**Rhode Island Department of Education**

**Adult Education**

**FY 2017-2018 Funding Application**

**Overview & Instructions**

**Introduction**

The Office of College and Career Readiness is releasing the FY 2017-2018 application for funding to support adult education and literacy programs. This is a one-year grant available only to current RIDE-funded adult education providers for delivery of approved adult education services, beginning July 1, 2017\*. The limitation to a one-year grant is due to the expectation that an open competitive Request for Proposals (RFP) for adult education services will be issued during FY 2017-2018 to fund eligible agencies for a multi-year period, beginning July 1, 2018. Also, as part of the process to inform the development of the RFP, a Survey for Information is being released. This Survey will request input and information concerning consortia models, contextualized instruction models, and professional development services.

RIDE will align the funding with the activities proposed to be provided by the programs; establish performance outcomes related to those activities; and hold programs accountable for meeting the outcomes via data audits, reports and monitoring. Meeting outcomes is related to a program’s demonstrated effectiveness and provider eligibility which may impact future funding.

For example, RIDE will prioritize the allocation of Governor’s Workforce Board Job Development Funds for programs that focus on workforce development; program outcomes will be aligned to workforce development priorities, such as entering employment and receiving industry-recognized credentials.

**RIDE strongly encourages small programs with an annual enrollment of fewer than 50 students to submit a joint application with (an)other applicant(s).**

**Grant Project Period**

July 1, 2017 through June 30, 2018

**Application Submission Deadline**

Friday, April 21, 2017

***\*On July 1, 2015, the Workforce Innovation and Opportunity Act of 2014 (WIOA) funding went into effect, replacing the Workforce Investment Act of 1998. Fiscal Year 2017-2018 is a continuation of the current grant cycle for approved sub recipients of the Adult Education and Family Literacy Act (AEFLA) under WIOA.***

***\*Funding of programs in FY 2017-2018 is contingent on RIDE’s receipt of federal and state funding for adult education at anticipated levels.***

## Eligible Applicants and Eligibility Requirements

To be eligible for funding in the 2017-2018 program year, applicants must meet the following minimum criteria:

* Meet the definition of an Eligible Provider
* Have a demonstrated record of past effectiveness or have a high probability of increasing student academic achievement
* Meet the criteria addressed in the narrative questions. If a program’s responses do not meet the criteria, then the program will be asked to submit revisions – if those revisions are not acceptable, the program is at risk of not being funded.

**Overview**

**Intent and Purpose of Adult Education**

* Improve individual and family self-sufficiency of working-age Rhode Islanders who are undereducated and/or experience significant language and skills barriers to obtain and retain employment
* Deliver adult education services in literacy, numeracy, English language acquisition, and workforce preparation activities to Rhode Islanders to build “the skills that matter” to obtain “the jobs that pay.” (Governor Gina Raimondo, February 2016)

**Primary Outcomes**

* Increase an individual’s ability to 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;
  + transition to postsecondary education and training; and
  + obtaining employment

**Target Population**

* Unemployed or underemployed individuals aged 16 and over with less than a high school diploma, English language learners, and those individuals who need basic academic and career readiness skills

**Strategies to Achieve Outcomes**

1. Expand access by improving service coordination: Encourage models in which service providers coordinate with each other and collaborate with other adult education and state agencies, including One-Stop Career Centers, to provide clear pathways to employment and comprehensive wrap-around services
2. Diversify employment pathways through program design: Expand contextualized instruction that integrates literacy skills with high-demand occupations (in sectors such as healthcare, construction, food service and hospitality) and prepares adults with the skills needed to gain employment and/or pursue further training, industry-recognized credentials, and postsecondary education
3. Develop strong accountability measures to improve program quality and effectiveness: Outline clear performance metrics and desired student outcomes for each aligned activity, actively monitoring service providers’ performance and establishing clear incentives to set and meet agreed-upon targets

**Priorities**

## Access, accountability and employment are the overarching concepts that fall within the WIOA 13 considerations and fit into the following three categories:

## Outcomes-based Activities

## Program Design, Quality and Effectiveness

## Coordination of Support Services

**Application Submission Instructions**

The FY17-18 funding application submission will consist of two required steps:

Step 1: Programs are required to submit responses to the FY17-18 Application Narrative Questions using the following steps:

1. Download the Application Response form template and required EFL Review Spreadsheet templates
2. Complete the required sections of the Application Response Form.

