

GRANT QUESTIONS – SEC. 231 FUNDS

1) Learner Progress – Program provides an interactive intake procedure with information presented using adult education principles and is accessible to ALL learners. Informal and formal assessment and collaborative goal development are used to gauge learner progress, guide instruction, advising and other services that support a “successful” transition and demonstrate gains in abilities. (i.e., Intake and Orientation, Retention, & Outcomes)

PARTICIPANT EXPERIENCE

1. Describe how your program will monitor learner progress and provide services in a manner that meets the needs of eligible individuals. Elements might include intake, orientation, assessment, counseling, goal setting, and retention efforts.
2. Describe how your program will provide instruction based on the results of the learners’ diagnostic and formative assessment and measure the success of instructional practices for an individual learner?
3. Describe how your program will capture feedback on eligible individual and enrolled participant satisfaction. How will this feedback be used for continuous improvement?

ACCESSIBILITY TO SERVICES

1. Describe (as applicable) your current and future innovative approaches for serving eligible individuals with barriers to employment such as, homeless, single parents, displaced homemaker, incarcerated, and/or previously incarcerated.
2. Describe your current and future innovative approaches specifically for serving eligible individuals with disabilities including those individuals with learning disabilities.
3. Describe your current and future innovative approaches specifically for serving eligible individuals with low levels of literacy?
4. Describe your current and future innovative approaches specifically for serving eligible individuals with limited English proficiency.

2) Curriculum, Instruction and Professional Development – Curriculum development and instruction meets learners’ needs and learning styles, is embedded in real-life contexts while anchored in standards (CCRS and Employability). The program provides opportunities for all instructors to participate in on-going professional development with support in integrating new evidence-based strategies into instruction through practice, feedback, reflections, and observation to improve instructional practices. (i.e., Content Standard Alignment, Classroom Instruction, & Professional Development)

PROGRAM INTENSITY AND Duration

1. Describe how your program design is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains.
2. Describe how your programs uses instructional practices that include essential components of reading instruction.

3. Describe how your program uses curriculum aligned with College and Career Readiness Standards and the 21st century skill and employability skills.
4. Describe how your program design will offer flexible schedules and coordinate with other support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals to attend and complete programs.
5. Describe how your program will ensure that lesson plans are developed, aligned and administered with the instructional standards, while accounting for the diverse needs of enrolled participants

PROGRAM'S SITE AND SCHEDULE OF SERVICES

- Site Location (i.e., Lincoln Elementary School, 123 Main Street, City, County)
- Site Category for Serving Eligible Individuals
- Instructional Programming Offered at Site (i.e., ABE, ASE, ESL, EL/Civics)
- Days of Operation (i.e., M, T, F or M-F every other Saturday)
- # Hours a Week the Location is Open to Participants
- # Months Operating per Year

QUALITY OF STAFF AND PROFESSIONAL DEVELOPMENT

1. Describe the duties and responsibilities of your program's coordinator? How will you ensure that your program has a full-time coordinator? *Reference: Iowa Administrative Code 281—23.1 (260C) - "Coordinator" means the person(s) responsible for making decisions for the adult education and literacy program at the local level.*

2. How do you plan to staff your program?

- Position Title (i.e. HSED Math Instructor)
- Total Number (i.e., Three)
- Full-time (i.e., Two)
- Part-time (i.e., One)

3. Describe how your program will ensure that educational activities are delivered by well-trained and highly qualified instructors who meet the minimum qualifications established by the State, where applicable. *Reference: Iowa Administrative Code 23.6(1) -- Professional staff providing instruction in an adult education and literacy program to students must possess at minimum a bachelor's degree.*

4. Describe how your program will provide and disseminate high quality professional development to its professional and volunteer staff (if applicable) that is based on the most rigorous and scientifically valid research available. *Reference: Iowa Administrative Code 281—23.7 (260C) -- High-quality professional development. 23.7(1) Responsibility of program. Adult education and literacy programs shall be responsible for providing professional development opportunities for professional and volunteer staff, including...b. The development and dissemination of instructional and programmatic practices based on the most rigorous and scientifically valid research available".*

5. Describe recent professional development activities that your program has participated in over the last three years. Distinguish by the following position type: 1) coordinators, 2) professional staff, and 3) volunteer staff (if applicable). *Reference: Iowa Administrative Code 281—23.1 (260C) --"Coordinator" means the person(s) responsible for making decisions for the adult education and literacy program at the*

local level. "Department" means the Iowa department of education. "Professional staff" means all staff that are engaged in providing services, including instruction and data entry, for individuals who are eligible for adult education and literacy programs. "Volunteer staff" means all non-paid persons who perform services, including individualized instruction and data entry, for individuals who are eligible for adult education and literacy programs.

