



Mississippi Community College Board

Office of Adult Education
3825 Ridgewood Road
Jackson, MS 39211
601-576-1561

Request for Proposal (RFP) **Fiscal Years 2021 – 2025**

Instructions and Guidelines

<p>RFP Coordinator</p>	<p>All communication regarding this RFP <u>must</u> be made through the Adult Education and High School Equivalency State Director.</p> <p>Name: Sandy Crist Contact Information: adulthoodeducation@mccb.edu</p> <p>Title: State Director, Adult Education and High School Equivalency</p>
<p>Bidders Conference</p>	<p>Date: February 18, 2020 Time: 9:00 a.m. – 12:00 p.m.</p> <p>Location: Table 100, 100 Ridgeway, Flowood, MS 39232</p>
<p>Submitted Questions Due</p>	<p>All questions <u>must</u> be submitted using the Submitted Questions Form found at https://www.mccb.edu/offices/adult-education/grant-opportunities.</p> <p>Forms must be emailed to adulthoodeducation@mccb.edu by: March 10, 2020, no later than 4:00 p.m., local time.</p>
<p>Proposal Submission</p>	<p>Proposals <u>must</u> be received by the Office of Adult Education by: March 20, 2020, no later than 4:00 p.m., local time.</p> <p>Applicants must submit three (3) complete copies of the RFP package.</p> <ul style="list-style-type: none"> • One (1) electronic copy emailed in PDF format to adulthoodeducation@mccb.edu • Two (2) paper copies bearing original signatures in BLUE INK <p>Mail Paper Copies to: Mississippi Community College Board Office of Adult Education Attn: Sandy Crist 3825 Ridgewood Road Jackson, MS 39211</p> <p>Proposals not submitted to the Mississippi Community College Board, Office of Adult Education by the aforementioned deadline will not be considered for contract award.</p>

The applicant understands the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the Office of Adult Education's (OAE) knowledge, the information provided is accurate. The OAE does not warrant such accuracy and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The OAE retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to the State procurement terms.

PUBLIC NOTICE

**State of Mississippi
Mississippi Community College Board
Office of Adult Education**

FY 2021-2025 Competitive Grant Application for
Adult Education and Family Literacy Act (AEFLA)
(WIOA, Sec. 231, Sec. 225 and Sec. 243)

The State of Mississippi is seeking proposals to provide adult education and literacy programs, activities and services, including Integrated Education & Training Programs, which will improve adult education and literacy in Mississippi.

A copy of the Request for Proposal (RFP), as well as the Question & Answer Summary and all amendments related to this RFP, can be obtained at the following website:
<https://www.mccb.edu/offices/adult-education/grant-opportunities>.

A Bidders' Conference will be held on **Tuesday, February 18, 2020, from 9:00 a.m. to 12:00 p.m.** at the following location: **Table 100, 100 Ridgeway, Flowood, MS 39232.**

Proposals must be submitted no later than 4:00 p.m., local time on March 20, 2020. Applicants must submit three (3) complete copies of the RFP package.

- **One (1) electronic copy emailed in PDF format to adulthoodeducation@mccb.edu**
- **Two (2) paper copies bearing original signatures in BLUE INK**

Mail Paper Copies to: Mississippi Community College Board
Office of Adult Education
Attn: Sandy Crist
3825 Ridgewood Road
Jackson, MS 39211

Proposals not submitted to the Mississippi Community College Board, Office of Adult Education by the aforementioned deadline will not be considered for contract award.

RFP DEFINITIONS/ACRONYMS

The following terms and acronyms shall have the meaning indicated below as referenced in this RFP:

- 1. RFP:** Request for Proposals (*state definition*)
- 2. State:** State of Mississippi (*state definition*)
- 3. Administrative Costs:** An eligible provider receiving a grant or contract may consider costs incurred in connection with the following activities to be administrative costs: a) planning; b) administration, including carrying out performance accountability; c) professional development; d) providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities, as appropriate, and e) carrying out the one-stop partner responsibilities described in Uniform Guidance 678.420, including contributing to the infrastructure costs of the one-stop delivery system, per federal regulations 34 CFR 463.26.
- 4. Adult Basic Education (ABE):** (refers to instruction at the 0-8.9 grade levels) A program of academic instruction and education services below the secondary level that increases an individual's ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks. (National Reporting System (NRS) Educational Functioning Levels (EFL) 1, 2, 3 or 4). (*state definition*)
- 5. Adult Education (AE):** The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual's ability to—
 - a. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
 - b. transition to postsecondary education and training; and
 - c. obtain employment (Section 203 (1) of WIOA).
- 6. AEFLA:** Adult Education and Family Literacy Act.
- 7. Adult Education and Literacy Activities:** Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training (Section 203 (2) of WIOA).
- 8. Adult Secondary Education (ASE):** (refers to instruction at the 9.0 – 12.9 grade levels) A program of academic instruction and education services at the secondary level that increases an individual's ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment (NRS EFL 5 or 6). (*state definition*)
- 9. Americans with Disabilities Act (ADA):** A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life. For a full definition of ADA, visit the [ADA website](#). (*state definition*)

10. Barriers to Employment: Include displaced homemaker; ELL, low-literacy or cultural barriers; exhausting TANF within two years; ex-offender; homeless or runaway youth; long-term unemployed; low income; migrant or seasonal farmworker; individual with disabilities; single parent; youth aged out of foster care system.

11. Basic Skills Deficient: Refers to an individual who:

- a. has English, reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test, or
- b. is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. (State Requirement)

12. Career Pathway: The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that:

- a. align with the skill needs of industries in the economy of the State or regional economy involved;
- b. prepare individuals to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
- c. include counseling to support individuals in achieving the individual's education and career goals;
- d. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- e. organize education, training, and other services to meet the particular needs of individuals in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- f. enable individuals to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- g. help individuals enter or advance within a specific occupation or occupational cluster (Section 3 (7) of WIOA).

13. Civics Education: Instruction on the rights and responsibilities of citizenship and civic participation.

14. Classroom Instruction: Consists of:

- a. focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners;
- b. curriculum aligned to the College and Career Readiness Standards;
- c. scheduled, leveled classes; and
- d. classes taught by an instructor who meets the qualifications established by the State, where applicable, and who have access to high quality professional development. (*state definition*)

15. College and Career Readiness Standards for Adult Education (CCRS): A set of academic standards that reflect the content most relevant to preparing adult learners for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts and mathematics. (*state definition*)

- 16. Competency-Based High School Equivalency Diploma:** An alternate HSE Diploma embedded with both academic standards and industry recognized credentials for students enrolled in the Mississippi **Integrated Basic Education and Skills Training (MIBEST)** Pathway. Instruction is designed to recognize the academic learning that occurs within the training programs. Essentially, the academic learning occurs through authentic, real-world problems and projects completed within the industry credential training. Mastery of content and competencies, as well as use of existing assessments for pre- and post-testing, such as TABE (Test of Adult Basic Education) and ACT WorkKeys®, is the form of assessment used in lieu of the GED, HiSET, or TASC norm testing.
- 17. Correctional Institution:** The term “correctional institution” means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (Section 225(e)(1) of WIOA).
- 18. Digital Literacy:** The ability to find, evaluate, utilize, share, and create content using information technologies (including but not limited to smartphones, tablets, laptops, and traditional desktop PCs) and the internet.
- 19. Distance Learning:** Students who receive formal learning activities where students and instructors are separated by geography, time, or both for the majority of the instructional period. (*state definition*)
- 20. Education Department General Administrative Regulations (EDGAR):** The federal regulations that govern all federal grants awarded by the U.S. Department of Education.
www.ed.gov/policy/fund/reg/edgarReg/edgar.html
- 21. Educational Functioning Level (EFL):** Levels at which participants are initially placed and continue to move through scope of services based on their ability to perform literacy-related tasks in specific content areas as determined by a State-approved standardized assessment. (*state definition*)
- 22. Educational Gain:** After progress testing, a participant completes or advances one or more educational functioning levels (EFL) from the initial starting level as measured by a State-approved standardized assessment. (*state definition*)
- 23. Eligible Individual:** Individuals who:
- have attained 16 years of age;
 - are not enrolled or required to be enrolled in secondary school under state law (MS Code 37-13-91);
 - lack sufficient mastery of basic educational skills to enable the individuals to function in society;
 - do not have a secondary school diploma or its recognized equivalent; and
 - are English language learners (ELL)
- 24. English Language Acquisition (ELA) Program:** A program of instruction designed to help eligible individuals who are English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language; leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education, training or employment. *Adult education programs offering English language acquisition services are required to include civics education.*

- 25. English Language Learner (ELL):** The term “English language learner”, when used with respect to an eligible individual, means an individual who has limited ability in reading, writing, speaking, or comprehending the English language and:
- whose native language is a language other than English; or
 - who lives in a family or community environment where a language other than English is the dominant language (Section 203 (7) of WIOA).
- 26. [English for Speakers of Other Languages](#) (ESOL):** Academic standards for English Language Learners (ELL).
- 27. [Essential Components of Reading Instruction](#):** Explicit and systematic instruction in:
- phonemic awareness;
 - phonics;
 - vocabulary development;
 - fluency, including oral reading skills; and
 - reading comprehension strategies (20 U.S.C. 6368.3).
- 28. Fiscal Year (FY):** Mississippi’s Adult Education’s fiscal year begins July 1 and ends June 30. (*state definition*)
- 29. Flexible Scheduled Classes:** Classes that are scheduled in such a way that meets the needs of the greatest number of participants in terms of start and end times, hours per week and entire course length. (*state definition*)
- 30. General Education Provisions Act (GEPA):** Section 427 requires each applicant for assistance under U.S. Department of Education federally-funded programs to provide a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. (*state definition*)
- 31. GED®:** The General Educational Development Tests are High School Equivalency Tests from GED Testing Service. Mississippi has adopted this exam as an approved high school equivalency exam.
- 32. High School Equivalency (HSE) Diploma:** Recognized alternative to a **high school** diploma. There are three common exams used to determine **high school equivalency**: The [General Educational Development](#) (GED®) test, the [High School Equivalency Test](#) (HiSET) and the [Test Assessing Secondary Completion](#) (TASC). Mississippi also offers a fourth Competency-Based Diploma as an alternative to a **high school** diploma.
- 33. HiSET®:** The High School Equivalency Test from Educational Testing Service (ETS). Mississippi has adopted this exam as an approved high school equivalent exam.
- 34. Incumbent Worker Training:** Training designed to meet the special requirements of an employer to retain a skilled workforce.
- 35. Individual:** Student, learner, participant.
- 36. In-Kind:** Non-cash valued contributions, services, property, or assistance received by the adult education program operations. (*state definition*)

