

Program Enhancement Projects for Adult Education Request for Proposal

Form Number: RFP 817

Purpose:

To provide opportunities for the expansion and enhancement of existing educational programs and services for adults who lack the level of basic skills and literacy necessary to be effective parents, citizens, and employees.

Pursuant to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128.

RFP Published: February 13, 2024

Application Due Date: May 3, 2024

Charlene M. Russell-Tucker
Commissioner of Education
Connecticut State Department of Education
450 Columbus Boulevard | Hartford, CT 06103-1841
<https://portal.ct.gov/SDE>



TABLE OF CONTENTS

<u>PART I: APPLICATION OVERVIEW</u>	1
1. Purpose	
2. Grant Period	
3. Grant Eligibility	
4. Application Process	
5. Considerations for Funding	
6. Grant Accountability	
7. Proposal Review and Evaluation Criteria	
 <u>PART II: PRIORITY AREA SPECIFICATIONS</u>	 17
 <u>PART III: APPLICATION SUBMISSION</u>	 44
 <u>APPENDICES</u>	
A. Letter of Intent to Apply	50-51
B. Demonstrated Effectiveness Form	52-59
C. Interagency Collaboration Agreement	60
D. Workforce Development Board Interagency Collaboration Agreement	61-62
E. Federal Considerations for Funding Checklist	63-65
F. Proposal Edit Check	66-67
G. Assurances, Certifications and Attestations	68-76
H. Internal Evaluator Review Form	77-78
I. External Evaluator Review Form	79-80
J. Definition of Terms	81-86
K. Master Code Budget Description	87-89

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of: race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems; gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion; intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; status as a victim of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education’s nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail (450 Columbus Boulevard, Suite 605, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email Louis.Todisco@ct.gov).

The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

PART I: APPLICATION OVERVIEW

Purpose:

The Connecticut State Department of Education's (CSDE) Academic Office is conducting a Program Enhancement Project for Adult Education (PEP) competition to award four-year funding from fiscal year 2025 (FY25) through fiscal year 2028 (FY28), seeking submission of written proposals on a competitive basis, from eligible agencies/organizations, to support and further enhance adult education services in Connecticut.

The funds for this solicitation are authorized by the [Workforce Innovation and Opportunity Act \(WIOA\) of 2014](#), Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128.

Connecticut WIOA Unified State Plan

WIOA requires that each state submit a State Plan to the U.S. Secretaries of Labor and 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 in place in order to receive federal funding for the WIOA core programs, including: workforce development activities for Adults, Dislocated Workers, and Youth Services (WIOA Title I); Adult Education and Family Literacy Act (AEFLA) program (WIOA Title II); Employment Services (i.e., job searching and placement, WIOA Title III); and Vocational Rehabilitation (VR) (WIOA Title IV).

The intention of the PEP Request for Proposal (RFP) as identified in the section of Connecticut's WIOA Unified State Plan specific to adult education is to increase the capacity of Connecticut's eligible providers to deliver the needed educational and support services to adult learners in the five workforce development areas. The WIOA legislation supports this effort by requiring solid collaborations with mandated partners and more purposeful relationships between adult education and Connecticut's Workforce Development Boards (WDBs). The legislation further encourages the alignment of core programs to implement certain critical elements of Connecticut's WIOA Unified State Plan.

The overarching goal of the WIOA legislation is to:

- increase accessibility to adult education programs and services for learners most in need;
- create a seamless transition to postsecondary education and/or training through the development of career pathways;
- foster strong, literate families in an effort to reduce the current student achievement gap; and
- build an educated and competitive workforce.

Overview of AEFLA Requirements

AEFLA is the largest federal investment in adult education and literacy. The AEFLA program is authorized as Title II of WIOA and is administered by the Office of Career, Technical, and Adult Education (OCTAE) at the U. S. Department of Education.

The AEFLA funds must support programs, activities and services that include adult literacy; workplace education and literacy activities; family literacy activities; English language acquisition (ELA) activities; integrated English literacy and civics education (IELCE); workforce readiness activities; and/or integrated education and training

(IET). Programs providing ELA and/or IELCE services must support transition of those students to adult basic education (ABE) or adult secondary education (ASE) instruction. Programs must also prepare and support students in achieving a successful transition to postsecondary education, training and/or employment.

The AEFLA program meets current challenges, stimulates the economy, connects talent to employers, and is an integral part of the workforce system. Additionally, it provides wraparound services to the most marginalized populations. It adds to the purpose of high school completion and the transition to postsecondary education through the use of career pathways. The AEFLA program also formalizes a role that adult education has played for decades related to assisting immigrants and English language learners to read, write and speak English, and has added mathematics to the scope of services. The AEFLA program also expands the focus of English language learning and civics education to support individuals in effectively participating in education, work and civic opportunities.

Through this AEFLA funding, multi-year grants will be awarded based on the ability of the eligible applicant to meet the following the AEFLA program purposes:

- 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 become a full partner in the education development of their children;
- assist adults in completing high school;
- promote transitions from adult education to postsecondary education and/or training through career pathways; and
- assist immigrants and English language learners improve reading, writing, math, speaking, comprehension skills in the English language, and acquiring an understanding of American government, individual freedom and responsibilities of citizenship.

Grant Period:

The grant cycle is for four years, and all providers are subject to the same funding cycle.

- Year One: July 1, 2024- June 30, 2025
- Year Two: July 1, 2025- June 30, 2026
- Year Three: July 1, 2026- June 30, 2027
- Year Four: July 1, 2027- June 30, 2028

Estimated Funds Available for Year One

The CSDE will award multi-year grants to eligible providers through a competitive RFP process to enable providers to develop, implement and improve adult education* and literacy services. The CSDE estimates that approximately \$5,600,000 will be available under this initiative. Grants awarded through this competition are continued after one year as funds are available and contingent upon program performance. Following the Year One grant, Year Two, Year Three and Year Four grant funds will be awarded based on the availability of the federal funds and by submitting a continuation application that includes a demonstration of successfully implementing the terms of the grant in the prior year and meeting performance standards.

**In accordance with [WIOA Section 203\(1\)](#), the term ‘adult education’ means “academic instruction and education services below the postsecondary level that increases an individual’s ability to:*

- *read, write, and/or speak in English and perform mathematics or other activities necessary for attainment of a secondary school diploma or its recognized equivalent;*
- *transition to postsecondary education, training; and*
- *obtain employment.”*

WIOA Title II Adult Education and Family Literacy Act		
Section 231 Comprehensive Adult Education Services	Section 225 Corrections Education	Section 243 Integrated English Literacy & Civics Education
Up to \$4,500,000	Up to \$200,000	Up to \$900,000

Section 231 Comprehensive Adult Education Services

Up to \$4,500,000 of funding made available to Connecticut may be used to fund programs in the enhancement of adult education services. The established priority areas are identified below. Refer to individual priority area specification for requirements.

- Connecticut Adult Virtual High School
- Family Literacy Services
- Instructional Innovation
- Integrated Education and Training
- Integrated English Literacy and Civics Education
- Technology Integration and Expansion of Services
- Transition, Career Navigation and Support

Section 225 Corrections Education

Up to \$200,000 of funding made available to Connecticut may be used to fund programs for corrections education and other institutionalized individuals as described in [WIOA Section 225](#). Priority will be given to programs serving individuals who are likely to leave the correctional institution within five years. Refer to Corrections Education priority area specification for requirements.

Section 243 Integrated English Literacy and Civics Education (IELCE)

Up to \$900,000 of funding made available to Connecticut may be used to fund programs for IELCE. These federal funds are provided under WIOA Section 243 to establish an integrated English literacy and civics program for English language learners that is consistent with the requirements of [WIOA Final Rules Subpart D. Sections 463.70 through 463.75](#). IELCE 243 funding will support programs that include the IELCE educational services delivered in combination with IET. Please note that IELCE services for English language learners that are not delivered in combination with IET must be provided using IELCE 231 funding. Refer to Integrated English Literacy and Civics Education + Training (IELCE +T 243) and Integrated English Literacy and Civics Education (IELCE 231) priority area specifications for requirements.

Collaboration between eligible providers as well as other community organizations is encouraged to ensure the non-duplication of services; the capacity to serve the local need; the seamless transition of

participants between educational levels; and the transition of participants into postsecondary education, training and/or employment.

Grant Eligibility:

An eligible agency must use grant funds to operate programs and services to eligible individuals in accordance with WIOA Section 203 requirements.

Eligible Agencies

Applicants for AEFLA funding must be able to demonstrate effectiveness in providing adult education services to adult learners. In accordance with [WIOA Section 203\(5\)](#), eligible providers may include the following agencies/organizations:

- a local education agency;
- a community-based 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;
- other nonprofit institutions that have the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; and
- a partnership between an employer and an entity described above.

Allowable Activities

In accordance with [WIOA Section 203\(2\)](#), each eligible provider receiving a grant must use the grant to establish or operate programs that provide services and/or instruction in one or more of the following categories:

- Adult education and literacy services;
- Workplace adult education;
- Family literacy activities*;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

*Special Rule for Family Literacy Programs: Each eligible agency awarded a grant or contract shall not use any funds made available under this title for adult education and literacy activities for purpose of supporting or providing programs, services, or activities for individuals who are under the age of 17, are enrolled, or required to be enrolled, in secondary school under state law, except that such agency may use funds for such purpose if such programs, services or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted

under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

Eligible Individual

In accordance with [WIOA Section 203\(4\)](#), the term "eligible individual" means an individual—

- who has attained 16 years-of-age (*Note: Connecticut has compulsory attendance that requires learners to be in school until age 17*);
- who is not enrolled or required to be enrolled in secondary school under State law; and
- who—
 - 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.

Providers are responsible for recruiting and engaging eligible participants in adult education and literacy services especially those identified individuals with multiple barriers to educational attainment, including individuals with disabilities, criminal offenders, single parents, and individuals with limited English proficiency.

Application Process:

Direct and Equitable Access

The CSDE will use the same grant announcement and application process to ensure that all eligible providers have direct and equitable access to apply for these grants under WIOA. The CSDE will publish and post on the CSDE, the Connecticut Department of Labor and Department of Aging and Disability Services Web sites. In addition, a notice of the RFP will be e-mailed to all current grant-funded eligible applicants and other interested parties, as defined under eligible agencies of this RFP.

Application Schedule of Events

The following table provides a Schedule of Events for this RFP through contract finalization and approval. CSDE reserves the right to amend this schedule at its sole discretion and at any time.

Event	Date
FY25 RFP Released	February 14, 2024
RFP Bidders' Conference	February 23, 2024
IELCE and IET Technical Assistance	March 4, 2024
Letter of Intent to Apply due to CSDE	March 15, 2024
Proposal Submission Deadline	May 3, 2024
Proposal Review, including Local Workforce Development Review	May 6- May 31, 2024
CSDE Announces Grant Recipients	July 1, 2024

RFP Bidders' Conference

A bidders' conference will be publicly advertised with the Notice of Availability and will be held virtually on Friday, February 23 at 9:00 a.m. Please use this link to register: <https://edadvance.org.zoom.us/meeting/register/tZUsduGuqTouEtYJsPIHFygXjwcdBOr9aQ00>. At the bidders' conference, CSDE staff will be available to provide information on the proposal application procedures, proposal format and funding requirements.

IELCE and IET Technical Assistance

The CSE will provide technical assistance in IET, IELCE (231 funds), or IELCE + T (243 funds) for potential applicants on Monday, March 4 at 1:00 p.m. Please use this link to register: <https://edadvance.org.zoom.us/meeting/register/tZYqd-uprjwuHtJUI5c2EnEG38a0gcH9ct2T>.

Letter of Intent to Apply

The CSDE requires entities that intend to apply for the Program Enhancement Projects (PEP) grant to submit a Letter of Intent to Apply so CSDE can review program eligibility. Submission of a Letter of Intent does not obligate the organization to submit a proposal for funding nor does it guarantee that an eligible applicant will receive funding. If applicants are applying as a consortium, only the lead fiscal agency must submit the Letter of Intent.

Please submit a completed Letter of Intent to Apply electronically by email as a PDF attachment to SDE.AdultEd@ct.gov by Friday, March 15, 2024. Use subject line: Letter of Intent <Insert Organization Name>.

Considerations for Funding:

Demonstrated Effectiveness

All eligible providers must demonstrate effectiveness in serving adult learners. An eligible provider must establish that it has demonstrated effectiveness through the following criteria: performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and/or training ([34 CFR 463.24](#)).

An applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. This must be demonstrated in the following content domains:

- reading,
- writing,
- mathematics,
- English language acquisition, and
- other subject areas relevant to the services contained in the State's application for funds.

An applicant must also provide information regarding its outcomes for participants related to:

- employment
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training.

If eligible providers apply as a consortium with other eligible providers to consolidate and leverage resources, each member of a consortium must meet the definition of demonstrated effectiveness. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that has been funded under Title II of WIOA must provide performance data required under [Section 116 of WIOA](#) to demonstrate past effectiveness. Past effectiveness will be evidenced by meeting or exceeding performance measures of Connecticut's federal targets based on documentation from the Literacy Adult and Community Education Services (LACES) database and successful implementation of grant funds as evidenced in prior grant reports from previously funded providers.
2. An applicant that has not been previously funded under AEFLA, as amended by 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 listed above.

