

# **WorkReady U**

## ***Request for Proposals (RFP)***

### **Adult Basic Education**

### **Competitive Grant Application Packet**

### **2011-2012**

CFDA # 84.002 A

Under the Workforce Investment Act of 1998, Public Law 105-220, Title II-Adult Education and Literacy and Louisiana Revised Statutes, Title 17:1871 and 17:3217

This RFP contains information that provides guidelines and documents to apply for the following FY 2011-2012 Adult Education funds:

- I. Adult Education Continuation Grant for FY 2011-2012
- II. New Applicants and Expanded Adult Education Programs
- III. New WorkReady U Pilot Program

***CLOSING DATE:***

**Monday, May 23, 2011**  
**5:00 p.m.**

## *Table of Contents*

1.0 General Information.....	3
1.1 Introduction.....	3
1.2 Background.....	4
1.3 Schedule of Events .....	5
1.4 The Act: Title II of WIA .....	5
1.5 Purpose.....	5
1.6 Applicable Regulations .....	5
2.0 Proposal Information .....	6
2.1 Eligible Applicants .....	6
2.2 New Federal Requirement for a DUNS.....	6
2.3 Population to be Served.....	6
2.4 Allowable Services.....	7
2.5 Available Funds and Funding Sources .....	7
2.6 Number of Awards .....	8
2.7 Minimum Services to Increase Access per Parish.....	8
2.8 Staff Development.....	9
2.9 Funding/Project Period.....	9
2.10 Program Performance Measures.....	9
3.0 Administrative Information.....	9
3.1 Reporting Requirements .....	9
3.2 Program Evaluation and Review .....	10
3.3 Application Availability and Inquiry Period .....	10
3.4 Deadline for Application .....	10
4.0 Application Guidelines and Attachments .....	11
Appendix A: Application for Project Funds Cover Page .....	11
Appendix B: Guidelines for Adult Education Continuation Grant .....	12
Appendix C: Guidelines for State Funds for New and Expanded Adult Education Programs.....	16
Appendix D: Guidelines for WorkReady U Pilot Program.....	20
Appendix E: Application Attachments.....	25
Attachments E.1-E.6: Federal Assurance/Certification Forms .....	26
Attachment E.7: Federal Correctional Program Fiscal Assurance .....	32
Attachment E.8 Non-Public Statement of Assurances .....	33
Attachment E.9: Board Resolution.....	34
Attachment E.10: State Assurance .....	35
Attachment E. 11: State Correctional Program Fiscal Assurance .....	36
Attachment E.12: Program Service-Hours of Instruction Worksheet (FY 10-11).....	37
Attachment E.13: Program Service-Hours of Instruction Worksheet (FY 11-12).....	38
Attachment E.14: Minimum Number to be Served by Parish.....	39
Attachment E.15: Demonstrated Program Effectiveness Extract Table.....	42
Attachment E.16: WorkReady U Performance Target Form .....	43
Attachment E.17: WorkReady U Partnership Commitment Form.....	44
Attachment E.18: 2010-2011 Approved Performance Benchmarks .....	45
Appendix F: Application Scoring Rubrics .....	46

## 1.0. GENERAL INFORMATION

### 1.1 INTRODUCTION

This competitive application packet begins a transition in Louisiana to expand adult education programming beyond literacy and GED acquisition to and through career pathways leading to family-supporting, quality jobs. Goals for adult education programs will begin now to focus on increasing GED acquisition, combining Adult Basic Education (ABE) and English as a Second Language (ESL) instruction with postsecondary occupational training, and moving more adult education students into a postsecondary degree through dual-enrollment and credit bearing coursework. The Louisiana Community and Technical College System (LCTCS) has a five-year timeline to accomplish these goals statewide. LCTCS will depend heavily on the adult education experiences of current providers and the capacity of existing programs to build relationships and expand slots to accommodate more of the 600,000 program-eligible adults living in Louisiana.

This Request for Proposals (RFP) provides guidelines for three separate funding programs. LCTCS invites applicants to build on current programs and partnerships, incorporating multiple evidence-based components and regional resources to redesign the role of adult education in workforce development. Our goal is to ensure ABE students can participate fully in statewide economic gains.

**Current adult education grantees** are invited to submit applications for federal continuation funding. State funds will be awarded to **new or expanded programs** to fill gaps for more occupational training and increased GED success rates, putting equal emphasis on literacy/GED and postsecondary credentials that will include credit bearing course work. An allocation of \$800,000 in federal funds will support components of site-specific **WorkReady U pilot models** as a third grant program. For those applicants awarded funds for WorkReady U pilot programs, a small amount of additional dollars will soon be available for a planning project to build a system design for 2012 funding from Jobs for the Future (JFF)<sup>1</sup>. JFF projects will integrate basic academic skills with credit-bearing coursework that is grounded in industry-recognized and employer supported contextualized curriculum.

Therefore, this RFP packet contains proposal guidelines for three separate but overlapping grant programs for 2011-2012.

1. **Existing Adult Education Program:** Currently funded adult education programs are eligible for level funding (equal to 2010-2011 grants) from federal dollars coming to Louisiana from the U. S. Department of Education, Office of Vocational and Adult Education (USDE/OVAE). New budget applications, certification/assurance pages and performance benchmarks for FY 09-10 and FY 10-11 (July 1, 2010 to March 31, 2011), are required for submission. Additionally, only sections of the 2010-2011 application that the applicant wishes to change will be submitted in response to this RFP.

2. **New or Expanded Adult Education Programs with WorkReady U Required Components:** State-funded competitive grants for new adult education programs—those not funded in 2010-2011—as well as expansions or additional work-ready/career

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<sup>1</sup> For more information about Jobs for the Future (JFF), *ABE to Credentials Initiative* please visit: <http://www.jff.org/projects/current/education/abe-credentials/1172>.

instruction for currently funded adult education programs are also available through this competitive RFP. Necessary components are specific linkages between adult education/ESL programs and postsecondary coursework. New, eligible applicants must have 3 years of data history for comparable services for eligible adults, 16 years or older. These grants will be funded with state dollars. Qualification for these funds will require the implementation of basic WorkReady U model components.

**3. Work Ready U Adult Education Pilot Program:** New federal funds will be awarded to five to ten applicants, either current programs or new applicants, that submit adult education/ESL programs designed around the complete WorkReady U model for adult education in Louisiana. These programs will combine literacy/GED instruction with career/occupational coursework for high-demand jobs in the local area and will have performance indicators that include credit-bearing postsecondary credentials for a percentage of adult education student participants. Academic and social supports for students in WorkReady U model programs are expected. Grantees from this competition will be required to participate in Jobs for the Future planning activities.

## ***1.2 BACKGROUND***

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.

The Louisiana Legislature, after many years of conversation regarding the goals and direction of the state's adult education system, finalized a transfer of responsibility for adult education programs from the Board of Elementary and Secondary Education (BESE) to the Board of Supervisors of the Louisiana Community and Technical College System (LCTCS) in the 2010 Regular Session. This action focuses resources on our most-in-need adults and the state's economy by expanding access through LCTCS to national work-ready certificates and sustainable employment.

To ensure more family-supporting jobs for adult education students, Louisiana is linking intentional work-readiness and employment to the more traditional adult education goals of literacy and high school equivalency diplomas. The framework for the new adult education system, named WorkReady U, adds performance benchmarks that more closely integrate adult basic skills instruction with job training and postsecondary credits, building a clear pathway from a pre-GED curriculum to a postsecondary degree. The LCTCS system is committed at the highest levels to provide all adult basic skills students with multiple career pathways leading to family-supporting jobs and economic growth.

LCTCS is funding three types of adult education grants in 2011: 1) continuation of current (2010-11) programs under the existing Adult Education Program with federal dollars at amounts appropriated last year, based upon performance indicators reported in the National Reporting System; 2) new or expanded adult education programs, with state dollars, that implement adult basic skills projects and can report outcomes that are aligned with the National Reporting System data sets, as well as build the program components to employment, occupational training, and/or postsecondary coursework; and 3) new or continuing programs, with federal dollars, that submit an application in response to this RFP that will build and implement WorkReady U pilot

programs to integrate adult basic skills/GED attainment with credit-bearing coursework that is grounded in industry-recognized and employer supported job credentials. Performance benchmarks include a percentage of students who complete credit-bearing coursework and a percentage who continue toward completion of a postsecondary degree.

### ***1.3 Schedule of Events***

**Release of RFP: Friday, April 15, 2011**

**Inquiry Period: Refer to Section 3.3–*Application Availability and Inquiry Period***

**Proposal Due: Monday, May 23, 2011**

### ***1.4 The Act: Title II of WIA***

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. Louisiana has received approval from the U.S. Department of Education for the *Extension of the Louisiana State Plan for Adult Education and Family Literacy* to conduct a one-year, open competition during the period of the extension of the state plan to eligible providers within the state to enable eligible entities to embark upon a journey of systems-building and redesign to strengthen the state's education and training infrastructure. To this end, Louisiana is initiating a pilot program called the WorkReady U – Adult Education Program that will eventually be expanded to replace the current Adult Education Program model. The WorkReady U-Adult Education Program is designed to expand the performance goals of Louisiana's statewide adult education program to utilize federal funds to develop, implement, and improve adult education and literacy activities to include work-ready certifications and sustainable employment.

