Adult Education Program
Request for Proposals (RFP)

Adult Education
Competitive Grant Application Packet
2012-2013

CFDA # 84.002 A
Under the Workforce Investment Act of 1998, Public Law105-220, Title II – Adult Education and Family Literacy, and
Louisiana Revised Statutes, Title 17:1871 and 17:3217.1

This RFP contains information that provides guidelines and documents to apply for the following FY 2012-2013 Adult Education funds:

1. Adult Education – Federal Basic Grant
2. Adult Education – State Grant
3. Family Literacy Grant
4. English Language/ Civics Grant

Closing Date:

Friday May 18, 2012
5:00 pm

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General Information for All Proposals

Introduction

With nearly 600,000 adults without a high school diploma or equivalent, Louisiana faces a tremendous challenge when implementing strategies to grow its economy and provide all workers with quality jobs. At present the state has the lowest workforce participation rate in the nation at 71 percent. When dissected by educational attainment, the portion of the state's population without a high school diploma participates in the workforce at a rate of only 55 percent. Those without a high school credential compose the vast majority of citizens who are unemployed or underemployed, and many struggle to provide themselves and their families with food, housing, healthcare, and educational resources.

Last year, to better address the State's challenges and ensure more family-supporting jobs for adult education students, Louisiana began an initiative to expand adult education programming beyond literacy and GED acquisition to providing adult education focused on work ready skills and transition to postsecondary education. The framework for the expanded adult education programming is called WorkReady U. WorkReady U links intentional work-readiness and employment to the more traditional adult education goals of literacy and high school equivalency diplomas. Accordingly, WorkReady U adds performance benchmarks that more closely integrate adult education basic skills instruction with work-readiness skills training and postsecondary credits. The goal of the Louisiana Community and Technical College System (LCTCS) and the WorkReady U system is to provide all adult basic skills students with the skills and support necessary to obtain family-supporting jobs leading to economic growth within the state. Successful applicants will demonstrate the provision of strong academic and social supports to participating students, with strategies to retain students by mitigating the barriers that prevent students from completing both adult basic education and postsecondary training programs.

The Request for Proposals (RFP) provides guidelines for four overlapping, but separately funded programs for fiscal year (FY) 2012-2013:

1. Adult Education – Federal Basic Grant Program: Federally funded competitive grants for adult education programs. Programs must implement adult basic skills projects and report on indicators in the National Reporting System (NRS).
2. Adult Education – State Grant: State funded competitive grants for adult education. Programs must implement adult basic skills, as well as work-readiness skills, and pathways to occupational training and/or postsecondary coursework. Programs must be able to report outcomes that are aligned with the NRS and WorkReady U standards.
3. Family Literacy: Federally funded competitive grants for family literacy programs designed in accordance with the Even Start Family Literacy Program model. Adult Education funds for family literacy may include adult and parenting education services.
4. English Language/Civics Education: Federally funded competitive grants for English literacy programs linked to civics education.

Applicable Laws and Regulations

Title II of the Workforce Investment Act (WIA) of 1998 authorizes the Adult Education and Literacy Program in Louisiana. The current Unified State Plan was authorized for five years from July 1, 1999, to June 30, 2004, and has been extended each year thereafter.

All recipients of funding shall comply with Louisiana Revised Statues, Title 17:14.1, 17:1871 and 17:3217.1, and the Adult Education and Family Literacy Act (AEFLA), P.L. 105-220. Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR).

Recipients of federal funds who receive in excess of $500,000 from all federal sources must comply with Circulars A-128 and A-133 issued by the U.S. Office of Management and Budget regarding external audit requirements.

Local providers are responsible for issuing announcements concerning the allocation of federal funds to support the adult education program. When issuing press releases describing programs funded in whole or in part with federal money, all recipients shall clearly state:

1. The percentage of the total cost of the program that will be financed with federal funds; and
2. The dollar amount of federal funds for the program.

Project Period

Federal Funds - Basic Grant, Family Literacy Grant, and EL/Civics Grant: July 1, 2012-September 30, 2013 (with ability to apply for continuation funding for a second program year)
State funds: July 1, 2012 – June 30, 2013

Application Review Process

Application packets for any eligible entity interested in applying for the adult education grant funds are included with this announcement and are also available at: www.lctcs.edu/20122013aegrantapp.

Schedule of Events

After reviewing the application packets, eligible entities may submit questions to LCTCS. All questions must be received by **5:00 pm on Friday, April 13, 2012.** Only inquiries received within this timeframe will be considered. Questions should be submitted in writing via email to chrissalter@lctcs.edu or by mail to LCTCS, Chris Salter, 265 S. Foster Drive, Baton Rouge, LA 70806.

Answers to all questions received by the above-specified deadline will be posted to the LCTCS website by April 20, 2012.

Applicants requiring clarification arising from the first set of answers may submit a second round of questions to LCTCS by **5:00 pm on Wednesday, April 25, 2012**. LCTCS will only consider questions or requests for clarification generated from the answers posted on the website. Questions should be submitted in writing via email to chrissalter@lctcs.edu or by mail to LCTCS, Chris Salter, 265 S. Foster Drive, Baton Rouge, LA 70806. Answers to these questions will be posted on the LCTCS website by April 30, 2012.

The original and five (5) copies of the application must be received by LCTCS no later than **5:00 pm on Friday, May 18, 2012.**

LCTCS reserves the right to reject any or all applications for failure to submit an application in accordance with the instructions in this application packet or by the specified deadline. Receipt of applications by LCTCS confers no rights upon the applicant nor obligates LCTCS in any manner.

Applications may be mailed or hand delivered to the following address:

LCTCS
WorkReady U-Adult Education
265 South Foster Drive
Baton Rouge, LA 70806

Submission Requirements

- Applications must be type-written or computer generated.
- The proposal must be double-spaced, using only one side of the paper.
- 12-point font is required.
- Applications must be organized in the order outlined in the specific grant application for the grant that the applicant is applying for and include all items listed.
- The original application plus five (5) additional copies must be submitted (6 total)
- Staple the application in the top left-hand corner. Do not bind the grant application.

Applications must address all section and requirements contained in the RFP. An applicant's failure to submit a response to one or more sections/requirements will result in the applicant not being eligible for funding.

