



MONTANA OFFICE OF PUBLIC INSTRUCTION ADULT EDUCATION

Request for Proposals
Workforce Innovation and Opportunity Act (WIOA) Title II
Adult Education and Family Literacy Act

July 1, 2017- June 30, 2018 (renewable)

AE RFP

APPLICATION SUBMISSION INSTRUCTIONS

1. The Request for Proposal (RFP) will be available electronically through the Montana Office of Public Instruction (OPI) website (<https://www.opi.mt.gov>) on March 14, 2017. All interested applicants are encouraged to check this website frequently for additional information.
2. Respond to every area of the application. Applications received with blank response areas will be considered incomplete and will be removed from the competition/reading process.
3. Applications must have appropriate signatures where indicated.
4. All proposals submitted become the property of OPI and become part of the public domain.
5. Do not add a cover sheet to the application or put it in any type of folder. Simply print this entire document and place one large binder clip in the upper left-hand corner of the original and the five copies.
6. Do not change the sequence or format of the application. Such changes make it more difficult for the readers and may not be helpful to your application.
7. All applications will be judged solely on the information presented within the application form.
8. Any questions relating to the RFP must be directed to Katie Spalinger, Adult Education State Director. Responses will be available the day following the question submission and posted on the OPI website.
9. SEND ONE ORIGINAL (**SIGNED IN BLUE INK**) AND FIVE (5) ADDITIONAL COPIES OF YOUR APPLICATION TO:

Katie Spalinger
Adult Education State Director
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

THE APPLICATION MUST BE SUBMITTED AND ARRIVE NO LATER THAN
5:00 P.M. ON April 15, 2017.

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GENERAL INFORMATION

The Montana Office of Public Instruction (OPI), Adult Education Unit, operates under the Workforce Innovation and Opportunities Act (WIOA) and 20-7-701 Montana Annotated Code in receiving and allocating federal and state funds for the implementation of free adult education services to eligible individuals age 16 and older. Such services will include: adult education and literacy [WIOA §463.30]; workplace preparation [WIOA §463.34]; English language acquisition [WIOA §463.31]; Integrated English Literacy/Civics Education [WIOA §463.33]; and, Integrated Education and Training [WIOA §463.35].

New WIOA regulations require a Request for Proposal (RFP) process to appropriate funds as of July 1, 2017, for the 2017-2018 program year. Funds will be allocated for multi-year grants for Adult Education (AE), Corrections Education (CE) and Integrated English Literacy/Civics Education to develop, implement, and improve adult education and literacy across the state. Per federal law, the OPI must offer an RFP process for each of the three funding sources. WIOA regulates the process the OPI, as the 'eligible agency,' must follow in awarding grants to eligible providers [§463.20]. The continuation of funding is not guaranteed if there is change in federal law or a reduction in state or federal allocations.

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PROGRAM PURPOSE

The purpose of Adult Education (AE) is to create partnerships between the federal government, states, and localities to provide, on a voluntary basis, AE and literacy programs and services in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. Assist adults in attaining a high school equivalency diploma and prepare for the transition to post-secondary education and training through career pathways.
3. Assist English Language Learners in improving their reading, writing, speaking, and comprehension skills in English, mathematical skills, and acquiring an understanding of the American system of government and the responsibilities of citizenship.
4. Assist adults to become engaged parents, strong employees, and contribute toward an educated and competitive workforce to the benefit of all state citizens.

Per WIOA [§463.23], an organization that has demonstrated effectiveness in providing AE and literacy activities is eligible to apply for grant funds. These organizations may include, but are not limited to:

1. A local educational agency.
2. A community-based or faith-based organization.
3. A volunteer literacy organization.
4. An institution of higher education.
5. A public or private nonprofit agency.
6. A library.
7. A public housing authority.
8. A nonprofit institution that is not described in any of paragraphs (1) through (7) and has the ability to provide AE and literacy activities to eligible individuals.
9. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (1) through (8).
10. Partnership between an employer and an entity described in any of paragraphs (1) through (9).

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DEFINITIONS

Administrative Services: administrator compensation and benefits, rent, utilities, equipment repair, office supplies, professional development, non-classroom related travel expenses, and indirect costs charged by a respective organization.

Adult Education (AE): academic instruction and education services below the post-secondary 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 diploma or its recognized equivalent; transition to post-secondary education and training, and obtain employment.

AE services are available for individuals:

1. Who 16 years of age or older.
2. Who are not enrolled or required to be enrolled in secondary school under state law.
3. Who:
 - a. Are basic skills deficient.
 - b. Does not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education.
 - c. Are English Language Learners.