Maximum page limit: 20 pages.

1. Log into AcceleGrants and upload the completed Application Response document in the program section of the document library. Please use the following naming convention for the uploaded form: <programname.FY17-18ABENarrativeApplication.date>
2. Log into AcceleGrants and upload the completed required EFL Performance Review spreadsheets in the program section of the document library. Please use the following naming convention for the uploaded form: <programname.FY17-18 EFLREVIEWTABLE.year>

To be considered for adult education funding for FY17-18, responses must be uploaded in the program section of the AcceleGrants Document Library by **5pm on April 21, 2017.**

Step 2: The narrative responses will be reviewed by the RIDE adult education team, and the program will then receive a formal notification from RIDE. If approved for funding in FY17-18, the program will receive instructions to complete Step 2, which will require programs to log into AcceleGrants to complete the application and budget and to upload required documents, using the same process as last year.

**Priority 1. Outcomes-Based Activities**

1. **Local Need for Services**

Programs applying for these funds must demonstrate a need for adult education and literacy activities within their immediate community. The program must be able to serve individuals who are most in need of these activities including those with low levels of literacy, those without a high school diploma, and those with barriers to employment (e.g. displaced homemakers, ex-offenders, homeless individuals, English language learners, long-term unemployed, low-income individuals, individuals with disabilities, and single parents).

Programs applying for these funds may also demonstrate a need in the immediate community for additional English language acquisition programs (i.e., English as a Second Language) and civics education programs.

Various methods may be used to determine this need, including U.S. census data; labor market information; community needs surveys; and/or prior enrollment, engagement and interest in adult education, literacy, English language acquisition, and civics education programs over the last three years.

1. *Describe the need for adult education and literacy activities within the program’s community.*
2. *Describe the need for English Language acquisition (aka. English for Speakers of Other Languages, English as a Second Language) programs and civics education programs within the program’s community.*
3. **Eligible Provider and Demonstrated Effectiveness**

An eligible provider is “an organization that has demonstrated effectiveness in providing adult education and literacy activities” (WIOA, section 203(5)).

According to WIOA regulation §463.24, “an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, 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.”

An eligible provider that has been funded under Title II (Adult Education and Family Literacy Act) must provide performance data from NRS Tables 4 and 5 in CALIS to demonstrate effectiveness.

Over the past five years, the Rhode Island adult education system has maintained performance outcomes above the national average for adult learners making educational achievement gains of two or more grade level equivalents. The following were the state’s negotiated levels of performance for this primary indicator of performance (the average of the 11 Educational Functioning Levels):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Year** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** |
| **EFL Percentage** | 45% | 49% | 50% | 47% | 52% |

Programs that are applying for these funds must be able to demonstrate effectiveness in improving the literacy of eligible individuals when compared to the results of the previous five years’ statewide levels of performance. According to the guidance developed by RIDE and the Performance Based Funding Formula Workgroup, programs that are functioning below 80% of the negotiated levels of performance are considered low performing programs. Therefore, to be considered an eligible provider, programs must have obtained “Educational Functioning Level (EFL) Performance Review” result scores of 80% or more in at least three out of the five past program years. Programs with one or two low performance years (less than 80%) or three out of five results in 80% - 99% ranges will be considered in the **Cautionary Zone**.

Currently funded programs will also be responsible for meeting or exceeding a minimum of 80% of the EFL educational achievement gains of 48% of all students enrolled during the current 2016-2017 fiscal year. **Cautionary Zone** programs will be expected to increase results to 100% of the performance target (49%) and above during 2017-2018.