Number of Awards

The number of awards for FY 2012-2013 will be determined by the number of applications eligible for funding through the open competitive bid process. All applications will be scored based on the criteria established in each specific grant's application. All applications that receive a score of 70 percent or higher will be deemed eligible for funding. The scoring rubric for each grant is included in Appendix J.

Proposal Information – Applicable to all proposals

The information contained in this section includes application and program requirements that are applicable to all adult education grant programs contained in this RFP. For grant-specific requirements and scoring criteria, please review the information in the section specified for the specific grant.

Eligible Applicant

Entities which are eligible to submit applications for all four types of grants in this open competition for adult education funds include:

- local educational agencies (LEAs);
- community-based, faith-based or volunteer literacy organizations of demonstrated effectiveness;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described above that has the ability to provide literacy services to adults; and
- a consortium of the entities listed above**.**

Regional partnerships to specifically address the focus of transitioning adult learners beyond basic adult education to work-readiness skills, and postsecondary education and employment opportunities are encouraged.

Transparency Act Requirement

All applicants must provide the information in Appendix A to comply with the Federal Funding and Transparency Act when responding to this RFP. A Data Universal Numbering System (DUNS) number is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a DUNS number, as well as any other potential applicant that receives funding directly from the federal government. If needed, a DUNS number may be obtained from Dun & Bradstreet, Inc. by telephone (currently 866-705-5711) or the internet (currently at http://fedgov.dnb.com/webform).

Population to be served

The eligible population to be served will be individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under State law; and who (i) lack sufficient mastery of basic educational skills to function in society; (ii) do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.

Applicants applying for **state funds**, need to show strong articulation between adult education, workforce preparation, and postsecondary entrance and completion, serving adults 16 years and older, with a focus of serving adults 18 years and older.

Minimum service to increase access per parish

All applicants within a single parish are expected to plan together to ensure that the needs of all adult learners are being met without duplication. The need for literacy instruction should be considered in the context of postsecondary, occupational/technical education, and employment opportunities.

In keeping with the goals of the AEFLA State Plan to enroll and increase retention of more adult learners, the state will expect at least one applicant in each parish to plan to operate a comprehensive adult education program with managed enrollment and/or open-enrollment for a minimum of 30 hours per week. A budget for at least one full-time teacher who provides 30 hours of instruction per week for a minimum of nine months is preferred. If 30 hours of instruction is a challenge to provide in one location, an eligible entity will be expected to form partnerships with other eligible entities to accommodate the required hours for instruction for all learners. A recipient or partnership may request a waiver of this requirement in writing, submitted with this application, based on lack of need in the area serviced by the recipient or partnership. The request for a waiver must include a justification and supporting data. The recipient/partnership will be notified in writing by LCTC regarding whether or not the waiver has been authorized.

Allowable Services

Literacy services will consist of basic skills instruction that will include technology-based instruction and workplace readiness/literacy instruction. Research-based practices will be used for instructional services that support student learning and development through classroom, small group, individualized instruction, computer-assisted instruction, tutoring and academic enrichment.

In addition to basic skills and GED preparation, plans for service delivery must include attention to the following priority area identified by Louisiana to transition adult learners to career and postsecondary opportunities.

- Integrate adult basic education with career and technical education pathways;
- Improve postsecondary graduation rates by supporting adult learners' academic preparation to align with their postsecondary education and career goals.
    - Review and/or develop specific curriculum to address the literacy skills needed for successful transitions.
    - Market the GED as the gateway to postsecondary, occupational/technical education, and employment opportunities.

For applicants applying for **state funds**, ADDITIONAL services include dual-enrollment in postsecondary institutions and career, technical and/or occupational coursework that leads to quality jobs.

Staff development

Programs receiving funds are required to provide a minimum number of hours, as provided for in the AEFLA State Plan, of state-approved staff development for each instructor, both full-time and part-time, from local, state or federal administrative funds. The minimum number of required hours of professional development is 15 hours per year for full-time professional staff and 10 hours per year for paraprofessionals and part-time staff.

Program Performance Measures

For the funding year 2012-2013, grant recipients are required to meet or exceed the Louisiana benchmarks of performance, as approved by the U.S. Department of Education, Office of Vocational and Adult Education (USDE/OVAE), for the applicable populations. The 2012-2013 negotiated benchmarks will be sent to funded programs upon approval by USDE/OVAE. The 2011-2012 performance benchmarks are included in Appendix B for reference. Programs should use the 2011-2012 performance benchmarks for guidance, expecting a one to two percent increase in each area.

A commitment to new goals for adult education programming under the WorkReady U system requires a focus on additional performance measures. Applicants for State funds will have additional performance measures to report on. Emphasis on the current and/or new performance measures will be valued in the following order:

- Numbers served
- GED completers
- Postsecondary Enrollment
- Postsecondary Completers
- Enter/obtain employment

Administrative Requirements

Reporting requirements

The number of students and staff, as well as program information, is required to be submitted monthly by the subgrantee using the database approved by LCTCS Literacy, Adult and Community Education System (LACES). Data collection and reporting is to comply with Adult Education and GED Policies[1] approved by the LCTCS Board of Supervisors on February 9, 2011. Grantees winning state funds will be required to participate in efforts to collect longitudinal participant data to track student progress through both ABE and college preparation/career pathways and employment.

[1] Adult Education and GED Policies may be downloaded at http://www.lctcs.edu/aegedpolicies.

Financial reports should be submitted monthly and should reflect actual expenses and activities for each month of operation. Copies of invoices must be maintained at the local level for audit purposes. Forms to request reimbursement of expenses will be provided to successful applicants. A final report consisting of a narrative progress report, final financial report (project completion report), and a final project report is also required from each subgrantee. Final reports are due by July 31 of each year, or within 30 days of the conclusion of the program, whichever is earlier.

Program Evaluation and Review

LCTCS and its authorized representatives reserve the right to examine all fiscal reports, program records, and documents related to the funded program or applicant for funds.

Fiscal Management

Any recipient of funds under this RFP that expended less than $500,000 in federal awards (including all federal awards from any federal agency) during the fiscal year ending September 30, 2011, must use a LCTCS postsecondary institution as a fiscal agent for these grant funds.[2] The postsecondary institution to be used as the fiscal agent shall be designated by LCTCS.