- 37. Instructional Materials:** Content that conveys the essential knowledge and skills of a subject in the curriculum through a medium or a combination of media to a student. The term includes:
- Books;
 - supplementary materials;
 - computer software;
 - DVD, CD-ROM, computer courseware, online services; or
 - other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials. (*state definition*)
- 38. Integrated Education and Training (IET):** A service approach that provides adult education and literacy activities **concurrently and contextually** with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Instruction must occur concurrently, uses occupationally-relevant (contextual) instructional materials, and are organized to function cooperatively with a single set of learning outcomes for the purpose of educational and career advancement. An IET must include the following three components:
- Adult education and literacy activities;
 - Workforce preparation activities; and
 - Workforce training for a specific occupation or occupational cluster.
- 39. Integrated English Literacy and Civics Education (IELCE):** Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training (Section 203 (12) of WIOA).
- 40. Intensity and Duration:** Educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults. (*state definition*)
- 41. Literacy, Adult and Community Education System (LACES):** The state approved database used to track enrollment, participation, measureable skill gains, outcomes and NRS tables for performance and accountability. (*state definition*)
- 42. Literacy:** An individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society (Section 203 (13) of WIOA).
- 43. Local Workforce Development Board (LWDB):** A local workforce development board established under Section 107 of WIOA.
- 44. Library:** A public, state, and community-funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources. (*state definition*)
- 45. Managed Enrollment:** A system that allows learners to enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of

class sessions within a term. (*state definition*)

- 46. Measurable Skill Gain (MSG):** A performance indicator of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. (*state definition*)
- 47. Mississippi Integrated Basic Education and Skills Training (MIBEST):** Mississippi's IET Program.
- 48. Monitoring:** The purpose of monitoring is to ensure grantees are using federal awards for authorized purposes in compliance with the laws and regulations, to promote program improvement, and meet the required provisions in the grant contract.
- 49. National Reporting System (NRS):** An outcome-based reporting system for the state-administered, federally-funded literacy program. (*state definition*)
- 50. Non-Federal Match:** The commitment of state or other non-federal funds required to receive federal contributions. (*state definition*)
- 51. Office of Adult Education (OAE):** The department of the Mississippi Community College Board responsible for Title II, Adult Education and Family Literacy and High School Equivalency.
- 52. One-Stop Partners:** The coordination of service delivery of designated partners and service providers.
- 53. Open Enrollment:** A system that allows learners to enter and exit a class at nearly any point throughout its term. Learners are free to come to class when they can, miss when they must, drop out for a while, and return without any wait time. Teachers may or may not receive notice of or information on new learners before they arrive in class. (*state definition*)
- 54. Periods of Participation:** A PoP begins each time a participant (an individual with at least 12 contact hours) enrolls in adult education and then exits the program—even when multiple enrollments occur during the same program year.
- 55. Real-life Contexts:** Learning activities that ensure participants develop the skills needed to compete in the workplace, exercise the rights and responsibilities of citizenship, and/or attain academic skills and transitional skills to be successful in postsecondary education or skill training. (*state definition*)
- 56. Recidivism:** A person's relapse of criminal behavior that results in re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner's release. (*state definition*)
- 57. Research-based Instruction:** Research-based instructional programs, according to the U.S. Department of Education, are those that withstand the test of standard scientific testing practices. Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review. The conclusions of scientific research can be replicated and generalized. Part of the test for research-based instructional programs is whether they have a record of success in a variety of schools. (*state definition*)

- 58. Single Set of Learning Outcomes:** See <https://www.mccb.edu/offices/adult-education/grant-opportunities>.
- 59. Smart Start Career Pathway:** A career pathway model that facilitates the integration of programs and improvement of efficiency in service delivery across partners. (*state definition*)
- 60. Smart Start Course:** This course prepares participants for middle-skill level employment. Participants will develop job skills needed for their careers, learn and practice good work habits and effective communication skills necessary for successful employment. (*state definition*)
- 61. Student Success Plan (SSP):** A comprehensive individualized plan for adult education participants jointly developed by the learner and adult education staff. The SSP is an ongoing document that collects demographic data; signatures for release of information and technology acceptable use; and socioeconomic background information which includes barriers to employment. This information is used to make referrals to core partners in an effort to eliminate barriers to employment. The SSP sets and tracks academic, training, post-secondary education, and employment goals, which are used to report performance and outcome measures. Each SSP contains the steps necessary to lead learners to success and is visited regularly throughout the learner's adult education journey. (*state definition*)
- 62. TASC®:** Test Assessing Secondary Completion is an approved high school equivalency exam the OAE has approved for students to take in obtaining a high school equivalency.
- 63. Test of Adult Basic Education (TABE):** The State-approved assessment designed to test reading, language, and math skills. (*state definition*)
- 64. TABE CLAS-E:** The State-approved assessment designed to test reading, listening, writing and speaking skills for English Language Learners. (*state definition*)
- 65. Workforce Preparation Activities:** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (Section 203 (17) of WIOA).
- 66. Workforce Training:** Training or services may include:
- a. occupational skills training, including training for nontraditional employment;
 - b. on-the-job training;
 - c. incumbent worker training;
 - d. programs that combine workplace training with related instruction, which may include cooperative education programs;
 - e. training programs operated by the private sector;
 - f. skill upgrading and retraining;
 - g. entrepreneurial training;
 - h. transitional jobs;
 - i. job readiness training provided in combination with services described in any of the items a-h above; and
 - j. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Section I: Introduction

A. Purpose

The Mississippi Community College Board (MCCB), Office of Adult Education (OAE), as required by the [Workforce Innovation and Opportunity Act \(WIOA\)](#) is conducting a competitive Request for Proposals (RFP) to award multi-year funding to eligible agencies for the provision of [WIOA, Title II Adult Education and Family Literacy Act \(AEFLA\)](#) services. These adult education and literacy programs, activities and services are defined in this RFP document.

This document provides instructions for submitting proposals, the procedure and criteria by which the provider(s) will be selected and the contractual terms which will govern the relationship between the State of Mississippi (State) and the awarded applicant(s). It is the purpose of Mississippi's Adult Education program to provide adult education and literacy services that also align with the goals in the [2016-2020 Combined State Plan](#) and encourage the growth of educational opportunities, and where applicable, to ensure career, citizenship and college readiness for all adults.

B. Background

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

WIOA Required Core Partners:

- WIOA Title I - Adult, Dislocated Worker, and Youth Programs (MDES)
- WIOA Title II - Adult Education and Literacy Program (MCCB, OAE)
- WIOA Title III - Wagner-Peyser Employment Service (MDES)
- WIOA Title IV - Vocational Rehabilitation Program (MDRS)

In Mississippi, Title II is administered by the Mississippi Community College Board (MCCB), Office of Adult Education (OAE). Since the passage and implementation of WIOA, adult education has been identified as an important element of workforce development systems nationwide. The OAE has worked collaboratively with core partners and local adult education providers to address WIOA requirements and ensure that adult education and literacy is an integral component of the Mississippi workforce system.

C. Mississippi Combined State Plan

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

Mississippi opted to submit a Combined Plan. The plan includes the four required state programs, along with Temporary Assistance for Needy Families (TANF), Unemployment Insurance (UI), Trade Adjustment Assistance (TAA), Jobs for Veterans State Grants Program (JVSG), and Senior Community Service Employment Program (SCSEP). The main focus of the plan is to improve the economic opportunities of all job seekers, especially those with low skills.

The framework and content for Mississippi's current plan (*see note below*) under WIOA was developed through a year-long collaborative process involving all core partners, local workforce development areas, and local adult education providers. Under the guidance of Mississippi's State Workforce

Investment Board, (SWIB), this framework became the Mississippi Works Smart Start Career Pathway Combined State Plan and was submitted to the U.S. Department of Labor (USDOL) and the U.S. Department of Education (USDOE) in November, 2015. The plan was revised and approved by USDOL and USDOE in 2018.

Mississippi's Combined State Plan (2018 Modification) includes the following goals designed to achieve the WIOA vision and requirements:

- a. Work together to develop policies that will coordinate service delivery with all WIOA Combined Plan Partners;
- b. Strengthen interagency partnerships;
- c. Develop defined, articulated pathways across educational sectors (K-16+) to create a pipeline for the workforce;
- d. Develop cross-program performance metrics;
- e. Continue to invest in integrated technology to meet the unified technology requirements of the WIOA and other federal initiatives;
- f. Engage partners to establish a plan to remain abreast of changing industry needs and the metrics to measure outcomes to realize the potential of the state's workforce programs and delivery systems;
- g. Draft and communicate a unified vision/message.

Note: Mississippi's Combined State Plan is currently under development and is projected to be submitted to USDOL and USDOE in spring of 2020. Again, a collaborative process involving all core partners, and with guidance of the State Workforce Investment Board (SWIB), is being used to develop Mississippi's plan. The timing of this competitive process to award funding to eligible agencies for the provision of Title II adult education services, beginning on July 1, 2020, requires services described in the application to be aligned to Mississippi's Combined State Plan (2018 Modification).

D. Role of the MCCB, OAE

- a. Manage and distribute federal and state funds, provide leadership and technical assistance related to adult education and literacy instruction and offer High School Equivalency (HSE) testing throughout Mississippi;
- b. Strive to ensure the availability of high quality adult education programs in which individuals may earn high school credentials, improve English language skills, prepare for the workforce, and prepare for postsecondary education and training programs;
- c. Ensure alignment of adult education and literacy activities with core programs and one-stop partners to support the Mississippi Combined State Plan;
- d. Provide high quality professional development to improve instruction, including essential components of reading instruction and dissemination of models and promising practices;
- e. Provide technical assistance to providers based on research-based instructional practices, local one stop responsibilities and effective use of technology;
- f. Monitor and evaluate the quality of adult education activities in the State.

In addition, the OAE establishes the following four goals for the State's adult education delivery system to ensure the opportunity for academic success of all learners:

1. Improve Outcomes by Scaling Effective Models and Strategies across the State
The OAE will continue building, expanding and scaling comprehensive career pathways systems and creating conditions across every adult education program to achieve expansion of evidence-based models.
2. Increase Postsecondary Transitions and Credential Attainment
The OAE will provide support and training to local programs to ensure students are transitioning to postsecondary education or training and earning in-demand credentials that lead to self-

sustaining employment. The OAE will promote integration of adult education with occupational education and training, as well as development of career pathways systems and authorize the use of funds for integrated education and training and workforce preparation activities.

3. Strengthen College and Career Readiness for Adult Learners

The OAE will provide training and support to local programs to prepare adult learners for success in postsecondary education and the workforce. In addition, all adult education programs will provide the Smart Start Course, utilizing the framework developed by the U.S. Department of Education: Employability Skills Framework [U.S. Department of Education: Employability Skills Framework](#).

4. Develop Multi-Level Career Pathways Options

The OAE will enable the system to design multiple entry points into postsecondary education for various functioning levels of adult education learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees that lead to employment in high-growth, family-supporting jobs.