Basic Skill Deficient: an individual whose English, reading, writing, or computing skills are at or below the eighth grade level on a generally accepted standardized test; or is unable to compute or solve problems, read or write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Career Pathway: a combination of rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the state or district economy involved.
2. Prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including apprenticeships.
3. Includes counseling to support an individual in achieving the individual's education and career goals.
4. 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.
5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
6. Enables an individual to attain a secondary school diploma or recognized equivalent and at least one recognized post-secondary credential.
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

Career Planning: provision of client-centered approach in the delivery of services, designed to:

1. Prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive

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- services using, where feasible, computer-based technologies.
2. To provide job, education, and career counseling as appropriate during program participation and after job placement.

Collaboration: two or more providers/agencies working together to provide AE services and/or additional services in their respective area with each organization/agency acting as its own fiscal agent.

Concurrent enrollment: enrollment of student in two or more of the six core WIOA programs.

Community-Based Organization (CBO): a private, nonprofit organization that may include faith-based organizations that is representative of a community, or significant segment of a community, and has demonstrated expertise and effectiveness in the field of workforce development.

Consortium: two or more providers working together to provide AE services in their respective areas with only one program listed as the fiscal agent for the consortium.

Direct Services to Students: services such as classroom teaching activities, textbooks, teaching supplies including computers and software, classroom supplies, etc. Direct services to students must account for 95 percent of requested funds.

Distance Learning: a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to:

- Video or DVD
- Print
- Audio recordings
- Broadcasts
- Computer software
- Web-based programs
- Other online technology

The OPI Distance Learning Standards and Guidelines must be followed when establishing a distance learning program.

English Language Acquisition Program: a program of instruction:

1. Designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language.
2. That leads to:
 - a. Attainment of a secondary school diploma or recognized equivalent.
 - b. Transition to post-secondary education and training.
 - c. Employment.

English Language Learner (ELL): an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:

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1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

Family Literacy Services: specific services that are of sufficient intensity, in terms of hours and of sufficient duration, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs and integrate the following activities:

1. Parent or family AE and literacy activities that lead to readiness for post-secondary education or training, career advancement, and economic self-sufficiency.
2. Interactive literacy activities between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. An age-appropriate education to prepare children for success in school and life experiences.

Individual with a Barrier to Employment: a member of one or more of the following populations:

1. Displaced homemakers.
2. Low-income individuals.
3. Native Americans, Alaska Natives, and Native Hawaiians.
4. Individuals with disabilities, including youths.
5. Older individuals.
6. Ex-offenders.
7. Homeless individuals or homeless children and youths.
8. Youth who are in or have aged out of the foster care system.
9. Individuals who are ELLs, have low levels of literacy, or face substantial cultural barriers.
10. Eligible migrant and seasonal farmworkers.
11. Individuals within two years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act.
12. Single parents, including single pregnant women.
13. Long-term unemployed individuals.

Individuals with Disabilities: persons who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, or working).

Institution of Higher Education: any such institution as defined by Section 101(A)(B) of Section 120(a)(1) of the Federal Higher Education Act of 1965.

Integrated Education and Training: a service approach that provides AE and literacy activities *concurrently and contextually* with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement. (See Integrated Education and Training Components page 8 and 9 for detailed explanation)

Integrated English Literacy and Civics Education: education services provided to ELLs who are adults, including professionals with degrees and credentials in their native countries that

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enable 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. Such services shall 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.

Intensity, Quality, and Duration of Services: the proposed educational services are of sufficient intensity and duration for students to achieve substantial learning/measurable skill gains. The design of the education program, the use of hybrid distance learning, and other factors must be considered in describing how the program meets this requirement in the law.

Literacy: an individual's ability to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Local Education Agency: a public board of education or other public authority legally constituted within the state for either administrative control or direction to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as is recognized in the state as an administrative agency for its public elementary or secondary schools. The exception is that if there is a separate board or other legally-constituted local authority that has administrative control and direction of AE in public schools, such terms mean *other board or authority*.

Offender: an adult or juvenile:

1. Who is has been subject to any stage of the criminal justice process and for whom services under that act may be beneficial.
2. Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Older Individual: an individual age 55 or older.

Out-of-School Youth: an individual who is:

1. Not attending any school as defined under state law.
2. Older than age 16.
3. One or more of the following:
 - a. A school dropout.
 - b. A youth within the age of compulsory school attendance but who has not attended school for at least part of the most recent complete school year calendar quarter.
 - c. A recipient of a secondary school diploma or recognized equivalent who is a low-income individual and is:
 - i. Basic skills deficient.
 - ii. An English Language Learner.
 - d. An individual who is subject to the juvenile or adult justice system.
 - e. A homeless individual.
 - f. An individual who is pregnant or parenting.