### ***1.5 Purpose***

It is the purpose of the Adult Education and Family Literacy Act to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services to adults 16 years of age and older in need of adult basic education in order to:

1. become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. obtain the educational skills necessary to become full partners in the educational development of their children; and
3. complete a secondary school education.

It is the goal of LCTCS to expand and strengthen pathways that lead from adult education/GED programming to postsecondary, occupational/technical education, and employment activities.

### ***1.6 Applicable Regulations***

All recipients of funding shall comply with Louisiana Revised Statute 17:14 and the Adult Education and Family Literacy Act, 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.

## **2.0 PROPOSAL INFORMATION**

### **2.1 *Eligible Applicants***

Entities which are eligible to submit applications for all three 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 to transition adult learners to postsecondary, occupational/technical education, and employment opportunities are encouraged.

### **2.2 *New Federal Requirement for a DUNS***

All applicants must provide a Data Universal Numbering System (DUNS) number in the application submitted in response to this RFP. This 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>).

### **2.3 *Population to Be Served***

The eligible population to be served will be adults 16 years of age or older in need of adult basic education. These are 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 who wish to submit demonstration models for WorkReady U pilot projects, as well as those 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.

## 2.4 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, and 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 focus 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 new applicants and current programs applying for state funds, as well as applicants for federal WorkReady U pilot program funds, ADDITIONAL services include dual-enrollment in postsecondary institutions and career, technical and/or occupational coursework that leads to quality jobs.

## 2.5 Available Funds and Funding Sources

### 1. Adult Education Continuation Grants (Guidelines in Appendix B)

Continuation grants for existing programs will be funded in 2011-2012, contingent upon the availability of federal funds. The one-year awarding of sub-grants in Louisiana through the open, competitive bid process was approved by the United States Department of Education in the requested *Extension of the Louisiana State Plan for Adult Education and Family Literacy*. Budgets will be submitted and considered, but final awards will be determined by a minimum application score of 70%, and submission of performance data.

Federal law requires that not less than 95% of the awarded federal funds be expended to carry out adult education and literacy activities. The remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. All changes in funding must be approved by LCTCS program staff.

### 2. New Applicants and Current Grantees Expanding Adult Education Programs to move to WorkReady U model. (Guidelines and Criteria in Appendix C)

State funds, contingent upon availability of funds, will be used for competitive grants awarded under the existing, traditional adult education program design but with additional required components **that move toward the WorkReady U Adult Education program model**. Applicants must describe articulation of two or more educational pathways from basic skills/GED to postsecondary certificates, based upon local/regional workforce demand.

Additional performance benchmarks are also required relating to postsecondary enrollment, WorkReady certificates, and future employment.

Proposed budgets will be submitted and considered, but final awards will be determined by a minimum application score of 70%, and submission of performance data.

### **3. Grants for WorkReady U Pilot Project (Guidelines and Criteria in Appendix D)**

Federal funds will support innovative, collaborative models that fully integrate ABE/ESL instruction with postsecondary and technical/career/occupational training. These projects will serve adults 16 years of age and older with special components targeted for participants aged 18 and older who are working at a basic skills level of 6<sup>th</sup> grade level and above. Grantees who are awarded funds to implement a comprehensive WorkReady U pilot will be required to participate in a planning grant from Jobs for the Future that will integrate evidence-based programming to expand educational pathways leading to college level certificates and beyond for students entering adult education and ESL programs. Potential, multi-year private and/or State funding may be available to leverage with federal funds in this project group.

Proposed budgets will be submitted and considered, but final awards will be determined by a minimum application score of 70%, and submission of performance data.

#### **2.6 Number of Awards**

The number of awards for FY 2011-2012 will be determined by the number of applications eligible for funding through the open, competitive bid process. Federal-WIA of 1998, Title II Adult Education and Literacy funds will be allocated for continuation grants from FY 2010-2011 and state funds will be awarded for new and expanded adult education programs with components leading to employment and postsecondary entrance and completion. In a third grant category, federal funds will support a limited number of WorkReady U pilot programs that incorporate the criteria of the WorkReady U *Pro Forma Business Plan*<sup>2</sup>.

#### **2.7 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 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 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.

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<sup>2</sup>WorkReady U Pro Forma Business Plan is available at:  
<http://www.lctcs.edu/assets/docs/Adult%20Ed/AttachmentD.WorkReadyUProformaBusinessPlan.02.07.11.pdf>



## **2.8 Staff Development**

Programs receiving funds are required to provide a minimum number of hours, as adopted in the new LCTCS 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.

## **2.9 Funding/Project Period**

**Federal Funds: July 1, 2011 to September 30, 2012**

**State Funds: July 1, 2011 to June 30, 2012**

## **2.10 Program Performance Measures**

For the funding year 2011-2012, 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 2011-2012 negotiated benchmarks will be sent to funded programs upon approval by USDE/OVAE. The 2010-2011 performance benchmarks are included in **Attachment E.18** for reference. Programs should use the 2010-2011 performance benchmarks for guidance, expecting a one to two percent increase in each area.

### **For new or expanded adult education programs and WorkReady U Pilot Program:**

A commitment to new goals for adult education programming in Louisiana will call for a new focus on additional performance measures. The WorkReady U pilot project and the programs moving toward a WorkReady U format will have a greater emphasis on the current and/or new performance measures, valued in order:

- Numbers served
- GED completers
- Postsecondary Enrollment
- Postsecondary Completers
- Implementation of National Work Ready Certificates
- Sustainable Employment

## **3.0 ADMINISTRATIVE INFORMATION**

### **3.1 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. Data collection and reporting is to comply with Adult Education and GED Policies<sup>3</sup>, approved by the LCTCS Board of Supervisors February 9, 2011. Grantees winning state funds, as well as those awarded to implement WorkReady U pilots will be required to participate in efforts to collect longitudinal participant data to track student progress through both ABE and college prep/career pathways and employment.

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<sup>3</sup> 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.

### **3.2 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.

### **3.3 Application Availability and Inquiry Period**

Application packets for any eligible entity interested in applying for the Adult Basic Education and WorkReady U grants are available at <http://www.lctcs.edu/abegrantapp>.

An Inquiry Period will be conducted in two (2) phases. All questions about the applications must be submitted in writing via email to [mdebenedetto@lctcs.edu](mailto:mdebenedetto@lctcs.edu) or by mail to LCTCS, WorkReady U-Adult Education, 265 S. Foster Drive, Baton Rouge, LA 70806 on or before the deadlines specified below:

**Phase I** will continue through **April 26, 2011**. After reviewing the grant applications, eligible entities may submit questions to be received in this office until **5:00 p.m., April 26, 2011**. Only inquiries received within this timeframe and by the established deadline will be considered. Answers to all questions received by **5:00 p.m., April 26, 2011**, will be posted on the LCTCS website by **May 3, 2011**.

**Phase II.** Additional questions or requests for clarification may be generated from the state's responses to the questions received in Phase I. Therefore, questions arising from and limited to the original responses may be received by **5:00 p.m., May 9, 2011**. Only inquiries received by the established deadline will be considered. Answers to the Phase II questions will be posted on the LCTCS website **May 13, 2011**.

### **3.4 Deadline for Application**

Applications, original and five (5) copies, must be received at LCTCS **no later than 5:00 p.m. on Monday, May 23, 2011.**

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 or obligates the Louisiana Department of Education 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**

## Appendix A: Application for Project Funds Cover Page

<b>Applicant/Institution Name:</b>		<b>DUNS#:</b>
<i>Are you a currently-funded applicant?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Project Director:</b>		
<b>Fiscal Agent:</b>		
<b>Mailing Address:</b>		
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip Code:</b>
<b>Telephone Number:</b> (      )	<b>Extension:</b>	
<b>Fax Number:</b> (      )		
<b>Email Address:</b>		

Please indicate which of the following applications are included for FY 2011-2012:

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Appendix B: Application for Adult Education Continuation Grant</b>
Amount Applied For: \$		
Program Title: Adult Education-State Grant Program		
CFDA# 84.002		
Awarding Agency: U.S. Department of Education		
Internal Program Title: Adult Basic Education-FEDERAL FUNDS		
Project Number: 482110		
Funding Period: 07/01/2011-09/30/2012		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Appendix C: Application for State Funds for New and Expanded Adult Education Programs</b>
Amount Applied For: \$		
Program Title: Adult Education-State Grant Program		
CFDA#		
Awarding Agency: State of LA		
Internal Program Title: Adult Basic Education-STATE FUNDS		
Project Number: 482110		
Funding Period: 07/01/2011-06/30/2012		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Appendix D: Application for WorkReady U Pilot Project</b>
Amount Applied For: \$		
Program Title: Adult Education-State Grant Program		
CFDA# 84.002		
Awarding Agency: U.S. Department of Education		
Internal Program Title: Adult Basic Education-FEDERAL FUNDS		
Project Number: 482110-WorkReady U Pilot Carryover Funds		
Funding Period: 07/01/2011-09/30/2012		

I hereby assure and certify that this agency will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of funds for the federally-assisted or state-assisted project.

**APPROVED (For State Agency Use Only)**

WRU Staff Review: \_\_\_\_\_

\_\_\_\_\_  
Executive Director WorkReady U      Date

\_\_\_\_\_  
Approved Representative of the Recipient      Date

\_\_\_\_\_  
Dr. Monty Sullivan, Executive Vice President

## **Appendix B: Application Guidelines for Adult Education Continuation Grants for FY 2011-2012.**

- 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 below and include all items listed below.
- 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.