The OAE intends to fund eligible and qualified applicants through this competitive grant application process to establish local adult education services aligned with the goals of the Mississippi Works Smart Start Career Pathway Combined State Plan and goals of the OAE. As part of the application process, applicants are required to establish collaborations with partners who can assist in the delivery of quality comprehensive educational services and access to a comprehensive workforce development system for adult learners.

E. Grant Opportunities

- a. Adult Education & Family Literacy Act (AEFLA), *WIOA, Section 231*
- b. Corrections Education & Other Institutionalized Individuals *WIOA, Section 225*
- c. Integrated English Literacy and Civics Education (IELCE), *WIOA, Section 243*

Applicants will be required to offer instruction at ALL educational functioning levels (EFL) (Adult Basic Education, Adult Secondary Education and English as a Second Language), based on identified needs of the adult learner and the area served. Programs must also prepare adult learners for and support them in achieving successful transition to postsecondary education and training or employment.

The applicant understands the information provided herein is intended solely to assist the applicant in submittal preparation. To the best of the OAE's knowledge, the information provided is accurate. The OAE does not warrant such accuracy and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. The OAE retains the right to modify or withdraw this solicitation at any time. By submitting a proposal, responders expressly agree to these State procurement terms.

F. Authorization and Funding for Adult Education in Mississippi

Federal administration and funding of adult education is authorized under WIOA, Title II: Adult Education and Literacy. The state administration and funding of local adult education providers in Mississippi is authorized under MS Code 37-35-1. Funding to grant recipients is determined through a competitive grant application process. Continuation of funding is based on successful delivery of adult education services to the target population and the achievement of annual performance targets. Grant recipients that do not meet grant requirements risk loss of funding at any point in the grant period. Applicants are advised to note the rigorous level of program administration and program accountability required under WIOA.

All funding is pending availability of projected Federal and State funds and MCCB approval.

- Federal – WIOA, Title II, AEFLA
- State – MS Code 37-35-1

The MCCB, OAE is accepting proposals from eligible providers to develop, implement, and improve adult education and literacy activities within the State by establishing or operating programs to provide a comprehensive service model for adult education and literacy services, including programs that provide such activities concurrently.

Section II: Grant Overview

A. Eligibility to Submit Proposals

An organization must be considered an eligible provider to receive federal adult basic education funding. An “eligible provider” is defined as an organization that has **demonstrated effectiveness** in providing adult education and literacy activities. These organizations **may** include, but are not limited to (WIOA Title II Section 203(5); 34 CFR 463.23) a (an):

- a. local educational agency;
- b. community-based organization or faith-based organization;
- c. volunteer literacy organization;
- d. institution of higher education;
- e. public or private nonprofit agency;
- f. library;
- g. public housing authority;
- h. nonprofit institution not described in (a) through (g) of this section and has the ability to provide adult education and literacy activities to eligible individuals;
- i. consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
- j. partnership between an employer and an entity described (a) through (i) of this section.

An **eligible provider** must demonstrate past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular, individuals who are basic skills deficient in the content domains of reading, writing, mathematics, and English language acquisition. An **eligible provider** must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training, per federal regulations 34 CFR 463.24.

- a. **Eligible Providers** can demonstrate past effectiveness in two ways:
 - i. An **eligible provider** that has been **previously** funded under Title II of the Act must provide two (2) consecutive years (*State Requirement*) of performance data in **Table 2.1 and Table 2.2** to demonstrate past effectiveness in the areas listed above. (Section III, Application).
 - ii. An **eligible provider** that has **not been previously** funded under Title II of the Act must provide two (2) consecutive years (*State Requirement*) of performance data in **Table 2.3 and Table 2.4** to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in the WIOA Title II AEFLA Federal Requirements. (See federal regulations 463.24). (Section III, Application).

Consortium Applicants

Each consortium member must meet the eligibility criteria as outlined above. Consortium members must complete either: **Table 2.1 and 2.2 OR Table 2.3 and 2.4, individually** (Section III, Application).

Additionally, a Risk Assessment will be completed by the OAE for each eligible application prior to awards being finalized.

Note: Pre- Award Risk Assessment Tool can be found at <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

B. Grant Award Period

WIOA Section 225, 231 and 243 funds allocated to eligible local providers are awarded through this competitive Request for Proposal (RFP) process via multi-year grant contracts.

The OAE is seeking cost-efficient proposals to provide services, as defined in this RFP, for the anticipated contract period defined in the table below. Please note the dates below are estimated and may be adjusted, as necessary, to comply with all procedural requirements associated with this RFP and the contracting process. The actual contract start date will be established by a completed and approved contract.

Following the initial term of the contract and subject to continued availability of funding, the OAE retains the right to fund the grant recipient for up to four (4) consecutive fiscal program years. The exercise of grant renewals after the first year of funding will be made on a program-by-program basis. Renewals will be contingent on the grant recipient’s ability to successfully implement the terms of the grant and demonstrated effectiveness as determined by outcomes. The term of the anticipated contract, resulting from this RFP, is defined as follows:

Period	Start Date	End Date
Initial Period of Performance	July 1, 2020	June 30, 2021
Renewal Period #1	July 1, 2021	June 30, 2022
Renewal Period #2	July 1, 2022	June 30, 2023
Renewal Period #3	July 1, 2023	June 30, 2024
Renewal Period #4	July 1, 2024	June 30, 2025

C. Direct and Equitable Access

All applicants will receive direct and equitable access as required by WIOA Section 231 (C). The competitive grant process ensures:

- a. all eligible providers will have direct and equitable access to apply and compete for grants;
- b. the same grant announcement and application processes are used for all eligible applicants in the State;
- c. all applicants must respond to the same thirteen (13) federal considerations and six (6) State considerations required in this grant application.

D. Scope of Services to be Provided

According to 2014-2018 American Community Survey, 5-year estimate, approximately 2,268,454 individuals make up the total adult population in Mississippi (18 and older). Of this total, approximately 361,781 individuals have no high school diploma (15.9 %). Among the 18 and older population, 40,066 (1.8 %) are identified as “speaking English less than very well”.

Grant recipients must use the Title II funds to establish or operate programs that provide adult education and literacy activities to eligible learners, including programs that provide such activities concurrently.

1. Purpose of Adult Education

The purpose of the adult education and literacy grant program (WIOA Sec. 222(a)(1)) is to enable local adult education providers to develop, implement, and improve adult education and literacy services throughout the state to further the vision and goals as outlined in the Mississippi Combined State Plan and WIOA in order to:

- a. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- b. Assist adults who are parents or family members to obtain the education and skills necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- c. Assist adults in attaining a secondary school diploma or its equivalent and in the transition to postsecondary education and training, including career pathways;

- d. Assist immigrants and other individuals who are English language learners in
 - i. Improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and
 - ii. Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship;
- e. Provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for:
 - i. Adult education and literacy activities;
 - ii. Special education;
 - iii. Secondary school credit;
 - iv. Integrated education and training;
 - v. Career pathways;
 - vi. Concurrent enrollment;
 - vii. Peer tutoring; and
 - viii. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
- f. Provide Integrated English Literacy and Civics Education program (WIOA Sec. 243(a) to:
 - i. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - ii. Integrate with the local workforce development system and its functions to carry out the activities of the program.

2. **Mississippi Works Smart Start Career Pathway** (*State Requirement*)

The priority of the Mississippi WIOA Combined State Plan is to improve the economic opportunities of all job seekers, especially those with low skills. Mississippi developed a career pathway model to improve efficiency in service delivery across partners.

Adult Education (AE) services play a key role in establishing and conducting the Mississippi Works Smart Start Career Pathway. In collaboration with the SWIB, the OAE developed and implemented the Smart Start Course, including curriculum development and exit criteria, with minimum assessment scores required for completion. The Smart Start Course prepares participants for middle-skill level employment. Participants will develop job skills needed for their careers, learn and practice good work habits and effective communication skills necessary for successful employment.

Funded programs will be required to implement requirements of the Smart Start Course and individuals, who are basic skills deficient, lack a high school diploma or need to become work-ready will have the opportunity to participate in this pathway.

Individuals enrolled in the Smart Start Course have the opportunity to earn a **Mississippi Smart Start Credential** issued by the MCCB.

More information about the Smart Start Course, Credential and Curriculum is available at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

3. **Target Population (Eligible Individuals)**

Funds received by local providers under this grant contract are to be used to establish and operate programs that provide adult education and literacy services to learners meeting the statutory definition of an “**eligible individual**” as defined in WIOA.

4. Allowable Activities: Section 231

AEFLA

Funding made available and awarded to local providers under this grant contract are used to establish and operate programs to provide the following services and activities aligned to the Mississippi Combined State Plan to eligible individuals under **Section 231**:

- a. Adult Basic Education (ABE)
- b. Adult Secondary Education (ASE)
- c. English Language Acquisition (ELA)
- d. Integrated Education and Training (IET)
- e. Integrated English Literacy and Civics Education (IELCE)
- f. Workforce Preparation Activities: (The Smart Start Course meets the requirements for Workforce Preparation Activities)

5. Allowable Activities: Section 225

Corrections Education and Other Institutionalized Individuals

Up to 20% of funding made available to Mississippi under Section 222(a)(1) may be used to fund programs for corrections education and other institutionalized individuals as described in Section 225. The OAE will award funds under Section 225 using the same process and timeline as described in this grant application. Priority will be given to programs serving individuals who are likely to leave the correctional institution within five years. Applicants applying to provide services under Section 225 must indicate so in the submitted application and responses to narrative questions must address the provision of services to incarcerated individuals. All assurances and requirements described in this contract will apply to grantees funded under Section 225.

In Mississippi, grantees will focus on adult education and literacy activities, English language acquisition activities, and peer tutoring where feasible. In addition to adult education and literacy activities, programs will provide opportunities for integrated education and training and career pathways. The goal of career pathway exploration is to increase the number of institutionalized individuals transitioning to postsecondary education.

Local corrections/institutionalized classes must have the support of the warden and other administrative officers, and have the following available (State Requirements):

- a. At least six hours of classroom instruction must be made available per week, allowing for sufficient instructional time for meeting the post-assessment policy.
- b. During instructional time, the correctional facility must dedicate an adequate space conducive to learning. The space should have a low-noise level, adequate lighting, a comfortable temperature and appropriate furnishings.
- c. Inmates (students) should have access to instructional material for additional study outside of the classroom setting.

6. Allowable Activities: Section 243

Integrated English Literacy and Civics Education (IELCE)

Integrated English Literacy and Civics Education refers to the use of funds provided under WIOA Section 243 for English Language learners. A program of instruction funded under WIOA, Section 243, which includes education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It includes instruction in literacy and English language acquisition and civics education, and may include workforce training. In addition, the program must be provided in combination with an Integrated Education & Training Program.