Past effectiveness will also be demonstrated by post exit performance of the percentage of eligible participants who exited and transitioned to employment as well as the percentage of eligible participants who exited and transitioned to postsecondary education and/or training. Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.

A separate Demonstrated Effectiveness Form must be submitted with the proposal on the submission deadline date. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

Federal Considerations for Funding

The CSDE is required to evaluate each application based on the below and linked [Federal Considerations for Funding](#) (WIOA Section 231). The assessment of each grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area and to comply with the expectations and statutes described within the WIOA legislation as evidenced through Connecticut's RFP process and requirements described in parenthesis after each consideration.

1. The degree to which the eligible provider would be responsive to:
 - a. Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs).
 - b. Serving individuals in the community who were identified 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 (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
3. Past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the One-Stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).
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 use instructional practices that include the essential components of reading instruction (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).
6. Whether the eligible provider's activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).
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 (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications as appropriate).

8. Whether the eligible provider's activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and/or training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum which focus on skills needed for postsecondary education and/or training, the workplace and 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 (as evidenced by appropriate degrees, certifications and trainings).
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).
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 (as evidenced by program schedules and documentation of support services available).
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 (as evidenced by prior participation in or a commitment to participate in the eligible agency's Connecticut Competency System (CCS) and LACES, and to submit comprehensive, timely and accurate data).
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).

State Considerations for Funding

In support of state initiatives, all eligible providers must agree to implement the following student assessment, data reporting, and quality, standards-aligned instruction practices.

- Use the CCS to appraise and assess student progress. The CCS is a system that links curriculum, assessment, and instruction which provides a comprehensive framework for teaching and assessing a common core of competencies and content standards that adults need in order to be successful in life, work and postsecondary education. The system provides a common assessment vocabulary that allows for movement within and among programs and minimizes unnecessary testing. All funded grantees are expected to adhere to the policies and procedures outlined in the [CCS Assessment Policies and Guidelines](#).
- Ensure that staff are fully trained in the implementation of valid Comprehensive Adult Student Assessment System (CASAS) assessments determined to be suitable for use in the National Reporting System for Adult Education (NRS) and published in the Federal Registrar. Training is offered through the Adult Training and Development Network (ATDN) and the CSDE. Successful eligible applicants will be required to use CASAS eTesting and the TOPSpro Enterprise system to provide immediate test scoring and reports, which help teachers and program directors identify students' instructional strengths and needs, and pinpoint competencies and content standards to target instruction.
- Use LACES to collect and report on programmatic and student data, specifically the program's progress on performance levels for the Core Indicators of Performance. LACES is used to collect and submit individual student and program data. LACES is an online student data management system. Users are expected to access LACES using the most current version of Google Chrome over a dedicated, broadband Internet connection. It is the grantee's responsibility to ensure that appropriate staff are trained in the LACES system and that staff follow the policies and procedures outlined in the [LACES User Guide](#).
- Use the [College and Career Readiness Standards for Adult Education \(CCRS\)](#) in alignment with OCTAE. The CCR Standards for Adult Education are content standards, which align closely with the CCS. The CSDE's policy requires that all eligible applicants have all Adult Basic Education (ABE), General Educational Development (GED), Credit Diploma Program (CDP) teachers trained in using the Math or English Language Arts CCR Standards, and all English as a Second Language teachers trained in using the [English Language Proficiency Standards \(ELPS\)](#) in their curriculum. As a requirement for funding, eligible applicants who do not meet this criterion must make provisions to do so.
- Ensure that program staff have access to professional learning opportunities in the areas of reading, writing, speaking, mathematics, English language acquisition, technology, and staff training. Training is offered through the ATDN and the CSDE.

Workforce System Alignment

Under WIOA, Adult Education is considered a required partner. Each eligible applicant must describe the alignment between their proposed services and the local Workforce Development Board (WDB) plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services to the strategy and goals of the local plan, as well as the activities and services of the One-Stop partners. For more information and to access to the local workforce development plans for each regional area, use the [Regional Workforce Development Boards](#) link.

All applicants must thoroughly complete the Integration with the Local Workforce Development Board (WDB) and One-Stop Partner section of the General Proposal Application and submit an interagency agreement with the local WDB to provide support documentation of your alignment and collaboration. Contact information for the local workforce development boards is linked [here](#) and in [Appendix D](#).

As required under WIOA, local boards will conduct a required review of the local AEFLA grant applications as part of the evaluation process to determine whether the applications are consistent with the local plan and to make recommendations to the eligible agency to promote alignment with the local plan.

After the WDB review process, a review team comprised of interagency staff and experts in each priority area will evaluate proposals responding to the RFP. Interagency participants will include representatives of the CSDE, the WDBs and One-Stop partners.

Grant Accountability:

Performance Accountability

WIOA establishes performance accountability indicators and performance reporting requirements that require states to set specific measures for program performance on an annual basis. At a minimum, as part of their program outcomes, providers responding to this RFP will be required to meet or exceed the Connecticut performance levels. Performance Accountability assesses the effectiveness of grantees in achieving continuous improvement of adult education and literacy activities. Under [Section 116\(b\)\(2\)\(A\) of WIOA](#), the performance outcome measures consist of the following six primary indicators of performance:

Employment Rate – 2nd Quarter After Exit

The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

Employment Rate – 4th Quarter After Exit

The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

Median Earnings- 2nd Quarter After Exit

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

Credential Attainment

The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. Calculation includes all participants who exited from a program and were in a secondary education program at or above the 9th grade level without a secondary school diploma or its equivalent.

Measurable Skills Gains

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. See [OCTAE Program Memo 17-2](#) for more information.

The measurable skill gains indicator is 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.

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.

Effectiveness in Serving Employers

[WIOA Section 116\(b\)\(2\)\(A\)\(i\)\(VI\)](#) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers.

Under [WIOA Section 116 \(d\)\(2\)\(I\)](#), agencies are also required to report the number of participants who are enrolled in more than one of the WIOA core programs:

- Title I: WIOA Adult, Dislocated Worker, Youth
- Title II: Adult Education and Family Literacy Act (AEFLA)
- Title III: Wagner-Peyser
- Title IV: Vocational Rehabilitation

Fiscal Management

Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. All awarded funds will be allocated on a cost reimbursement basis. Grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through Connecticut's electronic grant management system, eGMS. All documentation of expenditure must be available upon request. All approved applicants will receive an official award notification, which will include the approved funding amount.

In accordance with [2 CFR 200.403](#) Factors Affecting Allowability of Costs, costs must be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.

- A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. ([2 CFR 200.404](#))
- A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. ([2 CFR 200.405](#))

Supplement Not Supplant

Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities. Federal funds may not be used to pay for services, staff, programs, or materials that would otherwise be paid for with state or local funds.

Personnel Costs

According to AEFLA, at least 95 percent of an eligible recipient's federal grant award must be expended for adult education instructional activities, which may be used for hiring and compensating various instructional staff, administrative, and support positions, including salary and benefits.

Each grantee must designate a Grant Project Coordinator to provide oversight of the Program Enhancement Projects for Adult Education process. This role may include a combination of administrative and instructional duties. The individual's overall duties do not need to be exclusive to this grant and/or priority area; however, personnel reimbursements from grant funds must be associated with time spent on grant activities.

Administrative Costs

The majority of the grant funds must be used for instructional activities. The remaining amount, not to exceed 5 percent, may be used for local administrative costs including: planning; administration, including carrying out performance accountability requirements; professional development; and providing adult education and literacy activities in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate, and carrying out the One-Stop partner responsibilities described in [20 CFR 678.420](#), including contributing to the infrastructure costs of the One-Stop delivery system. Where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit with the RFP application a detailed written request electronically by email as a PDF attachment to SDE.AdultEd@ct.gov to justifying the additional administrative costs.

Matching Funds

The CSDE requires applicants to provide 20 percent in matching funds (state requirement). Matching funds may include expenditures from state, local and other non-federal sources for adult education programs, services and activities, as defined in AEFLA. Matching funds may be cash or in-kind but must be clearly documented. Do NOT provide MORE than 20 percent in matching funds. The proposal must provide assurance that federal funds will not be co-mingled with state or local funds. Costs proposed are those above and beyond normal operational costs and must be attributed to the project described in the proposal.

Indirect Costs

The CSDE has approved restricted and unrestricted indirect rates for the RESCs and some local education agencies. Those agencies which have an approved indirect rate on file at the CSDE may apply costs to line item 940 (Indirect Costs) and they must use the Restricted Indirect Rate. These rates may be used to compute indirect costs for grants and contracts funded by the U.S. Department of Education (USDOE), as well as other federal and private agencies. Agencies who wish to apply for an approved indirect rate should contact Federal Grant Manager, Susan Kocaba (Susan.Kocaba@ct.gov), for information. The rates are to be applied to a base composed of total direct costs less items of equipment, alterations and renovation, and subcontracts in excess of \$25,000 and flow-through grants. When submitting cost reimbursement fund requests, overhead may only be budgeted and reported using Line Item 940 only. Indirect costs must be included in the administrative total.

Proposal Review and Evaluation Criteria:

Application and Budget Review Process

In awarding grants, the state provides for a standardized evaluation process using the following considerations. Proposals must demonstrate that all considerations are met. The proposals will be evaluated by a review team comprised of interagency staff and experts in each priority area. Interagency participants will include representatives of the CSDE, the WDB, the One-Stop and vocational rehabilitation partners. The review team will evaluate each proposal using a standardized evaluation form based on required federal, state, and regional criteria published in the RFP, including the considerations listed in [WIOA, Title II, Section 232](#) as follows:

1. A description of how funds awarded under this title will be spent consistent with the requirements of this title.

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 plan under Section 108, 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 described in Section 116(b)(3), including how such provider will collect data to report on such performance indicators.
5. A description of how the eligible provider will fulfill One-Stop partner responsibilities as described in Section 121(b)(1)(A), as appropriate.
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 required 13 Considerations for Funding WIOA Eligible Local Providers for Title II programs described under Section 231.

An internal edit check will be conducted by CSDE staff to ensure compliance with the requirements of Title II of WIOA, all applicable laws and RFP criteria.

Grant Awards

The content and funding of proposals are subject to negotiation prior to the final grant. Notification of the grant award will be issued by the CSDE. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint. The CSDE also reserves the right to: (1) reject all proposals in a priority area; (2) conduct a more extensive proposal solicitation; (3) reject a lower cost proposal if the CSDE believes that a higher cost proposal more appropriately meets the stated objectives; or (4) transfer funds among priorities, if the number and quality of proposals should warrant it. In order to promote a broad distribution of funds, the CSDE may limit the number of grant awards per applicant and/or per geographic area. All awards are subject to the availability of federal funds. Grants are not final until the award letter is executed.

Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Section 4a-60 and Section 4a-60a of the Connecticut General Statutes (C.G.S.) and Sections 46a-68j-23 et seq. of the Regulations of Connecticut State Agencies (RCSA). Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time as may be prescribed by the Connecticut Commission on Human Rights and Opportunities (CHRO).

General Education Provisions Act (GEPA) Section 427

The purpose of the GEPA is to ensure that, in designing their projects to be carried out with federal funds, applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its

approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies. [Section 427 of the GEPA](#) affects all applicants for grant awards under this program. In order to receive funding under this program, all applicants for grants must include information in their applications addressing this provision. Applicants must complete the GEPA Attestation Form in [Appendix G-2](#).

Utilization of Minority Business Enterprises

All grantees shall make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on projects subject to contract requirements. Contractors shall certify under oath to the Commission on Human Rights and Opportunities and the CSDE that the minority businesses selected as subcontractors and suppliers of materials comply with the criteria of [CGS, Section 4a-60](#), if such businesses are not currently registered with the Department of Economic and Community Development.

PART II: PRIORITY AREA SPECIFICATIONS

The following table presents the priority areas that will be funded in FY25 and the anticipated maximum award for each priority area. Funding may be allocated to priority area projects serving both ESL 1-6/ABE 1-4 (Elementary) and ABE/ASE 5-6 (Secondary) levels of instruction as identified in the priority area specifications, but the maximum award amount will not change. If funding is to be used for more than one level of instruction, identify the division of funds within the budget by using the appropriate grant code. The distribution of the divided amount must be listed in the General Proposal Application totaling no more than the anticipated level of award amount.