**Part 1: For FY 2011-2012 funding, currently-funded applicants are required to submit the following information in order to update the 2010-2011 application:**

### **1. Assurance and Certification Forms**

**Attachments E.1-E.9, 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. 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*
- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B), if applicable
- *Board Resolution*, if applicable

### **2. Abstract**

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;
- number of adults served in 2009-2010 and 2010-2011;
- number of eligible adults projected to be served in 2011-2012;
- statistical evidence of demonstrated program effectiveness; and
- a list of anticipated program changes from 2010-2011 that will expand literacy services.

### **3. Program Service**

**Attachments E.12-E.13, Hours of Instruction Worksheet**

- Current Schedule for 2010-2011
- Proposed Schedule for 2011-2012

### **4. Demonstrated Program Effectiveness**

Submit NRS Tables 4, 5 and Program Extract Table:

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

## **5. Federal Budget Summary and Budget Detail forms.**

The budget forms may be downloaded at <http://www.lctcs.edu/AEbudgetsummary> and <http://www.lctcs.edu/AEbudgetdetail>. The forms must be completed and signed by the applicant using the same 2010-2011 Federal award allocation for FY 2011-2012.

Please refer to the *LOUISIANA ACCOUNTING AND UNIFORM GOVERNMENTAL HANDBOOK (LAUGH)* for allowable expenditures. It can be found at <http://doa.louisiana.gov/cdbg/lgap/laugh.pdf>.

## **Part II: Currently-funded applicants should submit information for the following sections only if changes and/or updates are planned for FY 2011-2012.**

### **6. Program Narrative**

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**

Describe in no more than one (1) double spaced page how the program will fulfill the purposes of the Adult Education and Family Literacy Act of 1998, if applicable, and the focus to transition adult learners to postsecondary, occupational/technical education, and employment opportunities. Explain how the project will:

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

Describe the results of current efforts to fulfill the purpose of the Act, stated focus (if applicable) and intended changes for the project year.

#### **B. Identification and Recruitment of Adults “Most in Need”**

Describe in no more than two (2) pages the methods used by the program to identify and recruit, at a minimum, the number of adults designed for each area most in need of adult basic and adult education services. Refer to **Attachment E.14** for the minimum number to be serviced in each parish. Those identified as most in need in the *Louisiana State Plan for Adult Education and Family Literacy* include low-literate adults, low-income adults (i.e. welfare and/or other unemployed), incarcerated adults, single parents and displaced homemakers, adults with limited English proficiency, and homeless adults. The description should include, but is not limited to, the following:

- describe methods utilized to recruit and serve the “Most in Need” adults and the expected outcomes;
- detail the recruitment plan based upon FY 2010-11 recruitment results;
- list the parish(es) that the program will serve; and
- describe the plan to serve the minimum number of “most in need” adults identified in each parish served.

### **C. Student Intake and Assessment**

Describe in no more than two (2) pages the enrollment processes to be used, including but not limited to the following.

- process to orient students to the program;
- describe how student goals are set according to the guidelines established by the National Reporting System (NRS) for Adult Education;
- describe how students are assessed upon entry to determine their educational functioning level;
- describe the assessments that are used;
- describe how student gains are measured, based upon LCTCS Adult Education and GED Policies; and
- describe how student attendance hours are documented.

### **D. Instructional Methodology and Delivery**

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

- how small group instruction is implemented at each site of instruction and how small and whole group instruction is aligned with IPIs;
- how technology has been implemented into the instructional process;
- how instructional strategies for teaching reading will include phonemic and phonetic awareness, vocabulary, fluency, and reading comprehension skills;
- how the connection between learning and real-life situations is made, based upon the adult's prior knowledge or learning experiences;
- how flexible schedules are offered to meet the needs of adult learners;
- how distance learning activities are implemented into the instructional processes or offered for specific groups of students (as applicable); and
- where the services will be delivered throughout the parish(es).

### **E. Coordination of Services: Literacy, Postsecondary, Workplace**

Describe in no more than two (2) pages the partnerships that the program has with elementary/secondary schools, postsecondary educational institutions, One-Stop centers, job 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:

- how a minimum of 30 hours per week of instructional services will be provided in the parish.
- how the program will collaborate with other adult education/literacy providers in the parish to avoid duplication of services;
- the program's transition plan to move adult learners to postsecondary education, occupational/technical education, and employment opportunities;
- the specific coordination/in-kind efforts used to address the transition of adult learners to postsecondary, occupational/technical education, and employment opportunities

### **F. Program Personnel**

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

- the position title and names of any and all administrators, teachers, paraprofessionals, and clerical staff; and
- a list and copies of educational credentials and/or teaching certification(s) for all administrators and teachers.

### **G. Program Continuous Improvement Plan**

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 the Louisiana Community and Technical College System 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.

### **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 is administered through a consortium, please list the parishes included in the consortium and describe the approach in administering the program in partnering parishes. Define the role of the consortium administrator and the role of the partnering parishes. Describe any proposed changes for the consortium member parishes for FY 2011-2012. The Consortium Administration Statement should not exceed two (2) pages. (Consortium Administrators Only)

### **9. Application Checklist**

Please ensure that the following attachments are submitted with the Continuation grant application:

- |   |   |
|---|---|
| <input type="checkbox"/> E.1-E.9                              | Federal Assurance/Certification Forms   |
| <input type="checkbox"/> E.12-E.13                            | Hours of Instruction Worksheets (2010-2011; 2011-2012)                                  |
| <input type="checkbox"/> NRS Tables<br>(Tables 4, 5, Extract) |   |
| <input type="checkbox"/> Federal Budget Summary*              | <a href="http://www.lctcs.edu/AEbudgetsummary">http://www.lctcs.edu/AEbudgetsummary</a> |
| <input type="checkbox"/> Federal Budget Detail*               | <a href="http://www.lctcs.edu/AEbudgetdetail">http://www.lctcs.edu/AEbudgetdetail</a>   |

\*The budget for Appendix B should be for the same amount as your 2010-2011 Federal award.

## **Appendix C: Application Guidelines for State Funds under the Existing Adult Education Program for New and Expanded Adult Education Programs**

- 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 below 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.

### **1. Assurance and Certification Forms**

#### **Attachments E.8-E.11, 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. 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*

### **2. Abstract**

The abstract should be no more than two (2) double spaced pages and contain 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;
- an overview of existing, comparable programming currently offered, as well as, a brief description of components that will be added through this application;
- statistical evidence of demonstrated program effectiveness;
- number of eligible adults projected to served in the program during FY 2011-2012;
- summary of the partnerships to ensure pathways from basic skills to post-secondary institutions and sustainable employment; and
- hours of operation of the program by days, weeks, and months.

**Please do not list the requested budget amount in the Abstract.**

### **3. Program Narrative**

State funds are focused on moving both adult education and postsecondary career training programs closer to the WorkReady U model for adult education in Louisiana. In the Narrative, the program design should be clearly described such that grant readers understand how all components work together and focus on student success from basic skills and GED attainment to and through postsecondary enrollment, postsecondary completion and/or WorkReady certificates and employment. Readers need performance 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 should be clear and concise and must include the following sections.



**A. Description of Current Programs Relevant to Adult Basic Skills and Career Pathways (if applicant is a consortium, relate project activities of all providers)**

Include a one (1) page description of your current program, including existing efforts that align with the purpose of the Adult Education and Literacy Act, and intended changes and/or expansions for the project year. Include at a minimum:

- a description of adult basic skills programming, if any;
- a description of current efforts to integrate adult basic skills programs with workforce and career preparation programs, if any; and
- an overview of social and academic supports provided to students.

**B. Fulfillment of Program Purpose**

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

Explain how the project will:

- assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment and/or self-sufficiency;
- integrate two or more educational pathways linked to career pathways that begin with adult basic and ESL education and continue to one-year college-level certificates and beyond; and
- justify the choice of the selected pathways with regional workforce demand data.

**C. Identification and Recruitment**

Describe in no more than two (2) pages the methods used by the program to identify and recruit those most in need of adult basic and adult secondary education services. Those identified as most in need in the *Louisiana State Plan for Adult Education and Family Literacy* include low-literate adults, low-income adults (i.e. welfare and/or other unemployed), incarcerated adults, single parents and displaced homemakers, adults with limited English proficiency, and homeless adults. The description should include, but is not limited to, the following:

- describe methods utilized to recruit and serve the “Most in Need” adults and the expected outcomes;
- list the parish(es) that the program will serve; and
- describe the profile of students to be recruited and tracked to participate in the adult education and WorkReady U programming funded through this proposal.

**D. Student Intake and Assessment**

Describe in no more than two (2) pages the managed enrollment processes to be used, including but not limited to:

- program enrollment and orientation for students;
- student goal setting in accordance with guidelines established by the National Reporting System (NRS) for Adult Education;
- specific assessment(s) and assessment procedures that will be used to determine educational functioning level upon entry;
- evaluation or assessment of student barriers;
- how student gains are measured, based upon LCTCS Adult Education and GED Policies; and
- how student attendance hours are documented.