Applicants may apply for Section 243 IELCE funds under this application process through the submission of additional application responses specific to Section 243 requirements. Section 243 funds are allocated and accounted for in a separate funding stream in the MCCB, grants management system (WESS).

E. Personnel and Staffing

Adult education programs must be able to comply with all of the requirements of the state and federal grants. Programs are required to maintain certain program staffing to ensure the quality of grant administration; supervision; data collection, entry, and reporting; student support; and instruction. All staff must be properly qualified to fulfill the duties listed in their written job description through training, education, or experience and must complete required training and professional-development activities.

The following guidelines should be used in developing job descriptions to recruit, employ, and retain personnel. The minimum requirements for each position are mandatory. Local program directors must ensure all employees meet the minimum requirements for each position.

To ensure quality of programs and performance requirements, the OAE recommends the following minimum staff to support the adult education program:

- a. Adult Education Director/Administrator (1)
- b. Transition Specialist/Navigator (1) (based on student enrollment/need)
- c. Mentor/Lead Instructor (1) (based on student enrollment/need)
- d. Instructors: Full-time and/or part-time Instructors (10:1 student teacher ratio minimum per class)
- e. Academic Assistant (based on student enrollment/need)
- f. Data Specialist/Intake Specialist (1) (based on student enrollment/need)

Position	Hourly Rate Range	
Director		Administration costs are limited to 5% of total grant
Transition Specialist	\$ 18.00 – \$ 22.00	
Lead Instructor/Mentor	\$ 23.00	Must have Adult Education Teaching experience
Instructors	\$ 18.00 – \$ 22.00	
Academic Assistant (Aide)	\$ 11.00 - \$ 15.00	
Data /Intake Specialist	\$ 11.00 - \$ 15.00	

F. Standards and Instruction

The OAE is committed to providing standards-based instruction through evidence-based researched strategies. The [College and Career Readiness Standards \(CCRS\)](#) should be the basis of lesson planning, classroom activities, assignments, and classroom assessments. Standardized assessments should be used to measure success in building essential skills and knowledge included in our standards.

Adult education instructors must have a thoughtful plan, with clearly articulated methods, as to how they will sequence lessons, use instructional materials, and design learning activities. Lesson plans and instructional strategies should make career awareness and workforce skills a central context for learning. Instructors must be able to adjust the plan in response to the needs of their students, including those with learning differences. Best practices related to instruction suggests the following:

- a. classes tailored to students' needs, preferences, skill levels, etc.;
- b. varied methods of instruction (including small groups, computer activities, etc.); and
- c. a high degree of instructor-student and student-student interaction.

Therefore, a balanced mix of instructional methods is important in managing the classroom. Each participant has preferences regarding how he or she learns best (working with a large group, small group,

alone, with a tutor, etc.). Learning style inventories and questionnaires may help to determine student preferences. These preferences should be taken into consideration when organizing classes.

G. Professional Development

The OAE offers a variety of professional development (PD) throughout the program year to raise the level of expertise of Mississippi’s adult educators through continuing learning opportunities. Program directors shall ensure program’s compliance with the PD requirements set by the OAE. Each year program directors and instructors are required to complete annual in-service PD. Completing the annual requirements re-qualifies the directors and instructors to serve Mississippi’s adult population.

Annual Professional Development Requirements	
Directors	Attendance required at all OAE Director meetings/workshops/PD
New Directors	Must attend New Directors Training within 12 months of hire
Support Staff	15 hours
Academic Assistants	15 hours
New Instructors	Must attend the New Teacher’s Academy within 12 months of hire AND complete required hours of PD
Full-Time Instructors/Transition Specialist	
Mentor/Lead Instructors	30 hours
Instructors	30 hours
Transition Specialist	20 hours
ESL Instructors	30 hours
Part-Time Instructors/Transition Specialist	
Instructors (AE/ESL)	20 hours
Transition Specialist	20 hours

Local professional development is an integral and required component of grant-funded adult education programs. Professional development participation is key in ensuring that federal and state policies and procedures are executed, state initiatives are implemented, and instructional best practices are learned and incorporated in the classroom. Professional development opportunities are provided to instructors and staff to ensure job preparedness and to support student needs.

To meet the professional development requirements of the grant, a local education program will:

- a. Develop an annual Professional Development Plan which identifies local/state professional development events that will support key program goals;
- b. Provide local professional development to ALL faculty (part-time and full-time) and program staff (leadership, administrative, data management, transition specialist, etc.);
- c. Participate in OAE professional development offerings as appropriate and/or deemed mandatory by the agency; and
- d. Track and document all professional development activities including:
 - i. Sign-In Sheets;
 - ii. Agenda;
 - iii. Handouts; and
 - iv. PowerPoint Presentation.

H. Alignment with Local Workforce Plan

A function of LWDB, identified under section 107 of the WIOA, is to coordinate local workforce activities with education and training providers, including providers of adult education and literacy activities under Title II of WIOA. The coordination of education and training activities includes the review of applications for providing adult education and literacy activities submitted to the MCCB, OAE for funding under Title II.

WIOA requires each eligible, seeking applicant to describe how services proposed in the application will align with applicable local workforce development plan(s), including the items shown below:.

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

Mississippi has four workforce development regions. Each workforce development region is operated by a local board of directors representing the counties and communities within each region. Adult Education programs must demonstrate alignment between activities and services and the strategy and goals of the local plan under Section 108 of WIOA, as well as the activities and services of the one-stop partners.

Mississippi Workforce Regions

Central Mississippi Planning and Development District

P. O. Box 4935, Jackson, MS 39296

Phone: 601-981-1511, Contact: Mary Powers

Local WIOA Plan: <http://www.cmpdd.org/wp-content/uploads/2012/06/Sector-Strategy-Plan-design.pdf>

South Delta Planning and Development District

P. O. Box 1776, Greenville, MS 38702

Phone: 662-335-6889, Contact: Mitzi Woods

Local WIOA Plan: <http://sdpdd.com/wp-content/uploads/2018/09/Final-Delta-Sector-Strategy-Plan.pdf>

Southern Mississippi Planning and Development District

Twin Districts Workforce Area

700 Hardy Street, Hattiesburg, MS 39401

Phone: 601-545-2137, Contact: Patricia Morrison

Local WIOA Plan: http://smpdd.com/wp-content/uploads/2019/06/Twin_Districts_Local_Area_Plan_-_May_2018_1_.pdf

Three Rivers Planning and Development District

P. O. Box 690, Pontotoc, MS 38863

Phone: 662-489-2415, Contact: Bill Renick

Local WIOA Plan: <http://trpdd.com/wordpress/wp-content/uploads/2017/05/MS-Partnership-Sector-Strategy-Plan-May-2017.pdf>



I. Local Workforce Development Board Review of Title II Applications

The OAE shall conduct the process to ensure eligible applications for funds under WIOA Title II are submitted to the appropriate LWDB for review according to WIOA requirements. Please see below for a summary of the responsibilities for each entity:

The OAE shall:

- a. conduct a compliant and competitive Title II grant application process with a timeline that allows for LWDB review of eligible applications;
- b. develop and implement a process, including a template to gather comments, for LWDB to review applications and submit such reviews and comments back to the OAE;
- c. evaluate all eligible applications, using the grant application evaluation considerations and factors as described in this document, including those pertaining to local plan alignment, and award Title II funding accordingly;

Eligible Applicants shall:

- a. respond to the grant application, address all requirements, and adhere to timelines;
- b. identify the workforce region(s)/area(s) for the proposed service area and access the applicable local Workforce Plan(s);
- c. address in the application how the Title II services proposed will align with the Local Workforce Plan(s) as described above;
- d. submit completed grant application to the OAE according to instructions in this document.

Local Development Boards shall:

- a. ensure Local Workforce Plan is readily and easily available to eligible applicants;
- b. review all eligible applications, comment on alignment to the Local Workforce Plan, and provide recommendations to promote further alignment;
- c. submit comments and recommendations to the OAE using the provided template and within the required timeframe.

J. Adult Education as a Required One-Stop Partner

WIOA aligns workforce development, education and economic development programs with regional economic development strategies to meet the needs of local and regional employers. WIOA provides for a comprehensive, accessible and high-quality workforce development system. The vision of a one-stop system under WIOA is to provide all participants, including those with barriers to employment, access to high-quality services in their communities to find jobs, build basic educational or occupational skills, earn postsecondary certificates or degrees, or obtain guidance on how to make career choices.

Adult education is a required one-stop partner and will be co-located in Comprehensive One-Stop Centers that provide access to the services of the Combined Plan programs and other partners in each of the four local workforce development areas. These agreements may include a comprehensive referral system and shared customer-base, shared system costs and co-location when appropriate, and other shared services to ensure access to information and services that will lead to positive employment outcomes is available to all participants.

K. Funding and Distribution

Consistent with the approved WIOA Mississippi State Plan, adult education and literacy (WIOA Sec. 222(a)(1)) grant awards, will be distributed based on literacy needs, according to the 2014-2018 American Community Survey, in the Local Workforce Development Areas.

MCCB, OAE will fund, at a minimum, one (1) grant per workforce area. Applicants may elect to serve an entire workforce area or selected counties within a workforce area. Applicants must serve entire county(ies) and must ensure all county residents have access. If an applicant elects to serve more than one workforce area, an explanation must be provided.

As required by WIOA, funding is prioritized for the following applicants:

- a. who have demonstrated effectiveness in improving the literacy of eligible individuals, especially; with respect to eligible individuals, who have low levels of literacy;
- b. whose services are aligned with local workforce strategies, priorities, and partners; and
- c. whose services are responsive to the needs of persons with barriers to employment.

The MCCB, OAE reserves the right to allow multiple providers in a geographical workforce region and distribute those funds in that service area at its discretion. Not all geographic areas of service in a region are guaranteed federal adult education funding. The state also reserves the right to offer award amounts that differ from the applicant's request or the available funding listed for this RFP.

According to Title II Section 241(a), funds made available for adult education and literacy activities under Title II must **supplement**, and not **supplant** other state or local public funds expended for adult education and literacy activities. Supplement, not supplant means the federal funds are intended to augment or increase, not replace, monies that would have been used if the federal funds had not been available.

L. Match Requirement (*State Requirement*)

Applicants must demonstrate a match of 25% of the funds requested. Federal funds may not be used for matching funds. Matching funds may include both in-kind and cash matches. The matching funds can come from state dollars, local-dollars, private dollars, or in-kind support.

M. Time and Effort Reporting

Uniform Guidance (2 CFR Sec. 200.430) requires time distribution records must be maintained for all employees whose salary is paid in whole or in part with federal funds or is used to meet a match or cost share requirement for a grant. Time and effort reporting is a federal compliance requirement and is almost always requested and reviewed by federal auditors when grants are under review.