PRIORITY AREA	GRANT CODE	MAXIMUM AWARD
Connecticut Adult Virtual High School	(S)AVHS	\$450,000
Corrections Education	(E)CORR/ (S)CORR	\$200,000
Family Literacy Services	(E)FLS / (S)FLS	\$50,000
Instructional Innovation	(E)INNOV/ (S)INNOV	\$30,000
Integrated Education and Training	(E)IET / (S)IET	\$50,000
Integrated English Literacy and Civics Education	(E)IELCE	\$25,000
Integrated English Literacy and Civics Education + Training	(E)IELCE + T	\$75,000
Technology Integration and Expansion of Services	(E)TECH/ (S)TECH	\$30,000
Transition, Career Navigation and Support	(E)TCNS/ (S)TCNS	\$50,000

Applying as a consortium

If eligible providers apply as a consortium with other eligible providers to consolidate and leverage resources, each member must meet the definition of demonstrated effectiveness. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

In addition, the lead agency and collaborating agencies must agree to meet regularly to plan, coordinate, market, and recruit for the PEP grant. The lead agency (fiscal entity) agrees to:

- oversee all aspects of the grant including grant monitoring and reporting and fiscal management;
- submit a single proposal on behalf of the consortium that outlines the plan to provide instruction in literacy in the priority area;
- provide CSDE with a written interagency collaboration agreement for each partnering agency which includes a formal budget from all collaborators. Budgets narratives for collaborating agencies' costs must be itemized and identified as such in eGMS and on the ED-114 Excel spreadsheet;
- be the point of contact for the CSDE for the consortium; and
- share important and timely grant information to all collaborating agencies.

PRIORITY AREA 1: CONNECTICUT ADULT VIRTUAL HIGH SCHOOL (CTAVHS)

Allocation Available in this Priority Area: up to \$450,000

Funding Source: Section 231 of WIOA

Target Population: ABE 5-6

Target Program: CDP, GED

Rationale for this Priority Area:

To increase access to online learning opportunities for Adult High School Credit Diploma Program (CDP) and General Educational Development (GED) learners, promote efficiencies of scale, and reduce duplication of services by developing and supporting a collaborative statewide model.

Student Demographic:

Individuals in CDP or GED classes who do not have a secondary diploma or its equivalent and are seeking additional course options not offered by the provider. Although primarily designed to meet the needs of Credit Diploma students, enrollment is at the discretion of the director based on individual student needs and abilities.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [CTAVHS priority area planning document](#).

Requirements Specific to the Priority Area:

In addition to the proposal requirements addressed under “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

- Develop and maintain a schedule of online semester-based and flexible academic courses aligned to current adult education credit requirements, [CCR Standards for Adult Education](#), and Workforce Development Board (WDB) local plans.
- Develop and maintain resources to augment preparation for the General Educational Development (GED) tests.
- Develop and maintain a formal standards-based process for the ongoing review, approval, and revision of all CTAVHS courses.
- Adjust course offerings based on student completion data, shifting demands of 21st Century Skills and as requested by CSDE.
- Ensure that all courses are compliant with the Americans with Disabilities Act (ADA).
- Create and distribute a CTAVHS Policy Handbook which is reviewed and updated annually. The manual should include roles and responsibilities of CTAVHS and participating providers, academics and grading policies, and procedures for communication.
- Provide online tools and support services for students and staff, including tutoring support and a help desk.
- Recruit and hire content course teachers with the appropriate Connecticut certification that are skilled in online learning instruction.

- Compensate teachers based on student enrollment and the number of courses taught.
- Design and make readily available necessary professional development for teachers, mentors, Online Learning Coordinators (OLCs), administrators and school counselors.
- Meet monthly with OLCs and CSDE consultants to discuss issues, elicit ideas for new/revised course content and to provide relevant updates.

Applicants must:

- Attend all federal grant meetings required by the CSDE.
- Provide continued, consistent outreach to all CDP and GED providers throughout the state to increase student enrollment in CTAVHS courses.

Expected Performance Outcomes:

- Course offerings aligned with recommendations of applicant agency and input from directors and OLCs;
- Documentation of meetings with advisory committee, directors and/or OLCs;
- Documentation of marketing activities and outreach to GED/CDP providers for purposes of increasing provider and student participation.
- Demonstrated percentage increase in student enrollment and completion/passing rates; and
- Increase in number of providers using CTAVHS with the goal of use by all providers offering CDP as a diploma option.

PRIORITY AREA 2: CORRECTIONS EDUCATION

Allocation Available in this Priority Area: up to \$200,000

Funding Source: Section 225 of WIOA

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED

Rationale for this Priority Area:

To increase access to adult education programs and services for adults within a correctional institution.

Under WIOA Section 225, the funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals including academic programs for— (1) adult education and literacy activities; (2) special education, as determined by the eligible agency; (3) secondary school credit; (4) integrated education and training; (5) career pathways; (6) concurrent enrollment; (7) peer tutoring; and (8) transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders. [WIOA Sec.225(e)]

Student Demographic:

Criminal offenders within a correctional institution (priority should be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program).

The term “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. [WIOA Sec.225(e)]

Required Documents:

- Completed [General Proposal Application](#).
- Completed [Corrections Education priority area planning document](#).

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

- Provide contextualized academic classroom instruction aligned to [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#).
- Integrate digital literacy into the core curriculum to create opportunities for authentic research, writing and communication while encouraging critical thinking, decision-making and problem-solving skills.
- Offer at least **one** of the following programs:
 - **Adult Education and Literacy:** Program shall be designed to provide academic instruction and educational services BELOW the postsecondary level that increases an individual’s ability to: 1)

- read, write, and speak in English and perform mathematics or other activities necessary to attain a high school equivalency credential, function on the job, in the family and in society; 2) transition to postsecondary education and training; and 3) obtain employment.
 - **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.
 - **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.
- **English as a Second Language (ESL):** An English language acquisition program shall be designed to assist eligible individuals who are English-language learners achieve competence in reading, writing, speaking and comprehension of the English language to eligible individuals with educational functioning levels at a particular literacy level as listed in the NRS educational functioning level table as ESL 1-6. Participation in ESL activities also must be designed to lead to the attainment of a secondary school diploma or its equivalent.
- **Workforce Preparation:** Workforce preparation program shall be 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.
- **Integrated Education and Training:** An IET program shall be 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 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.
- **Peer Tutoring Services:** Program shall be designed to provide extensive training for specified offenders to serve as peer tutors in adult education and career and technical education classes.
- **Transition to Re-entry Initiatives and Other Post-release Services:** Program shall be designed to provide services/activities to assist with reducing recidivism.

Applicants must:

- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction and digital literacy.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance for Corrections:

- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

Participants in a correctional institution under section 225 of WIOA who remain incarcerated after exit are included in the MSG indicator but excluded from:

- 2nd Quarter Employment Indicator
- 4th Quarter Employment Indicator
- Median Earning Indicator
- Credential Indicator

All students funded under this priority area must be appropriately labeled “Corrections” in the Demographics tab in LACES. The following LACES performance tables will be requested for grant reporting.

- LACES Table 4
- LACES Table 10

PRIORITY AREA 3: FAMILY LITERACY SERVICES

Allocation Available in this Priority Area: up to \$50,000

Funding Source: Section 231 of WIOA

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED, NEDP

Rationale for this Priority Area:

Under WIOA Section 203, “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. (D) An age-appropriate education to prepare children for success in school and life experiences.

Student Demographic:

Parents enrolled in adult education services and their children from birth to grade three who would benefit from a class environment focused on enabling parents to become full partners in the education of their children while also providing academic instruction and workforce readiness activities.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [Family Literacy priority area planning document](#).
- Signed, written interagency collaboration agreement between the adult education provider and its community service provider (if applicable). **Preference will be given to programs that collaborate with a Family Resource Center or other community agency.**

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under “[Proposal Guidelines and Requirements](#)” and the **Special Rule for Family Literacy Programs found on page 5**, the following **additional** requirements must be verified and met to be eligible for this priority area:

Family Literacy instruction must integrate and provide all four components of a family literacy program: Adult Education, Early Childhood Education, Parenting Education, and Parent and Child Together (PACT) time. Families must participate in all program components. Providers must incorporate instruction and activities that lead to success as demonstrated in the NRS Family Literacy outcomes of **Increased Involvement in Children’s Education** (helping children more frequently with their schoolwork; increasing contact with children’s teachers to discuss school education; having more involvement in the children’s school, such as attending school activities and parent

meetings and volunteering to work on school projects) and **Increased Involvement in Children’s Literacy-Related Activities** (reading to children; visiting a library; purchasing books or magazines for children).

- **Adult Education:** Provide contextualized academic classroom topics and instruction that are of high interest to parents of young children, aligned to [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#), and incorporate the essential components of reading instruction. Curriculum includes development of digital literacy skills and activities that lead to readiness for postsecondary education or training, career entry or advancement, and economic self-sufficiency.
- **Early Childhood Education:** Provide age-appropriate education to prepare children from birth through third grade for success in school and life experiences.
- **Parenting Education:** Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- **PACT:** Interactive literacy activities between parents or family members and their children.

Applicants must:

- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy, and family literacy program design.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All students funded under this priority area must be appropriately labeled “Family Literacy” under the Education tab in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting: LACES Table 4, Table 5, Table 8.

PRIORITY AREA 4: INSTRUCTIONAL INNOVATION

Allocation Available in this Priority Area: up to \$30,000

Funding Source: Section 231 of WIOA

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED

Rationale for this Priority Area:

Innovation is the core of adult education. This funding would allow providers and agencies to develop and experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of adult education students.

Activities should align with both the objectives of WIOA and current labor market needs. Goals and objectives should be designed based on the demonstrated need for the specific initiative and the learning needs of the students in the cohort. Demonstration of need must be program-based data. The goals and objectives must be specific, measurable, relevant, and achievable within a specific time period. The minimum time-period of instruction is one semester of at least 50 hours. The ability to continue participation in this priority area will be based on the achievement of the stated goals and objectives.

Note: Federal funds must be used to supplement, not supplant, other state or local public funds expended for mandated adult education and literacy activities. [WIOA Sec. 241 (a)]

Student Demographic:

Students enrolled in adult education services who would benefit from the positive impact of evidence-based and innovative strategies and activities in subjects or areas not currently provided under state or local funding.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [Instructional Innovation priority area planning document](#).

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

- Align instructional innovation to the purpose of the Adult Education and Family Literacy Act as outlined in Section 202:
 - 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; and
 - mathematics skills; and
 - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
- Create and develop, or enhance and expand, evidence-based, innovative instructional opportunities to improve student outcomes in specific and visible ways.
- Provide justification for the initiative through a statement of need as evidenced by data from adult education and other resources.
- Identify clear objectives and measurable performance outcomes to quantify how the innovation funds will create a specific gain or benefit.
- Align curriculum and instruction to the [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#).
- Be willing to document and share the innovative approach as a model of best practices in the field.

Applicants must:

- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction and content area of innovation area.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All Instructional Innovation classes funded under this priority area must be appropriately labeled “Innovation” under Department in Class Data tab when creating the class in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit

- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting:

- LACES Table 4
- LACES Table 5

PRIORITY AREA 5: INTEGRATED EDUCATION AND TRAINING (IET)

Allocation Available in this Priority Area: up to \$50,000

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Funding Source: Section 231 of WIOA

Target Program: ESL, ABE, CDP, GED, NEDP

Rationale for this Priority Area:

The IET model has been nationally validated as an effective method for teaching adults who need both academic skills and work readiness skills.

Under WIOA Section 203, “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Student Demographic:

Students enrolled in mandated adult education services, and who are identified as having the interest and ability to participate in an IET program that leads to an industry-recognized postsecondary certificate or credential.

Under WIOA Section 203, the term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, certificate of completion of an apprenticeship, license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. See registered training providers and programs listed on the Connecticut Department of Labor’s website, [CTHires](#).

Required Documents:

- Completed [General Proposal Application](#).
- Completed [IET priority area planning document](#).
- Signed, written interagency collaboration agreement the adult education provider and its IET training provider.

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

Integrated Education and Training:

- Provide contextualized academic classroom instruction that is organized to function concurrently within a single set of learning objectives that identify specific adult education content aligned to [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#), workforce readiness activities, and workforce training competencies that utilize occupationally relevant instructional materials.

- Align technical training with the identified in-demand local industry sectors in the [WDB local plans](#). The IET must be part of a career pathway that results in an industry recognized postsecondary credential*.
- Specifically identify a partnership with a technical training organization and how that partnership will be implemented and sustained.
- Provide evidence of a funding commitment and an accompanying budget for the technical training component of the IET project that adequately supports the expenses necessary for this component.

Note: Federal adult education funding can pay for all aspects of an IET program. However, given the limited resources available it is highly encouraged that providers partner with current training providers, workforce development systems, or employers to share costs to leverage the funding.

- Provide detailed information on the process that will be used to develop a joint program of study that integrates academic instruction, skills training and digital literacy skills that addresses the following:
 - Summarize the curricular components of adult education and literacy instruction, workforce preparation, and workforce training. Demonstrate how those components will result in simultaneous and contextualized instruction and identify those individuals involved in its development.
 - Describe the occupation/sector and industry-recognized credential(s) to be attained and its alignment to labor market needs and local/regional priorities. Indicate how this progress will be documented.
 - Identify the number of instructional/training hours per day/days per week, the program length, the program location(s), the staffing structure and how the program will be co-taught by the adult education and technical training faculty.
 - Identify partnerships, including technical training providers, WDBs, foundations and employers, and how they will provide training, job shadowing, mentoring, and/or on-the-job training opportunities for adult learners.
 - Identify how career navigation services will be provided to assist learners in obtaining employment in the newly credentialed area.
 - Identify support services, student success strategies and transition strategies that will be integrated into the project.