### **E. Instructional Methodology and Delivery**

Describe in no more than three (3) pages the research-based instructional practices used in the proposed or existing program. The description should include, but is not limited to, the following:

- how instruction will align with the goals of WorkReady U-Adult Education and the needs of the student;
- if “loss points” have been identified, what are the strategies to retain students until acquisition of a GED and postsecondary credentials (“loss points” are the stages in the program where students tend to become disengaged or drop from the program—around 35 hours of instruction or at GED attainment, for instance);
- how technology has been implemented into the instructional process, including distance learning activities for specific students or all students;
- how flexible schedules are offered to meet the needs of adult learners;
- incorporation of dual enrollment or other integrated instruction, including inclusion of WorkReady certificates, if any; and
- where the services will be delivered throughout the parish(es).

### **F. Coordination of Services: Literacy, Basic Skills, Postsecondary, Workplace**

Further, describe in no more than two (2) pages the partnerships that the program has with elementary/secondary schools, postsecondary educational institutions, One-Stop centers, job 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:

- how a minimum of 30 hours per week of instructional services will be provided in the parish;
- how the program will collaborate with other adult education/literacy providers in the parish to avoid duplication of services;
- social and/or academic supports available to adult students to increase retention rates;
- the specific coordination/in-kind efforts used to address the transition of adult learners to postsecondary, occupational/technical education, and employment opportunities.

### **G. Program Personnel**

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:

- the position title and names of all administrators, teachers (adult education, postsecondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff; and
- a list and copies of educational credentials and/or teaching certification(s) for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

### **H. Plan for Professional Development for Continuous Improvement**

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 the Louisiana Community and Technical College System of 15 hours per year for full-time professional staff and 10 hours per year for paraprofessional and part-time staff.

#### **4. Program Service and Demonstrated Program Effectiveness**

Listed below are two (2) attachments that must be completed for this section:

##### **A. Attachment E.13, *Hours of Instruction Worksheet***

This worksheet must be completed by all applicants to provide information on instructional services that will be available during FY 2011-2012.

##### **B. Attachment E.15, *Demonstrated Program Effectiveness Extract Table***

This Table must be completed by **new applicants only** and provide data for the past three years, FY 2008-2009, 2009-2010, and 2010-2011 (July 1, 2009 – March 31, 2011). Data provided should align as closely as possible with the information requested on the table.

**Currently funded applicants** must submit National Reporting System (NRS) Tables 4, 5 and Program Extract Table for the past three years for both the continuation request and this application for state dollars.

NRS information and samples of National Reporting System (NRS) Tables 4 and 5 can be obtained at <http://www.nrsweb.org/pubs>. Entities receiving an award will be required to complete Tables 4 and 5 for FY 2010-2011. Programs receiving awards are required to report student data in the approved statewide data management system for FY 2011-2012 and in accordance with the LCTCS Adult Education and GED Policies.

#### **5. 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.

#### **6. Consortium Administration Statement (if applicable)**

If the project is administered through a consortium, please list the parishes included in the consortium and describe the approach in administering the program in partnering parishes. Define the role of the consortium administrator and the role of the partnering parishes. Describe any proposed changes for the consortium member parishes for FY 2010-2011. The Consortium Administration Statement should not exceed be two (2) pages. (Consortium Administrators Only)

#### **7. State Budget Summary and Budget Detail forms.**

The budget forms may be downloaded at <http://www.lctcs.edu/AEbudgetsummary> and <http://www.lctcs.edu/AEbudgetdetail>. The forms must be completed and signed by the applicant.

Please carefully review the **LOUISIANA ACCOUNTING AND UNIFORM GOVERNMENTAL HANDBOOK (LAUGH)** before preparing the budget. This handbook can be accessed at <http://doa.louisiana.gov/cdbg/lgap/laugh.pdf>.

## 8. Application Checklist

Please ensure that the following attachments are submitted with the grant application for State Funds:

- |   |   |
|---|---|
| <input type="checkbox"/> E.8-E.11                             | State Assurance/Certification Forms   |
| <input type="checkbox"/> E.13                                 | Hours of Instruction Worksheet (2011-2012)  |
| <input type="checkbox"/> E.15                                 | Demonstrated Program Effectiveness (new applicants)                                     |
| <input type="checkbox"/> NRS Tables<br>(Tables 4, 5, Extract) | Demonstrated Program Effectiveness (currently-funded applicants)                        |
| <input type="checkbox"/> State Budget Summary                 | <a href="http://www.lctcs.edu/AEbudgetsummary">http://www.lctcs.edu/AEbudgetsummary</a> |
| <input type="checkbox"/> State Budget Detail                  | <a href="http://www.lctcs.edu/AEbudgetdetail">http://www.lctcs.edu/AEbudgetdetail</a>   |

## Appendix D: Application Guidelines for Federal Funds to Design and Implement WorkReady U Pilot Program

- 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 below and include all items listed below.
- 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.

Grants for WorkReady U Pilot models through this competition will serve adults aged 16 and older, yet focus on adults aged 18 and older, in need of adult basic education who are not enrolled in secondary school and who a) lack sufficient mastery of basic educational skills to function in society; b) do not have a secondary school diploma or its recognized equivalent or have not achieved an equivalent level of education; or c) are unable to speak, read, or write the English language. The proposed project must include Adult Basic Education students who enter the program at High Intermediate Basic Education through Adult Secondary Education (grade levels 6 and above) and/or English Language Learners in High Intermediate ESL (NRS level 5 and above). Priority goals for the new model for adult education in Louisiana will include performance benchmarks for high school equivalency diplomas, National Work Ready Certifications, postsecondary enrollments, postsecondary completers, and placement in sustainable employment.

Required components for this application include adult basic education leading to a GED, and articulation of at least two educational pathways that continue to one-year college-level certificates and beyond (accomplished through dual enrollment, co-teaching, integrated curriculum and other program strategies). Successful applicants will relate a plan to provide strong academic and social supports to participating students, with strategies to monitor loss points and retain participating students by mitigating the negative issues that contribute to drop outs in both ABE and post-secondary training programs. Please review the LCTCS WorkReady U model for Adult Education, the *Pro Forma Business Plan*.

Louisiana is currently participating in a **Jobs for the Future** initiative, *ABE to Credentials*, which will require successful grantees submitting applications for this competition to participate in planning activities for an opportunity for private funds aligned with WorkReady U program goals.

### 1. Assurance and Certification Forms

#### **Attachments E.1-E.9**, Assurance and Certification Forms

All sections of the assurance and certification forms must be completed and signed by the Executive Officer of the eligible applicant entity. Included are the:

- *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*, if applicable
- *Non-Public Statement of Assurances* (Act 14 of 2003, Section 18B), if applicable
- *Board Resolution* (if applicable)

## 2. Abstract

The Abstract should be a two (2) page 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;
- brief summary of current basic skills and career coursework and the proposed components that will be added to the program through this competitive application;
- previously demonstrated program effectiveness;
- number of eligible adults projected to serve in 2011-2012;
- summary of partnerships to ensure comprehensive pathways from basic skills to workforce; and
- location(s), and hours of operation of the program by days, weeks, and months.

**Please do not list the requested budget amount in the abstract.**

## 3. Program Narrative

Federal adult education funds in this competition are focused on building pilot WorkReady U models that integrate adult education and postsecondary career training programs as outlined in the WorkReady U *Pro Forma Business Plan*. In the Narrative, the program design should be clearly described such that grant readers understand how all components work together and focus on student success from basic skills and GED attainment to and through postsecondary job credentials. Readers need performance information, both current and planned benchmarks, with 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 should be clear and concise and must include the following sections.

### **A. Description of Current Programs Relevant to Adult Basic Skills and Career Pathways (if applicant is a consortium, relate project activities of all districts/parishes)**

Include a one (1) page description of your current program, including existing efforts that align with the purpose of the Adult Education and Literacy Act and the new focus for articulation to postsecondary credit-bearing coursework and workforce and career preparation programs. Include at a minimum:

- a description of adult basic skills programming, if any;
- a description of current efforts to integrate adult basic skills programs with postsecondary institutions and workforce and career preparation programs, if any; and
- an overview of social and academic supports provided to students.

### **B. Fulfillment of Program Purpose**

Describe in no more than two (2) double-spaced pages how the program proposed will fulfill the purposes of the Adult Education and Family Literacy Act of 1998 and the focus to transition adult learners to postsecondary, occupational/technical education, and employment opportunities. Explain how the project will:

- assist adults to become literate and obtain the knowledge and skills necessary for postsecondary education, employment and/or self-sufficiency;
- assist adults in completing a postsecondary education;
- integrate two or more educational pathways linked to career pathways that begin with adult basic and/or ESL education and continue to one-year college-level certificates and beyond; and
- justify the choice of the selected pathways with regional workforce demand data.

### **C. Identification and Recruitment of WorkReady U Pilot Participants**

Describe in no more than two (2) pages the methods 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:

- describe methods utilized currently to recruit and serve adults and current results, if available;
- describe additional methods planned for this project to recruit and serve adults and expected recruitment results for 2011-2012;
- describe any networking and/or marketing plans to recruit adult basic, adult secondary and English-Second-Language students, especially ages 18 to 64; and
- list the parish(es) that the program will serve.

### **D. Student Intake and Assessment**

Describe in no more than two (2) pages the **managed enrollment** processes to be used, including but not limited to:

- managed enrollment schedule and orientation procedures;
- student goal setting in accordance with guidelines established by the National Reporting System (NRS) for Adult Education;
- assessment procedures and specific assessments that will be used to determine educational functioning level upon entry;
- describe how student gains are measured, based upon LCTCS Adult Education and GED Policies;
- describe how student attendance hours are documented; and
- describe the method to collect longitudinal data for student progress through literacy services, post-secondary preparation, career pathways and employment.

