Integrated English Literacy & Civics Education Directions

Below are the directions for submitting the 2022-2026 Integrated English Literacy & Civics Education Request for Proposal (RFP) application.

General Guidelines

- The application must be completed using this fillable PDF document. Hand-written applications will not be accepted.
- The document will automatically utilize size 10, Times New Roman font.
- Use the boxes provided to respond to the prompts. You will be able to add and scroll text beyond the box.
- The boxes with red borders are required fields.

Accessing the ODCTE Webpage

1. Go to the ODCTE homepage at: https://oklahoma.gov/careertech.html.
2. Hover over the Educators tab at the top navigation pane. A dropdown menu will appear (See picture below). Click on Adult Basic Education button.

3. Using the left-hand navigation pane, click on the dropdown arrow beside Grant Competitions. A dropdown navigation panel will appear below Grant Competitions. Click "Integrated English Literacy & Civics Education". This will take you to the ODCTE Integrated English Literacy & Civics Education webpage at: https://oklahoma.gov/careertech/educators/adult-basic-education/grant-competitions/integrated-english-literacy---civics-education.html.

Downloading the PDF Document

Google Chrome

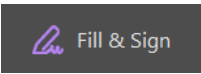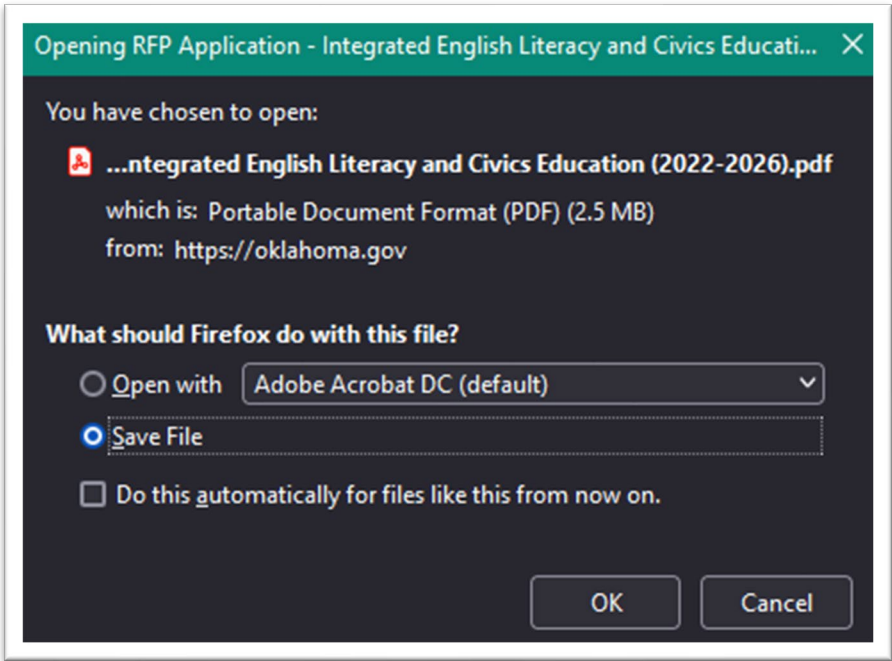1. Visit the ODCTE Integrated English Literacy & Civics Education.

Mozilla FireFox

1. Visit the ODCTE Integrated English Literacy & Civics Education.
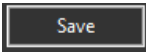

4. The following box will appear. Make sure that "Open with Adobe Acrobat DC" is selected and then, click "OK".

Microsoft Edge

1. Visit the ODCTE Integrated English Literacy & Civics Education.

Completing the RFP Application

Applicant Information

1. Page 4 - Insert the organization's information into the table.

Applicant Information

Name of Organization/Applicant			
Street Address	**City**	**State**	**ZIP Code**
Executive Officer's Name	**Email Address**		**Phone Number**
Grant Writer's Name	**Email Address**		**Phone Number**
Primary Point of Contact's Name	**Email Address**		**Phone Number**

Section One: Determining Eligibility

5. Complete document using fillable boxes.

- Page 9 – Check the box that best represents your organization. **You may only select one box.** If you select "**Other**", you must type a short description of your organization type into the space provided.

Eligible Provider Types

This application/proposal is for **Integrated English Literacy & Civics Education** services. Click on the box below that best represents your organization. Select only one item.