Note: In addition to the required IET programming (IET must be provided), funds may also be used for bridge-to-IET programming for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training. In this context, bridge classes are intended to build skills and prepare learners for the academic demands of the IET. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate or credential. Typical bridge classes would cover relevant vocabulary, academic and workplace skills specific to the occupational area of the IET program with the goal of transitioning students to the respective IET program.

Applicants must:

- Maintain an active collaboration with the Department of Labor and the local American Job Center (AJC).
- Regularly attend local WDB Board and Business Services meetings.

- Meet regularly with the training provider to identify and discuss potential barriers that may limit the success of this priority area.
- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy, integrated education and training program design.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All IET students funded under this priority area must be appropriately denoted “IETP/Credential” at enrollment time in LACES.

The individual student documentation demonstrating an IET MSG must be uploaded into LACES in the Student Data Tab – Documents Section and saved as “IET Documentation”. Some examples of IET documentation are College Transcripts (12 credit hours) and industry recognized credentials such as CNA license, CDL License, etc.

Any documentation that will be used as supporting evidence of an MSG must be identified in the IET program proposal and approved by CSDE. If the IET MSG documentation is not uploaded into LACES by the end of the program year or if the IET MSG is insufficient, the state will email the program director to complete this task. If documentation is not uploaded within two weeks of being contacted the state will edit the client record and change the enrollment status from “IET” to “No Value Entered”.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indictors of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting:

- LACES Table 4
- LACES Table 5
- LACES Table 11

PRIORITY AREA 6: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

Allocation Available in this Priority Area: up to \$25,000

Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program will be offered.

Funding Source: Section 231 of WIOA

Target Population: ESL 1-6/ABE 1-4 (Immigrants and other limited English proficient individuals)

Target Program: ESL, ABE

Rationale for this Priority Area:

IELCE activities assist individuals who must be able to read and communicate in English in order to understand and navigate governmental, educational, workplace systems and key American institutions.

Under WIOA Section 203, “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Student Demographic:

Immigrants and other limited English proficient individuals enrolled in adult education classes serving students in ESL 1-6/ABE 1-4 NRS levels, including professionals with degrees and credentials in their native countries, who would benefit from contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government.

Note: The intention of this funding is to provide IELCE education services, which are designed to serve a cohort of identified ESL learners. This funding should not be used to expand or supplant your English Language Acquisition or Citizenship Preparation programs.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [IELCE priority area planning document](#).
- Signed, written interagency collaboration agreement between the adult education lead agency and collaborating adult education provider(s) if applying as a consortium.

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

- Provide contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation and integration; and U.S. history and government as essential components of the program. Civic related topics should include how to navigate community services such as schools, employment, and health care.
- Align instruction to the [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#).
- Provide opportunities for experiential learning in which participants are actively engaged in community pursuits.
- Prepare learners for work and career pathways integrating digital literacy, career exploration and workforce readiness into the curriculum.
- Support learners in the transition to Integrated English Literacy and Civics Education + Training (IELCE + T) programs, as appropriate.
- Incorporate instruction and activities that lead to success as demonstrated in the NRS IELCE outcomes:
 - **Achieved Citizenship Skills** (Participant attains the skills needed to pass the U.S. citizenship exam);
 - **Voter Registration** (Participant registers to vote or votes for the first time anytime during the program year); and
 - **Involvement in Community Activities** (Participant increases involvement in the following community activities: attending or organizing meetings of neighborhood, community or political organizations; volunteering to work for such organizations; contributing to the support of such organizations; volunteering to work on community improvement activities).

Applicants must:

- Maintain an active collaboration with the Department of Labor and the local American Job Center (AJC).
- Regularly attend local WDB Board and Business Services meetings.
- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy, workforce readiness and IELCE.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All students must be appropriately labeled “IELCE” as Secondary Program under Education tab in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the

appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting:

- LACES Table 4
- LACES Table 5
- LACES Table 9

PRIORITY AREA 7: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION + TRAINING (IELCE + T)

Allocation Available in this Priority Area: up to \$75,000

Note: Eligible agencies may apply for Section 231 IELCE funds independently or as a consortium. Eligible agencies may also apply for Section 231 funds in combination with Section 243 IELCE+T funds if an Integrated Education and Training program will be offered. For IELCE+T funds, collaborations among adult education programs are encouraged.

Funding Source: Section 243 of WIOA

Target Population: ESL 4-6/ABE 3-4 (Immigrants and other limited English proficient individuals)

Target Program: ESL, ABE

Rationale for this Priority Area:

Integrated English Literacy and Civics Education activities assist individuals who must be able to read and communicate in English in order to understand and navigate governmental, educational, workplace systems and key American institutions.

Under WIOA Section 203, “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

For the purpose of educational and career advancement, IELCE also provides adult education and literacy activities concurrently and contextually with workforce readiness activities and workforce training for a specific occupation or occupational cluster under Section 243 funding.

Under WIOA Section 203, “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Student Demographic:

Immigrants and other limited English proficient individuals enrolled in adult education at an ESL 4-6/ABE 3-4 NRS level, including professionals with degrees and credentials in their native countries, who would benefit from contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government and who are identified as having the interest and ability to participate in an IET program that leads to an industry- recognized postsecondary certificate or credential.

Note: The intention of this funding is to provide IELCE education services, which are designed to serve a cohort of identified ESL learners. This funding should not be used to expand or supplant your English Language Acquisition or Citizenship Preparation programs. In order to receive Section 243 IELCE funds, education services must be delivered in combination with IET activities. Not all students are required to be enrolled in IET programs. IET programs reflect the criteria of being a part of a career pathway aligned to the local workforce plan and how it supports the requirements that a career pathway helps an individual enter or advance within a specific occupation or occupational cluster. IELCE programs should contain multiple components in combination with IET activities and be offered only to a subgroup of appropriate ESL learners.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [IELCE + Training priority area planning document](#).
- Signed, written interagency collaboration agreement between the adult education provider and its IET training provider.
- Signed, written interagency collaboration agreement between the adult education lead agency and collaborating adult education provider(s) if applying as a consortium.

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

Recipients of Section 243 IELCE funds must provide at least one IET option. Not all students are required to be enrolled in IET to participate. The program design and goals should focus on improving literacy skills and preparing adults for employment in in-demand industries and occupations that leads to economic self-sufficiency and integrates with the local workforce development system.

Students are encouraged to take Section 231 funded IELCE classes either simultaneously with Section 243 funded bridge-to-IET programming or sequentially with IELCE + T classes.

- Provide contextualized literacy and English language acquisition academic classroom instruction to intermediate and advanced level learners that is organized to function concurrently within a single set of learning objectives that identify specific adult education content aligned to [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#), workforce readiness activities, and workforce training competencies that utilize occupationally relevant instructional materials.
- Integrate relevant civics-related topics needed for navigating governmental, educational, workplace systems and key American institutions that incorporate instruction and activities that lead to success as demonstrated in the NRS IELCE outcomes:
 - **Achieved Citizenship Skills** (Participant attains the skills needed to pass the U.S. citizenship exam);
 - **Voter Registration** (Participant registers to vote or votes for the first time anytime during the program year); and
 - **Involvement in Community Activities** (Participant increases involvement in the following community activities: attending or organizing meetings of neighborhood, community or

political organizations; volunteering to work for such organizations; contributing to the support of such organizations; volunteering to work on community improvement activities).

- Align technical training with the identified in-demand local industry sectors in the [WDB local plans](#). The IET must be part of a career pathway that results in a recognized postsecondary credential*.
- Specifically identify a partnership with an employer(s) and/or technical training organization and how that partnership will be implemented and sustained.
- Provide detailed information on the process that will be used to develop a joint program of study that integrates academic instruction, skills training and digital literacy skills that addresses the following:
 - Summarize the curricular components of adult education and literacy instruction, workforce preparation, and workforce training. Demonstrate how those components will result in simultaneous and contextualized instruction and identify those individuals involved in its development.
 - Describe the occupation/sector and industry-recognized credential(s) to be attained and its alignment to labor market needs and local/regional priorities. Indicate how this progress will be documented.
 - Identify the number of instructional/training hours per day/days per week, the program length, the program location(s), the staffing structure and how the program will be co-taught by the adult education and technical training faculty.
 - Identify partnerships, including technical training providers, WDBs, foundations and employers, and how they will provide training, job shadowing, mentoring, and/or on-the-job training opportunities for adult learners.
 - Identify how career navigation services will be provided to assist learners in obtaining employment in the newly credentialed area.
 - Identify support services, student success strategies and transition strategies that will be integrated into the project.

*Note: **In addition to the required IET programming (IET must be provided)**, funds may also be used for bridge-to-IET programming for students with limited academic or English language skills to assist in the transition to enter and succeed in a given occupation or training. In this context, bridge classes are intended to build skills and prepare learners for the academic demands of the IET. These classes must align to the content and skills necessary of the IET as required to earn the postsecondary certificate or credential. Typical bridge classes would cover relevant vocabulary, academic and workplace skills specific to the occupational area of the IET program with the goal of transitioning students to the respective IET program.*

Applicants must:

- Maintain an active collaboration with the Department of Labor and the local American Job Center (AJC).
- Regularly attend local WDB Board and Business Services meetings.
- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy, IELCE and IET program design.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All students must be appropriately labeled “IELCE” as Secondary Program under Education tab in LACES and all students participating in this IET priority area, must be denoted “IETP/Credential” at the time of class enrollment in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting:

- LACES Table 4
- LACES Table 5
- LACES Table 9
- LACES Table 11

IELCE in Combination with IET – [Adult Education and Family Literacy Act §463.74](#) specifies that an eligible provider that receives IELCE Section 243 funds may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: 1. co-enrolling participants in integrated education and training as described in subpart D that is provided within the local or regional workforce development area from sources other than section 243; or 2. using funds provided under section 243 to support integrated education and training activities as cited in subpart D.

*[Per Section 3\(52\) of WIOA](#), the term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, certificate of completion of an apprenticeship, license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. See registered training providers and programs listed on the Connecticut Department of Labor’s website, [CTHires](#).

PRIORITY AREA 8: TECHNOLOGY INTEGRATION AND EXPANSION OF SERVICES

Allocation Available in this Priority Area: up to \$30,000

Funding Source: Section 231 of WIOA

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED, NEDP

Note: CDP students interested in distance education should be encouraged to enroll in the Connecticut Adult Virtual High School.

Rationale for this Priority Area:

Digital literacy is an essential skill for a competitive workforce. WIOA includes digital literacy as a workforce preparation activity, increasing students' ability to successfully transition into postsecondary education and training or employment.

Distance education provides equitable access and additional opportunity for students to participate. It is a named and prioritized initiative of WIOA.

Note: Federal funds must be used to supplement, not supplant, other state or local public funds expended for mandated adult education and literacy activities. [WIOA Sec. 241 (a)]

Student Demographic:

Students enrolled in adult education classes that would benefit from direct instruction in digital literacy in order to increase their skills and better prepare them for success at work, postsecondary education or training, or other life contexts.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [Technology Integration and Expansion of Services priority area planning document](#).

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under "[Proposal Guidelines and Requirements](#)," the following **additional** requirements must be verified and met to be eligible for this priority area:

- Identify a digital navigator who will oversee the Technology Integration and Expansion of Services process, be the lead individual for providing resources and support for students and staff, and attend professional learning through Digital ATDN, EdTech, IDEAL and other PD opportunities. Professional learning for the digital navigator should be sufficiently budgeted in the RFP but not to exceed 5% of funds.
- Create a robust digital learning plan that looks holistically at integrating and advancing technology that includes teachers' digital skills development as well as foundational and targeted skills development for learners, considering digital readiness using a digital needs assessment and digital goal survey.

- Provide digital literacy instruction to students in a contextualized academic learning environment that includes tasks that are relevant and current to the students' lives and interests that prepare the learners to transfer these skills to jobs, postsecondary education and training, and other life contexts.
- Align curriculum and instruction to the [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#) and a digital skills framework, such as the [Northstar Digital Literacy Curriculum](#), [ISTE standards](#) or [Seattle Digital Equity Initiative Skills Framework](#).
- Utilize real-time labor market information to understand employer demand of technology skills and provide opportunities for critical-thinking and problem-solving incorporating project-based and performance-based assessments.
- Provide opportunities for learners to validate competencies via credentialing or badging.
- Up to 50 percent of this funding may also be used to provide distance education classes for students. Students enrolled in distance education should be properly screened for technology skill level, availability of appropriate device internet-connected device and stable internet connection and provided appropriate orientation and onboarding for students.
- All distance education classes supported under this grant must adhere to the CT/NRS definition of distance education referenced in the NRS reporting document [Adult Education Participants in Distance Education](#). Classes should be monitored for seat time, student retention, speed of learning progress and student outcomes through measurable skills gains.