The use of the postsecondary institution as a fiscal agent, would be for internal control purposes only. The grant recipient will remain the legal subgrantee, with final decision making authority over the provision of services under the subgrant. The recipient, among other activities, would continue to (1) determine who is eligible to receive what federal financial assistance, (2) have its performance measured against whether the objectives of the adult education program are met, (3) have responsibility for programmatic decision making, (4) have the responsibility for adherence to applicable federal program compliance requirements, and (5) use the federal funds to carry out the program of the organization as opposed to providing goods or services. The audit and management of the federal funds would be the responsibility of the fiscal agent.

[2] For more information on determining awards expended see OMB Circular A-133, § ___.205.

Adult Education – Federal Basic Grant

The adult education federal basic grant is a federally funded grant for the provision of adult education and literacy services to those individuals identified as most in need. This is a two-year grant; however, applicants selected for funding this year will have to submit a continuation application to receive funds in the second year. Funding in the second year will be contingent on program performance and the availability of funds from the U.S. Department of Education.

This section contains the application guidelines and criteria for the adult education – federal basic grant. The application includes the following parts:

1. Cover Page
2. Assurance and Certification Forms
3. Abstract
4. Program Service
5. Demonstrated Program Effectiveness
6. Program Narrative
7. Correctional Facility Services (if applicable)
8. Consortium Administration Statement (if applicable)
9. Budget Forms Workbook

1. Cover Page

All applications must contain a completed cover page found in Appendix C.

2. Assurance and Certification Forms

All sections of the assurance and certification forms must be completed and signed by the Executive Officer of the eligible entity. These forms may be found in Appendix D. Included are:

- *Application for Federal Funds Statement of Assurances*
  - *Fiscal Assurances*
  - *Certification: Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements*
  - *Assurances-Non- Construction Programs*
- *Federal Correctional Program Fiscal Assurance* (must be completed by all applicants regardless of whether or not an applicant is providing correctional services)
- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B*)*,if applicable
- *Board Resolution*, if applicable

3. Abstract (30 points)

The Abstract should not exceed two (2) pages. It should be a concise summary of the scope of the project. The summary should provide the following essential information needed to understand the general concept of the project:

- applicant information (name and location of applicant) (2 points);
- number of adults served in 2010-2011 and 2011-2012 (8 points);
- number of eligible adults projected to be served in 2012-2013 (2 points);
- statistical evidence of demonstrated program effectiveness (10 points); and
- a list of anticipated program changes from 2011-2012 that will expand literacy services (8 points).

Please do not list the requested budget in the abstract.

4. Program Service [Sec. 231(e)(4)(A)] (10 points)

Applicants must fill out and submit all applicable hours of instruction worksheets contained in Appendix E. The worksheets include a proposed schedule for instruction for 2012-2013.

5. Demonstrated Program Effectiveness [Sec. 231(e)(2)] (30 points)

LCTCS is required to consider the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, the success of an eligible provider in meeting or exceeding performance levels.[3]

If available, applicants must submit NRS Tables 4 and 5, and Program Extract Table (Appendix F):

- 2009-2010;
- 2010-2011; and
- 2011-2012 (July 1, 2011 – March 31, 2012).

If an applicant cannot demonstrate past program effectiveness through the NRS data tables, the applicant must describe the literacy services provided in the past, provide data demonstrating the effectiveness of those services (i.e. percentage of students who completed the course, obtained GED, etc.), and a description of the method used to collect the reported data. Applicants should complete the extract tables provided in Appendix F. Data provided should align as closely as possible to the information requested in the tables. The applicant's CFO must attest that the data submitted is true and reliable on the form attached in Appendix G.

[3] AEFLA Section 321(e)(2).

6. Program Narrative (85 Points + 5 bonus points)

The program design and performance narrative provides readers with information pertaining to the quality of the program and attention to continuous program improvement. Program narratives should include the *who, what, when, where, why,* and *how* of program operations. The program design and performance narrative must be clear and concise and include the following sections.

a. Fulfillment of Program Purpose (10 points)

Describe in no more than one (1) page how the program will fulfill the purposes of the Adult Education and Family Literacy Act of 1998, and how the program will focus on the transition of adult learners to postsecondary and/or occupational education, and employment opportunities. Specifically, explain how the project will:

1. Assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment, and/or self-sufficiency; and
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

b. Identification and Recruitment of Adults "Most in Need" [Sec. 231(e)(3)] (10 points)

The Louisiana State Plan for Adult Education and Family Literacy identifies adults most in need as including: low-literate adults, low-income adults (i.e. welfare and/or other unemployed), incarcerated adults, single parents, displaced homemakers, adults with limited English proficiency and homeless adults. Appendix H identifies the minimum number of adults in each area of need identified in the State Plan to be served in each parish. Describe in no more than two (2) pages the methods that will be used by the program to identify and recruit at least the minimum number for the parish in which you will be providing services. The description should include, but is not limited to the following:

1. The parish(es) that the program will serve;
2. Methods utilized to recruit and serve adults identified as "most in need" and the expected outcome of those methods; and
3. The plan to serve the minimum number of "most in need" adults identified in each parish to be served.

c. Student Intake and Assessment (10 points)

Describe in no more than two (2) pages the enrollment process to be used, including the use of managed enrollment for all or some of the offered services. Please note that all programs will be required to offer at least one service with managed enrollment. The description should include, but is not limited to, the following:

1. Program enrollment and orientation for students;
2. How measurable goals are set for students according to the guidelines established by the NRS for adult education [Sec. 231(e)(1)];

3. Specific assessment(s) and assessment procedures that will be used to determine educational functioning level for each student;
4. How student gains are measured, based upon LCTCS Adult Education and GED policies; and
5. Describe how student attendance hours are documented.

d. Retention (10 points)

Describe in no more than one (1) page the methods that will be used to retain enrolled student through completion of their course or program.

e. Instructional Methodology and Delivery (15 points)

Describe in no more than five (5) pages the researched–based instructional practices used in the program. This description should include, but is not limited to, the following:

1. How do you ensure that the program is of sufficient intensity and duration for participants to achieve learning gains [Sec. 231(e)(4)(A)];
2. Where and what services will be offered throughout the parish(es);
3. How small group instruction is implemented at each site of instruction and how small and whole group instruction is aligned with Individualized Prescription of Instruction (IPIs);
4. What researched-based instructional practices with proven effectiveness for teaching reading will be used, including phonemic and phonetic awareness, vocabulary, fluency, and reading comprehension skills [Sec. 231(e)(4)(B)];
5. How the activities are built on a strong foundation of research and effective educational practices [Sec. 231(e)(5)];
6. How technology will be implemented into the instructional process, including but not limited to, the use of computers in test taking skill instruction and instruction in basic computer skills necessary for employment [Sec. 231(e)(6)];
7. How the program will incorporate common core standards into the instructional program;
8. How will activities provide learning in real life contexts to ensure that an individual has the skills needed compete in the workplace and exercise the rights and responsibilities of citizenship [Sec. 231(e)(7)];
9. How does the program implement distance learning activities into the instructional process or offer distance learning to specific groups of students (as applicable);
10. How are flexible schedules offered to meet the needs of adult learners [Sec. 231(e)(10)]; and
11. What services, including wrap-around services, does the program offer adult learners to enable individuals to attend and successfully complete programs [Sec. 231(e)(10)].

f. Coordination of Services (15 points)

Describe in no more than three (3) pages how the program coordinates and/or partners with other community sources, such as elementary/secondary schools, postsecondary educational institutions, One-Stop centers, joint training programs, social service agencies, business and industry organizations, and programs for out-of-school youth. The description should include, but is not limited to, the following [Sec. 231(e)(9)]:

1. How a minimum of 30 hours per week of instructional services will be provided in the parish(es) being served;
2. The demonstrated need for additional literacy programs in the parish(es) being served [Sec. 231(e)(12)];
3. How the program will collaborate with other adult education/literacy providers to avoid duplication of services;
4. Describe partnerships between the program and business and industry organizations;
5. Describe partnerships with postsecondary educational institutions; and
6. Describe specific coordination efforts used to address the transition of adult learners to postsecondary, occupational/technical education, and employment opportunities, including the program's transition plan for adult students.

As part of this section, all applicants must fill out and submit the WorkReady U Partnership Commitment Form, attached in Appendix I. Only one form needs to be submitted per applicant, even if the applicant is applying for both a Federal and State Grant.

g. Program Personnel (5 points)

Describe in no more than two (2) pages the program staff who will provide services to eligible clients. The description should include, but is not limited to, the following [Sec. 231(e)(8)]:

1. The position title and names of all administrators, teachers (adult education, post-secondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff; and
2. A list/chart of educational credentials for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

h. Program Continuous Improvement Plan (10 points)

Describe in no more than one (1) page the program's continuous improvement plan to ensure that staff meet the required hours of professional development approved by LCTCS of 15 hours per year for full-time professional staff and 10 hours per year for paraprofessional and part-time staff. Discuss how information from professional development activities is put into practice and how data are used to make decisions that improve program performance.

i. Ability to Implement LACES

LCTCS Adult Education uses Literacy, Adult and Community Education System (LACES), a web-based information management system. All providers are expected to become familiar and use this system. For more information on LACES, please see http://www.literacypro.com/index.html#. Please confirm the program's ability to employ and conform to the requirements of this system [Sec. 231(2)(11)].

j. LCTCSOnline (5 bonus points)

LCTCSOnline began in January 2009 as an initiative to provide Louisiana citizens with better access to online courses offered, encouraging stronger links among Louisiana educational

institutions and business, government and the surrounding community. LCTCS invites eligible providers to work with LCTCS to take advantage of this online system. If applicable, please describe if and how the program would take advantage of LCTCSOnline. More information on LCTCOnline is available at http://online.lctcs.edu. Although this is not a required program component for applicant to obtain funding, applicants who address this issue may receive up to five (5) bonus points.

7. Correctional Facility Services (if applicable)

If the program proposes to work with a correctional facility, identify the correctional facility and describe the scope of services to be offered. Describe in no more than one (1) page how the program will be staffed, the type of educational activities, and the location(s) and hours of operation.

8. Consortium Administration Statement (if applicable)

If the project will be administered through a consortium, please list the entities included in the consortium and describe the approach in administering the program through the consortium. Define the role of the consortium administrator and the role of the other consortium members. The Consortium Administration Statement should be submitted by the consortium administrator and should not exceed two (2) pages.

9. Budget Forms Workbook

The Budget Forms Workbook may be downloaded at www.lctcs.edu/aebudgetforms. An Original Budget Summary and Original Budget Detail form, found in the Budget Forms Workbook, must be completed and signed by the applicant.

Adult Education – State Grant

The adult education state grant is a state funded grant for the provision of adult education services with a focus of integrating adult basic skills/GED attainment with credit-bearing coursework that is grounded in industry-recognized and employer-supported job credentials. The program must have at least two educational "pathways" that include the provision of basic adult education and GED attainment leading to one-year college-level certificates and beyond. This may be accomplished through dual enrollment, co-teaching, integrate curriculum and other program strategies. A successful applicant will demonstrate a program that aligns basic skill instruction with postsecondary and workforce credentials, with a focus on regional workforce needs. This is a one-year grant.

This section contains the application guidelines and criteria for the adult education – state grant. The application includes the following parts:

1. Cover Page
2. Assurance and Certification Forms
3. Abstract
4. Program Service
5. Demonstrated Program Effectiveness
6. Program Narrative
7. Correctional Facility Services (if applicable)
8. Consortium Administration Statement (if applicable)
9. Budget Forms Workbook

1. Cover Page

All applications must contain a completed cover page found in Appendix C.

2. Assurance and Certification Forms

All sections of the assurance and certification forms must be completed and signed by the Executive Officer of the eligible entity. These forms may be found in Appendix D. Included are:

- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B*)*, if applicable
- *Board Resolution*, if applicable
- *Assurances for State Funds*
- *State Correctional Program Fiscal Assurance* (must be completed by all applicants regardless of whether or not an applicant is providing correctional services)

3. Abstract (30 points)

The Abstract should not exceed two (2) pages. It should be a concise summary of the scope of the project. The summary should provide the following essential information needed to understand the general concept of the project:

- applicant information (name and location of applicant) (2 points);
- number of adults served in 2010-2011 and 2011-2012 (6 points);
- number of eligible adults projected to be served in 2012-2013 (2 points);
- statistical evidence of demonstrated program effectiveness (8 points); and
- a list of anticipated program changes from 2011-2012 that will expand literacy services (6 points).
- Summary of partnerships to ensure transitions for adult learners from basic skills to postsecondary institutions and sustainable employment. (6 points)

Please do not list the requested budget in the abstract.

