



# Adult Basic Education Services Request for Proposal

February 8, 2018



Delaware  
Department of Education



# Important Dates

- RFP available – February 1, 2018
- Questions posted – February 15, 2018
  - <https://bids.delaware.gov/default.asp?c=1&s=d>
  - [https://bids.delaware.gov/bids\\_detail.asp?i=4875&DOT=N](https://bids.delaware.gov/bids_detail.asp?i=4875&DOT=N)
  - <https://doeapppublic01.doe.k12.de.us/BidManagementPublic/#home>
- Optional Pre-Bid – February 8, 2018
- Responses to Questions – February 21, 2018
- Deadline - March 7, 2018, 1PM (Local Time)



# Workforce Innovation and Opportunity Act Vision

A workforce development system that addresses the employment and skills needs of current employees, job seekers, and employers.

- Increase employment, retention, earnings, attainment of recognized postsecondary credentials
- Improve quality of workforce
- Increase economic self-sufficiency
- Decrease welfare dependency
- Meet needs of employers
- Enhanced nation's productivity & competitiveness



# WIOA (2016)

WIOA Reference	Title	Program/Activities	Responsible Core Agency
Title I Subtitle A	Workforce Development Activities (System Alignment)	All WIOA Programs	DWDB, DDOL and DDOE
Title II Subtitle B	Workforce Development Activities	Adult, Youth, Dislocated Workers (DOL)	DWDB, DDOL
Title II	Adult Education and Family Literacy Act (AEFLA)	Adult Basic Education, including ABE and English as a Second Language Programming	DDOE
Title III	Wagner – Peysar Act	One Stop Centers	DWDB, DDOL
Title IV	Rehabilitation Act	Vocational Rehabilitation	DDOL
Title V	General Provisions	All WIOA Programs	DWDB, DDOL and DDOE

# WIOA Core Agencies and Partners

## *One-Stop Partner Programs*



Make a referral to a One-Stop Partner Program today at:

[OneStopReferral@state.de.us](mailto:OneStopReferral@state.de.us)

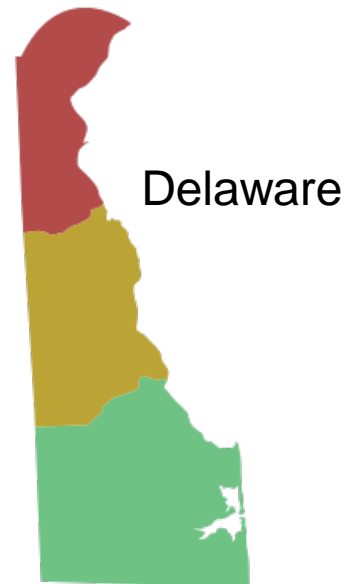
# Purpose of WIOA Title II (AEFLA)

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that—
  - (A) are necessary to becoming full partners in the educational development of their children; and
  - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in—
  - (A) improving their—
    - (i) reading, writing, speaking, and comprehension skills in English; and
    - mathematics skills; and
  - (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.