N. Available Funding

The OAE anticipates making multiple awards as a result of this RFP process. Award amounts will depend upon available funding. An applicant must be determined an eligible provider and receive sufficient points to be awarded. (*State Requirement*)

The OAE reserves the right to award grant funds in amounts different than the applicant's budget request and the suggested award amount. Such adjustment may be based on how the proposed budget and budget narrative will cover program expenses and whether the requested amount is appropriate, proportionate to the participants served, based on previous performance, and reasonable, as determined by the OAE. (*State Requirement*)

Listed below are the suggested award amounts for each county served in Mississippi. This allocation was determine by the 2014-2018 American Community Survey 5 year estimate for Adults Age 18-64 without a High School Diploma or HSE. Eligible providers may also use their allocation to serve those in correctional or institutionalized settings, as needed, per federal regulations 34 CFR Part 463.61(a).

Programs to be Funded	Funding Available	
<p>Adult Education & Literacy Activities: WIOA Section 231 Includes the following types of programs:</p> <ul style="list-style-type: none"> • Adult Education, • Literacy, • English Language Acquisition, • Integrated Education and Training, • Workforce Preparation, • Workplace Literacy, Integrated English Language and Civics Education (IELCE) 	<p>Central Mississippi Planning and Development District</p>	<p>\$ 1,900,000</p>
	<p>South Delta Planning and Development District</p>	<p>\$ 900,000</p>
	<p>Southern Mississippi Planning and Development District</p>	<p>\$ 2,550,000</p>
	<p>Three Rivers Planning and Development District</p>	<p>\$ 2,550,000</p>
<p>Corrections Education & Other Institutionalized Individuals: WIOA Section 225 Includes the following types of programs:</p> <ul style="list-style-type: none"> • Adult Education and Literacy Activities; • Integrated education and training; • Career Pathways; • Concurrent Enrollment; • Peer Tutoring; and • Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. 		<p>\$ 500,000</p>
<p>Integrated English Literacy and Civics Education: WIOA Section 243 English Language and Civics Education funds under WIOA Section 243 can only be used in combination with Integrated Education and Training as defined in WIOA Section 203(11).</p>		<p>\$ 108,000</p>

O. Financial Management

All awarded funds will be allocated on a cost-reimbursement basis. All grantees will be reimbursed for expenditures, as approved, by requesting reimbursement through the MCCB web-based financial budgeting system. Requests for reimbursement must be submitted monthly and all documentation must be available upon request.

Grant recipients shall ensure auditable and adequate records are maintained which support the expenditure of all funds received through a contract with the MCCB, OAE. Grant recipients will submit to periodic fiscal audits, adhere to assurances and will submit to periodic program review, monitoring, and/or technical assistance on-site visits.

P. Allowable Expenditures

Those costs that are necessary, reasonable and allocable as permitted by EDGAR, Uniform Grant Guidance, and permitted by WIOA Title II, WIOA Title II Rule and Joint Rule are allowable. Funding must be used to support the development, planning, and operation of comprehensive adult education and literacy activities to eligible individuals in the proposed service delivery area. (*State Requirement*)

Examples of allowable expenditures include, but are not limited to, the following:

- a. **Administration Costs.** There is a five percent (5%) limit on administrative costs. This includes the administrator's salary and benefits, operational costs, indirect costs, and the infrastructure funding agreement costs. The five percent (5%) cap for administrative costs include any and all administrative costs from the other agencies in the partnership/consortium as well as any indirect costs (e.g. rent and utilities, accounting expenses, expenses shared by other parts of the program).

Note: Special Rule for Local Administration Costs Limits (refer to Section 233 of WIOA):

In cases where the cost limits described in subsection (a) are too restrictive to allow for the activities described in subsection (a)(s), the eligible provider shall negotiate with the OAE in order to determine an adequate level of funds to be used for administrative purposes.

- b. **Salary and Benefits.** Full- and part-time personnel, necessary for program activities and providing direct services to reportable individuals, including career services, instruction orientation, advising, and other activities.
- c. **Instructional Materials.** Purchase of standards-aligned curriculum materials, including educational and instructional software, and equipment necessary for and used in AEFLA programming by instructors and learners. This does not include general purpose equipment, such as furniture. Any equipment purchased with AEFLA funds should be labeled and inventoried (*State Requirement*)
- d. **Assessments.** State approved (TABE/TABE CLAS-E) used for determining if a reportable individual is eligible for services. (*State Requirement*)
- e. **Professional Development Activities.** This includes the registration and travel related to all local and state sponsored activities to attend and participate in professional development activities (*State Requirement*). All other registration and travel must be included in administrative costs as federally defined.

Q. Unallowable Expenditures

Examples of unallowable expenditures include, but are not limited to, the following:

- a. Capital improvements which add permanent value;
- b. General purpose equipment; (e. g. furniture, microwaves, air conditioning, appliances)
- c. Incentives of non-educational value;
- d. Food-related expenses;
- e. Scholarships and student aid costs;
- f. Lobbying;
- g. Gifts for instructors or students;
- h. Entertainment;
- i. Graduation expenses;
- j. Travel for anything other than approved adult education business;
- k. Life insurance, dental insurance and other benefits other than those listed as allowable above;
- l. Expenses for anyone other than adult education staff.

R. Equipment (Purchase, Inventory, Disposal)

Grant recipients must have written policies and procedures for purchasing and expenditures to support allowable activities. All equipment purchases must be consistent with the requests in the approved budget. Inventory is subject to periodic program review and monitoring. Programs will respond in a timely manner to any request for information from the OAE.

All equipment purchased with adult education funds shall remain the property of the State of Mississippi and is subject to the rules and regulations of the Mississippi Department of Finance Administration (DFA), through the life and disposition of said property. If equipment purchased with federal funds becomes unusable, equipment may be disposed in accord with local policies/procedures. If the equipment is no longer needed, the OAE office will assign the equipment to another Mississippi AEFLA program. It will be the responsibility of the two local grant recipient to complete the transfer.

An inventory list of all equipment purchased with adult education funds must be maintained. Equipment records must include:

- a. description of the property;
- b. serial number or other identification number;
- c. funding source of property;
- d. who holds the title, if applicable;
- e. acquisition date;
- f. cost of the equipment;
- g. location;
- h. use and condition of the property; and
- i. any disposition or transfer should be documented.

S. Facilities for the Program

The eligible provider shall provide suitable American Disabilities Act compliant space conducive to adult learning for the local literacy program. The facility shall include office space(s), adequate classrooms for instruction and separate space for orientation and testing. The learning environment must be in good condition and properly maintained. (*State Requirement*)

T. Responsiveness to Technical Assistance and Monitoring

It is the legal and fiduciary responsibility of the OAE to provide technical assistance and compliance monitoring of the grant. Eligible providers are expected to be responsive to the OAE's technical assistance efforts, which may include meetings, workshops, and trainings. As recommendations arise from technical assistance, eligible providers are expected to implement, follow through and communicate in a timely manner.

As indicated, the OAE will be conducting compliance monitoring of all implementation activities. The compliance monitoring includes, but is not limited to, fiscal budgets and expenditures, instructional practices, programmatic outcomes, partnerships, data security and integrity, and operational effectiveness. A risk assessment tool will be used to evaluate risk factors identified by the Uniform Guidance (2 CFR § 200.331) and Section 221(1) of WIOA. Monitoring takes place on-site and/or virtually. (*State Requirement*)

U. Monitoring

Fiscal and compliance monitoring is conducted throughout the year to determine compliance with federal and State Requirements. During the course of the fiscal year, all programs will be monitored in the following ways:

- a. **Data Reviews:** The OAE conducts frequent and ongoing data reviews using the designated statewide OAE data management system. Areas of review include overall performance and outcomes, assessment data, attendance, and compliance.
- b. **Monitoring Visits:** The OAE has established a monitoring schedule for all programs. During site-visits, compliance team members meet with program directors and/or staff, observe classroom instruction, tour facilities, and meet with stakeholders (optional). Areas of concern are addressed with the program director either through informal feedback or, in some cases, a formal plan.
- c. **On-Site Program Reviews:** Programs identified for review will be evaluated on the quality of instruction, adherence to policies and procedures, and the overall quality of program administration. A formal written report will be provided, and each program will be asked to respond to areas that need improvement.
- d. **Bi-annual Performance Report Card:** The OAE provides a bi-annual performance report card to local programs throughout the fiscal year. The report includes year-to-date performance for each of the WIOA performance outcomes. If necessary, local programs are asked to develop **Performance Improvement Plan (PIP)** to address areas in need of improvement.

One hundred percent (100%) of AEFLA funded programs will be monitored annually through the use of Desktop Monitoring. The OAE monitoring program is risk-based; however, all recipients will receive an on-site monitoring visit at least once every three years.

Programs are identified for on-site monitoring through a comprehensive risk analysis based on the following factors:

- a. Desktop monitoring results;
- b. Need to verify data quality and program expenditures;
- c. Consistent low performance on NRS indicators in several categories;
- d. Prospective noncompliance with grant requirements identified through review of programmatic and fiscal reports, or ongoing communications with the program;
- e. Unresolved audit findings;
- f. Ongoing lack of progress in resolving required actions from a prior monitoring visit;
- g. Significant staff turnover in the program; and
- h. Recent or newly establish programs.

V. Accountability and Performance Measures

WIOA, Title I, Section 116, establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the core programs. The National Reporting System (NRS) is the accountability system for the federally-funded, State-administered adult education program.

Accountability and reporting for Mississippi's adult education and literacy funding addresses two sets of reporting criteria. One set represents the federal accountability measures, identified in Section 116 of the Workforce Innovation and Opportunity Act (WIOA) as the "[Primary Indicators of Performance](#)". The other represents state reporting criteria, which are focused primarily on state priorities such as industry-recognized and high school equivalency credential attainment. Both criteria are described below.

Under section 116(b)(2)(A) of WIOA, there are six primary indicators of performance.

1. **Employment Rate – 2nd Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit).
2. **Employment Rate – 4th Quarter After Exit:** The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit).
3. **Median Earnings – 2nd Quarter After Exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
4. **Credential Attainment:** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
5. **Measurable Skill Gains:** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following for Title II programs:
 - a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - b. Documented attainment of a secondary school diploma or its recognized equivalent.
6. **Effectiveness in Serving Employers:** WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to gauge three critical workforce needs of the business community.
 - a. Approach 1 – Retention with the same employer – addresses the programs' efforts to provide employers with skilled workers;
 - b. Approach 2 – Repeat Business Customers – addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and

- c. Approach 3 – Employer Penetration Rate – addresses the programs’ efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

All applicants will be required to use the OAE system which is a secure, web-based data management system that collects student demographic, participation, and outcome measures, including performance results as identified in the National Reporting System (NRS). This system is provided by the OAE.

Local providers not meeting state targets for performance measures will be required to implement actions and strategies designed to improve performance. If adequate progress toward improved performance is not made, the provider will be required to implement a Performance Improvement Plan (PIP) and is at risk for having funding withheld, reduced or eliminated.