6. Describe your program's three-year plan for implementing continuous professional development for your program's coordinator, professional staff, and volunteer staff (if applicable).

7. Describe your program's plans to implement the state's professional development management system, My Learning Plan. Include the tracking of professional development hours, classroom observation, individual professional development plans, registering for state and local events, as well as your program's plans to link individual and professional goals to professional development. *Reference: Iowa Administrative Code 23.7(4) - All professional staff shall receive at least 12 clock hours of professional development annually. Professional staff who possess a valid Iowa teacher certificate are exempt from this requirement. b. All professional staff new to adult education shall receive 6 clock hours of preservice professional development prior to, but no later than, one month after starting employment with an adult education program. Volunteer staff shall receive 50 percent of the professional development required [above]."*

8. Describe how your program will ensure that professional development is being implemented in the classroom. Include frequency of classroom observations, peer mentoring and/or critical friends groups?

9. How will your program ensure that professional development is reviewed and monitored for quality and compliance and submitted in a timely manner? *Reference: Iowa Administrative Code 23.8(2) -- Adult education and literacy programs shall adhere to the policies and procedures outlined in the state assessment policy. Data shall be submitted by the tenth day of each month or, should that day fall outside of standard business hours, the first Monday following the tenth day of the month. All adult education and literacy programs shall comply with data quality reviews and complete quality data checks as required to ensure federal compliance with reporting.*

10. Describe your program's policies or procedures for the following: 1) Professional development travel for full- and part-time personnel; 2) Allowance for preparation/planning time; and 3) Compensation for preparation/planning time. *Reference: Iowa Administrative Code 23.7(4) - Provision of professional development. Adult education and literacy program staff shall participate in professional development activities that are related to their job duties and improve the quality of the adult education and literacy program with which the staff is associated..."*

11. Upload a resume for each of the following full-time positions your program offers: 1) Coordinator, 2) Lead Instructors, 3) Professional Development Specialist, 4) Data Specialist, 5) ESL Point of Contact, 6) Retention Specialist and 7) any other full-time positions you deem to be key positions in your program.

PROGRAM'S PROPOSED STAFFING

- Position Title
- Total Number Employed for This Position Type
- Number of Full-Time Employed for This Position Type (36 hours or more per week)
- Number of Part-Time Employed for This Position Type (35 hours or less per week)

- Upload a job description or resume for each of the position types listed in your program

3) Program Design and Leadership – Program serves the adult education needs of the community. Program leaders provides vision, direction, resources, evaluation and support for all program operations and staff that is effective and equitable in the provision of adult teaching and learning. (i.e., Class Management, Program Policies, & Continuous Improvement Planning)

PROGRAM INTENSITY AND QUALITY

1. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students’ participation and attendance (for example, number of hours, weeks, semester). Detail the percentage of courses that are offered as management enrollment – preference for a higher percentage will be awarded.

DISTANCE EDUCATION AND LITERACY

1. Describe how your program effectively uses technology, services, and delivery systems, including distance education, in a manner sufficient to increase the effect and quality of learning. *Reference: Iowa Administrative Code 23.2(6)(b) - Institutions shall effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of student learning and performance.*

2. Explain your program’s future plans to increase access to, and integration of, technology to improve student performance.

ADULT EDUCATION AND LITERACY ACTIVITIES (REQUIRED)

1. Eligible providers are required to offer all of these activities, per the Iowa WIOA Unified State Plan. Please complete the follow elements for each of these required activities.

Required Activities	Demonstrated need	Previous experience in adult education and literacy activity	Describe how students will be identified and recruited	Describe alignment with local workforce development plan	Describe curricula and instructional practices for this activity
Adult Education					
English Language Acquisition Activities					
Literacy					
Workforce Preparation Activities also including financial and digital literacy.					

Upload any additional information that supports the need, experience, alignment and/or approach in delivering the identified activity.

ADULT EDUCATION AND LITERACY ACTIVITIES (OPTIONAL)

2. Eligible providers may also offer any of the following activities, as needed, per 34 CFR Part 463.30, Subpart D. Please complete the follow elements for any activity your program plans to offer.