# Delaware Statistics Estimated

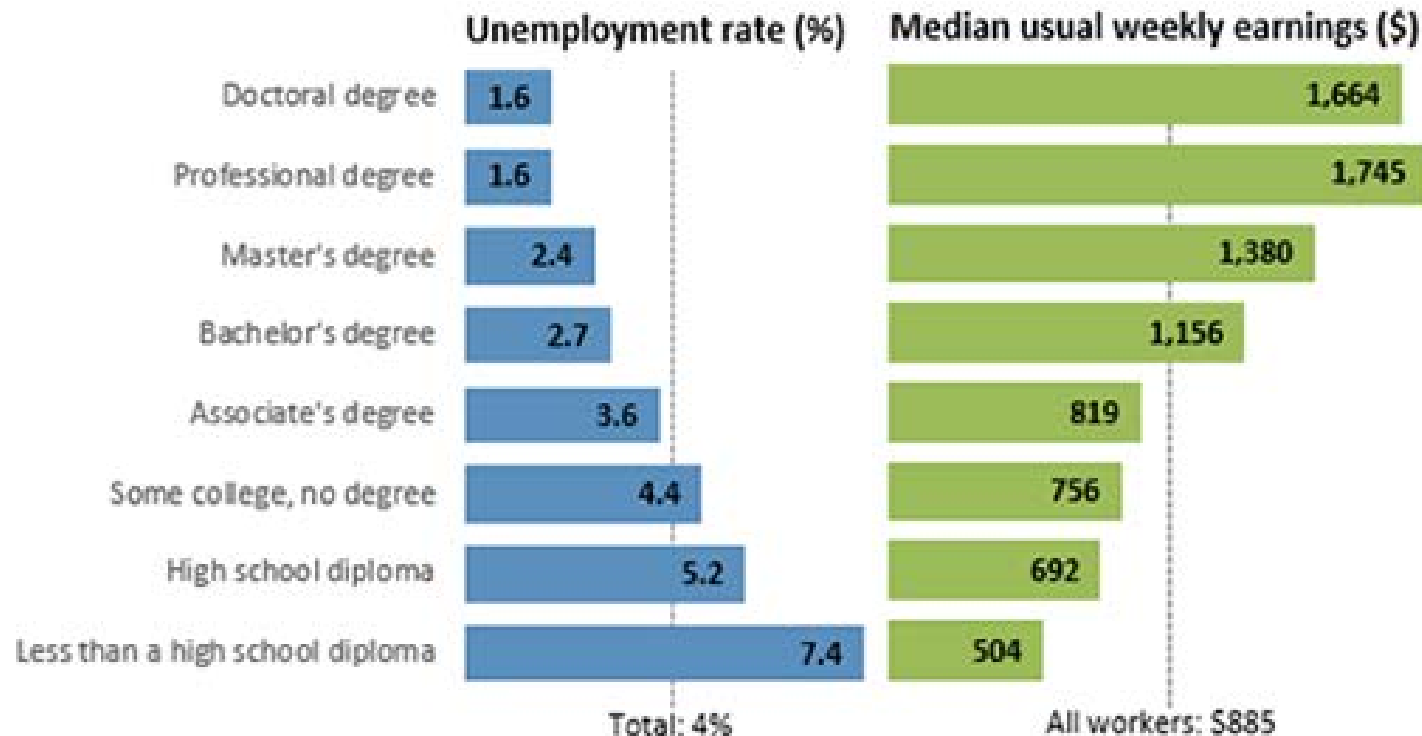
- ☐ Under 18 years old - 21.5%
- ☐ 18 years old + - 78.5%
  - ✓ 65 years old and up - 17.5%
  
- ☐ 88% have a High School Diploma or higher (Age 25+)
  - ✓ 30.5% have a Bachelor's Degree or higher
- ☐ 12% without a high school credential
- ☐ 1.4% K12 dropout rate (2016)
  - ✓ 547 students out of 40,287
  
- ☐ Unemployment – 4.7% (DOL 11/2017)
- ☐ Individuals in poverty – 11.7%
- ☐ Foreign Born – 8.8%
- ☐ Families in which primary language is not English – 12.7%
- ☐ Females/Males - 51.6% / 48.4%