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- g. A youth with a disability.
- h. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Peer Tutoring: instructional model utilizing an institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. Peer tutoring must be structured and overseen by educators who assist with training and supervising tutors, set educational goals, establish individualized plans of instruction, and monitor student progress.

Recognized Post-Secondary Credential: a credential consisting of an industry-recognized certificate or certification, a certification of completion of an apprenticeship, a license recognized by the state or federal government, or an associate or baccalaureate degree.

Re-entry and Post-Release Services: services that are designed to promote successful adjustment to the community and prevent recidivism provided to a formerly incarcerated individual upon or shortly after release from a correctional institution. Examples include:

- education
- employment services
- substance abuse treatment
- housing support
- mental and physical health care
- family reunification services

Required Partners: include Temporary Assistance for Needy Families (TANF), College and Technical Education (Perkins) programs at the post-secondary level, Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Job Program, Senior Community Service Employment Program, Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild. Local boards and chief elected officials may name additional partners to provide services through American Job Centers as partner programs, including libraries, the Ticket-to-Work Program, Supplemental Nutrition Assistance programs, state or local programs, and others.

School Dropout: an individual who is no longer attending school and who has not received a secondary school diploma or recognized equivalent.

State Educational Agency: the OPI has primarily responsible for the state supervision of public elementary and secondary schools.

Supplement Not Supplant: AE funds made available for AE activities shall supplement and not supplant other state or local public funds expended for AE and literacy activities.

Supportive Services: services, such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under the act.

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Unemployed Individual: an individual without a job and who wants to work and is available.

Workplace Adult Education and Literacy Activities: AE and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at the workplace or off-site location that is designed to improve the productivity of the workforce.

Workplace Preparation Activities: activities, programs, or services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, 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 post-secondary education or training or employment.

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INTEGRATED EDUCATION AND TRAINING COMPONENTS

Definition: a service approach that provides AE and literacy activities simultaneously and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Components: In order to meet the requirement that AE and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that:

1. Within the overall scope of a particular integrated education and training program, the AE and literacy activities, workforce preparation activities, and workforce training are *each* of sufficient intensity and quality and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of *eligible* individuals; occur simultaneously; and use occupationally relevant instructional materials; and
2. Whether Integrated Education and Training (IET) is funded from Title I, Title II, or other funding streams. The IET program must have a single set of learning objectives that identify specific AE content, workforce preparation activities, and workforce training competences; and that the program activities are organized to function cooperatively.

Delivery of IET under Title II meets the requirement that the IET program be “for the purpose of educational and career advancement” if:

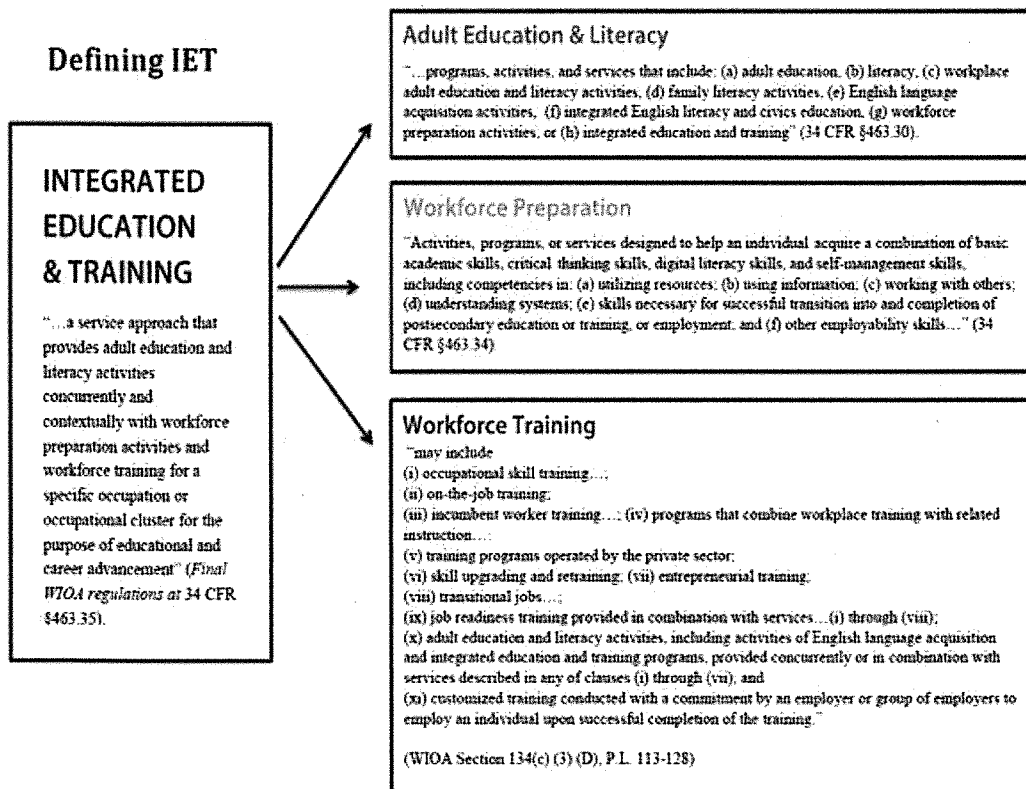
1. The AE component of the program is aligned with College and Career Readiness standards; and
2. The IET program is part of a career pathway.