Optional Activities	Demonstrated need	Previous experience in adult education and literacy activity	Describe how students will be identified and recruited	Describe alignment with local workforce development plan	Describe curricula and instructional practices for this activity
Integrated English literacy and civics education					
Workplace adult education and literacy activities					
Family Literacy					
Integrated education and training					

Upload any additional information that supports the need, experience, alignment and/or approach in delivering the identified activity.

ENROLLMENT

1. Set a PY17 enrollment target for Eligible Individuals based on previous three year enrollment and reflective of needs as identified by ACS data. *Reference: Iowa Administrative Code 281—23.5(260C) -- Student eligibility. A person seeking to enroll in an adult education and literacy program shall be at least 16 years of age and not enrolled or required to be enrolled in a secondary school under Iowa Code section 299.1A and shall meet one of the following eligibility requirements: 1. Lacks sufficient mastery of basic educational skills to enable the person to function effectively in society, demonstrated by a score of Adult Secondary Education (Low) or lower in at least one modality; 2. Does not have a secondary school diploma or a recognized equivalent; or 3. Is unable to speak, read, or write the English language.*

2. Set a PY17 enrollment target for Enrolled Participants based on previous three year enrollment and reflective of needs as identified by ACS data. *Reference: An enrolled participant is defined as a reportable individual who has received staff-assisted services after satisfying all applicable programmatic requirements for the provision of services, such as the eligibility determination. An individual who receives 12 or more contact hours of service.*

CONTINUOUS IMPROVEMENT PLANNING

1. Describe your program’s vision for Adult Education and Literacy services in your area.
2. Describe your program’s policy on evaluating the effectiveness of your program.

4) Accountability – Program implements processes for fiscal and data management that ensures accuracy in reports, validity, reliability, privacy, and security. Sufficient resources and training is allocated to implement the processes for financial and data management with clearly defined procedures and the ability to monitor program efficiency and effectiveness. (i.e., Finance, Data Collection, & Benchmark Performance)

PROGRAM COMPETENCY

1. Describe your program’s capacity to manage a federal grant and any unique aspects of your program which would facilitate delivery of adult education and literacy services.
2. Complete either Table, Option 1 or Option 2 to demonstrate past service and effectiveness in serving ABE and ESL participants.

Performance Outcomes Educational Functioning Level (or Grade Level Equivalent)	Number Enrolled		Number Completing Level		Percentage Completing Level	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
ABE 1						
ABE 2						
ABE 3						
ABE 4						
ABE 5						
ABE 6						
ESL 1						
ESL 2						
ESL 3						
ESL 4						
ESL 5						
ESL 6						
TOTAL (ABE/ASE + ESL)						

High School Outcomes	Number Enrolled		Number Earning Certificate		Percentage Earning Certificate	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
High School Equivalency Diploma						
Transition Outcomes			Number Transitioned			
			2014–15	2015–16		
Transition to Postsecondary						
Transition to Workforce						

3. Describe your program’s past effectiveness in improving the literacy of eligible individuals, to meet the State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy.

IA 2017-2018 Proposed Targets

ABE 1	41%
ABE 2	43%
ABE 3	44%
ABE 4	41%
ABE 5	51%
ABE 6	N/A
ESL 1	48%
ESL 2	49%
ESL 3	49%
ESL 4	43%
ESL 5	46%
ESL 6	26%

4. The state has set the expectation for each program to post-test 65% of enrolled participants after achieving sufficient hours of instruction. (Refer to Iowa’s Assessment Policy). What measures are in place to ensure that the program will meet or exceed that expectation?

5. Describe your program’s previous experiences, past successes, and unique qualifications to serve the eligible adults with references to the specific population being proposed for services.

MANAGEMENT INFORMATION SYSTEMS AND MEASURABLE OUTCOMES

1. Describe your program’s management information system, including data collection, data entry, data management, and data privacy.

2. Describe how your program’s professional staff are assigned with clear responsibilities for data collection, data entry, attestation, and correcting errors and resolving issues.

3. How will your program will use data to improve performance as well as to increase recruitment and retention efforts?

ASSURANCES

- Organization
- Name of Authorized Representative
- Title

5) Community Interaction and Outreach – Program establishes a visible and valued presence in the community through outreach and local partnerships. Program recruits and coordinates with partners and local resources to ensure the continuation of services to adult learners in the community

INDICATORS OF REGIONAL NEED

1. Describe the community demographics of your program’s local geographic area as identified by ACS data, including the number of individuals who are English language learners, unemployed, on public assistance or below the poverty level, or lacking a high school diploma or equivalent.
2. Describe the regional needs that have been identified in your Regional Development Workforce Board’s local plan under WIOA Section 108.
3. Describe how your program will recruit and retain eligible participants. Name specific methods and tools.