# Education Pays

## Unemployment rates and earnings by educational attainment, 2016



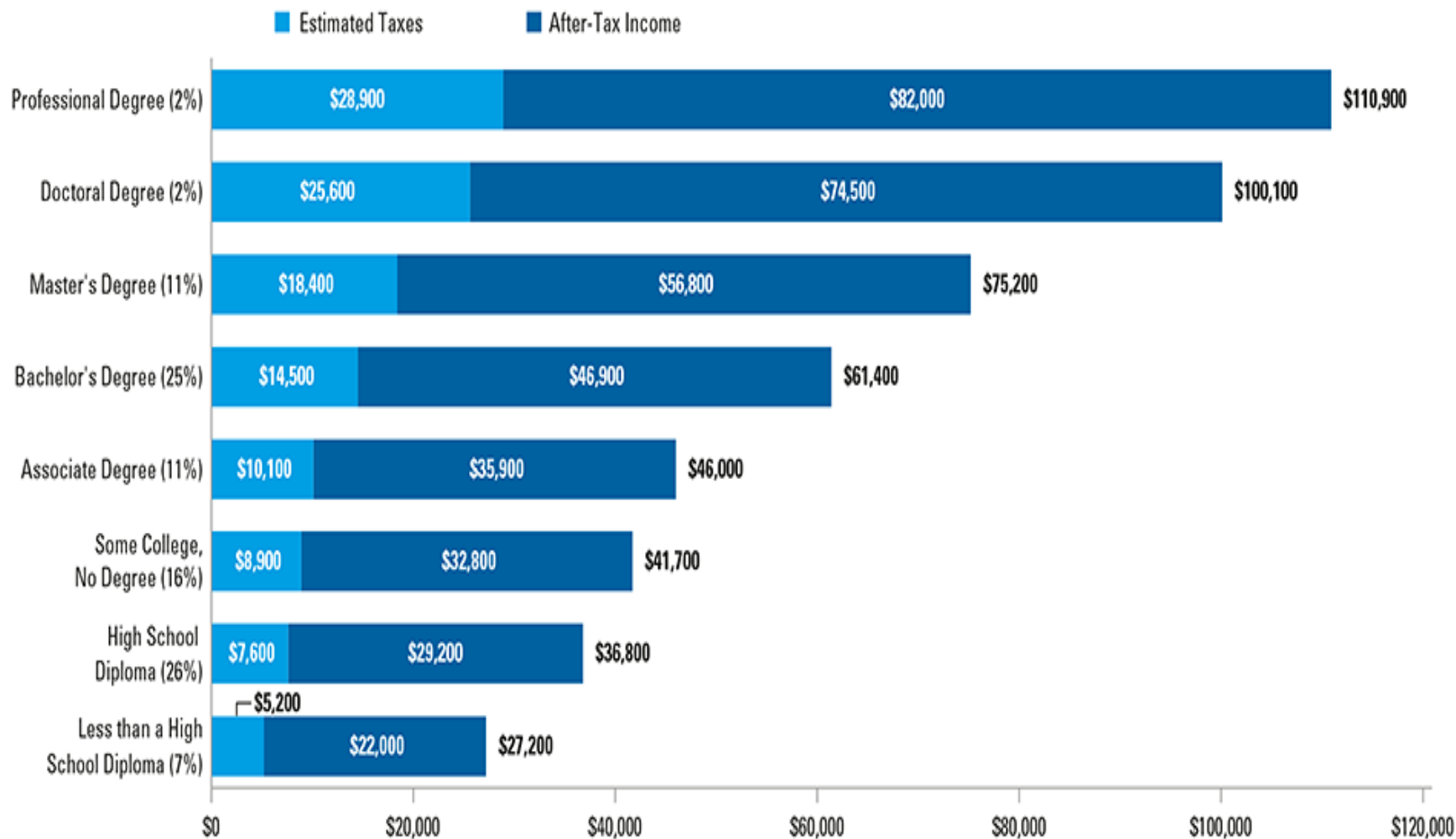
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.





