction of the Louisiana Community and Technical College System (LCTCS), and LCTCS serves as the administrative entity for Title II, Adult Education (Louisiana Revised Statute 17:2317.1D, Acts 132 & 732 of the 2010 Regular Session) for the purpose of establishing and maintaining adult education programs to conduct adult education classes. Funding allocated to local providers for adult education must be approved by the System's President. Adult Education Services is the unit within LCTCS responsible for the administration and oversight of Louisiana's statewide adult education system.

## Eligible Applicants and Demonstrated Effectiveness

**Eligible providers**, in adherence to WIOA, are organizations with **demonstrated effectiveness** (see *WIOA Final Rules Subpart C, §463.24*) in providing adult education and literacy activities and may include:

- Local educational agencies;



- Community-based or faith-based organizations;
- Volunteer literacy organizations;
- Institutions of higher education;
- Public or private nonprofit agencies;
- Libraries;
- Public housing authorities;
- Nonprofit institutions that are not described above and have the ability to provide adult education and literacy activities to eligible individuals;
- Consortia or coalitions of agencies, organizations, institutions, libraries or authorities described above; and
- Partnerships between an employer and an entity described above.

To be considered eligible for an award, **an applicant must demonstrate program effectiveness by** providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic skills deficient in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services. Additionally, eligible providers must have demonstrated effectiveness for serving eligible individuals related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. See *WIOA Final Rules Subpart C, §463.24*.

Applicants applying as a consortium, must submit demonstrated effectiveness data for each member of the consortium to determine if each member is an eligible provider of demonstrated effectiveness.

There are two (2) ways an eligible provider may meet the requirement of providing information for demonstrated effectiveness in serving Title II eligible individuals:

- An applicant that has been previously funded under AEFLA, under WIOA, must submit performance data required under Section 116 to demonstrate past effectiveness.
- An applicant that has not been previously funded under AEFLA, under WIOA, must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes.

*Appendix A – Evidence of Demonstrated Program Effectiveness Table*, provides guidelines and information needed to determine demonstrated effectiveness for WIOA §231, WIOA §225 and WIOA §243 applicants.

Additionally, a Pre-Award Risk Assessment will be completed by WorkReady U for each eligible application prior to awards being finalized. (refer to **Resource Information** document for additional details)

## Target Population (Eligible Individuals)

Funds received by local providers under this grant contract are to be used to establish and operate programs that provide adult education and literacy services to learners meeting the



statutory definition of an “eligible individual” as defined in WIOA. An “eligible individual” means an individual who:

- Has attained 16 years of age;
- Is not enrolled or required to be enrolled in secondary school under state law;
- Is basic skills deficient;
- Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; OR
- Is an English language learner, (*refer to Allowable Activities section below for additional information for ELA and/or IELCE eligible individuals*).

## Allowable Activities

Funds received by local providers under this RFP are to be used to establish and operate programs that provide the following services and activities to eligible individuals:

- **Adult Education and Literacy**
  - Adult Basic Education (ABE): A program of academic instruction and education services below the secondary level that increase an individual’s ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.
  - Adult Secondary Education (ASE): A program of academic instruction and educational services at the secondary level that increase an individual’s ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.
- **ESL/English Language Acquisition:** A program of instruction designed to help eligible individuals who are English language learners (ELLs) to achieve competence in reading, writing, speaking and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.
- **Workforce Preparation:** A program designed to include activities/services to individuals needing to acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills, Participation in workforce preparation activities also must be designed to lead to employability skills and the development of competencies in using resources and information, working with others, and understanding systems to successfully transition to and complete postsecondary education, training and employment. *WIOA Final Rules Subpart D, §463.34*
- **Workplace Adult Education and Literacy:** A program designed to provide service/activities in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce through the improvement of literacy skills. *WIOA Final Rules Subpart D, §463.30*
- **Integrated Education and Training (IET):** A service approach designed to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Required IET

### GENERAL INFORMATION

WorkReady U RFP/Grant Application 2021-2025  
[The asterisk (\*) denotes State requirements]

components are: 1) adult education and literacy, 2) workforce preparation activities, and 3) workforce training. Instruction is based on occupationally relevant materials for the purpose of educational and career advancement. Participation is intended for eligible individuals at all skill levels, including adults with low academic skills. *WIOA Final Rules Subpart D, §463.35 through §463.38*

- **Integrated English Literacy and Civics Education (IELCE):** A program of instruction funded under WIOA, Section 243, designed to include education services provided to English language learners who are adults, including professionals with degrees and credentials to language and acquire the basic and more advanced skills needed to function effectively as English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. In addition, the program must be provided in combination with IET. *WIOA Final Rules Subpart D, §463.33*
- **Correctional Education:** A program of instruction funded under WIOA, Section 225, designed to include ABE, ASE, or ELL instruction for adult criminal offenders in correctional institutions. Section 225 funds are the only allowable Title II funds that may be used to serve individuals within a correctional institution. The term “correctional institution” as defined in WIOA means any—prison; jail; reformatory; work farm; detention center; or halfway house, community-based rehabilitation center, **OR** any other similar institution designed for the confinement **OR** rehabilitation of criminal offenders.