NOTES:

1. Each of the above components must be of sufficient quality and intensity and use occupationally contextualized materials.
2. IET must be designed for both educational and career advancement.
3. For students who need or are ready for IET, it is necessary to use occupational relevant instructional materials, as appropriate, across the three required components of the IET program. Substituting general employability instructional materials for occupationally relevant instructional materials is not consistent with the statutory requirements of WIOA.
4. All AE providers are *not* required to provide IET to all students.
5. The IET program can be an “onramp program” whereby an AE program works with an existing certification program with the role to “ramp or bridge” the program content with the students and not reinvent the certification program.

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When offering an IET, the program must look at the needs of the employers and the workers.



WIOA Opportunities for Action
Integrated Education and Training Model Programs for Building Career Pathways for Participants at Every Skill Level

<http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>

Workforce Preparation Activities: are activities, programs, or services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills, including competencies in:

- Utilizing resources.
- Using information.
- Working with others.
- Understanding systems.
- Skills necessary for successful transition into and completion of post-secondary education, training, or employment.

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BUDGET INFORMATION

Budget Detail

The estimated federal allocation for this grant is \$1,000,000 and the state allocation is \$525,000. Previous applicants should expect federal and state allocations that are similar to prior year awards. Applicants not previously funded will receive an allocation based on expected student case load and realistic cost per student to deliver services.

Applicants who do not include a detailed Budget Summary in the RFP may not be eligible for a grant award.

Federal and state budgets have yet to be released. Estimates used for the application are subject to change.

Unallowable Items with Federal Funds

- Advertising and promotion costs.
- Alcoholic beverages.
- Alumni activities.
- Entertainment or food.
- Capital expenditures.
- Childcare costs.
- Commencements or graduation ceremonies.
- Contributions and donations.
- Cost of institution-furnished automobiles for personal use by employees.
- Costs for defense and prosecution of criminal or civil proceedings, claims, appeals, and patent infringements.
- Donations and contributions.
- Fines and penalties resulting from violations of, or failure of the institution to comply with, federal, state and local or foreign laws and regulations.
- Fundraising, solicitations, gifts, or investment costs.
- HiSETS testing fees for test-takers.
- Goods or services for personal use.
- Housing and personal living expenses.
- Lobbying.
- Membership costs.
- Salaries or expenses for school boards or boards of directors.
- Scholarships and student aid costs.

In addition, applicants must be aware that:

- Adult Education and Family Literacy Act (AEFLA) funds cannot purchase computer hardware and/or software that will be used only partly to serve WIOA students.
- Using food (coffee, juice, donuts, etc.) to entice prospective students, or as an

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incentive to keep them coming after they are enrolled, is not an allowable expenditure.

- AEFLA funds may only be used to *supplement* and, to the extent practical, increase the level of funds that would, in the absence of AEFLA funds, be made available from nonfederal sources for the education of participating students. In no case may AEFLA funds *supplant* funds from nonfederal sources.
- AEFLA is *not* a “construction” grant and may not be used for building remodels, improvements, etc.
- See §200.403 - Factors affecting allowability of costs.

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WIOA RELATED REFERENCES

Montana State Plan

<http://www2.ed.gov/about/offices/list/osers/rsa/wioa/state-plans/index.html>.