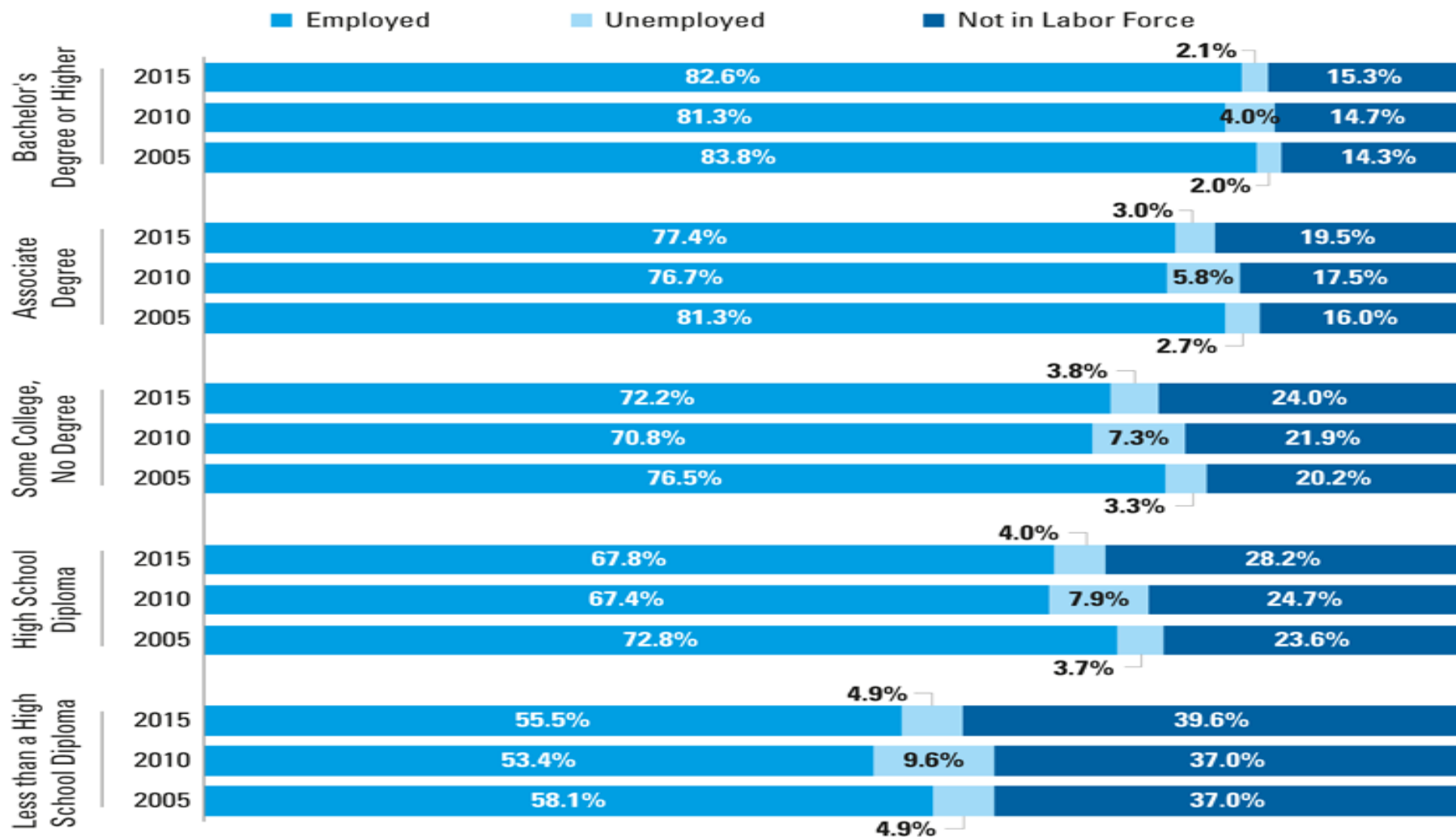
# Median Earnings and Tax Payments of Full Time Year Round Workers Ages 25 and Older: 2015 (The College Board, 2016)



# Civilian Population Ages 25 – 64

## Employed, Unemployed and Not in Labor Force

(The College Board, 2016)





# Purpose of Proposal

- Provide eligible adult learners, participating in ABE or English as a Second Language Programs, with instructional and support services for the goals of:
  - Employment
  - Higher levels of employment
  - Credential attainment
  - Enter postsecondary training
  - Enter postsecondary education
  - Effectiveness in serving employers

# Eligible Applicants for Funding

## Examples

- a local educational 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 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 named above



# Funding for Adult Basic Education Services, including ABE and ESL Programs

Funding	FY 18 Amount	Considerations
State Adult Education and Workforce Training	\$629,800	Uncertain FY 19 allocation. 5% decrease in FY 18.
Federal Workforce Innovation and Opportunity Act	\$1,266,000	Uncertain FY 19 allocation. Stable in FY 18.