### **Funding Available**

Estimated federal and state flow-through funding to support local programs is \$11 million. Title II Adult Education and Family Literacy funding allocations, made available through WIOA, Section 231 and 243, will be established based on regional data derived from the American Community Survey, demonstrated need for service and demonstrated program effectiveness (*refer to **Resource Information** document for additional details*).

Funding for the three (3) competitive Request for Proposal (RFP)/Grant Applications is made available through the Workforce Innovation Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) and State funds. The general information included in this document is applicable to three (3) separate competitive Request for Proposal (RFP)/Grant Applications for funding including:

- WIOA Section 231 – Adult Education and Literacy;
- WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or
- WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)

At least one (but not limited to one) applicant will be awarded funding in each local workforce development region. Multiple awarded applicants are possible in each region. LCTCS, WorkReady U reserves the right to allow multiple providers in a geographical workforce region and distribute those funds in that service area at its discretion (*refer to **Resource Information** document for LWDB Contact Information*).

### GENERAL INFORMATION

*WorkReady U RFP/Grant Application 2021-2025*  
[The asterisk (\*) denotes State requirements]

<b>Three (3) separate competitive RFPs/Grant Applications available for funding</b>	<b>Estimated Percentage/Funding Available</b>	
<b>Adult Education &amp; Literacy Activities- WIOA Sec. 231(b)</b> Includes the following types of programs: <ul style="list-style-type: none"> <li>• Adult Education and Literacy (ABE/ASE);</li> <li>• English Language Acquisition (ELA);</li> <li>• Integrated Education and Training (IET);</li> <li>• Workforce Preparation; and/or</li> <li>• Workplace Literacy.</li> </ul>	<b>Region 1</b>	<b>25%</b>
	<b>Region 2</b>	<b>19%</b>
	<b>Region 3</b>	<b>7%</b>
	<b>Region 4</b>	<b>17%</b>
	<b>Region 5</b>	<b>6%</b>
	<b>Region 6</b>	<b>8%</b>
	<b>Region 7</b>	<b>11%</b>
	<b>Region 8</b>	<b>7%</b>
<b>Corrections Education &amp; Other Institutionalized Individuals – WIOA Sec. 225</b> Includes the following types of programs: <ul style="list-style-type: none"> <li>• Adult Education and Literacy (ABE/ASE);</li> <li>• English Language Acquisition (ELA);</li> <li>• Workforce Preparation;</li> <li>• Integrated Education and Training (IET);</li> <li>• Peer Tutoring;</li> <li>• Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism;</li> <li>• Other activities through partnerships may include Special Education; Secondary School Credit services.</li> </ul>		<b>Up to \$ 750,000</b>
<b>Integrated English Literacy and Civics Education (IELCE) - WIOA Section 243</b> English Language and Civics Education funds under WIOA Section 243 shall be used in combination with Integrated Education and Training as defined in WIOA Section 203(11).		

The notification of funding does not obligate the state to make an award. The state reserves the right to cancel this notification if it is considered to be in the state’s best interest or if funding is terminated. A delay in the receipt of federal and/or state allocations may delay the issuance of the grant award notification (GAN).

LCTCS will not use less than 82.5 percent of the grant funds to award grants under section 231. Grant Recipients shall not expend more than five percent of federal ABE funding to administer the grant under Title II. In cases where five percent is too restrictive to allow for federal administrative activities, the recipient may negotiate with LCTCS to determine an adequate level of funds to be used for non-instructional purposes.

Local administrative activities considered for federal funding may include planning, administration and accountability, professional development, providing adult education and literacy services in alignment with local workforce plans (including simultaneous and co-enrollment in programs and activities with Title I, as appropriate, and carrying out the one-stop partner responsibilities (including contributing to infrastructure costs of the one-stop system, as appropriate), in accordance with federal regulations (§463.26).

According to Title II Section 241(a), funds made available for adult education and literacy activities under Title II must supplement and not supplant other state or local public funds expended for adult education and literacy activities. Supplement, not supplant, means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available. The **\*WorkReady U Recipient Grant Management Handbook** provides the policies, procedures and guidelines intended to assist eligible recipients in the proper administration of adult education and literacy programs at the local level and ensure that all federal Adult Education Family Literacy Act (AEFLA) and state funds are lawfully expended.

Applicants are advised to note the rigorous level of program administration and program accountability required under WIOA, and some may choose to apply as a consortium with applicable agencies within a workforce area or region to consolidate and leverage resources.

The information provided herein is intended solely to assist the applicant in submittal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal. As you develop your application responses, a review of the RFP/Grant Application content, virtual documents and resource information provided may assist in the preparation. The entire RFP/Grant Application Package information may be accessed on the WorkReady U RFP webpage [www.lctcs.edu/rfp](http://www.lctcs.edu/rfp). It is highly recommended that the applicant reviews the following information prior to preparing the application:

- RFP/Grant Application **General Information**
- RFP/Grant Application **Resource Information**
  - *Workforce Innovation and Opportunity Act (WIOA) State Plan for the State of Louisiana*
  - Local Workforce Development Board (LWDB) Plan(s)
- RFP/Grant **Application(s)** for Adult Education in Louisiana
  - **WIOA Section 231 – Adult Education and Literacy;**
  - **WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or**
  - **WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)**
- RFP/Grant Application **Budget Forms**
- RFP/Grant Application **Appendices**
- RFP/Grant Application **Assurance/Certification Forms**

## Louisiana Combined Workforce Development Plan

WIOA required that each state submit a State Plan to the U.S. Secretaries of Labor and of Education, outlining the state's four-year workforce development strategy as it pertains to that state's workforce development system. Each state must have an approved plan to place in order to receive federal funding for WIOA core programs.