4. Program Service [Sec. 231(e)(4)(A)] (10 points)

Applicants must fill out and submit all applicable hours of instruction worksheets contained in Appendix E. The worksheets include a proposed schedule for instruction for 2012-2013.

5. Demonstrated Program Effectiveness (30 points)

LCTCS is required to consider the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, the success of an eligible provider in meeting or exceeding performance levels.[4]

If available, applicants must submit NRS Tables 4 and 5, and Program Extract Table (Appendix F):

- 2009-2010;
- 2010-2011; and
- 2011-2012 (July 1, 2011 – March 31, 2012).

If an applicant cannot demonstrate past program effectiveness through the NRS data tables, the applicant must describe the literacy services provided in the past, provide data demonstrating the effectiveness of those services (i.e. percentage of students who completed the course, obtained GED, etc.), and a description of the method used to collect the reported data. Applicants should complete the extract tables provided in Appendix F. Data provided should align as closely as possible to the information requested in the tables. The applicant's CFO must attest that the data submitted is true and reliable on the form attached in Appendix G.

[4] AEFLA Section 321(e)(2).

6. Program Narrative (95 Points + 5 bonus points)

The program design and performance narrative provides readers with information pertaining to the quality of the program and attention to continuous program improvement. The program design should clearly describe how all program components work together and focus on student success from basic skill and GED attainment to and through postsecondary job credentials. Program narratives should include the *who, what, when, where, why,* and *how* of program operations. The program design and performance narrative must be clear and concise and include the following sections.

a. Fulfillment of Program Purpose (10 points)

Describe in no more than one (1) page how the program will fulfill the purposes of the Adult Education and Family Literacy Act of 1998, and how the program will support "pathways" and transition of adult learners to postsecondary and/or occupational education, and employment opportunities. Specifically, explain how the project will:

1. Assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment, and/or self-sufficiency;
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Offer adult students two or more "pathways" from adult basic skill attainment to postsecondary certificates and beyond, including concurrent/dual enrollment opportunities and stackable credentials; and
4. Offer pathways that are selected based on data demonstrating regional and workforce demand (the applicant should state the source of the data).

b. Integration of Basic Skills Program and Postsecondary and Career Preparation Programs (10 points)

Describe in no more than one (1) page the current program, existing efforts to integrate basic skills and postsecondary and career preparation, as well as intended expansions of these efforts. The description to include, but is not limited to the following:

1. A description of adult basic skills programming;
2. A description of current and intended efforts to integrate adult basic skills programs with workforce and career preparation programs;
3. A description of how the program does or will offer adult students opportunities to transition from the basic skills program to postsecondary and/or career preparation programs;
4. A description of how the program does or will offer adult students opportunities for concurrent/dual enrollment and stackable credentials; and
5. An overview of social and academic supports provided to students, including career exploration and counseling.

c. Identification and Recruitment (10 points)

Describe in no more than two (2) pages the methods that will be used by the program to identify and recruit adults most in need of adult basic and adult secondary education services, in addition to career preparation for entry into the workforce. The description should include, but is not limited to the following:

1. The parish(es) that the program will serve;
2. Methods utilized to recruit and serve adults identified as "most in need" and the expected outcome of those methods; and
3. The profile of students to be recruited and tracked to participate in adult education and WorkReady U programming funded through this proposal.

d. Student Intake and Assessment (10 points)

Describe in no more than two (2) pages the enrollment process to be used, including the use of managed enrollment for all or some of the offered services. Please note that all programs will be required to offer at least one service with managed enrollment. The description should include, but is not limited to, the following:

1. Program enrollment, including managed enrollment schedule and orientation for students;
2. How measurable goals are set for students according to the guidelines established by the NRS for adult education;
3. Specific assessment(s) and assessment procedures that will be used to determine the educational functioning level for each student;
4. Evaluation and assessment of barriers that may limit students' success in the program;
5. How student gains are measured, based upon LCTCS Adult Education and GED policies;
6. Describe how student attendance hours are documented; and
7. Describe the method to collect longitudinal data for student progress through basic skills, post-secondary and career preparation, and employment.

e. Retention (10 points)

Describe in no more than one (1) page the methods that will be used to retain enrolled student through completion of their course or program.

f. Instructional Methodology and Delivery (15 points)

Describe in no more than five (5) pages the researched–based instructional practices used in the program. This description should include, but is not limited to, the following:

1. Where and what services will be offered throughout the parish(es);
2. How instruction will align with the goals of WorkReady U Adult Education and the needs of students;
3. Describe the two or more "pathways" that begin with adult basic education and continue to one-year college level certificates and beyond including:
    a. Incorporation of dual enrollment, co-teaching, integrated curriculum and other program strategies, and

b. Justification for the selected pathways based on data demonstrating regional and workforce demand.

4. Describe planned acceleration strategies including contextualized learning and the use of online and classroom-based course design, including and collaboration with LCTCS and other participating colleges;
5. How technology will be implemented into the instructional process, including but not limited to, the use of computers in test taking skill instruction, and instruction in basic computer skills necessary for employment;
6. How the program will incorporate common core standards into the instructional program;
7. How are flexible schedules offered to meet the needs of adult learners;
8. What services, including wrap-around services, does the program offer adult learners to enable individuals to attend and successfully complete programs; and
9. What career counseling services does the program offer to adult learners to help students determine the in-demand occupations in their region, and how to plan and prepare for entry into those occupations.

g. Coordination of Services (15 points)

Describe in no more than three (3) pages how the program coordinates and/or partners with other community sources, such as elementary/secondary schools, postsecondary educational institutions, One-Stop centers, joint training programs, social service agencies, business and industry organizations, and programs for out-of-school youth. Also describe the partnerships that the program has with other community sources. The description should include, but is not limited to, the following:

1. How a minimum of 30 hours per week of instructional services will be provided in the parish(es) being served;
2. How the program will collaborate with other adult education/literacy providers to avoid duplication of services;
3. Describe partnerships between the program and business and industry organizations;
4. Describe partnerships with postsecondary educational institutions; and
5. Describe specific coordination efforts used to address the transition of adult learners to postsecondary, occupational/technical education, and employment opportunities, including the program's transition plan for adult students.
6. Describe the specific coordination of social and academic supports available to adult students.