- All providers will receive federal funding.
- Only local educational agencies can receive state funding.
- Optimal cost: \$ 550 dollars per student
- Range: \$436 - \$994
- Factors in determining funding are:
  - County Need
  - Services Offered (ABE, ESL, IET, Corrections)

# Funding for Integrated English Literacy and Civics Education Programs

Funding	Allocations	Consideration
Federal Workforce Innovation and Opportunity Act	\$149,892 - FY 17 \$146,386 - FY 18	Uncertain FY 19 allocation.

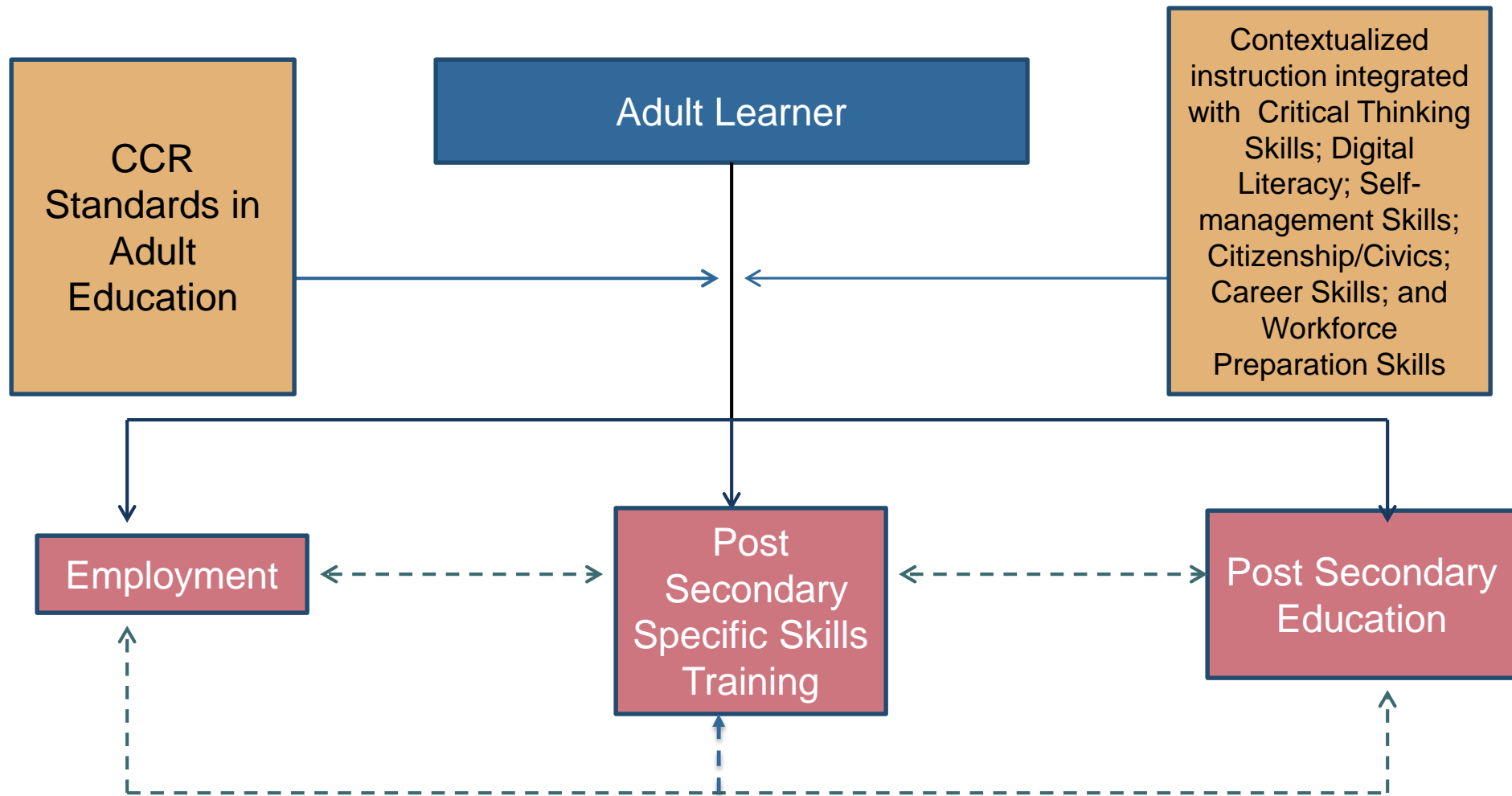
- All providers will receive federal funding only.
- Program must include academics and specific skills training.
- Training provided must satisfy in demand jobs
- Enrollment: 29 – 36