W. Assessing Quality

Mississippi adult education providers are evaluated programmatically and fiscally for compliance to federal and State Requirements. Desk monitoring of all funded providers is conducted by the OAE staff throughout the program year and includes an analysis of local performance data, professional learning plan, technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider’s status regarding collaboration with WIOA core partners and alignment with LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review, using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records. Please see the **Pre-Award Risk Assessment Tool** located under Grant Opportunities at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

Grant recipients are expected to meet contract requirements and assurances, and provide the services as described in the approved application. Grant recipients not meeting contract requirements and assurances and/or not providing the services as described in the approved application will be placed on corrective action plans and risk loss of funding.

X. Data Privacy Requirements

All grant recipients must comply with the [Family Educational Rights and Privacy Act](#) (FERPA) (20 U.S.C. 1232g; federal regulations 34 CFR Part 99), a federal privacy law administered by the U.S. Department of Education. FERPA protects the privacy of enrolled participants’ education records and afford parents and eligible individuals certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. The general rule under FERPA is that PII from education records cannot be disclosed without written consent. (*State Requirement*)

Individuals applying for or receiving services must be informed in writing their personal and confidential information will:

- a. be shared only among the WIOA core program partner staff and subcontractors;
- b. be used only for the purpose of conducting an employment data match and further disclosure of personal confidential information or records is prohibited; and
- c. not be shared among WIOA core partners if the individual declines to share personal confidential information or records. Declining to share will not impact eligibility for services.

Y. Federal Considerations

The thirteen considerations below and described in WIOA, Title II, Sec. 231 (e) are federal factors required to be considered to evaluate applications and determine funding decisions.

1. The degree to which the eligible provider would be responsive to:
 - a. Regional needs as identified in the local workforce development plan; and
 - b. Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals:
 - i. Who have low levels of literacy skills; or
 - ii. Who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to meeting the state-adjusted levels of performance for the primary indicators of performance described in section 116;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the American Job Centers (WIN) One-Stop partners;
5. Whether the eligible provider's program:
 - a. Is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and
 - b. Uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, WIN Job Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways;

11. Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
13. Whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Section III: Application

CHECKLIST

Completed Grant Proposal <i>must be submitted by March 20, 2020</i> , no later than 4:00 p.m., local time. Proposal must include all required components.	
✓	Checklist of Required Components
	Complete Sections 1 – 5 of the Application (as applicable)
	Attachments:
	1. Organizational Chart
	2. Mississippi RFP Assurances Form with proper signatures
	3. Personnel Worksheet – Instructional and all other Staff
	4. Personnel Worksheet – Administration
	5. Class Schedule
	6. Proposed Budget Worksheet
	7. Assurances for Non-Construction Programs (SF-424B) with proper signatures
	8. Certification regarding Lobbying Form with proper signature
	9. Disclosure of Lobbying Activities Form with signature, if appropriate
	10. Section 502. BUY-AMERICAN REQUIREMENTS with proper signatures
	If your organization is not part of the MS Community College Board system, please attach an audited financial statement covering the most recent two-year period.

A. Required Application Components

This section contains instructions for applicants to use in preparing proposals. The proposal must follow the instructions provided to complete the application.

The OAE, and its evaluation team for this RFP, has sole discretion to determine whether a variance from the RFP specifications should result in either disqualification or reduction in scoring of a proposal. Rephrasing of the content provided in this RFP will, at best, be considered minimally responsive.

The OAE seeks detailed yet succinct responses that demonstrate the applicant's experience and ability to perform the requirements specified throughout this document. The OAE is also seeking an applicant that can demonstrate collaboration and innovation by rethinking adult education and literacy services in Mississippi. Responses will score well that can demonstrate how:

- a. adult learners have the opportunity to learn anytime, anywhere, at their own pace;
- b. adult learners have the opportunity to earn credentials faster;
- c. integrated education and training programs are the rule, not the exception;
- d. more apprenticeships, internships and on-the-job training opportunities are available to adults learners; and
- e. adult learners can earn a high school equivalency diploma while going to college.

B. Adult Education Program Guidelines

The Adult Education Program Guidelines provide governance and guidance in the delivery of adult education services by clearly defining staff roles, program expectations, and operating guidelines. The policies represent high-level program statements that embrace the goals of adult education and define what is acceptable to ensure program success and effective and consistent program operations.

C. Proposal Format (*State Requirement*)

The applicant is asked to be brief and concise in responding to the RFP questions and instructions. All attached documents should be formatted for printing, as formatting will not be adjusted prior to printing and reviewing these documents. Each attachment must reference the section or subsection number to which it corresponds.

Applications must be submitted in the format and content specified in these instructions.

- a. 12-point font, single-spaced, 1-inch margins and numbered pages.
- b. The signature page must include original signatures of the Authorized Representative, Program Administrator and Fiscal Manager in BLUE INK.
- c. No hand written applications will be accepted.
- d. Incomplete application packages will not be considered.
- e. Each narrative response should be limited to 5,000 characters (approximately 500 to 1000 words).
- f. PDF format.

D. Submission Requirements

Applicants must submit three (3) complete copies of the RFP package:

- a. One (1) electronic copy emailed in PDF format to adulthoodeducation@mccb.edu;
- b. Two (2) paper copies bearing original signatures in BLUE INK; and
- c. Mail paper copies to:

Mississippi Community College Board
Office of Adult Education
Attn: Sandy Crist
3825 Ridgewood Road
Jackson, MS 39211

The applicant understands the information provided herein is intended solely to assist the applicant in submittal preparation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying proposal.

Grant application materials, budget and resources have been made available on the MCCB website at <https://www.mccb.edu/offices/adult-education/grant-opportunities>. It is highly recommended applicants review the following information prior to preparing the application:

- a. Entire grant application packet;
- b. 2020-2021 Adult Education Program Guidelines;
- c. Workforce Innovation Opportunity Act;
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- d. MS WIOA State Plan;
https://swib.ms.gov/wp-content/uploads/2018/09/Mississippi_WIOA_Plan.pdf
- e. Local Workforce Development Board Plans.

After reviewing the application information, eligible organizations/applicants may submit questions to the MCCB, OAE. Questions must be submitted using the Submitted Questions Form found at <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

Email form to adulthoodeducation@mccb.edu. No phone calls will be accepted. Questions will be posted on the website.

E. Bidders' Conference

Bidders' Conference is scheduled for February 18, 2020 from 9:00 a.m. – 12:00 p.m., local time.

Interested applicants are encouraged to attend. Please use the link below to register for this meeting. Upon registration, specific information about the meeting, such as parking instructions and room number, will be provided.

NOTE: While in-person attendance is recommended, a link to the recorded Bidders' Conference will be accessible at <https://www.mccb.edu/offices/adult-education/grant-opportunities> beginning February 19, 2020.

Registration Link: <https://www.eventbrite.com/e/title-ii-adult-education-and-family-literacy-bidders-conference-tickets-89641850187>

Location: Table 100

**100 Ridgeway
Flowood, MS 39232**

F. Application Timeline

Item	Date
FY 2021-2025 <i>Request for Proposal (RFP)</i> Released	February 3, 2020
Grant Application Bidders' Conference	February 18, 2020
Deadline to Submit Completed <i>Grant Application Package</i>	March 20, 2020
Application Pre-Screen, Evaluation and Negotiation Processes (including review by Local Workforce Development Boards)	March 23 – April 30, 2020 <i>(LWDB Review: March 23-31, 2020)</i>
Applicants Notified of Award Decisions	May 1, 2020
Finalized Program List Released	June 2020
Official Letters Sent to Successful Applicants	June 2020
Year One of Grant Contract Begins	July 1, 2020

Competitive Grant Application, FY 2021-FY 2024**1. Cover Page**

1.1 Applicant Information			
Program Name:		DUNS #:	
Mailing Address:		County:	
Telephone:		E-mail:	
Website:			
1.2 Type of Program			
	A. Local Education Agency		
	B. Community or Faith-Based Organization		
	C. Volunteer Literacy Organization		
	D. Institution of Higher Education		
	E. Public or Private Nonprofit Agency		
	F. Library		
	G. Public Housing Authority		
	H. Consortium or Coalition of Agencies, Organizations, Institutions, Libraries, or authorities		
	I. Partnership between an employer and an entity		
	J. Non-profit institution not previously described and has the ability to provide adult education and literacy activities to eligible individuals.		
	K. Other (please provide additional information below to clarify your Applicant Type):		
If applying as a non-profit:	Provide evidence of non-profit status (from the Internal Revenue Service) and financial stability (most recent two years' annual reports and audits).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1.3 Authorized Signatures for Grant Proposal and Program Operations			
Applicant Authorized Representative Information (President, Superintendent, CEO)			
Name:		Title:	
Telephone:		E-mail:	
Signature:			
Program Administrator Information (must be employed by applicant)			
Name:			
Telephone:		E-mail:	
Signature:			
Fiscal Manager Information (different than Program Administrator)			
Name:			
Telephone:		E-mail:	
Signature:			

1.4 Identify the county/counties for which the applicant organization proposes educational services under this grant proposal. Select all that apply.

Central Mississippi Planning & Development District	South Delta Planning & Development District	Southern Mississippi Planning & Development District	Three Rivers Planning & Development District
Adams	Bolivar	Clarke	Alcorn
Amite	Carroll	Covington	Attala
Claiborne	Coahoma	George	Benton
Copiah	Holmes	Greene	Calhoun
Franklin	Humphreys	Forrest	Chickasaw
Hinds	Issaquena	Hancock	Choctaw
Jefferson	Leflore	Harrison	Clay
Lawrence	Panola	Jackson	Desoto
Lincoln	Sharkey	Jasper	Grenada
Madison	Sunflower	Jeff Davis	Itawamba
Pike	Tallahatchie	Jones	Lafayette
Rankin	Tunica	Kemper	Lee
Simpson	Quitman	Lamar	Lowndes
Walthall	Washington	Lauderdale	Marshall
Warren		Leake	Monroe
Wilkinson		Marion	Montgomery
Yazoo		Neshoba	Noxubee
		Newton	Oktibbeha
		Pearl River	Pontotoc
		Perry	Prentiss
		Scott	Tate
		Smith	Tippah
		Stone	Tishomingo
		Wayne	Union
			Webster
			Winston
			Yalobusha

1.5 If proposed services will not be offered throughout the entire county/counties selected above, please provide the specific towns and/or cities for which the applicant organization proposes educational services under this grant application.

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1.6 Provide the number of participants projected to be served in each Program Category for which the applicant organization proposes educational services.

Program Category	# of Participants
Adult Basic Education / Adult Secondary Education (Section 231)	
English Language Acquisition (ELA/ESL) (Section 231)	
English Language Acquisition + Integrated English Literacy and Civics Education (IELCE) (Section 243)	
Corrections & Institutionalized (Section 225)	
TOTAL	

2. **Demonstrated Effectiveness**

Each submission for this component will be reviewed during a Pre-Screen process to determine if the applicant agency meets the standard of demonstrated effectiveness to be considered eligible for an award.