Note: Funds under this priority area may not be used for the purchasing of computer hardware or equipment.

Applicants must:

- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy development for both teachers and students, and distance education strategies.

Expected Performance Outcomes: Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All distance learning students must receive all or a majority of instruction through distance methods and be labeled appropriately in LACES. Students funded through this cohort must have classes appropriately labeled "Distance" in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit

- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting.

- LACES Table 4C
- LACES Table 5A

PRIORITY AREA 9: TRANSITION, CAREER NAVIGATION AND SUPPORT

Allocation Available in this Priority Area: up to \$50,000

Funding Source: Section 231 of WIOA

Target Population: ESL 1-6/ABE 1-4 and/or ABE 5-6

Target Program: ESL, ABE, CDP, GED, NEDP

Rationale for this Priority Area:

To promote the self-sufficiency of adult education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to, and experience in, relevant industry sectors/career pathways as identified in the [WDB local plans](#), and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21st century workplace including broadening opportunities for students in adult education by creating a bridge between adult education programs, employment, postsecondary education and training opportunities.

Student Demographic:

Students enrolled in adult education services who have an expressed interest in participating in an additional class of sufficient intensity and quality designed to provide intensive exposure to, experience in, and exploration of career pathways to enhance employability or transition to a postsecondary education or training program.

Required Documents:

- Completed [General Proposal Application](#).
- Completed [Transition, Career Navigation and Support priority area planning document](#).
- Signed, written interagency collaboration agreement between the adult education provider and its local Workforce Development Board.
- Signed, written interagency collaboration agreement between the adult education provider and its postsecondary educational institution.

Requirements Specific to the Priority Area:

In addition to proposal requirements addressed under “[Proposal Guidelines and Requirements](#),” the following **additional** requirements must be verified and met to be eligible for this priority area:

Provide contextualized academic classroom instruction aligned to [CCR Standards for Adult Education](#) and/or [English Language Proficiency Standards](#) which integrates intensive transition instruction and services for a cohort of students who have an immediate goal of entering employment, training, or postsecondary education. Classroom lessons and individualized activities must include:

- **Career Exploration:** Including but not limited to activities in career awareness, career exploration and career planning. Curriculum must include exposure to the career pathways that relate to the local WDB’s identified industry sectors in its [WDB local plan](#).

- **Workforce Readiness:** Including but not limited to activities that support the transition to work, retention of work, or advancement of work. Curriculum must include exposure to [CTHires](#), job announcements and employer recruitment events.
- **Postsecondary Education and Training:** Including but not limited to activities that create a bridge between adult education and postsecondary education and/or training opportunities. Curriculum must include enrollment eligibility and associated costs, academic assessments in line with the receiving institution to ensure student readiness for enrollment, and the facilitation of the admissions and financial aid process.
- **Development of Digital Literacy Skills and Employability Skills:** Including but not limited to activities that develop critical thinking skills, digital literacy skills, financial literacy, and self-management skills, including competencies in utilizing resources; using information; working with others; understanding transition and employment systems; and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Applicants must:

- Provide a systematic way of exploring career, training and postsecondary options for students utilizing an individual career plan or student success plan template.
- Provide appropriate support services to students to identify and overcome barriers to transition. These services may include, but are not limited to, academic support, college/career navigation support, social/emotional support, transportation assistance, and/or childcare.
- Maintain an active collaboration with the Department of Labor and the local American Job Center (AJC).
- Regularly attend local WDB Board and Business Services meetings.
- Attend all federal grant meetings required by the CSDE.
- Provide professional learning opportunities for program staff in the areas of academic instruction, digital literacy, career navigation and transition support.

Note: While funds under Priority Area 9 may be used to identify training opportunities, the grant funds under this priority may not be used to fund job training.

Expected Performance Outcomes:

Classes must be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures. All classes funded under this priority area must be appropriately labeled “Transitions” under Department in Class Data tab when creating the class in LACES.

The CSDE must track and report data on the following Primary Indicators of Performance for each participant in each period of participation. This data is combined with data from other CT WIOA agencies on the Statewide Joint Performance Report annually. The CSDE will negotiate performance targets for these indicators and local agencies will be expected to set and meet targets under this contract. For each of the Primary Indicators of Performance, each program entry and exit per participant during the reporting period is considered a period of participation. An individual may have more than one period of participation in a program year; however, every period of participation is treated as a separate event for a participant and performance indicators apply separately to each period. This means that for each period of participation, the local provider must report measurable skill gains and conduct follow-up on the participant after exit from each period to collect data on the appropriate post-exit indicators. Additionally, only the most recent Measurable Skill Gain (MSG) achieved is reported per period of participation, even if more than one MSG is achieved.

Primary Indicators of Performance:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skills Gains
- Effectiveness in Serving Employers

The following LACES performance tables will be requested for grant reporting:

- LACES Table 4
- LACES Table 5

PART III: APPLICATION SUBMISSION

Preparing and Submitting the Application

The Program Enhancement Projects for Adult Education grant request for proposal, in its entirety, is found on the CSDE [Request for Proposals](#) and the [Adult Education Federal Legislation and Grants](#) webpages. Applicant agencies will be able to apply for more than one priority area within the application. The proposal must be prepared in accordance with the “Proposal Guidelines and Requirements,” which begin in the next section below. Proposals not meeting all requirements will not be reviewed.

Each priority area for which the agency is applying must have a project plan, which includes all the elements listed in the priority area specifications and the priority area planning documents. All proposals submitted become the property of the CSDE and become part of the public domain. The RFP, in its entirety, including all components, must also be emailed by 4:00 p.m. on Friday, May 3, 2024, to SDE.AdultEd@ct.gov. Subject Line: PEP RFP Application <Insert Organization Name>. Only proposals with an original signature will be accepted as timely filed. **Extensions shall not be given.** No additions or changes to any application will be allowed after the application due date, unless such modification is specifically requested by the CSDE.

The application should:

- be written in the design and format as requested;
- be formatted using 11-point, single-spaced, Calibri font;
- be free of typos, highlighted sections, and internal program comments;
- include numbered pages;
- be submitted as a PDF as required in the “Proposal Edit Check” found in [Appendix F](#).

The application must address each of the required elements. To be effectively assessed by the readers, the plan must be sufficient in scope to ensure that all necessary information is included for the proposed project. Failure to do so may result in the application being disqualified.

Proposal Guidelines and Requirements

Please review and adhere to the application guidelines and requirements listed below. In your responses to each item below, address how you are aligning your proposal with the [Federal Considerations for Funding](#) found in Section 231 of WIOA. Also, see [Appendix E](#) Federal Considerations for Funding Checklist.

- A. Letter of Intent to Apply:** The CSDE requires entities that intend to apply for the Program Enhancement Projects (PEP) grant to submit a Letter of Intent to Apply so CSDE can review program eligibility. Submission of a Letter of Intent does not obligate the organization to submit a proposal for funding nor does it guarantee that an eligible applicant will receive funding. For more information about the Letter of Intent to Apply, refer to [this](#) section of the RFP. The Letter of Intent to Apply template can be found in [Appendix A](#).
- B. General Proposal Application:** The General Proposal Application can be found on the CSDE’s website under [Adult Education Federal Legislation and Grants Documents and Forms](#).
 - **Cover Page:** A template for the cover page is provided in the General Proposal Application. The cover page must contain all the required information, the signature of the authorized official of the submitting agency, and the approval date of the board of education/agency. Board/Agency approval **must be obtained** prior to submitting the proposal on the established due date.

- Request for a delay in obtaining board approval must be forwarded to Federal Grant Manager, Susan Kocaba (Susan.Kocaba@ct.gov), in advance of submitting the proposal with sufficient reason for delay and must also be included in the RFP cover page. **Failure to do so may result in elimination from consideration.**
 - **Organization Background:** Applicants must provide information background and experience of the applicant agency, including services to primary population(s) and geographic areas served. All eligible applicants must demonstrate effectiveness in serving adult learners. A completed Demonstrated Effectiveness Form must be submitted with the proposal. Applicants may establish demonstrated effectiveness through the following criteria: performance data on the applicant's record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and/or training (34 CFR 463.24). For more information about how to demonstrate effectiveness, refer to [this](#) section of the RFP.
 - **Accountability Practices/State Considerations for Funding:** Applicants must adhere to all accountability practices outlined in the RFP under State Considerations for Funding. All responses require additional explanation specifically detailing how your agency currently meets or will meet these requirements if funded.
 - **Recruitment, Retention and Support Services:** Applicants must provide a thorough description of the eligible provider's recruitment and retention plan for those individuals who will be served under this funding who lack the level of basic skills and literacy necessary to be effective parents, citizens, and employees. Include how your agency will serve eligible individuals with disabilities. Identify barrier, transition and other support services that will be offered to all program participants and/or the referral process used to access support services.
 - **Integration with the Local Workforce Development Board and One-Stop Partner:** Each eligible applicant must describe the alignment between their proposed services and the local Workforce Development Board (WDB) plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the One-Stop partners. To access the local workforce development plans, use the [WDB Local Plans](#) link. An Interagency Collaboration with the local Workforce Development Board (WDB) must be submitted at the time of application. For more information about workforce system alignment, refer to [this](#) section of the RFP.
- C. **Priority Area Specifications:** For each priority area for which a provider is applying, the applicant must submit an individual project plan. Refer to the [priority area specifications](#) in the RFP for requirements. Listed below is the project plan information that is requested on most priority area planning documents. Each individual planning document may vary slightly to align with the priority area specifications and requirements. All priority area planning documents can be found on the CSDE's website under [Adult Education Federal Legislation and Grants Documents and Forms](#) and at the links indicated in the General Proposal Application. Please try to limit each priority planning document to seven pages.
- **Priority Area Needs and Goals:** Requested Federal Funds: Identify the amount of priority area federal funds requested and which NRS reporting levels you will serve with this funding.

- Target Program: Identify which programs will be served with this funding.
 - Planned Number of Students: Identify the total number of *reportable students* you plan to serve with this funding.
 - Federal Cost Per Student: Divide the amount of priority area federal funds requested by the planned number of students.
 - Priority Area Project Goal: Briefly describe what you wish to accomplish.
 - Statement of Need: Briefly state how this proposed plan will meet the need of the target population/program. Include the current gaps in access and/or service for the specific target population in the applicant's delivery of adult education services.
 - Prior Experience: Briefly explain your agency's prior experience working with the target population in this priority area. Submission of the Demonstrated Effectiveness Form with this RFP is required (see above).
 - Cross-agency Collaboration: Describe any cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners' success. Submit interagency collaboration agreements as appropriate. Programs will document how they will collaborate with the American Job Center, Connecticut Department of Aging and Disability Services and the WDB in their area. At least **three letters of collaboration** must be completed and included with the proposal, **one of which must be from the WDB** in the applicant **agency's** area. **Failure to include a minimum of three letters of collaboration with the proposal will result in its elimination from further consideration.** Interagency Collaboration Agreement templates can be found in [Appendix C](#) and [Appendix D](#).
- **Project Objectives:** Clearly state at minimum three measurable objectives of the project and planned activities to meet the objective. Objectives must align with the 2024-2025 Program Enhancement Project (PEP) priority area specifications and requirements, the statement of need, and the overall project goal.
 - **Proposed Service Delivery Format:** Instruction should be of sufficient intensity and quality so that students achieve substantial learning gains and relevant performance measures.
 - Method of Delivery: Identify if the instruction will be offered virtual, in-person, hybrid/blended, or other.
 - Site Location: If service delivery/instruction will be offered in person or hybrid, identify the site location the project will be implemented. Efforts must be made to secure public facilities, which involve no cost to the state. If you are proposing to use facilities other than your own, a **collaboration agreement must be included**. All programs and instructional sites must be accessible to persons with disabilities.
 - Estimated Total Weeks/Hours of Instruction: Identify the Weeks/Hours of instruction for this priority area.
 - Timeline of Project: Identify the beginning and end dates of the project.
 - Project Staff: Describe the job title and responsibility of each staff member funded under this project. As a reminder, costs associated to the priority area on the ED-114 and eGMS should be proportionate to the amount of time working under this project.
 - Project Management: Describe how the management of the project will ensure the attainment of successful outcomes.

- Professional Learning or Staff Training: Describe the opportunities which will be funded by this project.
- **Project Design:** The overall design should be based on the most rigorous research available so that participants achieve substantial learning gains and use instructional practices that include the essential components of reading instruction.
 - Curriculum/Resources: Identify the main curriculum and resources that will be used. Describe how these are aligned to the College and Career Readiness Standards or English Language Proficiency Standards.
 - Design Specific to the Priority Area: Complete all project design components specific to each priority area.
 - Project Evaluation: Describe the evaluation process that will be used to determine priority area project success.
- **Applying as a Consortium:** Complete the Applying as a Consortium section if you are applying as the lead agency/fiscal entity in a consortium. Refer to [this](#) section of the RFP for a comprehensive list of responsibilities of the fiscal entity.