### **E. Instructional Methodology and Delivery**

Describe in no more than five (5) pages research-based instructional practices to be used in the proposed pilot program. The description should include, but is not limited to, the following:

- how project instruction will align with the goals of WorkReady U and the needs of the student;
- planned acceleration strategies, including contextualized learning and the use of both on-line and classroom-based course designs, in collaboration with the LCTCS system and other participating colleges;
- the explicit articulation of two or more educational pathways linked to career pathways that begin with ABE/ESL and continue to one-year college level certificates and beyond;
- dual-enrollment strategies, adult basic literacy to career and technical education, including but not limited to paired courses, co-teaching, etc.;
- justification of selected occupational instruction with regional workforce demand data;
- how technology has been implemented into the instructional process, including the use of distance learning, e-learning and e-tutoring;
- plans for use of integrated curriculum and a commitment to Common Core Curricula<sup>4</sup>;
- how National WorkReady certificates are achieved;

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<sup>4</sup>For additional information, please visit <http://www.corestandards.org/the-standards>.

- the design for comprehensive academic and social supports for ALL participating students, with focus on engaging and retaining students through completion of postsecondary credit-bearing coursework.

#### **F. Coordination of Services: Literacy, GED, Postsecondary, Workplace**

**Attachment E.17** must be signed by partnering entities to demonstrate agreements for career pathways that include articulation from basic skills to postsecondary credentials. Further, in this section, describe in no more than two (2) pages the partnerships that the program has with Local Educational Agencies (LEAs), postsecondary educational institutions, One-Stop centers, job 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:

- how a minimum of 30 hours per week of instructional services will be provided in the parish;
- coordination/partnerships for student social or academic support;
- how the program will collaborate with other adult education/literacy providers and/or postsecondary institutions in the parish to avoid duplication of services; and
- the specific coordination/in-kind efforts, including addressing any new sources of funding, used to transition adult learners to and through postsecondary, occupational/technical education, and employment opportunities.

#### **G. Program Personnel**

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

- the position title and names of all administrators, instructors (adult education, post-secondary, occupational training, adjunct and/or other instructors), paraprofessionals, counselors, and clerical staff; and
- a list and copies of educational credentials and/or teaching certification(s) for all administrators, postsecondary instructors, adjunct instructors, and adult basic skills instructors.

### **4. Program Service and Demonstrated Program Effectiveness**

Listed below are two (2) attachments that must be completed for this section:

#### ***Attachment E.13, Hours of Instruction Worksheet***

This worksheet must be completed by all applicants to provide information on instructional sites/services that will be available for the WorkReady U Pilot program during FY 2011-2012.

#### ***Attachment E.16, WorkReady U Pilot Program Performance Targets***

This table must be complete to set performance targets for 2011-2012 for number of adults projected to be served, GED completions, postsecondary enrollment, postsecondary completion, National WorkReady Certificates, and employment data.



## 5. 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.

## 6. Consortium Administration Statement (if applicable)

WorkReady U pilot projects will depend strongly on the experiences of successful adult education programs in the state and the partnerships between those providers and postsecondary schools. For projects administered through a consortium, please list the parishes included in the consortium and describe the approach in administering the program in partnering parishes. Define the role of the consortium administrator and the role of the partnering parishes. The Consortium Administration Statement should not exceed two (2) pages in length. (Consortium Administrators Only)

## 7. Budget Summary and Budget Detail forms - WorkReady U Pilot Program

The budget forms may be downloaded at <http://www.lctcs.edu/AEbudgetsummary> and <http://www.lctcs.edu/AEbudgetdetail>. The forms must be completed and signed by the applicant.

Please carefully review the *LOUISIANA ACCOUNTING AND UNIFORM GOVERNMENTAL HANDBOOK (LAUGH)* before preparing the budget. This handbook can be accessed at <http://doa.louisiana.gov/cdbg/lgap/laugh.pdf>.

## 8. Application Checklist

Please ensure that the following attachments are submitted with the grant application for Federal Funds:

- |   |   |
|---|---|
| <input type="checkbox"/> E.1-E.9                | Federal Assurance/Certification Forms   |
| <input type="checkbox"/> E.13                   | Hours of Instruction Worksheet  |
| <input type="checkbox"/> E.16                   | WorkReady U Pilot Program Performance Targets   |
| <input type="checkbox"/> E.17                   | WorkReady U Partnering Agency Signature Page  |
| <input type="checkbox"/> Federal Budget Summary | <a href="http://www.lctcs.edu/AEbudgetsummary">http://www.lctcs.edu/AEbudgetsummary</a> |
| <input type="checkbox"/> Federal Budget Detail  | <a href="http://www.lctcs.edu/AEbudgetdetail">http://www.lctcs.edu/AEbudgetdetail</a>   |

## Appendix E: Application Attachments

Attachments E.1-E.6	Federal Assurance/Certification Forms
Attachment E.7	Federal Correctional Program Fiscal Assurance
Attachment E.8	Non-Public Statement of Assurances (Act 14 of 2003, Section 18B)
Attachment E.9	Board Resolution
Attachment E.10	State Assurance
Attachment E.11	State Correctional Program Fiscal Assurance
Attachment E.12	Program Service-Hours of Instruction Worksheet FY 2010-2011
Attachment E.13	Program Service-Hours of Instruction Worksheet FY 2011-2012
Attachment E.14	Minimum Number to be Served by Parish
Attachment E.15	Demonstrated Program Effectiveness Extract Table
Attachment E.16	WorkReady U-Adult Education Performance Targets
Attachment E.17	WorkReady U Partnership Commitment
Attachment E.18	2010-2011 Approved Performance Benchmarks



## **Fiscal Assurances**

- The recipient assures that it has made application and has been approved to receive grant funding for the Adult Education – State Grant Program CFDA# 84.002A awarded by the U.S. Department of Education.
  - The recipient has been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Louisiana Community and Technical College System, including adopting the WorkReady U pilot project model.
  - The recipient has provided the TOTAL AMOUNT ( \_\_\_\_\_ insert amount here) of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds)
  - The recipient assures that it has been advised that subrecipients expending \$500,000 or more in Federal awards (funds received as direct or pass thru funds) during the subrecipient’s fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
  - The recipient assures that it will permit the Louisiana Community and Technical College System, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.
  - The recipient agrees to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources.
  - The recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b) whichever is longest.
-

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

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

**1. LOBBYING**

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

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with

commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

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

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

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

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

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

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

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

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

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

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

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

---

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

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

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled  Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,  without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

### **PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

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**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C.  6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g)  523 and 527 of the Public Health Service Act of 1912 (42 U.S.C.  290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C.  3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



**CORRECTIONAL PROGRAM FISCAL ASSURANCE  
FEDERAL FUNDS  
FY 2011-2012**

No more than 6% of the federal budget may be dedicated to programs at correctional institutions for the FY 2011-2012.

According to Section 225 of Title II of the Workforce Investment Act of 1998, a correctional institution includes “prisons, jails, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.”

\_\_\_\_\_  
Name of Executive Office/Superintendent

\_\_\_\_\_  
Signature of Executive Office/Superintendent

\_\_\_\_\_  
Date

**LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM  
NON-PUBLIC  
STATEMENT OF ASSURANCES**

CFDA#: 84.002A  
Adult Basic Education

In compliance with requirements set forth in the Appropriation Bill of the 2003 Session of the Legislature, the following words are added to the above-mentioned application.

**Act 14 of 2003, Section 18B**

Grant recipient must present a comprehensive budget to the Legislative Auditor and the Louisiana Community and Technical College System showing all anticipated uses of the appropriation, an estimate of the duration of the project, and a plan showing specific goals and objectives for the use of such funds, including measures of performance. In addition and prior to making such expenditure, the grant recipient must agree in writing to provide written reports to the Louisiana Community and Technical College System at least every six months concerning the use of the funds and the specific goals and objectives for the use of the funds. In the event the Louisiana Community and Technical College System determines that the grant recipient failed to use the funds set forth in its budget within the estimated duration of the project or failed to reasonably achieve its specific goals and objectives for the use of the funds, the Louisiana Community and Technical College System shall demand that any unexpended funds be returned to the state treasury unless approval to retain the funds is obtained from the Division of Administration and the Joint Legislative Committee on the Budget.

Each recipient shall be audited in accordance with R.S. 24:513. If the amount of funds received by grant recipient is below the amount for which an audit is required under R.S. 24:513, the Louisiana Community and Technical College System shall monitor and evaluate the use of the funds to ensure effective achievement of the goals and objectives.