To meet the standard of demonstrated effectiveness and be considered eligible, an applicant must provide evidence of demonstrated effectiveness by providing performance data on its record in improving the literacy skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in this application for funds.

To be considered eligible, an applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training. See WIOA Final Rules Subpart C, §463.24.

Applicants applying as a consortium must provide evidence of demonstrated effectiveness and submit performance data for each entity that is a consortium member.

2.1 Applicants PREVIOUSLY funded under AEFLA/WIOA Title II as Adult Education Providers must complete Table 2.1 to provide evidence for two program years of demonstrated effectiveness by submitting performance data on the applicant’s record in improving the literacy skills of eligible individuals in the domains of reading, writing, mathematics, English Language Acquisition, and other subjects relevant to this grant application.

Table 2.1

Data for Applicants <u>PREVIOUSLY</u> Funded under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Data found in NRS Table 4: MSG by Entry Level	Number of participants		Number who achieved at least one educational functioning level gain		Number who attained a Secondary School Diploma or its equivalent		Percentage of Periods of Participation with Measurable Skill Gains	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
ABE Level 1 (0-1)								
ABE Level 2 (2-3)								
ABE Level 3 (4-5)								
ABE Level 4 (6-8)								
ABE Level 5 (9-10)								
ABE Level 6 (11-12)								
ESL Level 1 (Beginning Pre-Literacy)								
ESL Level 2 (Beginning Low)								
ESL Level 3 (Beginning High)								
ESL Level 4 (Intermediate Low)								
ESL Level 5 (Intermediate High)								
ESL Level 6 (Advanced)								

2.2 Applicants PREVIOUSLY funded under AEFLA/WIOA Title II as Adult Education Providers must complete Table 2.2 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting data regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training.

Table 2.2

Data for Applicants PREVIOUSLY Funded under AEFLA, WIOA Title II						
Core Follow-Up Outcome Achievement	Number of participants who exited		Number of participants who exited achieving outcome		Percentage of participants in all periods of participation achieving outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Data found in NRS Table 5: Primary Indicators of Performance						
Employed Second Quarter After Exit						
Employed Fourth Quarter After Exit						
Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit						
Attained Diploma/Equivalent and Employed within One Year of Exit						
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit						

2.3 Applicants NOT PREVIOUSLY funded under AEFLA/WIOA Title II must complete Table 2.3 to provide evidence of two program years (PY) of demonstrated effectiveness by submitting performance data on the applicant’s record in improving the literacy skills of eligible individuals in the domains of reading, writing, mathematics, English Language Acquisition, and other subjects relevant to this grant application.

Table 2.3

Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics/Citizenship Education						
Workforce Preparation/ Employability Skills						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					

2.4 Applicants NOT PREVIOUSLY funded under AEFLA/WIOA Title II must complete Table 2.4 to provide evidence for two program years (PY) of demonstrated effectiveness by submitting data regarding outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training.

Table 2.4

Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	Number of Eligible Individuals enrolled		Number of Eligible Individuals who earned a certificate/diploma		Percentage of Eligible Individuals who earned a certificate/diploma	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement Data found in NRS Table 5: Primary Indicators of Performance	Number of Eligible Individuals enrolled		Number of Eligible Individuals who achieved an outcome		Percentage of Eligible Individuals who achieved an outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					

3. Federal Considerations

The State will evaluate each application based upon the 13 Considerations, as specified by the Workforce Innovation and Opportunity Act, Section 231. (See the Instructions and General Information Guidelines). The following 13 Considerations and corresponding questions should be completed in the following order. Applicants are to answer all questions.

Each question should be limited to 3,500 character maximum – approximately 500 word limit for each question.

Consideration 1

The degree to which the eligible provider would be responsive to:

- (A) regional needs as identified in the local plan under WIOA, Section 108; and**
- (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:**
 - (i) have low levels of literacy skills; or**
 - (ii) are English language learners.**

1.1 What are the local and/or regional workforce needs of the identified geographical/service delivery areas as identified by the Local Workforce Plan? How does adult education fit into the workforce strategies identified in the plan?

1.2 What are the demographics (e.g. race/ethnicity, socio-economic status) of the program's identified geographical area/service delivery area?

1.3 Detail the literacy needs of the program's target population. Cite Sources.

1.4 How will the program provide services to meet the local and/or regional needs described above?

1.5 How will the program provide services to meet the needs of the demographic population of the area? This description should include how the program will meet the needs special populations, individuals most in need of literacy services and English Language Learners.

Consideration 2

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

2.1 Describe how the organization's policy will comply with the American Disabilities Act of 1990.

2.2 How will the program ensure that individuals with disabilities have equitable access to programs, activities and related services?

2.3 How will the program identify and provide services to students with physical, emotional, mental, and learning disabilities?

Consideration 3

The past effectiveness of the eligible provider in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to meeting the state-adjusted levels of performance for the primary indicators of performance described in section 116.

3.1 Describe the organizations past effectiveness in meeting the needs of the target population(s) identified under Consideration 1.3. Include service to ABE/ASE as well as ELA students.

3.2 Describe how the agency measures educational performance and student transition into postsecondary education, training, and/or the workforce.

3.3 Review the Mississippi Office of Adult Education's Performance Targets Chart. Provide 3-5 strategies the program will employ to meet the State's adjusted levels of performance. What resources will the program employ to ensure that students achieve learning gains?

3.4 Complete the table below to document past effectiveness for providing adult education services.

- Applicants **PREVIOUSLY** funded under AEFLA, WIOA Title II, complete Table 3.4.
- Applicants **NOT PREVIOUSLY** funded under AEFLA, WIOA, Title II, complete Table 3.5.

Table 3.4: Past Effectiveness Table

Data for Applicants PREVIOUSLY Funded under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Data found in NRS Table 4: MSG by Entry Level	Number of participants		Number who achieved at least one educational functioning level gain		Number who attained a Secondary School Diploma or its equivalent		Percentage of Periods of Participation with Measurable Skill Gains	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
ABE Level 1 (0-1)								
ABE Level 2 (2-3)								
ABE Level 3 (4-5)								
ABE Level 4 (6-8)								
ABE Level 5 (9-10)								
ABE Level 6 (11-12)								
ESL Level 1 (Beginning Pre-Literacy)								
ESL Level 2 (Beginning Low)								
ESL Level 3 (Beginning High)								
ESL Level 4 (Intermediate Low)								
ESL Level 5 (Intermediate High)								
ESL Level 6 (Advanced)								
Data for Applicants PREVIOUSLY Funded under AEFLA, WIOA Title II								
Core Follow-Up Outcome Achievement Data found in NRS Table 5: Primary Indicators of Performance	Number of participants who exited		Number of participants who exited achieving outcome		Percentage of participants in all periods of participation achieving outcome			
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Employed Second Quarter After Exit								
Employed Fourth Quarter After Exit								
Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit								
Attained Diploma/Equivalent and Employed within One Year of Exit								
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit								

Table 3.5 Past Effectiveness

Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	Number of Eligible Individuals* enrolled and receiving instruction in the Educational Content Domain		Number of Eligible Individuals* with demonstrated improvement of skills in the Educational Content Domain		Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Reading						
Writing						
Mathematics						
English Language Acquisition						
Civics/Citizenship Education						
Workforce Preparation/ Employability Skills						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					
Data for Applicants <u>NOT</u> PREVIOUSLY Funded under AEFLA, WIOA Title II						
Secondary Credential Outcomes	Number of Eligible Individuals enrolled		Number of Eligible Individuals who earned a certificate/diploma		Percentage of Eligible Individuals who earned a certificate/diploma	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement Data found in NRS Table 5: Primary Indicators of Performance	Number of Eligible Individuals enrolled		Number of Eligible Individuals who achieved an outcome		Percentage of Eligible Individuals who achieved an outcome	
	PY 17/18	PY 18/19	PY 17/18	PY 18/19	PY 17/18	PY 18/19
Transitioned to Employment						
Transitioned to Postsecondary Education or Training						
	*Eligible Individuals refer to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Mississippi State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners					

Consideration 4

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one- stop partners.

- 4.1 Describe how the program will provide services to align with the strategies and industry needs as identified in the applicable Local Workforce Development Board Plan (s).

- 4.2 If the organization has any existing MOUs, MOAs, or contracts with other core providers/partners of WIOA services, please describe. Include organizations that provide resources for individuals with disabilities and individuals with barriers to employment. Submit the first page and signature page of each agreement. Full documentation should be maintained and submitted as requested.

Consideration 5

Whether the eligible provider's program:

- a. **is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and**
 - b. **uses instructional practices that include the essential components of reading instruction.**
-
- 5.1 To demonstrate that a variety of class opportunities will be available, complete the class schedule provided. Template can be found at <https://www.mccb.edu/offices/adult-education/grant-opportunities>. Include all planned class sites.

 - 5.2 Applicant has described educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults.

 - 5.3 How does the program incorporate essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum?

 - 5.4 Describe rigorous research-based instructional practices your program will use to assist students with achieving substantial learning gains.

Consideration 6

Whether the eligible provider’s activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. Cite Sources.

6.1 Describe how the program uses rigorous research and evidence-based instruction for the various content components of ABE, ASE, and ELA (i.e. reading, writing, speaking, mathematics, and English language acquisition). Include details of the program’s use of [College and Career Readiness Standards \(CCRS\)](#).

6.2 How does the program assess the effectiveness of curriculum and instructional practices?

Consideration 7

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

7.1 Describe how will the program integrate the use of technology into class instruction—to include software, internet resources, and hardware such as whiteboards, smartphones, document cameras, and other resources?

Complete the table below if you are currently using specific software programs related to student instruction.

Product Name	Locations (Multi-Site)	License (# of Seats)	Curriculum Content

7.2 How will the program assess students’ digital literacy fluency and their progress with the use of technology?

7.3 Describe how the program will implement distance learning opportunities for students.

Consideration 8

Whether the eligible provider’s activities provide learning in context, including through Integrated Education and Training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

8.1 How will the program foster Integrated Education and Training (IET) opportunities for students? Provide specific details of these opportunities. Complete Table Below

Proposed PY 2020/2021 IET Program	Identify targeted Occupation / Occupational Area and Certificate/Credential to be earned as part of this IET	Explain the Process used to select this Occupation / Occupational Area

8.2 Described how the program will use IET or other models of contextualized instruction to help students develop the skills required to advance in an educational setting, transition post-secondary education or become employed.

8.3 Describe the transition resources and strategies the program will utilize to enable students to enter post- secondary education, training opportunities, or the workforce.

8.4 Describe how the program will provide contextualized instruction of sufficient intensity to:

- (a) enable students to achieve level completion(s), and
- (b) transition to post-secondary education & employment.