The framework and content for Louisiana's plan under WIOA was developed through a year-long collaborative process involving all core partners, local workforce development areas, and local adult education providers. The framework became the *WIOA State Plan for the State of Louisiana*, and was submitted to the U.S. Department of Labor (USDOL) and the U.S. Department of Education (USDOE) on April 1, 2016.

Louisiana Community and Technical College System, WorkReady U (LCTCS/WRU) intends to fund eligible and qualified applicants through this competitive grant application process to establish local adult education services that are aligned with the goals of the *WIOA State Plan for the State of Louisiana*, and the LCTCS Adult Education System. As part of the application process, applicants are required to establish collaborations with partners who can assist in the delivery of quality comprehensive educational services and access to a comprehensive workforce development system for adult learners.

## Accountability and Performance Measures

Programs that do not meet established minimum standards in the first year toward the state-adjusted levels of performance for eligible adults for the following indicators may not be eligible to receive funding in subsequent years of the cycle:

- the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- the percentage of program participants who obtain a recognized postsecondary credential, or secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program;
- 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 (MSGs) toward such a credential or employment; and
- the indicators of effectiveness in serving employers established pursuant to state-adjusted levels of performance (*WIOA §116*).

(refer to **Resource Information** document for additional information)

## Measurable Skill Gain (MSG)

The Measurable Skill Gain indicators are the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

The measurable skill gain indicators are used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals (WIOA §463.155(v)). Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.

Below is Louisiana's federally mandated MSG target for 2020-2021:

Performance Indicator	PY 2021 Negotiated Level
Employment (2 <sup>nd</sup> Quarter After Exit)	40.1%
Employment (4 <sup>th</sup> Quarter After Exit)	37.1%
Median Earnings (2 <sup>nd</sup> Quarter After Exit)	\$3,505.00
Credential Attainment Rate	30.1%
Measurable Skill Gains	47.1%

Additional information on Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs may be obtained on the Office of Career, Technical, and Adult Education (OCTAE) website, <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>.

A secure, web-based data management system that collects student demographic, participation and outcome measures, including performance results as identified in the National Reporting system (NRS) is utilized to fulfill performance reporting requirements and

### GENERAL INFORMATION

WorkReady U RFP/Grant Application 2021-2025  
[The asterisk (\*) denotes State requirements]

assess the effectiveness of local providers. WorkReady U will establish minimum performance standards with successful applicants for the initial grant year, July 1, 2021-June 30, 2022. Based on data collected and performance during the first/initial year performance targets will be increased with each new renewal grant cycle. Programs that do not demonstrate and document substantial improvements during each year of the multi-year grant cycle may not be eligible to receive funding in subsequent years of the cycle.

- **Year 1: (Initial Grant) FY 2021-2022: Federal and/or State Funds: July 1, 2021 – June 30, 2022;**
- **Year 2: (Renewal Grant) FY 2022-2023: Federal and/or State Funds: July 1, 2022 – June 30, 2023; and**
- **Year 3: (Renewal Grant) FY 2023-2024: Federal and/or State Funds: July 1, 2023 – June 30, 2024.**
- **Year 4: (Renewal Grant) FY 2024-2025: Federal and/or State Funds: July 1, 2024 – June 30, 2025.**

Annual renewable applications shall be contingent upon availability of federal and state funds and compliance with federal law, state statute, and grant expectations.

All recipients of funding shall comply with \*Louisiana Revised Statutes, Title 17:1871 and 17:3217.1, and the Adult Education and Family Literacy Act (AEFLA), P.L. 105-2220. Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR).

## LCTCS's Right to Cancel

This grant opportunity does not obligate the state to award a grant or complete the project. The state reserves the right to reject any or all applications, negotiate portions of an application, negotiate a grant award based upon proposed student contact hours, student level completions, project outcomes and overall application responses and the right to cancel the solicitation if it is considered in the best interest of the state due to lack of funding, agency priorities or other considerations. Receipt of applications by LCTCS confers no rights upon the applicant nor obligates LCTCS in any manner. All cost incurred in responding to this grant opportunity will be borne by the application.

## Appeal Procedure

Applicants who are not selected for funding will receive written notification.

The following procedures provide the opportunity for applicants to appeal the denial of funding for an application. Applicants intending to appeal must follow these steps.

- An applicant appealing the final decision of LCTCS WorkReady U must submit a written appeal within ten (10) calendar days after receipt of the written notification.
- The WorkReady U office will reply in writing to your concern within five (5) business days of receipt of your request to schedule a hearing.
- After the scheduled hearing date, LCTCS WorkReady U will render a written decision within ten (10) business days. The decision of LCTCS is final.