This Addendum is signed and entered into on the date indicated below:

SIGNATURES:

\_\_\_\_\_  
Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency

## BOARD RESOLUTION

\_\_\_\_\_  
(Name of Corporation)

Resolved, on motion of \_\_\_\_\_, seconded by \_\_\_\_\_,  
(Name of Board Member) (Name of Board Member)

that the Board of Directors designated \_\_\_\_\_,  
(Name of Appointee)

\_\_\_\_\_, to initiate, negotiate, and sign for grants between the Louisiana Community and  
(Title)

Technical College System and the \_\_\_\_\_.  
(Name of Corporation)

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

I hereby certify that the above resolution and foregoing are a true and correct extract  
from the minutes of a \_\_\_\_\_ meeting of the Board of Directors held on  
(Regular or Special)  
\_\_\_\_\_ at which there was a quorum present and voting.  
(Date)

ATTEST: \_\_\_\_\_  
Secretary

DATE: \_\_\_\_\_

**Louisiana Community and Technical College System  
ASSURANCES – STATE FUNDS**

- The enclosed application is being submitted for grant funding for the Adult Education-State Funds Program.
- The recipient has been informed of the requirements imposed by State laws, regulation, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Louisiana Community and Technical College System, including the requirement to work towards adopting the WorkReady U Pilot model.
- It is hereby agreed that the Louisiana Community and Technical College System, Office of the Legislative Auditor, and/or the Office of the Governor, the Division of Administration and any other agencies representing the state or federal government shall have the option of auditing all accounts or records of the grantee which relate to this award. All copies of required audits must be forwarded to the Louisiana Community and Technical College System.
- If the appropriation for this award is reduced by the Louisiana Legislature, the veto or Executive Order of the Governor, or by any means provided in the appropriations act which prevents the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of this award, the award shall either be reduced or terminated.
- I understand that all funds will be expended by the end of the project period identified in the Grant Award Notification and Louisiana Community and Technical College System guidelines. All expenditures will be in compliance with the approved application and budget.
- The information contained in this proposal is true and correct to the best of my knowledge and belief.

AS A GRANT RECIPIENT, I AGREE TO THE ENCLOSED ASSURANCE STATEMENTS.

\_\_\_\_\_  
Signature of Person authorized to receive the grant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parish/Agency

**LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM  
CORRECTIONAL PROGRAM FISCAL ASSURANCE  
STATE FUNDS  
FY 2011-2012**

No more than 6% of the state budget may be dedicated to programs at correctional institutions for the FY 2011-2012.

According to Section 225 of Title II of the Workforce Investment Act of 1998, a correctional institution includes “prisons, jails, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.”

\_\_\_\_\_  
Name of Executive Office/Superintendent

\_\_\_\_\_  
Signature of Executive Office/Superintendent

\_\_\_\_\_  
Date





**Minimum Number to be Served by Parish**

Parish	*Population ≥ 25 years of age	Population ≥ 25 years of age with less than a HS diploma	Target population to be served (5% of those without a HS diploma)
Acadia Parish	35573	12558	<b>628</b>
Allen Parish	16817	6182	<b>309</b>
Ascension Parish	60941	10216	<b>511</b>
Assumption Parish	14411	5858	<b>293</b>
Avoyelles Parish	26606	10707	<b>535</b>
Beauregard Parish	21036	5260	<b>263</b>
Bienville Parish	10172	2863	<b>143</b>
Bossier Parish	67926	8499	<b>425</b>
Caddo Parish	162696	29733	<b>1487</b>
Calcasieu Parish <i>(Total)</i>	118282	22383	<b>*1119</b>
*Calcasieu Parish		16709	<b>835</b>
*Literacy Council		5674	<b>284</b>
Caldwell Parish	6922	2394	<b>120</b>
Cameron Parish	6257	1994	<b>100</b>
Catahoula Parish	6904	2666	<b>133</b>
Claiborne Parish	11169	3827	<b>191</b>
Concordia Parish	12814	4539	<b>227</b>
DeSoto Parish	16118	4792	<b>240</b>
East Baton Rouge Parish <i>(Total)</i>	260281	33683	<b>*1684</b>
*EBR Parish		32501	<b>*1625</b>
*Literacy Works		1182	<b>*59</b>
East Carroll Parish	5542	2332	<b>117</b>
East Feliciana Parish	13877	4063	<b>203</b>
Evangeline Parish	21511	9581	<b>479</b>
Franklin Parish	13423	5178	<b>259</b>
Grant Parish	11921	3207	<b>160</b>
Iberia Parish <i>(Total)</i>	46587	12965	<b>*648</b>
* Iberia Parish Schools		7592	<b>*379</b>
* PEPI		5373	<b>*269</b>
Iberville Parish	21101	7246	<b>362</b>
Jackson Parish	10062	2655	<b>133</b>
Jefferson Parish	289854	53087	<b>2654</b>
Jefferson Davis Parish	19352	5929	<b>296</b>



Parish	Population $\geq$ 25 years of age	Population $\geq$ 25 years of age with less than a HS diploma	Target population to be served (5% of those without a HS diploma)
Lafayette Parish <i>(Total)</i>	127347	21583	<b>*1079</b>
* Lafayette Parish Schools		*17640	<b>*882</b>
*VITA		*3943	<b>*197</b>
Lafourche Parish	61125	18728	<b>936</b>
LaSalle Parish	9219	2901	<b>145</b>
Lincoln Parish <i>(Total)</i>	22059	4324	<b>216</b>
* Grambling State University		2594	<b>*130</b>
*Lincoln Parish		1730	<b>*86</b>
Livingston Parish	73195	11079	<b>554</b>
Madison Parish	7670	2808	<b>140</b>
Morehouse Parish	19446	6499	<b>325</b>
Natchitoches Parish	22033	6013	<b>301</b>
Orleans Parish <i>(Total)</i>	147040	27831	<b>*1391</b>
*Catholic Charities		10204	<b>510</b>
*Delgado CC		6787	<b>339</b>
*Hope House		4816	<b>241</b>
*YEP-No Play		3226	<b>161</b>
*YMCA		2798	<b>140</b>
Ouachita Parish <i>(Total)</i>	92370	17203	<b>*860</b>
*Ouachita Parish		9580	<b>*479</b>
*City of Monroe		7623	<b>*381</b>
Plaquemines Parish	16448	5152	<b>258</b>
Pointe Coupee Parish	14577	4500	<b>225</b>
Rapides Parish	83304	16455	<b>823</b>
Red River Parish	5792	1890	<b>95</b>
Richland Parish	13060	4980	<b>249</b>
Sabine Parish	15388	4486	<b>224</b>
St. Bernard Parish	43229	8425	<b>421</b>
St. Charles Parish	29551	5919	<b>296</b>
St. Helena Parish	6489	2110	<b>106</b>
St. James Parish	12840	3346	<b>167</b>
St. John the Baptist Parish	25377	5867	<b>293</b>
St. Landry Parish	56630	17890	<b>895</b>
St. Martin Parish	29617	10992	<b>550</b>
St. Mary Parish	33158	11295	<b>565</b>
St. Tammany Parish	151189	19534	<b>977</b>
Tangipahoa Parish <i>(Total)</i>	70550	16056	<b>*803</b>

Parish	Population $\geq$ 25 years of age	Population $\geq$ 25 years of age with less than a HS diploma	Target population to be served (5% of those without a HS diploma)
* Quad Area CAA		3662	<b>*183</b>
* Tangipahoa Parish Schools		12394	<b>*620</b>
Tensas Parish	4208	1548	<b>77</b>
Terrebonne Parish	69610	19609	<b>980</b>
Union Parish	14819	4198	<b>210</b>
Vermilion Parish	33616	11552	<b>578</b>
Vernon Parish	29329	5825	<b>291</b>
Washington Parish ( <i>Total</i> )	27954	8883	<b>*444</b>
* Bogalusa City		2870	<b>*144</b>
* Washington Parish Schools		6013	<b>*300</b>
Webster Parish	27687	8074	<b>404</b>
West Baton Rouge Parish	13347	3549	<b>177</b>
West Carroll Parish	7994	3234	<b>162</b>
West Feliciana Parish	10749	5025	<b>251</b>
Winn Parish	11093	3836	<b>192</b>

\*2000 Census data

**Demonstrated Program Effectiveness  
Extract Table**

**New applicants** submitting applications for funding are required to complete the following table for FY 2008-2009, 2009-2010 and 2010-2011 (through the third quarter, March 31, 2011). Provide data as closely aligned as possible with the information requested on the table.

**Currently funded applicants** need not submit this table.

<b>Louisiana Adult Education Funding Formula Extract</b> (Extract Report should include ALL students who have attended the program for 1 or more hours.)												
Fiscal Year	<sup>3</sup> ABE Students	<sup>4</sup> ASE Students	<sup>5</sup> ESL Students	<sup>6</sup> Project Learners or Others	Total Students Served	Total Student Attendance Hours	ABE Students with a gain	ASE Students with a gain	Total Number of Teachers	Total Teachers Certified in Adult Education	Total Students with 12 or more hours	Total Students Earning a GED
<sup>1</sup> 2008-2009												
<sup>1</sup> 2009-2010												
<sup>2</sup> 2010-2011												

<sup>1</sup>Fiscal year dates of July 1 - June 30

<sup>2</sup>Through the third quarter, July 1, 2009 – March 31, 2011

**Definitions:**

<sup>3</sup>**ABE:** Adult Basic Education students are students with a grade equivalent level of 0-8.9

<sup>4</sup>**ASE:** Adult Secondary Education students are students with a grade equivalent level of 9-12+

<sup>5</sup>**ESL:** English as a Second Language

<sup>6</sup>**Project Learner:** Project learners are students enrolled in a class with 30 hours or less of scheduled instruction that has a goal of teaching specific workplace-related literacy skills.

Entities awarded grants will be required to follow the National Reporting System for Adult Education (NRS) and enter data in the state approved adult education reporting system based upon *Louisiana Department of Education Bulletin 120: Adult Education Data Quality and Procedures*. NRS Guidelines may be found at <http://www.nrsweb.org/pubs>.