<u>As part of this section, all applicants must fill out and submit the WorkReady U Partnership Commitment Form, attached in AppendixI.</u> Only one form needs to be submitted per applicant, even if the applicant is applying for both a Federal and State Grant.

h. Program Personnel (5 points)

Describe in no more than two (2) pages the program staff who will provide services to eligible clients. The description should include, but is not limited to, the following:

1. The position title and names of all administrators, teachers (adult education, post-secondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff; and
2. A list/chart of educational credentials for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

i. Program Continuous Improvement Plan (10 points)

Describe in no more than one (1) page the program's continuous improvement plan to ensure that staff meet the required hours of professional development approved by LCTCS of 15 hours per year for full-time professional staff and 10 hours per year for paraprofessional and part-time staff. Discuss how information from professional development activities is put into practice and how data are used to make decisions that improve program performance.

j. Ability to Implement LACES

LCTCS Adult Education uses Literacy, Adult and Community Education System (LACES), a web-based information management system. All providers are expected to become familiar and use this system. For more information on LACES, please see http://www.literacypro.com/index.html#. Please confirm the programs ability to employ and conform to the requirements of this system.

k. LCTCSOnline (5 bonus points)

LCTCSOnline began in January 2009 as an initiative to provide Louisiana citizens with better access to online courses offered, encouraging stronger links among Louisiana educational institutions and business, government and the surrounding community. LCTCS invites eligible providers to work with LCTCS to take advantage of this online system. If applicable, please describe if and how the program would take advantage of LCTCSOnline. Although this is not a required program component for applicant to obtain funding, applicants who address this issue may receive up to five (5) bonus points.

7. Correctional Facility Services (if applicable)

If the program proposes to work with a correctional facility, identify the correctional facility and describe the scope of services to be offered. Describe in no more than one (1) page how the program will be staffed, the type of educational activities, and the location(s) and hours of operation.

8. Consortium Administration Statement (if applicable)

If the project will be administered through a consortium, please list the entities included in the consortium and describe the approach in administering the program through the consortium. Define the role of the consortium administrator and the role of the other consortium members.

The Consortium Administration Statement should be submitted by the consortium administrator and should not exceed two (2) pages.

9. Budget Forms Workbook

The Budget Forms Workbook may be downloaded at www.lctcs.edu/aebudgetforms. An Original Budget Summary and Original Budget Detail form, found in the Budget Forms Workbook, must be completed and signed by the applicant.

Adult Education – Family Literacy Grant

The purpose of family literacy programs is to help break the cycle of poverty and illiteracy. In order to improve educational outcomes for low income families, the Family Literacy Model incorporates four core components: early childhood education, adult basic or literacy education, parenting education, and parent and child interactive literacy into a unified family literacy program similar to the design of the Even Start Family Literacy Program. The Even Start Family Literacy Program model can be found at www.evenstartnetwork.net and www.famlit.org.

Families eligible to participate in the Program include parents ages 16 years and older, with a child from birth through age seven, who have dropped out of school, who may lack the basic education skills to become self-sufficient or who are in greatest need of adult literacy instruction and/or are teen parents. The family (parent and child) must participate in the Program for either the parent or child to be eligible for services.

The Louisiana state plan for Adult Education and Family Literacy authorizes up to 5% of the federal AEFLA grant funds to carry out the Family Literacy Grant projects. Adult education federal funds for Family Literacy may be used to provide adult and parenting education services, which include the four required components of early childhood education, adult education, parenting and parent and child together-time. Childcare for participating families may be offered. Activities must be of sufficient intensity and duration to make substantial and measurable gains in the educational level of adults and children, aligned with the Even Start criteria in the *No Child Left Behind Act.*

This is a two-year grant; however, applicants selected for funding this year will have to submit a continuation application to receive funds in the second year. Funding in the second year will be contingent on program performance and the availability of funds from the U.S. Department of Education.

This section contains the application guidelines and criteria for the family literacy grant. The application includes the following parts:

1. Cover Page
2. Assurance and Certification Forms
3. Abstract
4. Program Service
5. Demonstrated Program Effectiveness
6. Program Narrative
7. Budget Forms Workbook

1. Cover Page

All applications must contain a completed cover page found in Appendix C.

2. Assurance and Certification Forms

All sections of the assurance and certification forms must be completed and signed by the Executive Officer of the eligible entity. These forms may be found in Appendix D. Included are:

- *Application for Federal Funds Statement of Assurances*
    - *Fiscal Assurances*
    - *Certification: Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements*
    - *Assurances-Non- Construction Programs*
- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B*)*,if applicable
- *Board Resolution*, if applicable

3. Abstract (30 points)

The Abstract should not exceed two (2) pages. It should be a concise summary of the scope of the project. The summary should provide the following essential information needed to understand the general concept of the project:

- applicant information (2 points);
- number of adults served in all four components in 2010-2011 and 2011-2012 (8 points);
- number of eligible adults projected to be served all four components in 2012-2013 (2 points);
- statistical evidence of demonstrated program effectiveness (10 points); and
- if applicable, a list of anticipated program changes from 2011-2012 that will expand literacy services (8 points).

Please do not list the requested budget in the abstract.

4. Program Service [Sec. 231(e)(4)(A)] (10 points)

Applicants must fill out and submit all applicable hours of instruction worksheets contained in Appendix E. The worksheets include a current schedule of instruction for 2011-2012 and a proposed schedule for instruction for 2012-2013.

5. Demonstrated Program Effectiveness (30 points)

LCTCS is required to consider the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, the success of an eligible provider in meeting or exceeding performance levels.[5]

[5] AEFLA Section 321(e)(2).

If available, applicants must submit NRS Tables 4 and 5, and Program Extract Table (Appendix F):

- 2009-2010
- 2010-2011; and
- 2011-2012 (July 1, 2011 – March 31, 2012).

If an applicant cannot demonstrate past program effectiveness through the NRS data tables, the applicant must describe the literacy services provided in the past, provide data demonstrating the effectiveness of those services (i.e. percentage of students who completed the course, obtained GED, etc.), and a description of the method used to collect the reported data. Applicants should complete the extract tables provided in Appendix F. Data provided should align as closely as possible to the information requested in the tables. The applicant's CFO must attest that the data submitted is true and reliable on the form attached in Appendix G.