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. The state targets for each of these follow up outcome measures are the following for each of the last five years (also available on the EFL Performance Review reports):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** |
| **Enter Employment** | 44% | 61% | 48% | 35% | 41% |
| **Obtain a GED/HSD** | 75% | 77% | 68% | 89% | 97% |
| **Enter Post-sec. Ed.** | 40% | 62% | 56% | 30% | 26% |

Since the state was still collecting data for baseline performance targets, these outcome measures are not included in the EFL Performance Review calculation; however, these outcome measures will be taken into consideration when reviewing applications for this funding. The performance measures for 2016-2017 are still undergoing discovery for the appropriate baseline targets.

Finally, the state will take into consideration the enrollment trend of each provider in proportion to the providers’ allocations from RIDE and the resulting average expenditure per student.

* **RIDE will no longer allow programs to expend more than $2,000 per student. Programs that have traditionally expended more than $2,000 per student must either reduce their budgets or recruit and serve more students.**
* **Programs that traditionally expend less RIDE funding than this maximum amount will be expected to continue to provide services at a level similar to previous years’ expenditure levels.**
* **Programs will be held accountable for meeting or exceeding their proposed enrollment numbers from their application. RIDE will monitor program enrollment quarterly and will reduce programs’ budgets if it appears that enrollment targets will not be met.**

1. *Upload the program’s last five years of EFL Performance Review (complete spreadsheets).*
2. *If your program falls in the* ***Cautionary Zone*** *provide an explanation why performance was low for those years and describe the program’s plan to improve EFL performance and increase outcomes.*
3. *What was your program’s expenditure per student last year based on the RIDE Adult Education allocation and the number of NRS students reported in CALIS = [$\_\_\_\_\_\_\_\_\_\_\_\_\_\_] If the program’s past expenditures exceeded $2,000 per student, describe how the program will either show a reduction in its budget and/or how it plans on recruiting and retaining more students.*
4. **Allowable Activities**

Adult education means academic instruction and education services below the postsecondary level that increase an individual’s ability to 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; transition to postsecondary education and training; and obtain employment.

The eight possible allowable programs, activities and services of adult education include:

* Adult education activities;
* literacy activities;
* workplace adult education and literacy activities;
* family literacy activities;
* English language acquisition activities**;**
* **\*workforce preparation activities;**
* **\*Integrated education and training; or**
* **\*integrated English literacy and civics education**

**(Bold and starred are new activities under WIOA – defined below)**

**\*Workforce Preparation Activities** is a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including … skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**\*Integrated Education and Training** (IET) is 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.

**\*Integrated English Literacy and Civics Education** (IELCE) prepares 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 integrate with the local workforce development system. Programs funded with IELCE funds will be required to deliver programs in combination with Integrated Education and Training activities.

*1. Describe which of the allowable activities the program will conduct and which of the activities will be conducted concurrently.*

*2. Describe the approximate number of classes dedicated to each of the activities to be provided.*

1. **Information Management System**

The eligible provider must maintain a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.

1. *Describe how the applicant organization’s current data system is utilized.*
2. *Describe any data-related training that current instructors, administrators, and data entry staff employed by the applicant organization attend (e.g., CALIS Users Group meetings)*
3. *Explain how the applicant organization will ensure that instructors, administrators, and data entry staff will meet state and federal data entry and management requirements, including timely data entry and the monitoring of data quality. What is the program’s schedule of data entry?*
4. *Describe how the applicant organization intends to use program data to evaluate and improve any services delivered to eligible individuals.*

**Priority 2. Program Design, Quality and Effectiveness**

1. **Program Design**

|  |
| --- |
| Eligible provider's programs must be of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains. Programs must use instructional practices that include the essential components of reading instruction  Reading and other educational screening assessments must be a critical component of the intake process and should be administered by those (LD specialist or other) who understand and use the screening tools effectively and consistently. This enables teaching staff to more fully understand the reading and instructional needs of students so they can embed and incorporate specific instructional strategies, ensuring the individuals’ unique needs are met.   1. *Describe the program’s intake, screening, placement and transition processes and how results from screening assessments will be used to inform instruction and meet the needs of individual students in the program.* |