## Adult Education as a Required One-Stop Partner

WIOA aligns workforce development, education, and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides a comprehensive, accessible and high-quality workforce development system. The vision of a One-Stop system under WIOA provides all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices. Adult education is a required One-Stop partner, and funded Title II providers are required to enter into formal collaborative agreements with Louisiana Local Workforce Development Board(s) (LWDBs). These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure that access to information and services that will lead to positive employment outcomes is available to all participants. For additional information regarding *OCTAE One-Stop Vision* and *WIOA One-Stop Infrastructure Frequently Asked Questions* (refer to the Resource Information document for additional information).

## Alignment with Local Workforce Development Plan

One of many requirements under WIOA is that each eligible local applicant seeking a grant or contract under WIOA Title II must describe how services proposed in the application will align with the local workforce development plan, including:

- The degree to which the Title II application responds to regional needs as identified in the Local Workforce Plan
- The degree to which the Title II application responds to serving individuals in the community identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or are English language learners
- The extent to which the Title II applicant's proposed activities and services demonstrate alignment to the strategies and goals of the Local Workforce Plan
- The extent to which the Title II applicant's proposed activities and services demonstrate alignment to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system

The Local Workforce Development Board (LWDB) contact information and the Local Workforce Development Plans are located on the LWC website, [http://www.laworks.net/WorkforceDev/LWDP\\_Menu.asp](http://www.laworks.net/WorkforceDev/LWDP_Menu.asp).

## Grant Application Timeline

<b>Application Released</b>	<b>October 1, 2020</b>
<b>Inquiry Period</b> <i>Applicants may submit questions via email to <a href="mailto:workreadyu@lctcs.edu">workreadyu@lctcs.edu</a>, until <b>11:59 pm, CST, November 12, 2020</b>. Include <b>“RFP Question”</b> in the subject line. Questions and responses will be posted on the LCTCS website, <a href="http://www.lctcs.edu/rfp">www.lctcs.edu/rfp</a></i>	<b>October 1 – November 12, 2020</b>
<b>Deadline: Grant Applications due to WRU</b> <ul style="list-style-type: none"> <li>• <i>Electronic submission to <a href="mailto:angeladay@lctcs.edu">angeladay@lctcs.edu</a> by 11:59 pm, CST (Use of electronic delivery receipt is recommended)</i></li> </ul> <b>Subject Line:</b> <ul style="list-style-type: none"> <li>• <b>FY21-22 AE&amp; Lit Grant Application: &lt;Insert Agency Name&gt;;</b></li> <li>• <b>FY21-22 IELCE Grant Application: &lt;Insert Agency Name&gt;;</b> and/or</li> <li>• <b>FY21-22 CORR ED Grant Application: &lt;Insert Agency Name&gt;.</b></li> </ul>	<b>December 1, 2020 (11:59 pm, CST)</b>
<b>Review of Applications</b> <i>Local Workforce Development Boards (LWDBs) and Review Committee</i>	<b>January 4 – February 12, 2021</b>
<b>Deadline for Application Reviews</b>	<b>February 12, 2021</b>
<b>Final Review of Applications</b> <i>Pre-Risk Assessment/Review Committee</i>	<b>February 15 – March 5, 2021</b>
<b>Preliminary Notification of Awards</b>	<b>March 8 – 19, 2021</b>
<b>Official Notification to Successful Applicants</b>	<b>April 12, 2021</b>
<b>Effective Date of WIOA Grant Award Period</b>	<b>July 1, 2021</b>

## PART II: INSTRUCTIONS FOR COMPLETING THE GRANT APPLICATION(S)

For eligible local applicants seeking funds under WIOA Title II and State funds, a separate Grant Application must be submitted for each funding source and adhere to the requirements and guidelines as describe in this FY2021-2025 RFP.

- WIOA Section 231 – Adult Education and Literacy;
- WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or
- WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)

The Grant Application(s) are due via email on December 1, 2020, 11:59 pm, CST to [angeladay@lctcs.edu](mailto:angeladay@lctcs.edu), and shall include the required component of the RFP/Grant Application package listed and described below. Incomplete or late application(s) shall not be accepted for evaluation.

The following Title II competitive Adult Education Request for Proposal/Grant Application information is available on the LCTCS, WorkReady U website at [www.lctcs.edu/rfp](http://www.lctcs.edu/rfp).

- **General Information**
- **Resource Information**
- **RFP/Grant Application(s) for Adult Education in Louisiana**
  - WIOA Section 231 – Adult Education and Literacy;
  - WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or
  - WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)
- **Appendices**
- **Assurance/Certification Forms**
- **Budget Forms**

Applicants are encouraged to refer to the *Application Evaluation and Funding Considerations Process* Section, starting on page G-25, when completing the application and prior to submission of information, documents and forms.

**RFP/Grant Application(s) for Adult Education in Louisiana consist of:**

### Cover Page Form

- Complete information as indicated on the Cover Page
  - Data Universal Numbering System (DUNS) number and SAM  
All organizations applying for federal funding must have a Data Universal Numbering System (DUNS) and an account in the System for Award Management site (SAM).  
A DUNS is a unique nine-character I.D. number that is used to track how the federal grant is allocated. To verify or register for a DUNS number, go to the Dun and Bradstreet website. All applicants receiving federal awards must register at SAM online, visit the SAM.gov website.