☐ Local education agency	☐ Institution of higher education
☐ Community-based or faith-based organization	☐ Public or private nonprofit organization
☐ Volunteer literacy organization	☐ Library
☐ Public housing authority	☐ Nonprofit institution that is not previously described and has the ability to provide adult education and literacy activities to eligible individuals
☐ Consortium or coalition of the agencies, organizations, institutions, libraries, or authorities previously described	☐ Partnership between an employer and an entity previously described
☐ Other—Please explain:	

- Page 10 - Indicate whether your organization has previously received funds under the Workforce Innovation & Opportunity Act (WIOA) by answering question 1.

1. Has your organization previously received funds under WIOA Title II?

   ☐ Yes
   ☐ No

- If you checked the "**Yes**" box, complete *Table 1.1: EFL Data for Previously Funded Applicants* and *Table 1.2: Outcome Data for Previously Funded Applicants* on pp. 10-11 by providing performance data required under WIOA §116 to demonstrate past effectiveness. You may obtain this data using LACES. **For programs who were previously funded under WIOA Title II, *Table 1.1* and *Table 1.2* are <u>required</u> to be considered for funding.**

Previously Funded

TABLE 1.1: EFL DATA FOR PREVIOUSLY FUNDED APPLICANTS

Data for Applicants PREVIOUSLY Funded Under AEFLA, WIOA Title II								
Educational Functioning Level (Grade Level Estimate) Data may be 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 18/19	PY 19/20	PY 18/19	PY 19/20	PY 18/19	PY 19/20	PY 18/19	PY 19/20
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								
ESL Level 2								
ESL Level 3								
ESL Level 4								
ESL Level 5								
ESL Level 6								

TABLE 1.2: OUTCOME DATA FOR PREVIOUSLY FUNDED APPLICANTS

Data for Applicants PREVIOUSLY Funded Under AEFLA, WIOA Title II						
Core Follow-Up Outcome Achievement Data may be 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 18/19	PY 19/20	PY 18/19	PY 19/20	PY 18/19	PY 19/20
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						

- If you checked the "**No**" box, complete *Table 1.3: Content Domain Outcome Data of Not Previously Funded Applicants* and *Table 1.4: Outcome Data of Not Previously Funded Applicants* by providing performance data to demonstrate past effectiveness in serving basic skills deficient eligible individuals. Organizations who have not previously received funds under WIOA Title II must have data in at least one section of the two data tables below. You may indicate N/A on areas that you do not have data. Additionally, answer question 2 by stating the methods that you used to obtain your outcome data in space provided on pp. 11-12. **_Table 1.3_, _Table 1.4_, and**

Question 2 are <u>required</u> by programs who were not previously funded under WIOA Title II to be considered.

Not Previously Funded

TABLE 1.3: CONTENT DOMAIN OUTCOME DATA OF NOT PREVIOUSLY FUNDED APPLICANTS

Data for Applicants NOT PREVIOUSLY Funded Under AEFLA, WIOA Title II						
Educational Content Domain Outcomes	**Number of Eligible Individuals* enrolled and receiving instruction in the Education Content Domain**		**Number of Eligible Individuals* with demonstrated improvement of skills in Educational Content Domain**		**Percentage of Eligible Individuals* with demonstrated improvement of skills in Educational Contain Domain**	
	PY 18/19	**PY 19/20**	**PY 18/19**	**PY 19/20**	**PY 18/19**	**PY 19/20**
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 Oklahoma State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners.						

TABLE 1.4: OUTCOME DATA OF NOT PREVIOUSLY FUNDED APPLICANTS

Data for Applicants NOT 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 18/19	PY 19/20	PY 18/19	PY 19/20	PY 18/19	PY 19/20
Secondary School Diploma or its Recognized Equivalent						
Core Follow-Up Outcome Achievement	**Number of Eligible Individuals enrolled**		**Number of Eligible Individuals who achieved an outcome**		**Percentage of Eligible Individuals who achieved an outcome**	
	PY 18/19	PY 19/20	PY 18/19	PY 19/20	PY 18/19	PY 19/20
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 Oklahoma State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners.

2. If you have not been funded under WIOA Title II, what method(s) did you use to obtain your outcome data?

- ▪ If you are unable to provide any data for the "*Demonstrated Effectiveness in Serving Eligible Individuals* "section, stop and do not proceed with completing the grant application. **You are not eligible for the grant.**

NOTE: If you are applying as a consortium, please complete and attach a *Data Table for Consortiums* document with the performance data for each organization within the consortium. Eligibility will be determined for each individual entity, and **all entities must be eligible for the consortium to be eligible**.

Section Two: Determining Service Area

6. On page 13, use *Figure 2: Oklahoma Workforce Development Areas Map* to identify counties and Workforce Development Areas that the organization would like to serve.