Montana Department of Labor and Industry

<http://wsd.dli.mt.gov/>

Workforce Innovation and Opportunities Act

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

Vocational Rehabilitation

<http://dphhs.mt.gov/detd/vocrehab>

Additional Links:

| | |
|---------------------------|---|
| Career Awareness | http://www.collegetransition.org/publications.icacurriculum.html |
| Career Pathways | https://careerpathways.workforcegps.org/ |
| Career Pathways courses | http://lincs.ed.gov/programs/acp |
| CLASP briefs | http://www.clasp.org/ |
| College Transition | https://community.lincs.ed.gov (groups) |
| College Transition | https://lincs.ed.gov (resources) |
| Digital Learning | http://lincs.ed.gov/programs/digital-literacy |
| Employability Skills | http://cte.ed.gov/employabilityskills/ |
| Employers | https://lincs.ed.gov/employers |
| ESL Pro Suites activities | https://lincs.ed.gov/programs/eslpro |
| Reentry | https://www.justice.gov/reentry/roadmap-re-entry |
| Reentry | https://csgjusticecenter.org/nrrc |
| WIOA | https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf . |
| Workforce GPS | https://workforcegps.org |

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REQUEST FOR PROPOSAL (RFP)

Program funding available by program type:
Adult Education (AE) (Sec. 231)

The AE RFP will be awarded to 11 eligible providers (one per each MACO district, and districts 1 and 2 combined) who will be responsible for managing district services. This scope of services is aimed at district-centralized administration to maximize funds and coordinate program objectives.

RFP TIMELINE

| Date | Activity |
|------------------|---|
| March 7, 2017 | Legal notice posted. |
| March 14, 2017 | Grant released. |
| April 15, 2017 | Applications due to the OPI. |
| April 2017 | The OPI completes applicant prescreening. Governor's State Workforce Innovation Board reviews applications. The OPI reviews recommendations from Workforce Board. Readers score applications. |
| June 5, 2017 | Announcement of awards. |
| June 12, 2017 | Awarded programs return acceptance letter to the OPI. |
| June 19-23, 2017 | Budgets are finalized and awarded (timeline contingent upon federal and state release of funds). |
| July 1, 2017 | Program/fiscal year begins. |
| July 2017 | Training/Orientation (online webinar). |

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APPLICANT CONTACT INFORMATION

Name of Organization

Address

City

Phone

Program Director

Email Address

Phone

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Program funding available by program type:
Adult Education (AE) (Sec. 231)

Please specify which district applicant is seeking grant funding for AE:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> District 1 and 2 | <input type="checkbox"/> District 3 |
| <input type="checkbox"/> District 4 | <input type="checkbox"/> District 5 |
| <input type="checkbox"/> District 6 | <input type="checkbox"/> District 7 |
| <input type="checkbox"/> District 8 | <input type="checkbox"/> District 9 |
| <input type="checkbox"/> District 10 | <input type="checkbox"/> District 11 |
| <input type="checkbox"/> District 12 | |

CONSORTIUM (OPTIONAL)

Applicant *is* applying as part of a consortium, and the information below is provided as part of the RFP application.

If the application is written as a consortium of eligible applicants, one recipient must be the designated fiscal agent. Each partner must have clearly identified goals and responsibilities.

1. List all the partners.

2. Name the fiscal agent for the consortium.

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3. Any physical, in-kind, or monetary contributions made by the partners should appear in the *Budget Summary and Budget Summary Explanation*. List the amount each program will receive or how funds will be allocated to programs identified within consortium.

4. Address each partner's responsibilities in each section of the application.

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- Applicant *is* applying as CBOs, FBOs, volunteer literacy organizations, and public or private nonprofit agencies. The information below is provided as part of the RFP application.

Attachments Required for CBOs, FBOs, Volunteer Literacy Organizations, and Public or Private Nonprofit Agencies

Any of the above applicant's approved for AEFLA funding must be prepared to submit the following documents before final approval for funding. Inability to submit any or all of the required items will result in default of awarded funds.

- Articles of Incorporation
- Description of the organization and its purposes, including the period of time the organization has existed
- Proof of bonding to perform proposed duties and to handle funds
- Report of financial sources and amount of all other revenue
- Most recent audited financial statement

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PROGRAM ASSURANCES

This section is to be reviewed by the chief administrative and district adult learning center director of the applicant's organization. The Program Assurances include required signatures. Applications lacking the name and signatures of the appropriate officials will be considered incomplete and removed from competition.