## Applicant Abstract

- Complete information as indicated on the Application Abstract
- Submit one Abstract per eligible applicant:
  - If applying to provide services in more than one Workforce Region(s)/Area, indicate by listing all regions/areas in the appropriate field on the Abstract Form.

## Narrative Response for WIOA §231 - ADULT EDUCATION & LITERACY *(if applicable)*

- Narrative must be typed, single-spaced, 12 pt Arial (or similar) font and not exceed **thirty (30) pages** (8 ½ x 11 format) using the template provided.
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable. Completed appendices are not included in the page limit.

## Narrative Response for WIOA §225 - CORRECTIONS EDUCATION *(if applicable)*

- Narrative must be typed, single-spaced, 12 pt. Arial (or similar) font and not exceed **thirty (30) pages** (8 ½ x 11 format) using the template provided.
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable. Completed appendices are not included in the page limit.

## Narrative Response for WIOA §243 - IELCE *(if applicable)*

- Narrative must be typed, single-spaced, 12 pt. Arial (or similar) font and not exceed **thirty (30) pages** (8 ½ x 11 format) using the template provided.
- The use of tables, charts and/or diagrams to provide information and describe strategies is allowable. Completed appendices are not included in the page limit.

## Appendices

- Appendix A – Evidence of Demonstrated Program Effectiveness Table *(required for WIOA §231, §225 and §243 applicants)*
- Appendix B – Program Service Information
- Appendix C – Integrated Education and Training (IET) *(required for WIOA §243 applicants)*

## Grant Application Budget Workbook

Complete the budget summary and detail sheet to indicate the **total cost projected** for one fiscal year to provide the services detailed in the application for each applicable funding source/award type.

- WIOA Section 231 – Adult Education and Literacy;
- WIOA Section 225 - Corrections Education/Institutionalized Individuals; and/or
- WIOA Section 243 – Integrated English Literacy and Civics Education (IELCE)

The Budget Summary and Detail forms are interactive sheets and should be completed as follows:

1. Complete the Budget Summary form:

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- Applicant Information
  - Enter the Name of the Applicant
  - Applicant's Street Address/City/State/Zip Code
- Select the Project Year: 2020-2021
- Select the applicable Funding Source/Award Type
  - Adult Education & Literacy (Section 231);
  - Corrections Education (Section 225); and/or
  - IELCE (Section 243).
- Enter the **total cost projected** to implement planned services described in the application.
- The Detail form should provide specific details for the amounts listed on the Summary page, for each applicable line item.

*Note: The total budget amount and the total amount requested on the Cover Page for each applicable funding source should match.*

### Assurance/Certification Forms

- A scanned copy of the completed and signed Assurance/Certification forms must be submitted electronically.
- Below are a list of the required Assurance/Certification forms:
  - Assurances Non-Construction Programs SF424B  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)
  - Certification Regarding Lobbying  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)
  - Disclosure of Lobbying Activities SF-LLL and Instructions  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)
  - Louisiana Assurances FY2020  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)
  - WIOA Section 502 – Buy American Requirements  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)
  - Non-Public Statement of Assurance  
[www.lctcs.edu/rfp](http://www.lctcs.edu/rfp)

### Additional Required Attachments

- Attachments submitted should be clearly labeled and formatted as 8 ½” by 11” documents
- Attachments containing superfluous information not requested in this grant application may not be considered during the evaluation process

## PART III: SUBMITTING AN APPLICATION FOR FUNDING

All eligible applicants must submit all required application components by deadline for funding consideration. The checklist section below details the format required for each applicable application: WIOA §231; WIOA §225; and/or WIOA §243.

The completed RFP/Grant Application for each applicable funding source must be submitted electronically, in PDF format, by **December 1, 2020, 11:59 pm, Central Standard Time (CST)**:

**Email:** [angeladay@lctcs.edu](mailto:angeladay@lctcs.edu) (use of electronic delivery receipt is recommended).

**Subject Line:** FY21-22 AE& Lit Grant Application: <Insert Agency Name>;  
 FY21-22 CORR ED Grant Application: <Insert Agency Name>; and/or  
 FY21-22 IELCE Grant Application: <Insert Agency Name>.

Incomplete or late applications will not be considered. Applications that are missing required signatures/initials are considered incomplete.

The **Narrative** responses for the applicable funding source(s) must be typed, single-spaced, 12 pt. Arial (or similar) font, 1-inch margins and numbered pages not to exceed **thirty (30) pages** (8 ½ x 11 format) using this template. The responses must be submitted in the order listed below. The use of tables, charts and/or diagrams to provide information and describe strategies is allowable. Completed appendices are not included in the page limit.

- The signature page must include signatures of the Executive Officer/Title for the organization.
- Hand-written applications will not be accepted.

### Checklist for Required Application Package Components

Each submitted application must be arranged in the order listed below and each component submitted must be clearly marked/labeled.