FIGURE 2: OKLAHOMA WORKFORCE DEVELOPMENT AREAS MAP
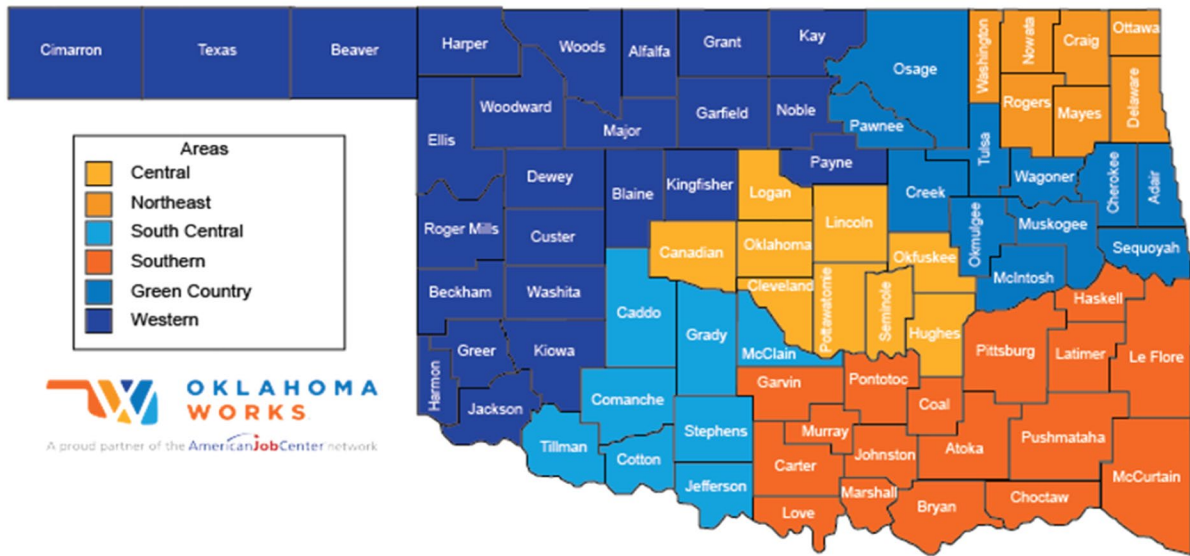
7. Once the applicant has identified their desired service area, complete *Table 2: Section of Service Area* on pp. 14-15 by checking the box(es) for the counties that your organization would like to serve. Applicants may request to serve multiple counties in multiple Workforce Development Areas.

TABLE 2: SELECTION OF SERVICE AREA

Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars
Central Oklahoma				**Green Country**				**Western**			
☐ Canadian				☐ Adair				☐ Alfalfa			
☐ Cleveland				☐ Sequoyah				☐ Kingfisher			
☐ Hughes				☐ Tulsa				☐ Blaine			
☐ Lincoln				☐ Creek				☐ Major			
☐ Logan				☐ Muskogee				☐ Woods			
☐ Okfuskee				☐ Okmulgee				☐ Woodward			
☐ Oklahoma				☐ Pawnee				☐ Dewey			
☐ Pottawatomie				☐ McIntosh				☐ Custer			
☐ Seminole				☐ Osage				☐ Washita			
				☐ Cherokee				☐ Kiowa			
Northeast				☐ Wagoner				☐ Greer			
☐ Washington								☐ Jackson			
☐ Nowata				**South Central**				☐ Harmon			
☐ Rogers				☐ McClain				☐ Beckham			
☐ Mayes				☐ Grady				☐ Roger Mills			
☐ Craig				☐ Caddo				☐ Ellis			
☐ Ottawa				☐ Comanche				☐ Harper			
☐ Delaware				☐ Stephens				☐ Beaver, Cimarron, Texas			
				☐ Jefferson				☐ Garfield			
Southern				☐ Cotton				☐ Kay			
☐ Haskell				☐ Tillman				☐ Noble			
☐ Latimer								☐ Payne			
☐ Pittsburg								☐ Grant			
☐ Le Flore											
☐ McCurtain											
☐ Choctaw											
☐ Bryan											
☐ Marshall											
☐ Love											

Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars	Workforce Development Area and Counties	# of Eligible Clients	% of Eligible Clients	Available Dollars
☐ Carter											
☐ Johnston											
☐ Atoka											
☐ Pushmataha											
☐ Coal											
☐ Pontotoc											
☐ Garvin											
☐ Murray										TOTAL FEDERAL ALLOCATION FOR FY22: $5,269,962.06	

Section Three: Application Narrative

Required Information WIOA 432

8. Using the space provided, type answers to question 1 – 5 on pp. 16-22.

- For question 2, you may refer to *Figure 3: Oklahoma Workforce Development Area Plans* on p. 17, which includes clickable links to the respective plans.