# Adult Learners Eligible for ABE Services

Eligible learners:

- 16 years of age or older and
- not enrolled or required to be enrolled in a secondary school under State law and
- basic skills deficient
- do not possess a secondary school diploma or its recognized equivalent and has not achieved an equivalent level of education or
- is an English Language learner





***Adult Basic Education  
Workforce Development Process  
and Lifelong Learning***



# Delaware Adult Basic Education Programs Statistics

- **Enrollment (Total, ABE, ESL)**
  - 2015: 4,124
    - 68% ABE
    - 32% ESL
  - 2016: 4,156
    - 68% ABE
    - 32% ES
  - 2017: 3,876
    - 64% ABE
    - 36% ESL
- **Population without a secondary credential or diploma (ACS,2016 Estimates)**
  - NCC: 51,156
  - Kent: 21,263
  - Sussex: 27,206
- **Average enrollment**
  - 210
  - Range: 47 – 597
  - Average attendance: 78 hours

# Age Distribution for DE ABE Programs FY 17

Age Range	Percentage
16-18	10%
19-24	20%
25-44	54%
45-54	11%
55-59	3%
50+	2%
	100%

# ABE Services Available for Funding (Appendix B)

- Adult Basic Education Services
  - Reading, Writing, Numeracy Skills, Functional and Workplace Skills
  - All Levels (see NRS EFL Chart)
- English as a Second Language Services
  - Listening, Speaking, Reading, Writing, Functional and Workplace Skills
  - All Levels (see NRS EFL Chart)



# ABE Services for ABE and ESL Programs

## Integrated Education and Training (Appendix B)

Integrated Education and Training provides concurrently and contextually

- Adult education and literacy
  - Workforce preparation
  - Occupational skills training
- 
- Each of sufficient intensity and quality that occur simultaneously, use occupationally relevant instructional materials and are organized to function cooperatively with a single set of learning outcomes.
  - A specific occupation or occupations cluster must be designated for the purpose of educational and career advancement
  - Vocational training can be offered by the ABE instructor with occupational skill knowledge or with training providers

Examples:

Bridge Programs, Workplace Learning Program; Pre-Apprenticeship Programs

# ABE Services for Corrections (Appendix B)

- Funding: \$35,000 statewide
- Question 12 of ABE Services RFP (Attachment B)
  - Past Experience
  - Agreements with DOC Level 4
  - Location(s) of services
  - Describe services
  - Hours of services

# Integrated English Literacy and Civics Education Program (Appendix C)

## Mandatory Components:

- Provide educational services to achieve competency in the English language and acquire basic and more advanced skills needed to function effectively as parents, workers, citizens in the US
- Provide instruction in the rights and responsibilities of citizenship and civics participation
- Integrate contextualized instruction and specific skills training to prepare and place English Language Learners in unsubsidized employment in in-demand industries and occupations that lead to economic self sufficiency through **collaboration with training providers** (DOL contractors, Perkins providers, private foundations, businesses, etc.)
  - Can include professionals with degrees and credentials from their native countries
- Integrate with the state workforce development system



# ABE Performance Targets

## Core Outcomes

Core Outcomes	Tentative FY 19 Performance Outcomes
Employment (2 <sup>nd</sup> Quarter after exit)	43%
Employment (4 <sup>th</sup> Quarter after exit)	45%
Credential Attainment	32%
Median Earnings (2 <sup>nd</sup> Quarter after exit)	\$3,708
Effectiveness in Serving Employers	52% will be satisfied
Measureable Skill Gains	59.3%