✓	<b>WIOA §231 - Checklist of Required Components for Adult Education and Literacy RFP/Grant Application Package</b>
<b>231 Application</b>	
<i>Each application must be submitted in the following order as an individual PDF titled “Program Name – 231 Application”</i>	
	Cover Page & Abstract Form
	Narrative Response for WIOA §231 – Adult Education & Literacy (30 page limit)
	Application Checklist
<b>Appendices</b>	
<i>Each appendix must be submitted as an individual PDF titled “Program Name – Appendix Name”</i>	
	Appendix A – Evidence of Demonstrated Program Effectiveness Table
	Appendix B – Program Service Information
	Appendix C – Integrated Education & Training – <i>if applicable</i>
	Master Syllabus for each IET described in Appendix C – <i>if applicable</i>
<b>Assurance/Certification Forms</b>	



<i>Each assurance must be submitted as an individual PDF titled "Program Name – Assurance Name"</i>	
<b>Note: All assurance/certification forms can be found at <a href="http://www.lctcs.edu/rfp">www.lctcs.edu/rfp</a></b>	
	Assurances Non-Construction Programs SF 424B
	Certification Regarding Lobbying
	Disclosure of Lobbying Activities SF-LLL & Instructions
	Louisiana Assurances FY2020
	WIOA Section 502 – Buy American Requirements
	Non-Public Statement of Assurance – <i>if applicable</i>
<b>Additional Required Attachment</b>	
<i>Each attachment must be submitted as an individual PDF titled "Program Name – Attachment Name"</i>	
	Section 427 of the General Education Provisions Act (GEPA) Information
	Organization Chart for Title II Services
	Grant Application Budget Workbook

<b>✓</b>	<b>WIOA §225 - Checklist of Required Components for CORRECTIONAL ED RFP/Grant Application Package</b>
<b>225 Application</b>	
<i>Each application must be submitted in the following order as an individual PDF titled "Program Name – 225 Application"</i>	
	Cover Page & Abstract Form
	Narrative Response for WIOA §225 - Corrections Education (30 page limit)
	Application Checklist
<b>Appendices</b>	
<i>Each appendix must be submitted as an individual PDF titled "Program Name – Appendix Name"</i>	
	Appendix A – Evidence of Demonstrated Program Effectiveness Table
	Appendix B – Program Service Information
	Appendix C – Integrated Education & Training – <i>if applicable</i>
	Master Syllabus for each IET described in Appendix C – <i>if applicable</i>
<b>Assurance/Certification Forms</b>	
<i>Each assurance must be submitted as an individual PDF titled "Program Name – Assurance Name"</i>	
<b>Note: All assurance/certification forms can be found at <a href="http://www.lctcs.edu/rfp">www.lctcs.edu/rfp</a></b>	
	Assurances Non-Construction Programs SF 424B
	Certification Regarding Lobbying
	Disclosure of Lobbying Activities SF-LLL & Instructions
	Louisiana Assurances FY2020
	WIOA Section 502 – Buy American Requirements
	Non-Public Statement of Assurance – <i>if applicable</i>
<b>Additional Required Attachments</b>	
<i>Each attachment must be submitted as an individual PDF titled "Program Name – Attachment Name"</i>	
	Section 427 of the General Education Provisions Act (GEPA) Information
	Organization Chart for Title II Services
	Grant Application Budget Workbook

<b>✓</b>	<b>WIOA §243- Checklist of Required Components for Adult Education and Literacy RFP/Grant Application Package</b>
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[The asterisk (\*) denotes State requirements]



<b>243 Application</b>	
<i>Each application must be submitted in the following order as an individual PDF titled “Program Name – 243 Application”</i>	
	Cover Page & Abstract Form
	Narrative Response for WIOA §243 – IELCE (30 page limit)
	Application Checklist
<b>Appendices</b>	
<i>Each appendix must be submitted as an individual PDF titled “Program Name – Appendix Name”</i>	
	Appendix A – Evidence of Demonstrated Program Effectiveness Table
	Appendix B – Program Service Information
	Appendix C – Integrated Education & Training
	Master Syllabus for each IET described in Appendix C
<b>Assurance/Certification Forms</b>	
<i>Each assurance must be submitted as an individual PDF titled “Program Name – Assurance Name”</i>	
<b>Note: All assurance/certification forms can be found at <a href="http://www.lctcs.edu/rfp">www.lctcs.edu/rfp</a></b>	
	Assurances Non-Construction Programs SF 424B
	Certification Regarding Lobbying
	Disclosure of Lobbying Activities SF-LLL & Instructions
	Louisiana Assurances FY2020
	WIOA Section 502 – Buy American Requirements
	Non-Public Statement of Assurance – <i>if applicable</i>
<b>Additional Required Attachment</b>	
<i>Each attachment must be submitted as an individual PDF titled “Program Name – Attachment Name”</i>	
	Section 427 of the General Education Provisions Act (GEPA) Information
	Organization Chart for Title II Services
	Grant Application Budget Workbook

## PART IV: APPLICATION EVALUATION & FUNDING CONSIDERATIONS PROCESS

### Application Pre-Screening Process

All Grant Application Package(s) received will be pre-screened prior to review to verify that the following criteria have been met:

#### Phase I

- The Application is submitted and received by the required due date.
- The Application contains all of the required application components as listed on the *Checklist for Required Application Package Components* and adheres to the *Instructions for Completing the Grant Application Package sections starting on page G-18 for additional information*).
- Demonstrated Program Effectiveness chart provided in (Appendix A for WIOA §231, §225 & §243 applications) in providing services to improve the literacy of eligible

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individuals, especially those individuals with low literacy skills for [FY17-18, FY18-19, & FY19-20] is provided.