LINKAGES TO OTHER RESOURCES AND PARTNERS

- Agency
- Category
- Collaboration Services
- Formal Agreement?
- New Partner?

PARTNERSHIPS AND SUPPORT SERVICES

1. Describe your program’s coordination with support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults, including individuals with disabilities or other special needs, to access educational services and to support their academic advancement and transition to postsecondary courses or career training. *Reference: Iowa Administrative Code 23.3(3) - Adult education and literacy programs shall collaborate and enter into agreements with multiple partners in the community for the purpose of establishing a local plan. Such plans shall expand the services available to adult learners, align with the strategies and goals established by the state plan, and prevent duplication of services.*
2. Describe how your program will coordinate with local businesses and industry.
3. Describe new innovations that are being planned to strengthen collaborations in the region in the next three years
4. Describe current and future intended strategies for providing career pathway activities. *Reference: Iowa Administrative Code 281—23.1 (260C) - “Career pathways” means a combination of rigorous and high-quality education, training, and other services that: 1. Aligns with the skill needs of industries in the*

state or regional economy; 2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; 3. Includes counseling to support an individual in achieving the individual's education and career goals; 4. 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; 5. 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; and 6. Helps an individual enter or advance within a specific occupation or occupational cluster.

FLEXIBLE SCHEDULING AND COORDINATION

1. Describe your program's coordination with support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults, including individuals with disabilities or other special needs, to access educational services and to support their academic advancement and transition to post-secondary courses or career training.

6) One-Stop System Integration – Program addresses design principles that support the alignment of core and required WIOA partners to ensure seamless integrated services that are accessible to all jobseekers, workers and business through unified strategic planning and shared governance. (i.e., Policy, MOU, & Board)

ALIGNMENT WITH LOCAL WORKFORCE PLAN

1. Describe how your program will provide access through the one-stop delivery system to adult education and literacy activities.

2. Describe how your program plans to use a portion of the funds made available to maintain the one-stop delivery system in accordance with the methods agreed upon by the local board and described in the memorandum of understanding.

3. Has your program entered into a local memorandum of understanding with the local board relating to the operations of the one-stop system?

4. If not, please describe your willingness to comply with this requirement and steps taken.

5. Describe your program's participation (or willingness to participate) in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the WIOA.

5. Describe your program's representation (or willingness to serve) on the local workforce development board.

INTEGRATED EDUCATION AND TRAINING (OPTIONAL)

ALIGNMENT WITH LOCAL WORKFORCE PLAN

1. Describe how your program will provide access through the one-stop delivery system to adult education and literacy activities.
2. Describe how your program plans to use a portion of the funds made available to maintain the one-stop delivery system in accordance with the methods agreed upon by the local board and described in the memorandum of understanding.
3. Has your program entered into a local memorandum of understanding with the local board relating to the operations of the one-stop system?
4. If not, please describe your willingness to comply with this requirement and steps taken.
5. Describe your program's participation (or willingness to participate) in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the WIOA.
6. Describe your program's representation (or willingness to serve) on the local workforce development board.

CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS (C&I)

CORE COMPONENTS

1. Describe the degree to which the organization will be responsive to the regional corrections education needs as identified in the local workforce development board plan under section 108 of Title I of WIOA in order to serve eligible individuals. Provide a needs statement that describes the current adult population needing ABE, ASE, and ELA services in the identified area. The data and research that is included to support the assertion of need should be no more than five years old.
2. Describe how the planned activities for this three-year grant align with the local workforce development board plan, including how concurrent enrollment will be promoted for incarcerated participants in programs and activities which help progress through identified educational attainment.
3. Describe how the organization will provide services for 2017-2018 in a manner that meets the needs of eligible incarcerated individuals, giving priority to serving those who are likely to leave the correctional institution within five years of participation in the program.
4. Describe the partnerships that currently exist that effectively meet the needs of the region. What new partnerships are planned to strengthen collaborations in the region in the next three years.
5. Describe how your program effectively uses technology in a manner sufficient to increase the effect and quality of learning.

PERFORMANCE ACCOUNTABILITY

1. Describe the qualifications of your C&I adult education staff, including instructors, counselors, and administrators, to ensure that they meet minimum qualifications established by the state, and who have access to high-quality professional development.
2. Describe how data will be collected and reported to reduce the rate of recidivism for students served