1. *Describe how the program schedule and policies support sufficient intensity, quality and duration, using a combination of face to face, blended and/or distance education to extend, complement and deepen learning while maximizing learning gains for students.*
2. *Describe how the program will incorporate the College and Career Readiness Standards (CCRS) and 21st Century skills into teaching and learning, communicating these program objectives to all students*
3. *Describe how the program curriculum has been articulated across NRS level to mitigate content gaps and ensure a seamless continuum of learning.*
4. *Describe how the program transitions students or how it will partner with another/other agency(s) to ensure that students move on to the next level/step as informed by mastery of their goals and formative/summative assessment results.*
5. *Describe how the program will prioritize learning standards so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards.*

The eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, must be based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Programs must have a professional learning community (PLC) structure in place to support common planning, collaboration and the sharing of best practices in standards-based education among all staff. The program curriculum must align with the College and Career Ready Standards for Adults (CCRS). All programs are required to designate a Program/Staff Development Coordinator to support these activities, including the development of program and staff professional development plans and information sharing on state funded professional development.

It is expected that evidence-based, best practices will be incorporated into all content areas including English Language Acquisition instruction and that Adult Education instructors and administrators will support implementation.

1. *Describe the program’s plan for implementing and sustaining a professional learning community that is focused on standards based instruction in all content areas:*
2. *Describe the programs’ teaching and learning methods that are research/evidence based, including how these are personalized, performance-based and project-based to support transitions.*
3. *Describe how the instructors with the support from the Director will implement research and evidence-based instructional practices, including the essential components of reading instruction.*

1. *Describe how the program will differentiate assessment opportunities so that students have ample opportunity to exhibit learning and proficiency using multiple approaches.*
2. **Technology**

It is essential that all adult education learning environments be equipped for 21st Century learning according to WIOA Considerations 7, 9 and 12.  As such, eligible providers will need to continue to create and foster the essential conditions necessary for the effective use of technology in adult education according to the Rhode Island Technology Advisory Committee (TAC) document Essential Conditions Necessary for the Effective Use of Technology in Adult Education in Rhode Island, August 2105.

Eligible provider’s activities must 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.

Programs must provide all adult learners, at every functioning level, with exposure to basic computer skills and functional knowledge of the World Wide Web.

Programs are also required to ensure that all adult learners whose minimum Educational Functioning Level (EFL) score is 3 or above can demonstrate basic computer skills and their knowledge of the World Wide Web as well as the use of email. In addition, they must have knowledge of word processing, spreadsheet and presentation applications.

All learners must also have engaging, rigorous and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society**.** Agencies therefore must assist students in learning how to apply digital tools to gather, evaluate, and use information, so they may engage in the acquisition and application of new knowledge to address problematic situations both within the classroom and in the real world.

1. *Describe the programs multi-year plan for increasing the effective use of technology, including use of blended and distance education to increase the amount and quality of learning.  Discuss how the program will evaluate and use evidence to determine effectiveness in technology use.*
2. *Describe how the program will develop a cost effective technology budget that can realistically, over time, support the required technology including new equipment and updates, repairs, licensing, networking and Internet access.*
3. *Describe how the program plans to expand technology infrastructure and use to improve teaching and learning, increase student access and improve performance.*
4. *How will the program assess that all students have the digital literacy skills for college, career and life readiness?  Example: Northstar modules 1, 2 and 4, basic computer use assessments.*
5. *Describe how instructors will use technology, including emerging technologies to make improvements in the quality of teaching and learning.*
6. *Describe how the program will provide students with engaging, rigorous and empowering learning experiences both in and out of the classroom:*
7. *Describe how the program is designed to accommodate 24/7 learning*
8. **Staffing**

In order to build an Adult Education system that can support learners under WIOA, eligible provider's activities must be delivered by well-trained staff. Instructors, counselors, and administrators in all RIDE funded adult education programs must meet certain minimum qualifications and engage in high quality professional development on an ongoing basis, including through electronic means. Working conditions that support the recruitment, development and retention of high quality staff are needed. At a minimum—all adult education teachers must have a bachelor’s degree. Current teachers without one can be employed in this capacity if they have at least 10 year’s adult education teaching experience. Others without these credentials can serve as paraprofessionals in support of the credentialed teacher, while working toward them.