**WorkReady U- Adult Education Performance Targets  
2011-2012**

Please complete the chart below indicating the projected number of adults the program expects to serve  
2011-2012

<b>Performance Indicator</b>	<b>Actual Number Achieved in 2010-2011</b>	<b>Projected Target Number for 2011-2012</b>
Number adults to be served		
Number of adults to earn a GED		
Number of adults to enter postsecondary		
Number of adults to complete postsecondary		
Number of adults to earn Work Ready certificate		
Number of adults to enter sustainable employment		
Number of adults to retain sustainable employment		

## WorkReady U Partnership Commitment

I, the undersigned, commit to engaging in the local-level restructuring of the adult basic education program to better support more effective transitions to workforce, postsecondary education for ABE/ASE students and greater attainment of credit-bearing certificates and degrees. I will participate in this design process and/or designate staff with decision-making authority to bring the resources of my agency to the table to visibly support this effort.

This commitment must be signed by a minimum of three (3) partners which may include, but not limited to Local Educational Agency (LEA), postsecondary educational institutions, One-Stop centers, job training programs, social service agencies, business and industry organizations and/or programs for out-of-school youth.

Signed by:

1. \_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed Name/Title/Institution/Business and Industry Organizations

2. \_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed Name/Title/Institution/Business and Industry Organizations

3. \_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed Name/Title/Institution/Business and Industry Organizations

<b>2010-2011 Approved Performance Benchmarks</b>	
<b>MEASURE</b>	<b>2010-2011 BENCHMARKS</b>
<b>Beginning Literacy ABE</b>	<b>53%</b>
<b>Beginning ABE</b>	<b>50%</b>
<b>Low Intermediate ABE</b>	<b>53%</b>
<b>High Intermediate ABE</b>	<b>48%</b>
<b>Low ASE</b>	<b>50%</b>
<b>High ASE</b>	<b>N/A</b>
<b>Beginning Literacy ESL</b>	<b>47%</b>
<b>Low Beginning ESL</b>	<b>40%</b>
<b>High Beginning ESL</b>	<b>46%</b>
<b>Low Intermediate ESL</b>	<b>43%</b>
<b>High Intermediate ESL</b>	<b>41%</b>
<b>Advanced ESL</b>	<b>35%</b>
<b>Enter Employment</b>	<b>69%</b>
<b>Retained Employment</b>	<b>45%</b>
<b>High School Diploma/GED</b>	<b>71%</b>
<b>Postsecondary Transition</b>	<b>29%</b>

**Appendix F: 2011-2012 Adult Basic Education Scoring Rubrics**

**PART I: Adult Education Continuation Grant**

<b>1. APPLICATION FOR PROJECT FUNDS COVER PAGES INCLUDED</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>2. DUNS Number Provided</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>3. ASSURANCE AND CERTIFICATION FORMS INCLUDED</b>	
a. Application for Federal Funds Statement of Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Fiscal Assurances	
ii. Certification: Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements	
iii. Assurance – Non-Construction Program	
b. Federal Correctional Program Fiscal Assurance	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Non-Public Statement of Assurances (Act 14 of 2003, Section 18B)	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Board Resolution	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>4. BUDGET SUMMARY AND BUDGET DETAIL INCLUDED</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>4. ABSTRACT</b>	<b>SCORE</b>	<b>COMMENTS</b>
Applicant Information (4 points)		
Number of eligible adults served in 2009-2010 and 2009-2010 addressed (8 point)		
Was minimum target population served in 2009-2010? (10 points)		
Statistical evidence of demonstrated program effectiveness provided (10 point)		
Number to be served for FY 2011-2012 stated (4 point)		
Location(s), hours of operation of the program by days, weeks, and months (4 point)		
<b>TOTAL (40 points)</b>		

<b>5. PROGRAM SERVICE &amp; DEMONSTRATED PROGRAM EFFECTIVENESS</b>	<b>SCORE</b>	<b>COMMENTS</b>
<b>A. Currently Funded Applicants</b>		
<u>Hours of Instruction Worksheet</u> (minimum of 30 hours/week offered during FY 10-11 and FY 11-12) (10 points)		
<u>NRS Tables 4 &amp; 5</u> Program met at least 50% of performance indicators ▪ <b>FY 2009-2010</b> (15 points) ▪ <b>FY 20010-2011</b> (15 points)		
<b>TOTAL (40 points)</b>		

<b>6. PROGRAM NARRATIVE</b>		
	<b>SCORE</b>	<b>COMMENTS</b>
Program Narrative Information and FY 11-12 Abstract Match (20 points)		
<b>TOTAL (20 points)</b>		

<b>A. Fulfillment of Program Purpose</b>		
		<b>COMMENTS</b>
Revisions for Section A are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>B. Identification and Recruitment of Adults “Most in Need”</b>		
		<b>COMMENTS</b>
Revisions for Section B are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>C. Student In-take and Assessment</b>		
		<b>COMMENTS</b>
Revisions for Section C are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>D. Instructional Methodology and Delivery</b>		
		<b>COMMENTS</b>
Revisions for Section D are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>E. Coordination of Services: Literacy, Postsecondary, Workplace</b>		
		<b>COMMENTS</b>
Revisions for Section E are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>F. Program Personnel</b>		
		<b>COMMENTS</b>
Revisions for Section F are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>G. Program Continuous Improvement Plan</b>		
		<b>COMMENTS</b>
Revisions for Section G are included and match the information in the FY 11-12 abstract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>TOTAL POSSIBLE POINTS 100</b>		<b>70% or 70 Total Points Required</b>
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**PART II: New Applicants and Expanded Adult Education Programs**

<b>1. APPLICATION FOR PROJECT FUNDS COVER PAGES INCLUDED</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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<b>2. ASSURANCE AND CERTIFICATION FORMS INCLUDED</b>	
a. Assurances – State Funds	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. State Correctional Program Fiscal Assurance	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Non-Public Statement of Assurances (Act 14 of 2003, Section 18B)	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Board Resolution	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>3. ABSTRACT</b>	<b>SCORE</b>	<b>COMMENTS</b>
Applicant Information (1 point)		
Overview of existing comparable programming including components added through this application (5 points)		
Statistical Evidence of demonstrated program effectiveness addressed (10 point)		
Number to be served for FY 2010-2011 stated (1 point)		
Partnership summary ensuring pathways to sustainable employment (5 points)		
Location(s), hours of operation of the program by days, weeks, and months (5 points)		12 month program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TOTAL (27 points)</b>		

<b>4. PROGRAM NARRATIVE</b>		
<b>A. Description of Current Programs Relevant to Adult Basic Skills and Career Pathways (Intended changes and/or expansions for FY 11-12)</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes adult basic skills programming (4 points)		
Describes current efforts to integrate adult basic skills programs with workforce and career preparation programs (4 points)		
Provides overview of social and academic supports to students (4 points)		
<b>TOTAL (12 points)</b>		

<b>B. Fulfillment of Program Purpose</b>		
<b>B. Fulfillment of Program Purpose</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes plan to assist adults to become literate and obtain skills for postsecondary education, employment and/or self-sufficiency included, inclusive of plan to transition adult learners according to the State focus (5 points)		
Describes plan to integrate 2 or more educational pathways linked to career pathways that begin with adult basic and/or ESL education and continues to 1-year college-level certificate(s) and beyond (5 points)		
Plans justify the selected pathways with regional workforce demand data (5 points)		
<b>TOTAL (15 points)</b>		

<b>C. Identification and Recruitment of Adults “Most in Need”</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes methods utilized to recruit the “Most in Need” adults and the expected outcomes (5 points)		
Parish(es) that the program will serve is listed (1 point)		
Describes the profile of the students to be recruited and tracked to participate in the adult education and WorkReady U programming funded through this proposal (5 points)		
<b>TOTAL (11 points)</b>		

<b>D. Student In-take and Assessment</b>	<b>SCORE</b>	<b>COMMENTS</b>
Managed Enrollment Program Provided (10 points)		
Student Enrollment/Orientation procedures addressed (5 points)		
Goal setting process appropriate (10 points)		
Assessment procedures identified and appropriate (10 points)		
Student evaluation or assessment barriers addressed (5 points)		
Describes how student gains are measured (5 points)		
Describes how student hours are documented (5 points)		
<b>TOTAL (50 points)</b>		

<b>E. Instructional Methodology and Delivery</b>	<b>SCORE</b>	<b>COMMENTS</b>
Research-based instructional practices addressed (10 points)		
Describes how instruction aligns with the goals of WorkReady U and the needs of the students (10 points)		
Describes strategies to retain students at “loss points” (10 points)		
Evidence of technology infused instruction including distance learning (10 points)		
Flexible schedule of classes included (5 points)		
Dual enrollment or other integrated instruction including WorkReady certificates (5 points)		
Includes where services will be delivered throughout the parish(es) (5 points)		
<b>TOTAL (55 points)</b>		

<b>F. Coordination of Services: Literacy, Postsecondary, Workplace</b>	<b>SCORE</b>	<b>COMMENTS</b>
Minimum of 30 instructional hours per week addressed (5 points)		
Evidence of partnerships and effort to avoid duplication of services (5 points)		
Describes social and academic supports available to student to increase retention (10 points)		
Describes specific coordination/in-kind efforts used to address the transition of adult learners. (5 points)		
<b>TOTAL (25 points)</b>		