D. Budget Proposal: Eligible applicants are responsible for developing budgets that accurately reflect the planned activities for the grant period. Only expenditures that support approved AEFLA activities may be budgeted. The Budget Form ED-114 Excel templates for Comprehensive Adult Education Services, Corrections Education and IELCE can be found on the CSDE’s website under [Adult Education Federal Legislation and Grants Documents and Forms](#) and at the links indicated in the General Proposal Application. Applicants will use these templates to provide a budget for the total allocation requested in Section 231, Section 225, and Section 243 funding areas. A detailed line-item budget narrative must accompany the proposal. When completing Excel Budget Template pages, refer to [Appendix K](#) Master Budget Code Description document and the revised 2023 [Budget Buddy: A guide for Providers of Adult Education](#). The ED-114 must identify all costs associated with the project and support the project purpose and objectives. In addition, a detailed line-item budget narrative must be included for the required 20 percent match for all projects. The proposal must provide assurance that federal funds will not be co-mingled with state or local funds. Other federal funds are not eligible to meet match requirements. Costs proposed are those above and beyond normal operational costs and must be attributed to the project described in the proposal.

Applicants anticipating administrative costs in excess of 5 percent may submit with the RFP proposal application a detailed written request electronically by email as a PDF attachment to SDE.AdultEd@ct.gov to justifying the additional administrative costs.

- E. Federal Considerations for Funding Checklist:** Complete the Federal Considerations for Funding Checklist identifying proposal alignment and compliance with the 13 federal considerations for funding. This checklist can be found in [Appendix E](#).
- F. Proposal Edit Check:** Complete and sign the Proposal Edit Check form. This form can be found in [Appendix F](#).

G. Attestations, Certifications and Assurances:

- **Appendix G-1 Statement of Assurances:** The proposal submitted must bear the original signature(s) of the authorized official(s) of the applicant and the date on the Statement of Assurances.
- **Appendix G-2 General Education Provisions Act (GEPA) Sec. 427 Attestation:** The project director must sign and date the Attestations Form. For more information about GEPA, refer to [this](#) section of the RFP.
- **Appendix G-3 Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements:** The proposal submitted must bear the original signature(s) of the authorized official(s) of the applicant and the date on the Certification Regarding Debarment and Suspension, Ineligibility and Voluntary Exclusion.
- **Appendix G-4 Affirmative Action Certificate:** The proposal submitted must bear the original signature(s) of the authorized official(s) of the applicant and the date on the Affirmative Action Certificate. Applicants that are not municipal school districts, including, but not limited to, regional educational service centers and nonprofit organizations, must file the [Bidder Contract Compliance Monitoring Report](#) with their application if there currently is not one on file with the CSDE.

- H. **Submission of Proposal in the electronic Grants Management System (eGMS):** Once the applicant receives approval of the grant award, the provider must submit the grant proposal, in total, including budgets into the Connecticut electronic Grants Management System (eGMS) no later than the requested deadline.

Additional Application Information

- A. **Questions:** To submit questions about the RFP and application process, please email SDE.AdultEd@ct.gov. Use subject line: PEP RFP Question <Insert Organization Name>. Questions will be accepted from the date of the Bidders' Conference until April 26, 2024, one week before the proposal submission deadline. Note that questions may only be general in nature, applicable to most applicants, and not specific to any provider. Answers to the questions will be posted on the CSDE Adult Education webpage.
- B. **Amendment or Cancellation of the Application:** The CSDE reserves the right to cancel, amend, modify or otherwise change this request at any time if it deems it to be in the best interest of the state to do so. The CSDE, at its option, may seek applicant retraction and/or clarification of any discrepancy or contradiction found during its review of applications. The CSDE may decide, at any time, to start the application process again if in the best interests of the state.
- C. **Application Expenses:** Applicants are responsible for all costs and expenses incurred in the preparation of applications and for any subsequent work on the application that is required by CSDE.
- D. **Oral Agreement or Arrangements:** Any alleged oral agreements or arrangements made by applicants with any state agency or employee will be disregarded in any state application evaluation or associated grant award.
- E. **Applicant Presentation of Supporting Evidence:** Applicants may be invited to present to the CSDE, at the CSDE's full discretion, additional evidence of experience, performance, ability and/or financial surety that the CSDE deems to be necessary or appropriate to fully establish the performance capabilities

represented in their grant proposals.

- F. Monitoring:** The state may conduct site visits to grantees and sub-grantees funded under this grant program to monitor a school and district’s progress and compliance within the intent of the program. Within 60 days of project completion or at the end of the grant period, whichever is earlier, the grantee is required to submit a final project and audit report (template provided by CSDE) to confirm the manner in which funds were utilized. Any funds not expended, or not expended in accordance with the approved budget, must be returned to the state.

- G. Freedom of Information Act:** All applications shall become the sole property of the state. All of the information contained in an application is subject to the provisions of the Freedom of Information Act (FOIA), Section 1-200 et seq. of the Connecticut General Statutes. FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records in accordance with the terms of FOIA.

APPENDIX A: LETTER OF INTENT TO APPLY

The CSDE requires entities that intend to apply for the Program Enhancement Projects (PEP) grant to submit a Letter of Intent to Apply by Friday, March 15, 2024, so CSDE can review agency eligibility and expected funds requested. Submission of a Letter of Intent does not obligate the organization to submit a proposal for funding nor does it guarantee that an eligible applicant will receive funding.

Please submit a completed Letter of Intent electronically by email as a PDF attachment to SDE.AdultEd@ct.gov by Friday, March 15, 2024. Use subject line: Letter of Intent <Insert Organization Name>.

Applicant Agency:	
Website URL:	
Address:	
City:	Zip Code:
Provider/Agency Director:	Phone:
	E-mail:
Signature of Director confirming the organization named above intends to respond to the PEP grant Request for Proposal for Adult Education funding:	Date:

Type of Eligible Agency: (please select appropriate box)

- Local Education Agency
- Community-Based Organization or Faith-Based Organization
- Volunteer Literacy Organization
- Institution of Higher Education
- Public or Private Nonprofit Agency
- Library
- Public Housing Authority
- Nonprofit Institutions, not described above, that have the ability to provide adult education and literacy activities to eligible individuals
- Consortium or Coalition of the agencies, organizations, institutions, libraries or authorities described above
- Partnership between an employer and an entity described above.

Please select all priority areas you plan to apply for funding:

	PRIORITY AREA	MAXIMUM FUNDS AVAILABLE	EXPECTED FUNDS REQUESTED
<input type="checkbox"/>	Connecticut Adult Virtual High School	\$450,000	
<input type="checkbox"/>	Corrections Education	\$200,000	
<input type="checkbox"/>	Family Literacy Services	\$50,000	
<input type="checkbox"/>	Instructional Innovation	\$30,000	
<input type="checkbox"/>	Integrated Education and Training	\$50,000	
<input type="checkbox"/>	Integrated English Literacy and Civics Education	\$25,000	
<input type="checkbox"/>	Integrated English Literacy and Civics Education + Training	\$75,000	
<input type="checkbox"/>	Technology Integration and Expansion of Services	\$30,000	
<input type="checkbox"/>	Transition, Career Navigation and Support	\$50,000	
Total Expected Funds Requested:			

Indicate all priority areas you are applying as the lead fiscal agency as a consortium and identify the name (s) and type of eligible agency as part of the consortium:

APPENDIX B: DEMONSTRATED EFFECTIVENESS FORM

Applicant Organization:	
Address:	
City:	Zip Code:
Provider/Agency Director:	Phone:
	E-mail:

An eligible provider must establish that it has demonstrated effectiveness through the following criteria: performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and/or training (34 CFR 463.24).

An applicant must also provide information regarding its outcomes for participants related to

- employment,
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training.

If eligible providers apply as a consortium with other eligible providers to consolidate and leverage resources, each member of a consortium must meet the definition of demonstrated effectiveness. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that has been funded under Title II of the WIOA must provide performance data required under Section 116 of the WIOA to demonstrate past effectiveness. Past effectiveness will be evidenced by meeting or exceeding performance measures of Connecticut’s federal targets based on documentation from the Literacy Adult and Community Education Services (LACES) database and annual reviews of previously funded providers.
2. An applicant that has not been previously funded under AEFLA, as amended by 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 listed above.

Past effectiveness will also be demonstrated by post exit performance of the percentage of eligible participants who exited and transitioned to employment as well as the percentage of eligible participants who exited and transitioned to post-secondary education and/or training. Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.

This Demonstrated Effectiveness form must be submitted with the proposal on the submission deadline date. Applicants applying as a consortium must submit demonstrated effectiveness data for each consortium member to determine if each member is an eligible provider of demonstrated effectiveness.

Past Effectiveness of Applicants Previously Funded Under AEFLA Title II

Applicants who have been previously funded under the AEFLA Title II will submit performance data for the three most recent years, FY22, FY23, and FY24.

Measurable Skills Gains- Use LACES NRS Table 4, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Under the WIOA, five categories are used to document Measurable Skills Gains.

1. Educational Functioning Level (EFL) gain
2. Attainment of secondary school diploma or its recognized equivalent
3. A postsecondary education transcript or report card for a participant who complete a minimum of 12 hours per semester (IET)
4. Training milestone through a satisfactory or better progress report set with an employer (workplace literacy only)
5. Passage of occupational exam or attain technical or occupational skills as evidenced by trade-related benchmarks (IET)

NRS Level	FY22			FY22 Negotiated Targets	FY23			FY23 Negotiated Targets	FY24 (current)			FY24 Negotiated Targets
	# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)		# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)		# of students enrolled with 12 hours or more of instruction (Column B)	# of students with one MSG (Columns E+F+G)	Provider % achieving MSG (Column J)	
ABE 1				40%				28%				29%
ABE 2				49%				33%				34%
ABE 3				49%				28%				29%
ABE 4				42%				31%				32%
ABE 5				40%				40%				42%
ABE 6				63%				49%				49%
Total ABE												
ESL 1				48%				32%				33%
ESL 2				57%				39%				41%
ESL 3				50%				37%				38%
ESL 4				46%				25%				26%
ESL 5				46%				26%				27%
ESL 6				30%				15%				15%
Total ESL												
Grand Total												

Post-Exit Performance Indicators- Use LACES NRS Table 5, for each applicable Fiscal Year, to complete the below chart. For sections that require NRS data from LACES, use the “REPLACE” button when generating the report.

Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

Employment Measures	FY22			FY22 Negotiated Targets	FY23			FY23 Negotiated Targets	FY24 (current)			FY24 Negotiated Targets
	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	
Employed Second Quarter After Exit				50%				30.10%				30%
Employed Fourth Quarter After Exit				50%				30.80%				31%
Median earnings of participants employed in		\$		\$6,700		\$		\$4,750		\$		\$4,800

the second quarter after the exit quarter.												
Credential Attainment	# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)		# of participants who exited (Column B)	# of participants who exited achieving outcome or median earnings value (Column C)	Provider % participants achieving outcome (Column D)	
Attained a secondary school diploma (during participation or within one year of exit) AND employed or entered postsecondary within 1 year of exit												
Attained a postsecondary credential while enrolled or												

within 1 year of exit											
Attained any credential (unduplicated)				56%				32.5%			33%

Past Effectiveness of NEW Applicants

Applicants who have NOT been previously funded under the AEFLA Title II will submit performance data for the three most recent years, FY22, FY23, and FY24 in the format requested below.

Measurable Skills Gains

	FY22			FY23			FY24 (current)		
	# of eligible individuals enrolled and receiving instruction in the content area at 12 hours or more	# of eligible individuals who demonstrated improvement in the content area at 12 hours or more	% of eligible individuals who demonstrated improvement in the content area at 12 hours or more	# of eligible individuals enrolled and receiving instruction in the content area at 12 hours or more	# of eligible individuals who demonstrated improvement in the content area at 12 hours or more	% of eligible individuals who demonstrated improvement in the content area at 12 hours or more	# of eligible individuals enrolled and receiving instruction in the content area at 12 hours or more	# of eligible individuals who demonstrated improvement in the content area at 12 hours or more	% of eligible individuals who demonstrated improvement in the content area at 12 hours or more
Adult Basic Education									
Secondary School Diploma or its Equivalent									
English Language Acquisition (ESL)									
Civics/Citizenship Preparation									

Post-Exit Performance Indicators

Post-exit performance indicators are follow-up indicators that are collected after participants exit (90 days or more with no activity or future scheduled service). The post exit indicators require up to one year for follow-up and are reported on some participants who were reported in previous program years.