1. *Describe the program’s plan for ensuring professional development undertaken by staff aligns with staff and program professional development plans.*
2. *Describe how the instructors will utilize technology to increase student outcomes and enable self-directed learning in and out of the classroom.*
3. *Explain how program staff will assist students in attaining technology skills that enable them to participate in next steps.*
4. *Describe the program’s requirements for common planning time for instructors, including both part-time and full-time.*

Portfolios, preferably digital, must be maintained at the program for all staff, to include credentials and a description of research-based professional development (PD) aligned with program and state priorities with evidence of implementation as well as reflection on change in practice for each PD. Sample lesson plans must be included where appropriate, including those that integrate technology to extend and deepen as well as provide access to 24/7 learning for all students.

1. *Describe the program’s record keeping system for staff professional development*
2. *Describe the program administrator’s role as an instructional leader*
3. *Describe the role of student support personnel, including counselors, case managers and next step advisors*

In order to recruit, develop the professionalism in, and retain good teachers, their compensation needs to be commensurate with their qualifications and workload.

The paid prep-to-teaching time ratio must be within the range of 1:1 to 1:3 or one hour of preparation time for every one to three hours of teaching. The judgement in this regard is left to the administrator, however the more challenging a group is to teach, the more prep/admin time needs to be allocated to the teacher/class. Teachers must be paid the same rate for preparation as they are paid to teach.

For programs housed within larger organizations, administrators must think and plan strategically around requiring teaching staff to engage in non- teaching and learning related activities that are not directly related to their role as a teacher. It is highly recommended that programs employ paraprofessionals to support teachers with administrative and other related programmatic duties, freeing the teacher to be focused on teaching and learning and on the development of their practice and program.

Based on the United States Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook, the 2015 median pay for an Adult Literacy teacher is $24.17 per hour. The average rate for a beginning K-12 educator in Rhode Island is comparable. Based on this information and in order to attract and retain high quality teachers, RIDE recommends compensating teachers within a range of $22 - $26, but suggests that eligible agencies pay teachers a minimum of $24 per hour for teaching, preparation and professional development time.

It is also strongly recommended that programs adopt a tiered approach to compensating teachers based on professional development and longevity that yields improved performance over time and credential attainment, to facilitate teachers moving into a leadership or lead teacher role. Such teachers can then serve as mentors, coaching new and developing teachers, and help lead program and curriculum development initiatives. A suggested rate for these seasoned instructors is: $26-$30, or $28/hour on average.

Funded programs are expected to budget for professional development (PD) activities for every staff member in an amount equal to 2.5% of each full-time and part-time staff member’s time or 12 hours, whichever is greater. For example, a full time staff member working 40 hours per week throughout the year generates support for 52 hours of PD annually (40 hours per week x 52 weeks per year = 2080 hours; 2.5% of 2080 hours = 52 hours). A part-time staff person working nine hours per week for 38 weeks would generate 8.5 professional hours at 2.5%; however, the minimum generated for any position is 12 hours.