The applicant hereby certifies to the Montana State Superintendent of Public Instruction that:

1. Any funds received under this grant will not be used to supplant nonfederal funds normally provided for services of the same type, and the applicant will make provisions for such fiscal control and fund-accounting procedures as may be necessary to assure proper disbursement and accounting for federal funds.
2. The grantee assures that funds will only be expended on eligible activities outlined in the RFP application.
3. The grantee will offer instruction in collaboration with other organizations/agencies serving those individuals most in need.
4. The grantee assures that no person 16 years of age or older or an individual with a barrier to employment will be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity that receives or benefits from AE.
5. The grantee assures that no qualified person 16 years of age or older with a documented disability will, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity which receives or benefits from state funds.
6. The grantee will comply with all civil rights regulations prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, gender, color, national origin, sex, and disability.
7. The grantee will operate in compliance with all federal/state rules, regulations, and state guidelines and maintain effective control over, and accountability for, all grant funds, property, and other assets. If that is not feasible, the grantee will transfer title to the OPI. Grantees will adequately safeguard all property and assets and must assure that they are used solely for authorized AE purposes.
8. The grantee will annually submit a program compliance audit conducted by an independent source validating control of cash flow and data collected during the fiscal year July 1 through June 30, to align with state requirements.
9. The grantee will submit an appropriately amended application prior to any material change greater than \$5,000 affecting the purpose, administration, organization, budget, or operation of an approved program.
10. The grantee assures the filing of this application has been authorized by the governing body of the applicant. A signed copy of the grant and supporting documentation will be maintained for a period of three years.
11. The grantee will give the grantor agency or the U.S. Comptroller General, through any authorized representative, access to all records or documents related to the grant, including the submission of reports as may be required.
12. The grantee will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

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13. The grantee assures that funds will be used only for financial obligations incurred during the grant period.
14. The grantee will provide coordination with core partner programs and others to maximize the opportunities for education and employment through collaborative programs, activities, funding, and services.
15. The grantee will provide local, nonfederal matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year. Local matching will be a minimum of 25 percent of the federal funding per year.
16. The grantee will prepare reports containing such information as the Superintendent of Public Instruction may reasonably require to determine the extent to which funds have been effective in carrying out state and federal purposes and program objectives.
17. The grantee assures that the program will:
 - a. Utilize qualified administrative personnel dedicated to district AE services and coordination.
 - b. Provide year-round instruction, as feasible.
 - c. Provide adequate Americans with Disabilities Act and 504 accessible facilities, equipment, and materials, to meet adult learners' needs.
 - d. Provide career guidance and counseling services.
 - e. Develop effective recruitment and retention strategies.
 - f. Provide services at a reasonable cost/benefit.
18. The grantee assures that the requirements for demonstrated competencies of speaking, listening, reading, writing, computation (arithmetic), skills in civics education, digital and financial literacy skills, and career/occupational skills development will be priorities of the program offerings to students.
19. All grant recipients will be required to use the College and Career Readiness standards for AE and English Language Proficiency standards for AE.
20. The grantee assures participation in all state-sponsored professional development and training.
21. The grantee assures collaboration with MACO district workforce partners, employers, and post-secondary education for the intent of networking, advancement of student outcomes, policy, and practice as it relates to advancing district needs and goals.
22. The grantee assures that federal- and state-required program data, including student Social Security numbers, will be collected and entered into the student data management system, CASES. Social Security numbers are used solely for data match with the MT DOL and the Office of the Commissioner of Higher Education for the purpose of annual required federal reporting.
23. The grantee assures that requests for reimbursement with supporting expenditure documentation and appropriate agency signatures will be submitted at least quarterly to the OPI.
24. The grantee assures that receipts and expenditures of all funds associated with AE will be documented, accounted for, and available for review as required by the OPI for the purpose of monitoring.
25. The grantee assures resources will be available and a process established to develop a student's personnel employment plan for all students and to provide transition curriculum when appropriate that focuses on stackable career credentials, transition services to post-secondary, career training programs, or employment.

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26. The OPI can, with 30-day notice, end any program for student data or fiscal improprieties, insufficient performance of instruction or other WIOA requirements, and HiSET incident errors. A probationary period may be granted to correct the discrepancy at the sole discretion of the OPI.
27. Academic instruction will focus on the lowest literacy area. Post-testing measurements will be completed after state-defined minimum hours of academic instruction. The possibility of second-year funding is partially contingent upon students served with AEFLA funds post-testing rates, level gains meeting or exceeding the state defined targets, and compliance with state reporting requirements.
28. The grantee assures that all program staff assigned to administer state-approved assessments obtain initial, ongoing, and/or recalibration training as required and defined in the Montana AE Assessment and Standards Guidelines.
29. The grantee assures that community representatives, including employers, will be involved in program development and will continue to be involved in carrying out this program.
30. The grantee assures that not more than 5 percent of funds secured through this application process may be used to fund administrative expenses unless negotiated with the OPI.
31. The grantee assures that resources will be available and a process established to meet state targets and to assist students in making gains in lowest literacy areas. The grantee must support the performance goals that the state negotiates with the U.S. Department of Education.
32. The grantee assures that they will use the Montana Data Management and Accountability System and provide continuous training for appropriate staff in that system to report student characteristics, enrollment, and progress.
33. We understand and accept that each program receiving a grant under this subtitle may not charge any eligible AEFLA participant a fee for instructional services.
34. The grantee assures that they will provide Adult Basic Education (ABE) testing for core partners in their MACO district. On occasions when the AE program is not readily accessible, alternative testing may be provided as approved by state agencies.