	FY22			FY23			FY24 (current)		
Employment Measures	# of eligible participants who exited	# of eligible participants who exited and transitioned to employment	% of eligible participants who exited transitioned to employment	# of eligible participants who exited	# of eligible participants who exited and transitioned to employment	% of eligible participants who exited transitioned to employment	# of eligible participants who exited	# of eligible participants who exited and transitioned to employment	% of eligible participants who exited transitioned to employment
Transitioned to Employment									
Credential Attainment	# of eligible participants who exited	# of eligible participants who exited and transitioned to postsecondary education and/or training	% of eligible participants who exited transitioned to postsecondary education and/or training	# of eligible individuals who exited	# of eligible participants who exited and transitioned to postsecondary education and/or training	% of eligible participants who exited transitioned to postsecondary education and/or training	# of eligible individuals who exited	# of eligible participants who exited and transitioned to postsecondary education and/or training	% of eligible participants who exited transitioned to postsecondary education and/or training
Transitioned to Postsecondary Education and/or Training									

Applicants not previously funded under the AEFLA Title II must also describe past effectiveness in serving eligible individuals for the last three years in narrative format. Note: The CSDE reserves the right to verify the information provided below:

- the criteria used to identify the participant as eligible for services;
- the specific assessments used to identify placement and improvement of skills;
- the types of programs and activities, including programs that provided academic content and workforce readiness preparation; and
- the system used to track the participant’s transition to employment or postsecondary education and/or training post-exit.

Narrative Response Limit your response to approximately 250 words.	
---	--

APPENDIX C: INTERAGENCY COLLABORATION AGREEMENT

_____ (name of proposing agency) is submitting a proposal for the _____ (name of program). This program will _____ (brief information about program).

For Fiscal Year 2025 we would like to enter into a collaborative agreement with your agency for the following services.

Responsibilities of Proposing Agency:

For this application, describe the specific activity to be provided by the proposing agency, the number of people to be served, the location of the activity, time period, etc.

Responsibilities of Collaborating Agency:

For this application, describe the specific activity to be provided by the collaborating agency, the number of people to be served, the location of the activity, time period and cost, etc. If a workplace program, the employer must list contribution, e.g., employee paid release time.

PROPOSING AGENCY	

Name:	_____
Title:	_____
Address:	_____ _____
(Signature)	
Date:	_____

COLLABORATING AGENCY	

Name:	_____
Title:	_____
Address:	_____ _____
(Signature)	
Date:	_____



**APPENDIX D: WORKFORCE DEVELOPMENT BOARD
INTERAGENCY COLLABORATION AGREEMENT**

_____ (name of proposing agency) is submitting a proposal for the
_____ (name of program). This program will _____
_____ (brief information about program).

For Fiscal Year 2025, we would like to enter into a collaborative agreement with your agency for the following services:

Responsibilities of Proposing Agency:

For this application, describe the specific activity to be provided by the proposing agency, the number of people to be served, the location of the activity, time period, etc.

Responsibilities of Local Workforce Development Board:

For this application, describe the specific activity to be provided by the WDB, the number of people to be served, the location of the activity, time period and cost, etc. If a workplace program, the employer must list contribution; e.g., employee paid release time.

PROPOSING AGENCY	WORKFORCE DEVELOPMENT BOARD
<p>_____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Address: _____</p> <p>_____</p>	<p>_____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Address: _____</p> <p>_____</p>
<p>(Signature)</p> <p>Date: _____</p>	<p>(Signature)</p> <p>Date: _____</p>

WORKFORCE DEVELOPMENT BOARD DIRECTORS CONTACT INFORMATION

WORKFORCE DEVELOPMENT AREAS (WIOA)	DIRECTORS	PHONE AND FAX
Southwest The WorkPlace	Joseph M. Carbone, President & CEO The WorkPlace 1000 Lafayette Blvd, Suite 501 Bridgeport, CT 06604	203-610-8500
North Central Capital Workforce Partners	Alex Johnson, President & CEO Capital Workforce Partners 1 Union Place Hartford, CT 06103	860-522-1111 x12 860-722-2486 (FAX)
South Central Workforce Alliance	William P. Villano, President & CEO Workforce Alliance 370 James Street, Suite 401 New Haven, CT 06513	203-867-4030 203-562-1106 (FAX)
Eastern Eastern CT Workforce Investment Board	Michael Nogelo, President & CEO Eastern CT Workforce Development Board 108 New Park Avenue Franklin, CT 06254	860-859-4100 860-859-5741 (FAX)
Northwest Northwest Regional Workforce Investment Board	Catherine Awwad, President & CEO Northwest Regional Workforce Development Board 249 Thomaston Avenue Waterbury, CT 06702	203-574-6971 x 426 203-573-8951 (FAX)

APPENDIX E: FEDERAL CONSIDERATIONS FOR FUNDING CHECKLIST

Applicant Agency: _____

External Evaluator Name: _____

Applicant Agency- Indicate the page or pages of the proposal where each consideration is demonstrated.

External Evaluators- Indicate Yes/No/Incomplete for each item.

	Considerations for Funding	Applicant Agency Indicate the document and page found. (e.g., GPA-1, P1-3, P2-1) (Expand boxes as necessary)	For Evaluators Only Indicate Yes/No/Incomplete for each item. Comments required for any No or Incomplete item(s) – make comments on the External Evaluator Review Form
1	The degree to which the eligible provider would be responsive to: (A) Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs); and (B) Serving individuals in the community who were identified 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 (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).		
2	The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).		
3	Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).		

4	The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the One-Stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).		
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 (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).		
6	Whether the eligible provider’s activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).		
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 (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications, as appropriate).		
8	Whether the eligible provider’s activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and/or training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum, which focus on skills needed for postsecondary education and/or training, the workplace and 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 (as evidenced by appropriate degrees, certifications and trainings).		
10	Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).		
11	Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).		
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 (as evidenced by prior participation in, or a commitment to participate in, the eligible agency’s CCS and LACES, and to submit comprehensive, timely and accurate data).		
13	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).		

APPENDIX F: PROPOSAL EDIT CHECK

Applicant Agency: _____

Required	Notes	Check
Letter of Intent to Apply	Each agency or consortium must complete and submit a completed Letter of Intent to Apply electronically by email as a PDF attachment to SDE.AdultEd@ct.gov by Friday, March 15, 2024. Use subject line: Letter of Intent <Insert Organization Name>.	<input type="checkbox"/> Yes
The RFP, in its entirety, including all components, must be emailed by 4:00 p.m. on Friday, May 3, 2024, to SDE.AdultEd@ct.gov . Subject Line: PEP RFP Application <Insert Organization Name>. All documents must be submitted as requested in the “Proposal Guidelines and Requirements” section and below in the PEP RFP Application email by the RFP submission date.		
Demonstrated Effectiveness Form	Each applicant must complete and submit a Demonstrated Effectiveness Form as a <u>separate</u> PDF attachment. Failure to complete and submit demonstrated effectiveness tables will result in the applicant being disqualified. Only applications that are determined to be from eligible providers of demonstrated effectiveness will be reviewed, scored, and considered for funding.	<input type="checkbox"/> Yes
General Proposal Application	Each applicant must complete and submit a General Proposal Application as a <u>separate</u> PDF attachment. The application cover page must be signed by the Superintendent of Schools or Chief Executive Officer of Agency and include the date of Board/Agency approval.	<input type="checkbox"/> Yes
Priority Area Planning Documents	Each applicant must complete and submit a priority area planning document as a <u>separate</u> PDF attachment for <u>each</u> priority area requesting funds. Please try to limit each priority planning document to seven pages. Section 231 Comprehensive Adult Education Services: Connecticut Adult Virtual High School Family Literacy Services Instructional Innovation Integrated Education and Training Integrated English Literacy and Civics Education (IELCE) Technology Integration and Expansion of Services Transition, Career Navigation and Support Section 225: Corrections Education Section 243: Integrated English Literacy and Civics Education (IELCE+T)	<input type="checkbox"/> Yes
ED-114 Budget Templates:	Each applicant must complete and submit Budget Form ED-114 Excel worksheets (do not send a PDF) as <u>separate</u> attachments using the Excel templates for Comprehensive Adult Education Services, Corrections Education and Integrated English Literacy and Civics Education. Matching funds must equal 20 percent of the total grant. Administrative costs must be within the 5 percent guideline. If not, waive request is included.	<input type="checkbox"/> Yes

	<p>Section 231 Comprehensive Adult Education Services budget template</p> <p>Section 225 Corrections Education budget template</p> <p>Section 243 Integrated English Literacy and Civics Education (IELCE+T) budget template</p>	
Workforce Development Board Interagency Collaboration Agreement	Each applicant must complete and submit as a <u>separate</u> PDF attachment an Interagency Collaboration Agreement with the local Workforce Development Board. Contact information for the local workforce development boards is linked here and in Appendix D .	<input type="checkbox"/> Yes
Interagency Collaboration Agreement	Each applicant must complete and submit one <u>separate</u> PDF attachment no less than two additional Interagency Collaboration Agreements. Failure to include a minimum of three Interagency Collaboration Agreements with the proposal will result in its elimination from further consideration.	<input type="checkbox"/> Yes
Federal Considerations for Funding Checklist	Each applicant must complete and submit as a <u>separate</u> PDF attachment the Federal Considerations for Funding Checklist identifying proposal alignment and compliance with the 13 federal considerations for funding. Provide name of document in shortened form and page number for each consideration (e.g., GPA-1, P1-3, P2-1).	<input type="checkbox"/> Yes
Proposal Edit Checklist	Each applicant must complete and submit as a <u>separate</u> PDF attachment the Proposal Edit Checklist. A name of the person who completed the edit check is required.	<input type="checkbox"/> Yes
Attestations, Assurances and Certifications	Each applicant must complete and submit as one <u>separate</u> PDF attachment the required Attestations, Assurances and Certifications. Statement of Assurances GEPA Attestation Form Certification Regarding Debarment and Suspension Requirements Affirmative Action Certificate (refer to page 49 to determine if you must also submit a Bidder Contract Compliance Monitoring Report)	<input type="checkbox"/> Yes

Edit Check Completed by:

Name: _____

Title: _____ Date: _____

APPENDIX G-1: STANDARD STATEMENT OF ASSURANCES

**STANDARD STATEMENT OF ASSURANCES FOR GRANT PROGRAMS
CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Project Title:	
Applicant:	

The Applicant hereby assures the Connecticut State Department of Education that:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education

any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. Nondiscrimination

- 1) For purposes of this Section, the following terms are defined as follows:
 - a. "Commission" means the Commission on Human Rights and Opportunities;
 - b. "Contract" and "contract" means this grant;
 - c. "Contractor" and "contractor" means the applicant and any successors or assigns;
 - d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
 - e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
 - h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
 - i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
 - j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
- 2) For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).

- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action equal opportunity employer” in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- 4) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter
- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of

Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the

Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature of Authorized Official:	
Name: <i>(typed)</i>	
Title: <i>(typed)</i>	
Date:	



APPENDIX G-2: GENERAL EDUCATION PROVISIONS ACT (GEPA) SEC. 427 ATTESTATION

WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY

This attestation outlines the steps that _____ will ensure be taken
 (Applicant Agency)

should the _____ project be funded.
 (Title of Project)

The purpose of this requirement is to assist the U.S. Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The statute highlights six types of barriers that can impede equitable access or participation: gender; race; national origin; color; disability; or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps applicable to your project that you will take to comply with the GEPA requirements.

Project Director: (Name and Title) _____

Signature of Project Director: _____ Date: _____

APPENDIX G-3: CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREM

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with the making of any Federal Grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that is and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (e) Notifying the agency, in writing, within 10 calendar days

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee’s policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction; after receiving notice under subparagraph (d)(2) from an



employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	

APPENDIX G-4: AFFIRMATIVE ACTION CERTIFICATE

Affirmative Action Plans

Certification That A Current Affirmative Action Plan Is On File

Municipal School Districts are exempt from submitting affirmative action plans. Applicants that are not municipal school districts, including, but not limited to, regional educational service centers and nonprofit organizations, must file the [Bidder Contract Compliance Monitoring Report](#) with their application. The completed Bidder Contract Compliance Monitoring Report may be sent by email.

If an applicant that is required to file an Affirmative Action Plan (Bidder Contract Compliance Monitoring Report) already has one on file, the applicant should so certify by signing the statement below:

I, the undersigned authorized official, hereby certify that the applying organization:

_____, has a current affirmative action plan (Bidder Contract Compliance Monitoring Report) on file with the Connecticut State Department of Education.

Signature of Authorized Official: _____

Date: _____

Printed Name and Title: _____

APPENDIX H: INTERNAL EVALUATOR REVIEW FORM

If all criteria are met as noted, the proposal moves forward for external review.