6. Program Narrative (80 Points)

The program design and performance narrative provides readers with information pertaining to the quality of the program and attention to continuous program improvement. Program narratives should include the *who, what, when, where, why,* and *how* of program operations. The program design and performance narrative must be clear and concise and include the following sections.

a. Fulfillment of Program Purpose (10 points)

Describe in no more than one (1) page how the program will fulfill the purposes of the Adult Education and Family Literacy Act of 1998 and how the goals and objectives of the program are aligned with the goals of the Family Literacy Even Start Program. Specifically, explain how the project will:

1. Assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment, and/or self-sufficiency; and
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

b. Recruitment (10 points)

Describe in no more than two (2) pages, the recruitment plan for 2012-2013. The description should include, but is not limited to, the following

1. The families and geographic region targeted for service;
2. Methods utilized to recruit and serve adults identified as "most in need" and the expected outcome of those methods; and
3. Outcome of the 2011-2012 recruitment plan, if applicable.

c. Student Intake and Assessment (10 points)

Describe in no more than two (2) pages the enrollment process to be used. The description should include, but is not limited to, the following:

1. Program enrollment and orientation for students;
2. How measurable goals are set for students according to the guidelines established by the NRS for adult education;
3. Specific assessment(s) and assessment procedures that will be used to determine student needs and functioning level;
4. How student gains are measured, based upon LCTCS Adult Education and GED policies; and
5. Describe how student attendance hours are documented.

d. Retention (10 points)

Describe in no more than one (1) page the methods that will be used to retain enrolled student through completion of their course or program.

e. Instructional Methodology and Delivery (15 points)

Describe in no more than five (5) pages the researched–based instructional practices used in the program. This description should include, but is not limited to, the following:

1. How do you ensure that the program is of sufficient intensity and duration for participants to achieve learning gains;
2. Where and what services will be offered throughout the parish(es);
3. Describe the delivery of services to parents and children in each of the four core components: (1) Adult Education, (2) Early Childhood Education, (3) Parenting Education, and (4) Parent and Child Together Time (parenting education and parent and child together-time may be combined);
4. How all four components will be evaluated;
5. What researched-based instructional practices with proven effectiveness for teaching reading will be used, including phonemic and phonetic awareness, vocabulary, fluency, and reading comprehension skills;
6. How the activities are built on a strong foundation of research and effective educational practices;
7. How technology will be implemented into the instructional process;
8. How the program will incorporate common core standards into the instructional program;
9. How are flexible schedules offered to meet the needs of adult learners; and
10. What services, including wrap-around services, does the program offer adult learners to enable individuals to attend and successfully complete programs.

f. Coordination of Services (10 points)

Describe in no more than two (2) pages how the program coordinates and/or partners with other community sources, such as elementary/secondary schools, postsecondary educational institutions, One-Stop centers, joint training programs, social service agencies, business and industry organizations, and programs for out-of-school youth. The description should include, but is not limited to, the following

1. The demonstrated need for the program;

2. How the program will collaborate with other adult education/literacy providers to avoid duplication of services;
3. Identification of collaborating partners in the project;
4. Experience of each collaborating partner with family literacy programs or services to families in need; and
5. The role and service each partner will deliver.

g. Program Personnel (5 points)

Describe in no more than two (2) pages the program staff who will provide services to eligible clients. The description should include, but is not limited to, the following:

3. The position title and names of all administrators, teachers (adult education, post-secondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff; and
4. A list/chart of educational credentials for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

h. Program Continuous Improvement Plan (10 points)

Describe in no more than one (1) page the program's continuous improvement plan to ensure that staff meet the required hours of professional development approved by LCTCS of 15 hours per year for full-time professional staff and 10 hours per year for paraprofessional and part-time staff. Discuss how information from professional development activities is put into practice and how data are used to make decisions that improve program performance.

i. Ability to Implement LACES

LCTCS Adult Education uses Literacy, Adult and Community Education System (LACES), a web-based information management system. All providers are expected to become familiar and use this system. For more information on LACES, please see http://www.literacypro.com/index.html#. Please confirm the program's ability to employ and conform to the requirements of this system.

7. Budget Forms Workbook

The Budget Forms Workbook may be downloaded at www.lctcs.edu/aebudgetforms. An Original Budget Summary and Original Budget Detail form, found in the Budget Forms Workbook, must be completed and signed by the applicant.

Adult Education – English Language/Civics Education

The purpose of the English Language/Civics Education (EL/Civics Education) Program is to support projects that demonstrate effective practices in providing and increasing access to English literacy programs linked to civics education. To become full participants in American life and to be successful workers, citizens, parents and family members, adults in the United States must be able to read and communicate in English. Evidence indicates that individuals with limited English proficiency are eager to learn English and other skills needed to succeed in U.S. society. English literacy instruction is one of the fastest growing components of adult education, with enrollment in English literacy classes increasing over the past ten years.

In addition to learning English, individuals must be able to understand and navigate governmental, educational, and workplace systems, as well as key American institutions, such as banking and health care. Civics education means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.

Grants may be used to support a variety of activities and costs related to English language and civics education instruction, including the costs of staff and instructors, materials, staff training, and support services for program participants. Additional funding should be used in Louisiana for sites to conduct local research, develop curriculum materials, conduct pilot instructional programs integrating English language and civics education, and to develop innovative ways to expand existing English-as-a-Second Language (ESL) programs, integrating them with civics education.

This is a two-year grant; however, applicants selected for funding this year will have to submit a continuation application to receive funds in the second year. Funding in the second year will be contingent on program performance and the availability of funds from the U.S. Department of Education.

This section contains the application guidelines and criteria for the EL/Civics grant. The application includes the following parts:

1. Cover Page
2. Assurance and Certification Forms
3. Abstract
4. Program Service
5. Demonstrated Program Effectiveness
6. Program Narrative
7. Budget Forms Workbook

1. Cover Page

All applications must contain a completed cover page found in Appendix C.