The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the following assurances.

The assurances were fully agreed to on this date:

Signature:

AE RFP

COMMON ASSURANCES

Assurances

Each legal entity, district, cooperative or agency that participates in one or more of the programs listed below MUST complete and return this form to the Office of Public Instruction (OPI) prior to the award of funds for any U.S. Department of Education administered program.

Submission of this form is not an application for funds and does not obligate the applicant or OPI for the programs. The following pages consolidate common assurances required by federal law that apply to the federal programs listed below. Additional specific program assurances may be included in the application or program plan for that individual program.

Common Assurances

The Common Assurances listed below in items 1-21 apply to all programs administered by the U.S. Department of Education through the Office of Public Instruction, including all programs found in the following Acts:

- Adult Education and Literacy, 20 USCA Section 9201
- Carl D. Perkins Vocational and Technical Education Act, as amended, 20 USCA Section 2301
- ESEA Reauthorized by the No Child Left Behind Act of 2001, as amended, 20 USCA 6301 et seq
- Individuals with Disabilities Education Act (IDEA), Part B, 20 USCA Section 1400
- Unsafe School Choice Option, as amended, 20 USCA 7912
- Workforce Investment Act, as amended, 29 USCA Section 4959

General

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications. 20 USCA 7846 (a)(1)
2. That the applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. 20 USCA 7846 (a)(3)
3. No policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools per guidance of the Secretary of the U.S. Department of Education. 20 USCA 7904
4. No school or district that has a designated open forum or a limited public forum denies equal access or a fair opportunity to meet with, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code, that wishes to conduct a meeting within that designated open forum or limited public forum including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code. 20 USCA 7905
5. None of the funds under ESEA will be used for schools to develop or distribute, or operate programs or courses of instruction directed at youth that promotes or encourages sexual activity, distribute or aid in the distribution of obscene materials to minors on school grounds, provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the

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health benefit of abstinence or to operate a program of contraceptive distribution in schools. 20 USCA 7906

6. Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except that a student or parent of a student may request that the information not be released without written parental consent, each school receiving assistance under ESEA shall provide, on a request made by military recruiters or an institution of higher education, access to secondary student names, addresses, and telephone listings. Each school shall provide military recruiters the same access to secondary students as is provided generally to postsecondary educational institutions or to prospective employers of those students. Each district shall notify parents of the option to not release student information without prior written parental consent and shall comply with any request to do so. 20 USCA 7908

7. Any student determined to be attending a "persistently dangerous school" as defined by the Office of Public Instruction or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, will be allowed to attend a safe public elementary or secondary school within the local school district. 20 USCA 7912

8. That no person shall permit smoking within any indoor facility (or portion of such facility) owned or leased or contracted for, and utilized by such person for the provision of routine or regular kindergarten, elementary or secondary education, library services, routine health care, day care, or early childhood development services. 20 USCA 7183

Funding, Fiscal Controls, Record Keeping, and Reports

9. That the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer such funds and property to the extent required by authorizing statutes. 20 USCA 7846 (a)(2)(A)(B)

10. That the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state superintendent of public instruction and the secretary or other federal officials. 20 USCA 7846 (a)(4)

* That expenditures of \$500,000 or more in a year in federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of OMB Circular A-133 (OMB Circular A-133).

* That federal awards are expended only for allowable activities and that the costs of goods and services charged to federal awards are allowable and in accordance with the applicable cost principles (20 USCA 3474; OMB Circular A-102).

* That the draw down of federal cash is only for immediate needs (20 USCA 3474; OMB Circular A-102).

* That proper records are maintained for equipment acquired with federal awards, equipment is adequately safeguarded and maintained, disposition or encumbrance of any equipment or real property is in accordance with federal requirements, and the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use (20 USCA 3474; OMB Circular A-102).

* That matching, level of effort, or earmarking requirements are met using only allowable funds or costs which are properly calculated and valued (20 USCA 3474; OMB Circular A-102).