## Phase II

- For WIOA §231, §225 and §243 applications, a rubric will be used to evaluate the information provided on Appendix A for past Program Effectiveness for [FY17-18, FY18-19, & FY19-20]. Applicant's reported data must demonstrate need for service and demonstrate an acceptable level of performance, as determined by LCTCS/WorkReady U.

## Application Evaluation Process

- Reviewers will include at least one state WRU staff, representative(s) from core partner entities, and internal/external reader(s) with adult education experience. In preparation for the review, reviewers will be offered training and technical assistance from WorkReady U staff. Each review team will receive the local application and access to the local and regional workforce development plan.

After the individual review period, WRU staff will compile information for a final group review at which time they receive the local workforce development board application review feedback. In the final review, team will discuss individual feedback, compare results, address questions and issues, and determine a collective score and rationale.

All applications will be scored based on the applicant's ability to comply with the expectations and statutes described within the 13 federal considerations and State requirements (listed below).

- **Louisiana Workforce Development Region(s)/Area(s) of Service**  
Each applicant will identify the **geographic area(s) of service**, as defined by the Louisiana Workforce Development Regions. Applicants will apply to provide services to a targeted population within the workforce region(s) that may elect to serve an entire workforce area or selected parishes within the workforce area. Applicants will be expected to identify and coordinate with all available organizations and programs in their workforce area to expand and leverage deliverable services beyond those provided solely through WRU state/federal funding. Local/Regional Workforce Development Board's (LWDBs) WIOA Plans are available on the LWC website, [http://www.laworks.net/WorkforceDev/LWDP\\_Menu.asp](http://www.laworks.net/WorkforceDev/LWDP_Menu.asp). For additional information regarding the LWDB Plans, refer to **Resource Information** document for additional details.
- **Local Workforce Development Board (LWDB) Review of Title II Applications**  
LCTCS/WRU shall conduct the process to ensure that eligible applications for funds under WIOA Title II are submitted to the appropriate Local Workforce Development Board (LWDB) for review according to WIOA requirements. Please see below for a summary of the responsibilities for each entity:  
**WRU shall:**

- Conduct a compliant and competitive Title II grant application process with a timeline that allows for LWDB review of eligible applications
- Develop and implement a process, including a template to gather comments, for LWDBs to review application and submit such reviews and comments back to LCTCS/WRU
- Evaluate all eligible applications using the RFP evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly

**Eligible Applicants shall:**

- Respond to the RFP and address all requirements and adhere to timelines
- Identify the workforce development region(s)/areas(s) for the proposed service area and access the applicable local workforce development plan(s)
- Address in the application how the Title II services proposed will align with the local workforce development plan(s) as described above.
- Submit completed RFP/Grant Application Package to LCTCS/WRU according to instructions in the RFP

**LWDBs shall:**

- Ensure that the local workforce development plan is available to eligible applicants
- Review all eligible applications, and comments on alignment to the local workforce development plan and provide recommendations to promote further alignment
- Submit comments and recommendations to LCTCS/WRU using the provided template and within the required timeframe.

## Evaluation/Funding Considerations

### Federal Evaluation Factors Required under WIOA

Listed below are the **thirteen (13) federal evaluation factors required under WIOA** and described in Title II, Sec. 231 (e). The federal factors are required to be considered to evaluate applications and determine funding decisions:

1. The degree to which the eligible provider would be responsive to:
  - Regional needs as identified in the local workforce development plan; and
  - Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:
    - Who have low levels of literacy skills; or
    - Who 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 meeting the state–adjusted levels of performance for the primary indicators of performance described in WIOA section 116;
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 core partners;

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5. Whether the eligible provider's program:
  - Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
  - Uses instructional practices that include the essential components of reading instruction;
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 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's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, One-Stop/American Job Centers, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;
11. Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as childcare, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
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.

### **State Evaluation Factors**

- State evaluation factors are denoted with an asterisk (\*) throughout the RFP.

## Considerations Used to Evaluate Applications

There are fifteen considerations that will be used to evaluate applications and determine funding decisions. Thirteen are federal factors and are required considerations under WIOA, Title II, Sec. 231e; two are Louisiana factors. The fifteen considerations are described below:

**Federal Consideration #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 have low levels of literacy skills; or who are English language learners.

- **Evaluation Criteria:** Applicant identifies and supports local and regional needs for adult education services as described in the application. Significant evidence of the applicant's responsiveness to these needs is presented with applicable supportive data.
- **Evaluation Criteria:** Applicant proposes providing services to individuals who are identified as most in need of adult education and literacy activities, including proposed services to special populations such as refugees, disconnected youth and individuals with barriers to employment.
- **Evaluation Criteria:** Applicant describes partnerships and/or wrap-around support services to assist in providing services to individuals who are identified as most in need of adult education and literacy activities. Evidence of formal partnerships and wrap-around services are presented in the application.