2. Describe how your organization will provide services in alignment with the local workforce development area plan (see Figure 3 for links to regional plans), including how your organization will promote concurrent enrollment in programs and activities under Title I, as appropriate.

FIGURE 3: OKLAHOMA WORKFORCE DEVELOPMENT AREA PLANS

WORKFORCE DEVELOPMENT AREA PLANS BY REGION

Central Oklahoma

Green Country

Northeast

South Central

Southern

Western

- For question 3, you may utilize the clickable links to the *State Adjusted Performance Levels* and *Primary Indicators of Performance* on p. 18 for reference.

3. Provide a description of how your organization will meet the state adjusted levels of performance for the primary indicators of performance, including how your organization will collect data to report on the performance indicators. (State Adjusted Performance Levels). The Primary Indicators of Performance are the following:

a. Credential Attainment Rate – 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.

Thirteen Considerations WIOA 231(e) and WIOA 232(7)

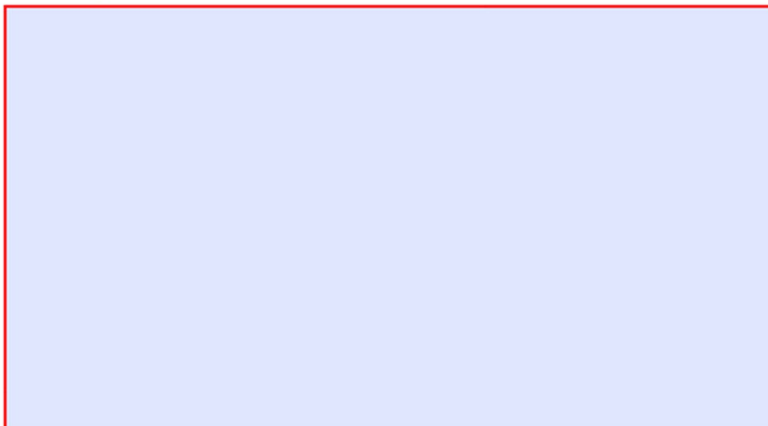9. Using the space provided, type answer to question 6 – 18 on pp. 23-30.
    - For question 6a, you may refer to *Figure 3: Oklahoma Workforce Development Area Plans* on p. 17, which includes clickable links to the respective plans.
    - For question 8, you may utilize the clickable link to the *State Adjusted Performance Levels* for reference.

> 8. Describe the past effectiveness of your organization 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 the eligible agency meeting its state-adjusted levels of performance for the primary indicators of performance (State Adjusted Performance Levels).

- For question 9, you may refer to *Figure 3: Oklahoma Workforce Development Area Plans* on p. 17, which includes clickable links to the respective plans.
- For question 13, you may refer to *Figure 4: Integrated Education* on p. 27 for the definition of "Integrated education and training activities".

> 13. Describe whether your organization's activities provide learning in context, including through integrated education and training (see Figure 4), 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 exercise the rights and responsibilities of citizenship.
>
> **FIGURE 4: INTEGRATED EDUCATION**
>
> *"Integrated education and training activities"* refers to a service approach that provides Adult Education & Family 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

Integrated English Literacy and Civics Education

10. Using the space provided, type answer to question 19-30 on pp. 31-37.

Section Four: Budget

11. On page 40, insert your proposed budget in *Table 3: AEFLA Funds Request Proposed Budget* worksheet. The expenditure function definitions are provided on pp. 42-44. You will only need to include a line-item total and description for budget line items that your organization plans to spend. You are not required to budget for each budget line.
    - "*Organization Name*" and "*Total Budget Request*" are **required** boxes.
    - Under "*Line-Item Total*", insert monetary amounts. The box will only allow numerical values, not text. Only insert monetary amounts for the line-items that your organization would like to request funding.
    - Under "*Description*", insert a short description of the corresponding line item.

- As the "*Line-Item Total*" column is completed, the "*TOTAL*" and "*Total Budget Request*" will automatically sum the "*Line-Item Total*" column. These amounts will be the same amount.

Total budget request should be aligned with information from *Table 2: Selection of Service Area*. Budget totals may include the full or partial amount allocated from *Table 2*.

AEFLA FUNDS REQUEST PROPOSED BUDGET
2022-2023

Directions: Enter your budget in the below table. The expenditure function definitions are provided on the pages immediately following the table.