8.5 How will the program provide the Smart Start Course (workplace readiness skills training)?

Consideration 9

Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means.

9.1 Complete the Grant Personnel Profiles for all Administrative, Instructional Staff, Instructor Assistants, Transition Specialist, Navigators, Assessment Specialist, etc. See Attachments listed on at the <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

Note: All positions funded with state or federal Adult Education funds are subject to the approval of MCCB/OAE. Conversely, individual hiring and staffing decisions at the local program are made at the discretion of each individual organization, providing that all grant-specified minimum qualifications for the individuals in those positions are met.

9.2 Describe how the program will provide high quality professional development to ensure instructors and staff are knowledgeable of current research and best practices in adult education.

Consideration 10

Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries in the development of career pathways.

10.1 If the program has existing career pathways, please describe. How will the program coordinate with local WIOA partners and service providers to develop career pathway programs consistent with strategies identified in the Local Plan? Include partnerships with service providers such as schools, libraries, post-secondary institutions, businesses, and social service agencies.

10.2 Describe how the program will partner with other providers to offer support services to students, increase access to program services, and ensure program completion. Include information on services such as childcare, transportation, mental health services, and career planning.

Consideration 11

Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

11.1 How will the program assess students’ educational needs, and need for support services and accommodations? Include details regarding services such as child care, transportation, mental health services, and career planning.

Consideration 12

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance.

12.1 Describe the organization’s data management practices for:

- Tracking student outcomes;
- Monitoring program performance;
- Maintaining data quality.

Include a description of any information management system the organization uses.

12.2 How is program personnel engaged in the collection and management of data? Describe the data flow framework. (For more information about the Data Flow Process, see Program Guidelines at <https://www.mccb.edu/offices/adult-education/grant-opportunities>)

12.3 How will the program utilize data to assess and improve program performance such as evaluating learning gains and student goal achievement?

Consideration 13

Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs. If the program will provide English Language Acquisition (ELA) services, answer the following:

13.1 What is the English Language Learner (ELL) population in the local area? Provide the data source. Describe the local area’s demonstrated need for a program that offers English language acquisition services.

13.2 Describe the program’s experience with and/or ability to provide instruction and services to English language learners. Include information regarding:

- a. Curriculum/material used to provide instruction to this population;
- b. Financial literacy resources and career pathways available to this population.

13.3 Described how the program will use IET or other models of contextualized instruction to help students develop the skills required to advance in an educational setting, transition post-secondary education or become employed English Language learners in conjunction with IELCE. (243 funds ONLY)

4. Minority Impact Statement and General Education and Provisions Act (GEPA)

The GEPA provision applies to applicants for new grant awards under the U.S. Department of Education's programs. This provision is [Section 427 of GEPA](#) enacted as part of the Improving America's Schools Act of 1994 (Public-Law 103-382). All applicants for new awards must include information in their applications to address this provision to receive funding. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Provide a narrative (maximum 5,000 characters) of the steps the applicant proposes to take to ensure equitable access to and participation in its Federally-assisted program for participants, instructors, and other program beneficiaries with special needs.

- The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.
- Based on local circumstances, it is necessary to determine whether these or other barriers may prevent participants, instructors, etc. from access to or participation in the proposed Federally-funded project or activity.
- The description in the application of steps to be taken to overcome these barriers need not be lengthy.

5. Budget Submission

Applicants must prepare and submit a proposed budget for the provision of educational services in FY 2021 (July 1, 2020 – June 30, 2021) under this grant proposal as a required component.

- a. Describe how funds will be spent consistent with Title II requirements. Include the activity(ies) that will be provided and how funds will be allocated.
- b. Applicants should also provide a detailed narrative describing the costs of administration, instruction (instructors, paraprofessionals, textbooks and software), maintenance and operation (rent, utilities custodial services, etc....), and other support services (equipment, conference travel, etc.) as well as a line item budget for each grant.
- c. Explain how the costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable and sufficient to implement the proposed activities.
- d. Applicants should complete the Adult Education Budget Worksheet. This worksheet can be found at: <https://www.mccb.edu/offices/adult-education/grant-opportunities>.

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by the OAE and are subject to a negotiation process between the OAE and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.

Section IV: Application Review and Evaluation Process

A. Application Pre-Screening Process

All Grant Applications submitted by March 20, 2020 will be pre-screened prior to review to verify that the following criteria have been met:

- a. the application is submitted by the required due date (3/20/2020),
- b. demonstrated effectiveness in providing services to improve the literacy of eligible individuals, especially those individuals with low literacy skills, is provided,

B. Evaluation Process

A review panel comprised of individuals with expertise in adult education and literacy will evaluate proposals, using a rubric-based evaluation tool. The panel will provide recommendations to the OAE regarding consideration for funding. In addition, applications will be reviewed by applicable Local Workforce Development Board(s) regarding the proposal's alignment with the local workforce development plan and the Boards will provide recommendations to the OAE to promote such alignment.

C. Criteria Used to Evaluate Applications

There are thirteen (13) considerations with criteria that will be used to evaluate applications and determine funding decisions.

Federal Consideration 1: The degree to which the eligible provider would be responsive to: 1) Regional needs as identified in the local workforce development plan; and 2) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

- a. Evaluation Criteria: Applicant identifies and supports local and regional need for adult education services as described in the application. Evidence of the applicant's responsiveness to these needs is presented with applicable supportive data.
- b. Evaluation Criteria: Applicant proposes providing services to individuals who are identified as most in need of adult education and literacy activities.
- c. Evaluation Criteria: Applicant provides evidence of the organization's qualifications to provide educational services to the identified target populations.

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

- a. Evaluation Criteria: Applicant provides evidence of the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities.
- b. Evaluation Criteria: Applicant describes appropriate strategies to provide access and services for individuals with disabilities, including those individuals with learning disabilities.
- c. Evaluation Criteria: Applicant identifies specific resources and partnerships in place to ensure access and services for individuals with disabilities.
- d. Evaluation Criteria: Applicant provides evidence of existing partnerships to assist in meeting the needs of individuals with disabilities.

Federal Consideration 3: The past effectiveness of the eligible provider in improving the literacy of eligible individuals, and to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA section 116, especially with respect to eligible individuals who have low levels of literacy.

- a. Evaluation Criteria: Applicant describes and provides evidence of past effectiveness in improving literacy of eligible individuals and the degree to which those improvements contribute

to the eligible agency meeting its State-adjusted levels of performance for the primary indicators of performance described in §677.155.

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

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

- a. Evaluation Criteria: Applicant describes proposed activities and services that align to the strategies and goals of the local workforce plan(s) in the service region(s)/area(s).
- b. Evaluation Criteria: Applicant describes how the proposed activities and services will improve alignment and coordination between Title II and one-stop partners to meet participants' personal, academic, and career needs.
- c. Evaluation Criteria: Applicant describes how the organization will fulfill the required responsibilities as a one-stop partner.

Federal Consideration 5: Whether the eligible provider's program is: 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and 2) uses instructional practices that include the essential components of reading instruction.

- a. Evaluation Criteria: Applicant describes programming which is of sufficient intensity and quality to enable participants to achieve substantial learning gains and is responsive to student needs, flexible, and facilitated by highly qualified instructors.
- b. Evaluation Criteria: Applicant describes the provision of instructional practices and models that are based on research.
- c. Evaluation Criteria: Applicant describes how instructional practices address the essential components of reading.

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

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

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

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

Federal Consideration 8: Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.

- a. Evaluation Criteria: Applicant describes proposed activities to ensure instruction is contextualized and enables participants to acquire the skills needed for success in postsecondary education and training programs, employment, and as citizens.
- b. Evaluation Criteria: Applicant proposes the implementation of programs to provide participants with career exploration and access to career pathways.
- c. Evaluation Criteria (IET applicants only): Applicant identifies and describes proposed IET program(s) to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned.
- d. Evaluation Criteria (IET applicants only): Applicant describes how targeted occupations are determined.
- e. Evaluation Criteria (IET applicants only): Applicant describes how the three required components are integrated into each proposed IET program.
- f. Evaluation Criteria (IET applicants only): Applicant identifies appropriate partners and explains their roles in the implementation of each proposed IET program.
- g. Evaluation Criteria (IET applicants only): Applicant describes how braided funding and/or cost-sharing agreements will support the training component of each proposed IET program.

Federal Consideration 9: Whether the eligible provider’s activities are delivered by instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means.

- a. Evaluation Criteria: Applicant ensures that instructors, counselors, and administrators meet the minimum qualifications as described in the requirements of this grant application.
- b. Evaluation Criteria: Applicant describes access to high-quality professional development opportunities, including professional development through electronic means, for program staff.

Federal Consideration 10: Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, LWDBs, American Job Centers (WIN), job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of career pathways.

- a. Evaluation Criteria: Applicant describes existing collaborations with appropriate partners to target and enrich instruction for success in postsecondary education and training programs and employment.
- b. Evaluation Criteria: Applicant proposes services that align to the activities and services of the one-stop partners, including providing access to adult education services through the one-stop system.
- c. Evaluation Criteria: Applicant coordinates with other available education, training and social service resources in the community by establishing strong links to promote and support participant success.
- d. Evaluation Criteria: Applicant formally partners with organizations in the local area for the development of career pathways.

Federal Consideration 11: Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

- a. Evaluation Criteria: Applicant describes an intake process that provides flexibility to meet the needs of the target population.
- b. Evaluation Criteria: Applicant proposes a class schedule that provides flexibility and enables participants, including those with disabilities or other special needs, to attend and complete programs.
- c. Evaluation Criteria: Applicant describes wrap-around services to support participant success and increase completion rates.

Federal Consideration 12: Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

- a. Evaluation Criteria: Applicant describes strategies and policies designed to manage data processes with high quality to ensure accuracy.
- b. Evaluation Criteria: Applicant describes strategies and policies to support the monitoring of program performance and the reporting on participant outcomes as required.

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

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

D. Scoring Process

A scoring rubric aligned to the evaluation criteria in each consideration will be used to evaluate submitted applicant responses to this grant proposal.

E. Budget Review Process

Proposed budgets for applications with evaluation scores deemed fundable will be reviewed by the OAE and are subject to a negotiation process between OAE and the applicant. Budgets are then adjusted and finalized for successful applicants following the negotiation process.

F. Appeal Process

Appeal of Contract Award: Any person(s) aggrieved by the award decision that results from this RFP may appeal the decision to the State Director for Adult Education & High School Equivalency at the Mississippi Community College Board. The appeal must be submitted in writing within 15 calendar days of receipt of notification of award or rejection. Submit appeal to:

Mississippi Community College Board,
Office of Adult Education
3825 Ridgewood Road
Jackson, MS 39211

In addition, a copy of the Official Letter of Appeal must be sent via email to adulthoodeducation@mccb.edu with the subject line: Official Letter of Appeal.