

Notice of Adult Education and Family Literacy Requirements

to be included in

Maryland's Request for Proposals (RFP) to Deliver Adult Education and Family Literacy

under the Workforce Innovation and Opportunity Act

The Workforce Innovation and Opportunity Act, Title II: the Adult Education and Family Literacy Act requires that States select local providers of adult education activities via a competitive application process.

Accordingly, in **January 2017**, the Maryland Department of Labor, Licensing and Regulation (DLLR) will post a Request for Proposals to deliver Adult Education and Family Literacy Services on <http://www.dllr.maryland.gov/>. Grants will be awarded to selected providers to deliver services beginning on July 1, 2017.

Eligible providers are organizations that have demonstrated effectiveness in providing adult education and literacy activities that may include the following (WIOA Title II, Section 203):

- A local education agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution that is not described above and that has the ability to provide adult education and literacy activities to eligible individuals
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above
- A partnership between an employer and an entity described above

An impartial panel of professionals with expertise including but not limited to adult education, family literacy, English language instruction, and workforce development will review proposals and make recommendations for funding based on the following statutory considerations (WIOA Title II, Section 231):

- The degree to which the eligible provider would be responsive to—
 - (A) regional needs as identified in the local plan under 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—

- (i) who have low levels of literacy skills; or
- (ii) who are English language learners;
- the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
- 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, as well as the activities and services of the one-stop partners;
- 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;
- 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;
- 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;
- 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;
- 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;

- 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 investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
- 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;
- 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
- 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.

SEC. 232. LOCAL APPLICATION.

Each eligible provider desiring a grant or contract from an eligible agency shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including—

- a description of how funds awarded under this title will be spent consistent with the requirements of this title;
- a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;
- a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will promote concurrent enrollment in programs and activities under title I, as appropriate;
- a description of how the eligible provider will meet the State adjusted levels of performance described in section 116(b)(3), including how such provider will collect data to report on such performance indicators;

- a description of how the eligible provider will fulfill one-stop partner responsibilities as described in section 121(b)(1)(A), as appropriate;
- a description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals; and
- information that addresses the considerations described under section 231(e), as applicable.