Organization Name: _____   **Total Budget Request:** $ 0.00

Fund Type	Budget Line Description	Line-Item Total	Description
Instructional (511)	Classroom Instructor Salaries		
	Guidance Specialist Salaries		
	Classroom Instructor Fringe Benefits		
	Guidance Specialist Fringe Benefits		
	Instructional/Classroom Materials		
	Curriculum Development Salaries		
	Guidance Specialist Materials		
	Instructor Site-to-Site Mileage		
	Curriculum Development Fringe Benefits		
	Guidance Specialist Site-to-Site Mileage		
	Instructional Copy Costs		
	Other District Subs/Student Training		
Administrative Costs (519)	Infrastructure/Shared Costs		
	Admin Site-to-Site & Prof Dev Travel		
	Instructor Prof Dev Travel		
	Admin/Non-Instructional Copy Costs		
	Instructor Prof Dev Registration		
	Admin Prof Dev Registration		
	Project Director Salaries		
	Admin/Office Supplies		
	Project Director Fringe Benefits		
TOTAL		$ 0.00	

12. On page 41, type a detailed description for each line item from p. 40 of how awarded funds will be spent consistent with the grant requirements described on pp. 4-5 of this document. Include items such as positions that will be funded by salaries and benefits and specific supplies and the purpose for which they are purchased.

Budget Narrative

Directions: In the space below, provide a detailed description for each line item of how awarded funds will be spent consistent with the grant requirements described on pages 4 - 5 of this document. Include items such as positions that will be funded by salaries and benefits and specific supplies and the purpose for which they are purchased.

Section Five: Integrated English Literacy & Civics Education

Request for Proposal (RFP) Checklist

13. Page 45 - Once you have completed the outlined items, check the boxes to certify that you have completed those items.

Request for Proposal Checklist

Each RFP will be evaluated based on a rubric provided by the state, and funds will be distributed based on need and services provided.

Prior to submitting the application, please complete the following checklist to assist in reviewing the PY 2022-2026 application. The checklist will help ensure the completeness of the application and its compliance with the Integrated English Literacy & Civics Education request for proposal application requirements. This checklist should be submitted to the ODCTE as a part of the application. Submit completed application to the ODCTE Adult Basic Education team by February 15, 2022, at 11:59 P.M. CST via email submission to abe@careertech.ok.gov.

☐ Sign originals of each required form with easily identifiable signatures. Certified digital signatures will be accepted.

☐ Complete and submit all applicable pages of the application in numerical order.

☐ Provide information to be considered an eligible provider with demonstrated effectiveness, including at least two years of performance data.

Certifications and Assurances

14. Page 45 – Sign, date, and insert title of the executive officer/authorized representative of the applicant. To sign via Adobe Sign, click "*Sign Here*". For future directions on how to sign using Adobe Sign, click here.

Certifications and Assurances

This application is a proposal to provide Integrated English Literacy & Civics Education services under Title II of the Workforce Innovation and Opportunity Act. If approved, the program will be conducted in accordance with the laws and regulations pertaining to the Adult Education and Family Literacy Act, the Oklahoma State Plan for Adult Education and Literacy and state policies and procedures. I have reviewed the Request for Proposal and assure that the applicant will abide by the following:

- Attachment A – Oklahoma Adult Basic Education Handbook
- Attachment B – Oklahoma Assessment Policy
- Attachment C – Oklahoma Adult Education and Literacy Performance Targets
- Attachment D – Oklahoma Adult Basic Education State Plan

To the best of my knowledge and belief, all data and information provided in this proposal are true and correct.

I understand that should the applicant be awarded an Integrated English Literacy & Civics Education grant, failure to abide by the above requirements could jeopardize funding and participation.

Title of the Executive Officer/Authorized Representative of the Applicant	Date

Signature of the Executive Officer/Authorized Representative of the Applicant

Submission Guidelines

- To submit your application, you must email it to abe@careertech.ok.gov. You may also copy applications to letha.bauter@careertech.ok.gov and jill.reavis@careertech.ok.gov.
- ***The deadline for the submission is February 15, 2022, at 11:59 P.M. CST.*** Any applications submitted after the deadline will ***not*** be considered.
- Once you have submitted your application, you will be notified within two business days of receipt of your application via email. If you do not receive a notification within this time, please email abe@careertech.ok.gov to ensure your application was received.

Questions

All questions regarding Request For Proposal applications, supporting documents, or grant competition process MUST be emailed to abe@careertech.ok.gov. Answers to those questions will be posted in the Q&A document on the ABE website under Grant Competitions.