Applicant Agency: _____

Required Information	Completed and Submitted To CSDE	If NO, Explain
<p>Letter of Intent to Apply:</p> <ul style="list-style-type: none"> Submitted by requested due date. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Demonstrated Effectiveness:</p> <ul style="list-style-type: none"> Meets criteria by demonstrating effectiveness in serving a similar target population or delivering a similar program. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>General Proposal Application:</p> <ul style="list-style-type: none"> The cover page addresses all information, signed with Board/Agency approval. Organization Background: Addresses all information as outlined. Accountability Practices/State Considerations for Funding: Addresses all information as outlined. Recruitment/Retention and Support Services: Addresses all information as outlined. Integration with the Local Workforce Development Board and One-Stop Partner: Addresses all information as outlined. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Priority Area Planning Documents:</p> <ul style="list-style-type: none"> Addresses each item as outlined. Evidence of alignment to the Federal Considerations for Funding, State Consideration for Funding and WIOA. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>Interagency Collaboration Agreements: (total 3)</p> <ul style="list-style-type: none"> • Workforce Development Board: Demonstrated alignment with the industry sectors as identified in the board’s local plan and includes a signed agreement with the board. • Community partners: Includes collaboration appropriate to the priority area. A minimum of two additional agreements are submitted. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Federal Considerations for Funding Checklist:</p> <ul style="list-style-type: none"> • Responds to each of the considerations with location of evidence with RFP. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Assurances, Attestations and Certifications:</p> <ul style="list-style-type: none"> • All items completed and signed. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Budget:</p> <ul style="list-style-type: none"> • Comprehensive, Corrections Education and/or IELCE ED-114 Excel budget template completed accurately. • Budget is reasonable for the scope of the project. • Matching funds equal 20 percent of the total grant. • Administrative costs do not exceed 5 percent or proposal includes a request for waiver. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>Proposal Edit Check:</p> <ul style="list-style-type: none"> • All items completed and signed. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The proposal has met the required criteria and may move forward for external review. Yes No

Internal Reviewer: _____

Date: _____

Additional comments:

APPENDIX I: EXTERNAL EVALUATOR REVIEW FORM
Evaluation Criteria Scoring Rubric
(Maximum Points – 48 for each priority area)

Reviewers must only use the above number references. No half scores or other numbers.

Applicants will be evaluated based on clear, complete and specific responses to the application narrative, questions, descriptions and budget. The application is scored holistically, even if comprised of separate projects. Incorporation of projects not aligned to need and strategic intent may impact overall scoring. Each section is rated using the following key:

4 points – Excellent: Specific and comprehensive. Complete, detailed and clearly articulated information regarding criteria. Well-conceived and developed.

3 points – Good: Clearly written with most important and relevant details or requested information provided. Very few questions are not fully explained. A few minor inconsistencies or errors may exist.

2 points – Satisfactory: General, but insufficient detail. Adequate information regarding criteria, but several areas are not sufficiently explained and/or questions remain. Several inconsistencies, weaknesses and/or errors.

1 point – Fair: Unclear and non-specific. Criteria appear to be minimally met, but limited information is provided about approach and strategies. Lacks focus, detail and/or coherence. May contain multiple errors.

0 points – Poor: Does not meet or address the criteria. Fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how criteria are met.

Consideration Criteria	Priority Area Name: _____ _____
Rating 0-4	
Addresses each of the required components within the priority area; there is a plan for each appropriate priority area for which the eligible entity applied.	
Describes target population and demonstrates that proposed project addresses gaps in services for target population.	
Describes a comprehensive, long-term retention/recruitment plan and a support plan to address barriers to success.	
Identifies cooperative arrangements with other agencies, institutions, or organizations specific to this priority area that will support learners’ success.	
Provides goals and objectives that relate to priority area and are stated in a clear and measurable manner.	
Describes activities/strategies and outcomes that are measurable and impact learning gains.	
Demonstrates that necessary project management and professional learning for	

staff will be implemented.	
Provides information that staff funded in this priority area are at the capacity necessary to provide all instructional elements.	
Demonstrates that curriculum and resources are appropriate for priority area and incorporates digital literacy into the everyday classroom experience.	
Includes instructional practices that research has proven to be effective in the priority area and is of sufficient intensity and duration.	
Describes how the proposed activities will lead to postsecondary education or training, career advancement, and economic self-sufficiency.	
Describes a process by which the evaluation will be used to determine priority area project success.	
Total of Column	
<p>Alignment to Federal Considerations for Funding: Using Appendix E Considerations for Funding Checklist, cross check all page references and indicate YES/NO/INCOMPLETE in the evaluator’s column. Any “NO” or “INCOMPLETE” should be noted below with consideration and page number when commenting.</p>	
<p>Additional comments: Please provide any additional comments about the overall submission.</p>	

External Evaluator Name: _____ Date: _____

External Evaluator Agency/Department: _____

External Evaluator Email: _____

APPENDIX J: DEFINITION OF TERMS

Term	Definition
ADMINISTRATIVE COSTS WIOA (2014)	<p>The term “administrative costs” means expenditures incurred by grant subrecipients in the performance of administrative functions and in carrying out activities that are not related to the direct provision of adult education or workforce investment services (including services to participants and employers).</p> <p>Such costs include both personnel and non-personnel costs and both direct and indirect costs.</p>
ADULT EDUCATION WIOA (2014)	<p>The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to:</p> <p>(A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;</p> <p>(B) transition to postsecondary education and training; and</p> <p>(C) obtain employment.</p>
ADULT EDUCATION AND LITERACY ACTIVITIES WIOA (2014)	<p>The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.</p>
ADULT SECONDARY EDUCATION National Reporting System (NRS)	<p>The term “adult secondary education” (ASE) refers to educational levels in the National Reporting System (NRS). The ASE levels in the NRS are generally equivalent to grades 9-12.</p>
BASIC SKILLS DEFICIENT WIOA (2014)	<p>“Basic skills deficient” means:</p> <p>(A) that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or</p> <p>(B) that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.</p>
CAREER PATHWAY WIOA (2014)	<p>The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that:</p> <p>(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;</p> <p>(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);</p> <p>(C) includes counseling to support an individual in achieving the individual’s education and career goals;</p>

	<p>(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;</p> <p>(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;</p> <p>(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and</p> <p>(G) helps an individual enter or advance within a specific occupation or occupational cluster.</p>
COMMUNITY-BASED ORGANIZATION WIOA (2014)	<p>The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of adult education, workforce development, and/or provision of supportive services.</p>
CONSORTIUM	<p>A consortium is made up of a group in which all members of the consortium are eligible providers and one member is designated as the lead member.</p>
CORRECTIONAL INSTITUTION WIOA (2014)	<p>The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.</p>
CRIMINAL OFFENDER WIOA (2014)	<p>The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.</p>
DIGITAL LITERACY Museum and Library Sciences Act of 2010	<p>The term “digital literacy” refers to the knowledge and skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.</p>
EDUCATIONAL FUNCTIONING LEVEL (EFL) National Reporting System (NRS)	<p>The term “educational functioning levels” refers to the Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) literacy levels, as provided in § 462.44, that describe a set of skills and competencies that students demonstrate in the National Reporting System (NRS) skill areas.</p>
ELIGIBLE AGENCY WIOA (2014)	<p>The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.</p>
ELIGIBLE INDIVIDUAL WIOA (2014)	<p>The term “eligible individual” means an individual:</p> <p>(A) who has attained 16 years of age (Note: Connecticut has compulsory attendance that requires learners to be in school until age 17);</p> <p>(B) who is not enrolled or required to be enrolled in secondary school under state law</p> <p>(C) and who</p> <p style="padding-left: 40px;">(i) is basic skills deficient;</p>

	<p>(ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or</p> <p>(iii) is an English language learner.</p>
<p>ELIGIBLE PROVIDER WIOA (2014)</p>	<p>The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:</p> <p>(A) a local educational agency;</p> <p>(B) a community-based organization or faith-based organization;</p> <p>(C) a volunteer literacy organization;</p> <p>(D) an institution of higher education;</p> <p>(E) a public or private nonprofit agency;</p> <p>(F) a library;</p> <p>(G) a public housing authority;</p> <p>(H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;</p> <p>(I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and</p> <p>(J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).</p>
<p>ENGLISH LANGUAGE ACQUISITION (ELA) PROGRAM WIOA (2014)</p>	<p>The term “English language acquisition program” means a program of instruction:</p> <p>(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and</p> <p>(B) that leads to</p> <p style="padding-left: 40px;">(I) attainment of a secondary school diploma or its recognized equivalent; and</p> <p style="padding-left: 40px;">(II) transition to postsecondary education and training; or</p> <p style="padding-left: 40px;">(ii) employment.</p>
<p>ENGLISH LANGUAGE LEARNER (ELL) WIOA (2014)</p>	<p>The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:</p> <p>(A) whose native language is language other than English; or</p> <p>(B) who lives in a family or community environment where a language other than English is the dominant language.</p>
<p>ENROLLMENT National Reporting System (NRS)</p>	<p>The term “enrollment” refers to participants who have received twelve (12) or more hours of service per the National Reporting System (NRS). Participants who have received 12 or more hours of service are counted on the federal NRS data tables for state and local accountability.</p>
<p>FAMILY LITERACY ACTIVITIES WIOA (2014)</p>	<p>The term “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:</p>

	<p>(A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.</p> <p>(B) Interactive literacy activities between parents or family members and their children.</p> <p>(C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.</p> <p>(D) An age-appropriate education to prepare children for success in school and life experiences.</p>
<p>INDIRECT COST RATE U.S. Department of Education, Office of the Chief Financial Officer</p>	<p>The “indirect cost rate” represents the calculated benefit of indirect costs to all associated revenues from both Federal and State sources. It should be used for indirect cost claims under all Federal programs that permit reimbursement. This is true whether or not the grant is received from a State Education Agency, another State Agency or directly from a Federal agency. The rate must be current; meaning it is approved and covers the period coincident with grant activities.</p>
<p>INDIVIDUAL WITH A BARRIER TO EMPLOYMENT WIOA (2014)</p>	<p>The term “individual with a barrier to employment” means a member of one or more of the following populations:</p> <p>(A) Displaced homemakers.</p> <p>(B) Low-income individuals.</p> <p>(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.</p> <p>(D) Individuals with disabilities, including youth who are individuals with disabilities.</p> <p>(E) Older individuals.</p> <p>(F) Ex-offenders.</p> <p>(G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).</p> <p>(H) Youth who are in or have aged out of the foster care system.</p> <p>(I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.</p> <p>(J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).</p> <p>(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).</p> <p>(L) Single parents (including single pregnant women).</p> <p>(M) Long-term unemployed individuals.</p>
<p>INDIVIDUAL WITH A DISABILITY WIOA (2014)</p>	<p>The term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). The term “individuals with disabilities” means more than 1 individual with a disability.</p>
<p>INTEGRATED EDUCATION AND TRAINING (IET)</p>	<p>The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with</p>

WIOA (2014)	<p>workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.</p>
<p>INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) WIOA (2014)</p>	<p>The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.</p>
<p>LITERACY WIOA (2014)</p>	<p>The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.</p>
<p>LACES Literacy Pro Systems (LPS)</p>	<p>Literacy, Adult and Community Education System (LACES) is CSDE’s online shared data management system for Adult Education. Grantees use LACES to register students, keep track of attendance and assessment data, and generate information for state and federal reporting.</p>
<p>LOCAL EDUCATIONAL AGENCY U.S. Department of Education Definitions</p>	<p>The term “a local educational agency (LEA)”, as defined in ESEA, is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.</p>
<p>ON-THE-JOB TRAINING WIOA (2014)</p>	<p>The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that:</p> <ul style="list-style-type: none"> (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
<p>POSTSECONDARY EDUCATIONAL INSTITUTION WIOA (2014)</p>	<p>The term “postsecondary educational institution” means:</p> <ul style="list-style-type: none"> (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

<p>RECOGNIZED POSTSECONDARY CREDENTIAL WIOA (2014)</p>	<p>The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.</p>
<p>UNEMPLOYED INDIVIDUAL WIOA (2014)</p>	<p>The term “unemployed individual” means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.</p>
<p>WORKFORCE PREPARATION ACTIVITIES WIOA (2014)</p>	<p>The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.</p>
<p>WORKFORCE TRAINING ACTIVITIES WIOA (2014)</p>	<p>The term “workforce training activities” means training for a specific occupation or occupational cluster. These activities may include any of the following:</p> <ul style="list-style-type: none"> a) occupational skills training, including training for nontraditional employment; b) on-the-job training; c) incumbent worker training; d) programs that combine workplace training with related instruction, which may include cooperative education programs; e) training programs operated by the private sector; f) skill upgrading and retraining; g) entrepreneurial training; h) transitional jobs; i) job readiness training provided in combination with services described in any of clauses a through h; j) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any clauses a through g; and k) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
<p>WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES WIOA (2014)</p>	<p>The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider 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.</p>

APPENDIX K: MASTER CODE BUDGET DESCRIPTION

In accordance with WIOA-Title II AEFLA, at least 95 percent of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed 5 percent, may be used for local administrative costs. Local administrative costs include budget codes 111A, 112B, 322, 580, 612, and 917.

111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

112A Education Aides

Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

112B Clerical

Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

119 Other

Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals, including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries and food service personnel.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

322 In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

324 Field Trips

Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.

325 Parental Activities

Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.

330 Employee Training and Development Services

Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals - costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services - expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) - payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

510 Student Transportation Services

Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

530 Communication

Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

611 Instructional Supplies

Expenditures for consumable items purchased for instructional use.

612 Administrative Supplies

Expenditures for consumable items directly related to program administrative (non-instructional) activities.

641 Books and Periodicals

Expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs, and textbooks that are purchased to be resold or rented.

690 Other Supplies

Allowable Expenditures for any other supply which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies, and transportation supplies.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category, if allowable under grant legislation, are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year.

917 Indirect Costs

Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.

940 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut CSDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.