<b>G. Program Personnel</b>	<b>SCORE</b>	<b>COMMENTS</b>
Position, title, and names of any and all administrators, teachers, paraprofessionals, and clerical staff included (5 points)		# of teachers listed? _____ # of supervisors listed? _____ # of paraprofessionals? _____ # of clerical staff? _____
List and copies of educational credentials and/or teaching certificates for all administrators and teachers are included (5 points)		# of certificates included? _____
<b>TOTAL ( 10 points)</b>		

<b>H. Program Continuous Improvement Plan</b>	<b>SCORE</b>	<b>COMMENTS</b>
Appropriate professional development activities included (10 points)		
Describes how data are used to make decisions that improve program performance (10 points)		
<b>TOTAL (20 points)</b>		

<b>5. PROGRAM SERVICE &amp; DEMONSTRATED PROGRAM EFFECTIVENESS</b>	<b>SCORE</b>	<b>COMMENTS</b>
<b>B. Currently Funded Applicants</b>		
Hours of Instruction Worksheet Minimum of 30 hours/week offered during FY 11-12 (5 points)		
<u>NRS Tables 4 &amp; 5</u> Program met at least 50% of performance indicators <ul style="list-style-type: none"> <li>▪ <b>FY 2008-2009</b> (5 points)</li> <li>▪ <b>FY 2009-2010</b> (5 points)</li> <li>▪ <b>FY 2010-2011</b> (5 points)</li> </ul>		
<b>-OR-</b>		
<b>C. New Applicants</b>		
Hours of Instruction Worksheet Minimum of 30 hours/week offered during FY 11-12 (5 points)		
Demonstrated Program Effectiveness Extract Table Program met at least 50% of ABE/ASE students gaining an EFL. <ul style="list-style-type: none"> <li>▪ <b>FY 2008-2009</b> (5 points)</li> <li>▪ <b>FY 2009-2010</b> (5 points)</li> <li>▪ <b>FY 2010-2011</b> (5 points)</li> </ul>		
<b>TOTAL (20 points)</b>		

<b>6. CORRECTIONAL FACILITY SERVICES</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>7. CONSORTIUM ADMINISTRATION STATEMENT</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>6. BUDGET INFORMATION</b>	<b>SCORE</b>	<b>COMMENTS</b>
Budget Expenses are appropriate and reasonable (5 points)		
Costs are sufficient to complete the scope of services described (5 points)		
Matching and/or in-kind resources from collaborating partner included (5 points)		
<b>TOTAL (15 points)</b>		
<b>TOTAL POSSIBLE POINTS 260</b>		<b>70% or 182 Total Points Required</b>

**PART III: Design and Implement WorkReady U Pilot Program**

<b>1. APPLICATION FOR PROJECT FUNDS COVER PAGES INCLUDED</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>2. DUNS Number Included</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>3. ASSURANCE AND CERTIFICATION FORMS INCLUDED</b>	
e. Application for Federal Funds Statement of Assurances	<input type="checkbox"/> Yes <input type="checkbox"/> No
i. Fiscal Assurances	
ii. Certification: Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements	
iii. Assurance – Non-Construction Program	
f. Federal Correctional Program Fiscal Assurance	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Non-Public Statement of Assurances (Act 14 of 2003, Section 18B)	<input type="checkbox"/> Yes <input type="checkbox"/> No
h. Board Resolution	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>4. ABSTRACT</b>	<b>SCORE</b>	<b>COMMENTS</b>
Applicant Information (1 point)		
Overview of existing basic skills and career coursework including components added through this application (5 points)		
Statistical evidence of demonstrated program effectiveness addressed (10 point)		
Number to be served for FY 2010-2011 stated (1 point)		
Partnership summary ensuring pathways to sustainable employment (5 points)		
Location(s), hours of operation of the program by days, weeks, and months (5 points)		12 month program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TOTAL (27 points)</b>		

<b>5. PROGRAM NARRATIVE</b>		
<b>A. Description of Current Programs Relevant to Adult Basic Skills and Career Pathways (Postsecondary credit-bearing coursework and workforce/career preparation programs for FY 11-12)</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes adult basic skills programming (4 points)		
Describes current efforts to integrate adult basic skills programs with workforce and career preparation programs (4 points)		
Provides overview of social and academic supports to students (4 points)		
<b>TOTAL (12 points)</b>		

<b>B. Fulfillment of Program Purpose</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes plan to assist adults to become literate and obtain skills for postsecondary education, employment and/or self-sufficiency included, inclusive of plan to transition adult learners according to the State focus (5 points)		
Describes plan to assist adults in completing a postsecondary education (5 points)		
Describes plan to integrate 2 or more educational pathways linked to career pathways that begin with adult basic and/or ESL education and continues to 1-year college-level certificate(s) and beyond (5 points)		
Justifies the selected pathways with regional workforce demand data (5 points)		
<b>TOTAL (20 points)</b>		

<b>C. Identification and Recruitment of Adults “Most in Need”</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes methods utilized to recruit the “Most in Need” adults and the expected outcomes (5 points)		
Describes additional methods planned for this project to recruit and serve adults and expected recruitment results for 2011-2012 (5 points)		
Describes any networking and/or marketing plans to recruit adult basic, adult secondary and ESL students, especially ages 18 to 64 (5 points)		
Parish(es) that the program will serve is listed (2 points)		
<b>TOTAL (17 points)</b>		

<b>D. Student In-take and Assessment</b>	<b>SCORE</b>	<b>COMMENTS</b>
Managed Enrollment Schedule and Orientation procedures provided (15 points)		
Goal setting process appropriate (10 points)		
Assessment procedures identified and appropriate (10 points)		
Describes how student gains are measured (5 points)		
Describes how student hours are documented (5 points)		
Describes the method to collect longitudinal data for student progress through literacy services, postsecondary preparation, career pathways and employment (5 points)		
<b>TOTAL (50 points)</b>		

<b>E. Instructional Methodology and Delivery</b>	<b>SCORE</b>	<b>COMMENTS</b>
Describes how instruction aligns with the goals of WorkReady U and the needs of the students (10 points)		
Describes planned acceleration strategies, including contextualized learning and the use of both on-line and classroom-based course designs, in collaboration with the LCTCS system and other participating colleges (10 points)		
Clearly articulates 2 or more education pathways linked to career pathways that begin with ABE/ESL and continue to 1-year college level certificates and beyond (10 points)		
Dual enrollment strategies, adult basic literacy to career and		

technical education, including but not limited to paired courses, co-teaching, etc. (5 points)		
Describes selected occupational instruction available and justifies the selected instruction with regional workforce demand data for the region (10 points)		
Evidence of technology being implemented in instruction, including the use of distance learning, e-learning and e-tutoring (5 points)		
Describes the use of integrated curriculum and a commitment to Common Core Curricula (5 points)		
Describes plans for delivery of WorkReady certificates (5 points)		
Describes the plan for comprehensive academic and social supports for ALL participating students, with focus on engaging and retaining students through completion of postsecondary credit-bearing coursework (5 points)		
<b>TOTAL (65 points)</b>		

<b>F. Coordination of Services: Literacy, GED, Postsecondary, Workplace</b>	<b>SCORE</b>	<b>COMMENTS</b>
Minimum of 30 instructional hours per week addressed (5 points)		
Describes coordination/partnerships for student social and academic support (10 points)		
Describes how program will collaborate with other adult education/literacy providers and/or postsecondary institutions in the parish to avoid duplication of services (5 points)		
Describes specific coordination/in-kind efforts, including addressing any new sources of funding, used to transition adult learners to and through postsecondary, occupational/technical education, and employment opportunities (5 points)		
<b>TOTAL (25 points)</b>		

<b>G. Program Personnel</b>	<b>SCORE</b>	<b>COMMENTS</b>
Position, title, and names of any and all administrators, teachers, paraprofessionals, and clerical staff included (5 points)		# of teachers listed? _____ # of supervisors listed? _____ # of paraprofessionals? _____ # of clerical staff? _____
List and copies of educational credentials and/or teaching certificates for all administrators and teachers are included (5 points)		# of certificates included? _____
<b>TOTAL ( 10 points)</b>		

<b>H. Program Continuous Improvement Plan</b>	<b>SCORE</b>	<b>COMMENTS</b>
Appropriate professional development activities included (10 points)		
Describes how data are used to make decisions that improve program performance (10 points)		
<b>TOTAL (20 points)</b>		

<b>6. PROGRAM SERVICE &amp; DEMONSTRATED PROGRAM EFFECTIVENESS</b>	<b>SCORE</b>	<b>COMMENTS</b>
Hours of Instruction Worksheet Minimum of 30 hours/week offered during FY 11-12 (5 points)		
WorkReady U Pilot Program Performance Target Form (14 points)		
<b>TOTAL (19 points)</b>		

<b>7. CORRECTIONAL FACILITY SERVICES</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>8. CONSORTIUM ADMINISTRATION STATEMENT</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>9. BUDGET INFORMATION</b>	<b>SCORE</b>	<b>COMMENTS</b>
Budget Expenses are appropriate and reasonable (5 points)		
Costs are sufficient to complete the scope of services described (5 points)		
Matching and/or in-kind resources from collaborating partner included (5 points)		
<b>TOTAL (15 points)</b>		

<b>TOTAL POSSIBLE POINTS 280</b>	<b>70% or 196 Total Points Required</b>
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