# ABE Program Performance Targets

## Core Outcomes (MSG)

Measureable Skills Gain	FY 19 Tentative Target Performance
ABE Level 1	60%
ABE Level 2	57%
ABE Level 3	54%
ABE Level 4	55%
ABE Level 5	48%
ABE Level 6	Not negotiated (62% - state performance)
ESL Level 1	54%
ESL Level 2	69%
ESL Level 3	69%
ESL Level 4	61%
ESL Level 5	61%
ESL Level 6	63%
Total MSG	60.6%



# Proposal Components

## ABE/ESL Programs

Program Leadership	Alignments; Collaboration; Indicators; Staffing
Experience	Past Effectiveness; Service Areas; Technology
Program Delivery	Serving Populations with Barriers to Employment; Program Quality; Contextualized Learning; Intensity; Support Services
Pricing	Budget; Justification; Enrollment

# Proposal Components

## IELCE Programs

Program Leadership	Alignment with DWDP, Alignment with WIOA Section 243, Collaboration, Performance Indicators, Staffing
Experience	Past Effectiveness, Services Areas, Technology
Program Delivery	Program Quality, Intensity, Support Services
Pricing	Budget and Justification, Enrollment

# Key Points

- **Administration**

- Provision of services (planning for limited resources, identifying concerns, adjusting as needed, reaching out to new populations)
- Monthly meetings for ABE Administrators
- Monitoring of student progress and program outcomes
  - Quarterly Reports to the Workforce Development Board
- Data collection into LACES and formally monitored on a quarterly basis
- Reports due by June 30, 2019

- **Instruction**

- Classes must meet a minimum of 4 hours per week
- Classes must be of sufficient intensity to allow students to be successful
- Average student contact was 82 hours in FY 17
- Flexible scheduling and innovative delivery
- Convenient location(s)
- Technology use to support students and increase learning
- Hours for IELCE programming will vary depending on skills training area

- **Support Services**

- Student achievement
- Student perseverance
- Community resources
- Service integration with others

# Key Points

- Instructional Quality

Student success is greatly affected by teacher quality in addition to quality curriculum.

- Curriculum Quality
  - On site
  - Distance
- Teacher Quality
  - Certified
  - Permit

# Key Points

## Budgets

- Funding
  - Expenses must be monitored
  - Funding should not be carried to next fiscal year
  - Costs must be reasonable, allocable, allowable
  - Administration cost must be reasonable
    - Services to students is focus
  - All expenditures must be documented
  - Equipment must be inventoried and available for monitoring
  - Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in Super Circular 2CFR Part 200 – Uniform Administrative Requirements and in as applicable to State law and regulation.



# Complete Application Package

- Four paper copies with one marked “original” with original signatures and one electronic copy on a USB stick.
  - Transmittal Letter
  - Non Collusion Agreement marked “original” and notarized (Attachment 2)
  - Exception Form (Attachment 3)
  - Confidentiality Form (Attachment 4)
  - Subcontractor Information Form (Attachment 5)
  - DDOE Subgrant Application Form
  - DDOE Federal Funds Budget Form
  - DDOE Federal Budget Summary Form
  - Assurance Form
  - Non Construction Program Form
  - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
  - Certifications Regarding Lobbying
  - Subgrant Narrative for Adult Basic Education Services and/or
  - Subgrant Narrative for Integrated English Literacy Civics Education Services

# RFP Additions

## 1. Additional question to be answered

**Appendix B #4c** and **Appendix C #3b**: Describe how your program will ensure equitable access to and participation in the services included in this proposal for populations with barriers, including gender, race, national origin, color, disability or age as included in the General Education Provisions Act (GEPA).

## 2. New Assurance Form to include

Recipient agrees that funds expended in this project will comply with Section 8301 through 8303 of Title 41 United States Code (commonly known as the “Buy American Act”).

## 3. Federal Budget Forms

<https://www.doe.k12.de.us/Page/3511>

# Adult Basic Education Services

Other Questions

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# Adult Basic Education Services

Thank you for attending this meeting!

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