**Federal Consideration #2:** The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

- **Evaluation Criteria:** Applicant proposes specific strategies to provide access and services for individuals with disabilities.

**Federal Consideration #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 provider to meet state-adjusted levels of performance for the primary indicators of performance as described in Section 116, especially with respect to eligible individuals who have low levels of literacy.

- **Evaluation Criteria:** Applicant describes and provides evidence of past effectiveness in improving literacy of eligible individuals.
- **Evaluation Criteria:** Applicant describes and provides evidence of past effectiveness in improving employability, transition to postsecondary education/training and rate of credential attainment for eligible individuals.
- **Evaluation Criteria:** Applicant describes and provides evidence of past effectiveness in providing services to eligible individuals with low levels of literacy.

**Federal Consideration #4:** The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108 of the Act, as well as the activities and services of the one-stop partners.

- **Evaluation Criteria:** Applicant describes proposed activities and services that align to the strategies and goals of the local workforce development plan(s) in the service

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region(s)/area(s).

- **Evaluation Criteria:** Applicant describes proposed activities and services that align and coordinate with one-stop partners to meet participants' personal, academic, and career needs.

**Federal Consideration #5:** Whether the eligible provider's program is: 1) 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.

- **Evaluation Criteria:** Applicant describes programming, which is responsive to student needs, flexible, and facilitated by highly qualified instructors.
- **Evaluation Criteria:** Applicant describes instructional practices that include essential elements of reading instruction such as phonemic awareness, phonics, vocabulary development, and reading fluency.
- **Evaluation Criteria:** Scheduling of instruction is of sufficient intensity to enable participant to achieve substantial learning gains and is provided through a blend of face-to-face attendance and distance learning opportunities.

**Federal Consideration #6:** Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

- **Evaluation Criteria:** Applicant describes the delivery of reading and writing instruction that is based on research-validated practices to improve the literacy skills of participants.
- **Evaluation Criteria:** Applicant describes the delivery of mathematics instruction that is based on research-validated practices to improve the literacy skills of participants.
- **Evaluation Criteria:** Applicant describes the delivery of instruction for English language acquisition, including speaking and comprehension that is based on research-validated practices to improve the literacy skills of participants.

**Federal Consideration #7:** Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance.

- **Evaluation Criteria:** Applicant describes adequate resources for activities and instructional models that use technology to increase the quality of learning and access to instruction.
- **Evaluation Criteria:** Applicant describes instruction provided through a blended delivery model that integrates face-to-face instruction with distance learning activities to effectively address student needs and improve learning outcomes.

**Federal Consideration #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,

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[The asterisk (\*) denotes State requirements]

obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

- **Evaluation Criteria:** Applicant describes proposed activities to ensure instruction is contextualized and enables participants to acquire the skills needed for success in post-secondary education and training programs, employment, and as citizens.
- **Evaluation Criteria:** Applicant describes collaborations with workforce and postsecondary partners to target and enrich instruction for success in postsecondary education and training programs and employment.
- **Evaluation Criteria:** Applicant proposes the implementation of Integrated Education and Training programs to provide participants with access to career pathways.

**Federal Consideration #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.

- **Evaluation Criteria:** Applicant ensures that instructors, counselors, and administrators meet the minimum qualifications as described in the *WIOA State Plan for the State of Louisiana, Title II*.
- **Evaluation Criteria:** Applicant describes access to high-quality professional development opportunities, including professional development through electronic means, for program staff.

**Federal Consideration #10:** Whether the eligible provider coordinates with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local 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

- **Evaluation Criteria:** Applicant proposes services that align to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system.
- **Evaluation Criteria:** Applicant coordinates with other available education, training and social service resources in the community by establishing strong links to promote and support participant success.
- **Evaluation Criteria:** Applicant formally partners with organizations in the local area for the development of career pathways.

**Federal Consideration #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.



- **Evaluation Criteria:** Applicant proposes a class schedule that provides flexibility and enables participants, including those with disabilities or other special needs to attend and complete programs.
- **Evaluation Criteria:** Applicant describes wrap-around services to support participant success and increase completion rates.

**Federal Consideration #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.

- **Evaluation Criteria:** Applicant describes strategies and program operations designed to manage data processes with high quality and accuracy.
- **Evaluation Criteria:** Applicant describes strategies and processes to monitor program performance and report on participant outcomes as required.

**Federal Consideration #13:** Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

- **Evaluation Criteria:** Applicant describes the local need for English language acquisition and civics programs and proposes services aligned with the described need.

**\*State Consideration #1:** Staffing

- **Evaluation Criteria:** Applicant proposal describes adequate staffing in the narrative. All instructors hold, at a minimum, a post-secondary degree.

**\*State Consideration #2:** Class Scheduling

- **Evaluation Criteria:** Applicant proposal describes services in the proposed class schedule that provide adequate intensity and duration of instruction to allow participants to be progress-tested according the *WorkReady U Assessment Policy* testing guidelines.
- **Evaluation Criteria:** Applicant describes services in the proposed class schedule, such as classes that integrate face-to-face instruction with distance learning activities, to extend learning beyond the classroom and provide flexibility to meet the needs of the target population; exhibits commitment to provide year-round flexible scheduling.