2. Assurance and Certification Forms

All sections of the assurance and certification forms must be completed and signed by the Executive Officer of the eligible entity. These forms may be found in Appendix D. Included are:

- *Application for Federal Funds Statement of Assurances*
    - *Fiscal Assurances*
    - *Certification: Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements*
    - *Assurances-Non- Construction Programs*
- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B*)*,if applicable
- *Board Resolution*, if applicable

3. Abstract (30 points)

The Abstract should not exceed two (2) pages. It should be a concise summary of the scope of the project. The summary should provide the following essential information needed to understand the general concept of the project:

- applicant information (name and location of applicant) (2 points);
- number of adults served in 2010-2011 and 2011-2012 (8 points);
- number of eligible adults projected to be served in 2012-2013 (2 points);
- statistical evidence of demonstrated program effectiveness (10 points); and
- if applicable, a list of anticipated program changes from 2011-2012 that will expand literacy services (8 points).

Please do not list the requested budget in the abstract.

4. Program Service [Sec. 231(e)(4)(A)] (10 points)

Applicants must fill out and submit all applicable hours of instruction worksheets contained in Appendix E. The worksheets include a proposed schedule for instruction for 2012-2013.

5. Demonstrated Program Effectiveness (30 points)

LCTCS is required to consider the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, the success of an eligible provider in meeting or exceeding performance levels.[6]

If available, applicants must submit NRS Tables 4 and 5, and Program Extract Table (Appendix F):

- 2009-2010;
- 2010-2011; and

[6] AEFLA Section 321(e)(2).

- 2011-2012 (July 1, 2011 – March 31, 2012).

If an applicant cannot demonstrate past program effectiveness through the NRS data tables, the applicant must describe the literacy services provided in the past, provide data demonstrating the effectiveness of those services (i.e. percentage of students who completed the course, obtained GED, etc.), and a description of the method used to collect the reported data. Applicants should complete the extract tables provided in Appendix F. Data provided should align as closely as possible to the information requested in the tables. The applicant's CFO must attest that the data submitted is true and reliable on the form attached in Appendix G.

6. Program Narrative (90 Points)

The program design and performance narrative provides readers with information pertaining to the quality of the program and attention to continuous program improvement. Program narratives should include the *who, what, when, where, why,* and *how* of program operations. It should be evident that the applicant understands the differences between the EL/Civics program and other adult education programs. The program design and performance narrative must be clear and concise and include the following sections.

a. Fulfillment of Program Purpose (10 points)

Describe in no more than one (1) page how the program will fulfill the purposes of the Adult Education and Family Literacy Act of 1998 and the EL/Civics grant. Specifically, explain how the project will:

1. Assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment, and/or self-sufficiency; and
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. Incorporate civics education and related support services into an integrated and coordinated program for individuals of limited English proficiency.

b. Recruitment (10 points)

Describe in no more than two (2) pages, the recruitment plan for 2012-2013. The description should include, but is not limited to, the following

1. The geographic region targeted for service;
2. Methods utilized to recruit and serve adults identified as "most in need" and the expected outcome of those methods; and
3. Outcome of the 2011-2012 recruitment plan, if applicable.

c. Student Intake and Assessment (10 points)

Describe in no more than two (2) pages the enrollment process to be used. The description should include, but is not limited to, the following:

1. Program enrollment and orientation for students;

2. How measurable goals are set for students according to the guidelines established by the NRS for adult education;
3. Specific assessment(s) and assessment procedures that will be used to determine student needs and functioning level;
4. How student gains are measured, based upon LCTCS Adult Education and GED policies; and
5. Describe how student attendance hours are documented.

d. Retention (10 points)

Describe in no more than one (1) page the methods that will be used to retain enrolled student through completion of their course or program.

e. Instructional Methodology and Delivery (15 points)

Describe in no more than five (5) pages the researched–based instructional practices used in the program. This description should include, but is not limited to, the following:

1. How do you ensure that the program is of sufficient intensity and duration for participants to achieve learning gains;
2. Where and what services will be offered throughout the parish(es);
3. Description of and reason for all program activities;
4. What researched-based instructional practices with proven effectiveness for teaching reading will be used, including phonemic and phonetic awareness, vocabulary, fluency, and reading comprehension skills;
5. How the activities are built on a strong foundation of research and effective educational practices;
6. How technology will be implemented into the instructional process;
7. How the program will incorporate common core standards into the instructional program;
8. How are flexible schedules offered to meet the needs of adult learners;
9. What services, including wrap-around services, does the program offer adult learners to enable individuals to attend and successfully complete programs; and
10. Outline and sequence of events for FY 2012-2013 activities.

f. Evaluation Plan (10 points)

The evaluation plan should be no more than two (2) pages describing how the program will measure performance based on the project design. The evaluation plan description should include, but is not limited to the following:

1. How data are and will be collected, processed, analyzed and reported;
2. Identify outcomes for FY 2011-2012; and
3. Address how the program will further meet needs for the 2012-2013 fiscal year.

g. Coordination of Services (10 points)

Describe in no more than two (2) pages how the program coordinates and/or partners with other community sources, such as elementary/secondary schools, postsecondary educational

institutions, One-Stop centers, joint training programs, social service agencies, business and industry organizations, and programs for out-of-school youth. The description should include, but is not limited to, the following

1. The demonstrated need for the program;
2. How the program will collaborate with other adult education/literacy providers to avoid duplication of services; and
3. Description of partnerships with other community sources.

h. Program Personnel (5 points)

Describe in no more than two (2) pages the program staff who will provide services to eligible clients. The description should include, but is not limited to, the following:

1. The position title and names of all administrators, teachers (adult education, post-secondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff;
2. A description of experience with ESL populations; and
3. A list/chart of educational credentials for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

i. Program Continuous Improvement Plan (10 points)

Describe in no more than one (1) page the program's continuous improvement plan to ensure that staff meet the required hours of professional development approved by LCTCS of 15 hours per year for full-time professional staff and 10 hours per year for paraprofessional and part-time staff. Discuss how information from professional development activities is put into practice and how data are used to make decisions that improve program performance.

j. Ability to Implement LACES

LCTCS Adult Education uses Literacy, Adult and Community Education System (LACES), a web-based information management system. All providers are expected to become familiar and use this system. For more information on LACES, please see http://www.literacypro.com/index.html#. Please confirm the program's ability to employ and conform to the requirements of this system.

7. Budget Forms Workbook

The Budget Forms Workbook may be downloaded at www.lctcs.edu/aebudgetforms. An Original Budget Summary and Original Budget Detail form, found in the Budget Forms Workbook, must be completed and signed by the applicant.