Programs may choose to fund additional PD for staff according to state or WIOA (federal) priorities. Directors are allowed to pool PD hours and allocate those hours to staff members based on assessment of individual knowledge, experience, expertise, and need. Programs must assure that:

• each staff person has an individual PD plan that aligns with the program’s goals;

• each staff person participates in at least 12 paid hours of PD annually, in addition to the New Staff Orientation required in the first year of hire

• grant-supported PD hours above the minimum of 12 hours per individual must be distributed among program staff based on the need to improve student outcomes and support program improvement goals

1. *Describe the program’s plan for recruiting, developing and retaining good teachers.*
2. *Describe how the program will budget for staff, including planning, instructional and professional development time*

**Priority 3. Coordination of Support Services**

1. **Recruitment and Referral**

Program staff must work with each student to recognize and build on his/her strengths, interests, and experiences in developing goals and overcoming barriers. Staff must provide students with information on appropriate support services available in their community and assist in referral to these services, when appropriate. All program staff must have access to current information about community agencies that provide support services. Staff must be provided training in appropriate support and referral processes. Staff must collaborate with community service providers to coordinate services. Staff must encourage students to become advocates for themselves and their families.

1. *Does the program currently have written referral procedures for support services? Please describe.*
2. *Provide a description of how various program efforts such as recruitment, intake, orientation, instruction and support services are coordinated and support one another.*
3. *How does the program maintain working partnerships with funders and policy makers, and inform them of the program’s achievements, plans and needs?*
4. *Describe how the program currently maintains or how the program will develop, working partnerships with next-step agencies and institutions such as employers, career centers, post-secondary education and job training.*
5. *Does the program have existing MOU’s or partnership agreements including to actively collaborate with partners in the community to expand the services available to adult learners and to prevent duplication of services? Describe the name of the partner(s) and the nature of the collaboration.*
6. *Describe the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates.*
7. **Serving Students with Disabilities**

All programs applying for these funds must be able to serve eligible individuals with disabilities, including individuals with learning disabilities. Programs must submit their handbook and an intake form that meet the following criteria in addition to answering three narrative questions.

**Handbook Criteria:**

1. *\*Does the program handbook contain a notice that includes relevant information regarding Title II of the ADA, and how it applies to the programs, services, and activities of the public entity? YES\_\_\_ NO\_\_\_*

*If No, please provide details.*

1. *\*Does the notice include the name and contact information of the ADA Coordinator (either LD Designee or other full time staff)? YES\_\_\_ NO\_\_\_*

Programs should have two notices: one for the public who is receiving the service, and one for their own employees. The handbook notice should be directed to the public who are seeking the educational and other services provided. The language of the notice should be of a complexity and level appropriate to adult student populations. It is separate from the non-discrimination notice that is required to be posted for program employees.

1. *\*Does the handbook describe the requirements for entry into classes and for promotion from class to class? YES\_\_\_ NO\_\_\_*
2. *Does the handbook list and describe connections between the program and other Federal, State and local support services? YES\_\_\_ NO\_\_\_*
3. *Does the handbook include a listing of class levels, locations and times? YES\_\_\_ NO\_\_\_*
4. *Does the handbook include a program calendar listing intake dates, holidays etc.?*

*YES\_\_\_ NO\_\_\_*

1. *\*Does the intake process include an opportunity for students to disclose disability and request accommodations? YES\_\_\_ NO\_\_\_*
2. *\* How are program staff trained and supported to provide accommodations for learning and/or other disabilities?*
3. *\* How does your staff review and document whether the educational services are meeting the learners’ needs?*
4. *\* How does your program determine referral of students to evaluation for learning and/or other disabilities?*

**Integrated English Literacy and Civics Education Programs (IELCE)**

**WIOA, Title II, section 243**

RIDE receives approximately $250,000 for ***IELCE programs*** under WIOA, Title II, section 243. This new program is not the same as the English Literacy/Civics program under WIA. In order to apply for and qualify for these IELCE funds under section 243, programs must fully integrate all three required components of Integrated Education and Training (IET) concurrently:

(1) adult education and literacy activities (specifically for ESOL learners for these funds),

(2) workforce preparation activities, and

(3) workforce training for a specific occupation or occupational cluster

See definitions above in Section C. Activities, and see WIOA, Title II, section 243 for a full description of IELCE programs.

*If your program plans to apply for these limited funds, describe how your program fulfills all of the required elements of IELCE under WIOA section 243.*