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- * That federal funds are used only during the authorized period of availability (20 USCA 3474; OMB Circular A-102; 20 USCA 782)
 - * That procurement of goods and services are made in compliance with the provisions of the A-102 Common Rule or OMB Circular A-110, as applicable, and that no subaward, contract, or agreements for purchases of goods or services is made with any debarred or suspended party (20 USCA 3474; OMB Circular A-102).
 - * That program income is correctly earned, recorded, and used in accordance with the program requirements (20 USCA 3474; OMB Circular A-102).
 - * That reports of federal awards submitted to the pass-through entity include all activity of the reporting period, are supported by underlying accounting or performance records, and are fairly presented in accordance with program requirements (20 USCA 3474; OMB Circular A-102).
 - * That required audits are obtained and appropriate corrective action is taken on audit findings (20 USCA 3474; OMB Circulars A-102, A-133).
11. That the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program 20 USCA 7846(a)(5) in accordance with state school accounting and reporting policies as applicable (School Accounting Manual).
 12. That the local education agency will make reports to the state superintendent of public instruction and to the secretary as may reasonably be necessary to enable the state education agency and the secretary to perform their duties and that the local education agency will maintain such records for three years and the current year or as required in school districts in the School District Records Schedule (Schedule No. 7) published by the Montana Department of Administration and provide access to those records, as the superintendent or secretary deem necessary to perform their duties 20 USCA 7846 (a)(6).
 13. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, and in developing plans for construction due consideration will be given to excellence of architecture and design and to compliance with Appendix A of Part 36 of Title 28, Code of Federal Regulations (Americans With Disabilities Accessibility Guidelines for Buildings and Facilities) or Appendix A of Part 101-19.6 of Title 41, Code of Federal Regulations (Uniform Federal Accessibility Standards).
 14. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization [see Title XX of GEPA, 20 USCA Section 2342(c)(11)].
 15. Laborers and mechanics employed by contractors or subcontractors to work on construction projects financed using federal assistance must be paid wages not less than those established for the local project area by the Secretary of Labor. [Davis Bacon Act, 40 USCA 3141, et seq.]

Participation

16. That before each application is submitted, the applicant will afford a reasonable opportunity for public comment on the application and has considered such comment 20 USCA 7846 (a)(7).
17. That the applicant is in compliance with the federal regulations 34 CFR 75.650, 20 USCA 7881 (a)(1) governing private school participation which require that public school subgrantees provide students enrolled in private schools with a genuine opportunity for equitable participation should private schools in the subgrantee's district wish to participate in federal

AE RFP

programs. That the applicant who is in receipt of ESEA funding is in compliance with nonpublic school requirements including timely and meaningful consultation with appropriate nonpublic school officials (Title IX, Part E, ESEA).

Nondiscrimination

18. That the applicant assures that it will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 USCA Section 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance; and Section 504 of the Rehabilitation Act of 1973, as amended, 29 USCA Section 794, which prohibits discrimination on the basis of handicap in programs receiving federal financial assistance; and Title IX of Education Amendments of 1972, as amended, 20 USCA Section 1681 et seq., which prohibits discrimination on the basis of sex in education programs receiving federal financial assistance; and the Age Discrimination Act of 1975, as amended, 42 USCA Section 6101 et seq., which prohibits discrimination on the basis of age in programs receiving federal financial assistance; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

Gun-Free Schools

19. That the applicant is in compliance with the Gun-Free Schools Act requirements of Section 20-5-202, MCA.

Debarment and Suspension

20. That the applicant certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation by any federal department or agency, and agrees that it will not knowingly enter into any subcontract or subgrant with a person or agency who is debarred, suspended, declared ineligible or voluntarily excluded from participation by any federal department or agency. If the applicant is unable to provide this certification, an explanation must be attached (see statutory detail in 34 CFR Section 85.105 and 85.110).

Lobbying and Political Activity

21. That the applicant certifies that federal funds will not be used for partisan political purposes of any kind by any person or organization involved in the administration of federally assisted programs. [Hatch Act (5 USCA 1501- 508) and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Services Reform Act (Pub. L. No. 95-454, Section 4728)]:

a. federal funds received for programs covered by this common assurance form will not be used to influence or attempt to influence an officer or employee of any agency, a Member, officer, or employee of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with awarding of any federal contract; making any federal grant or loan; entering into any cooperative agreement; and extending, continuing, renewing, amending, or modifying any federal contract, grant, loan, or cooperative agreement.

b. if funds other than federally appropriated funds have been or will be paid to any person for influencing or attempting to influence any of the parties named above, Standard Form LLL, "Disclosure Form to Report Lobbying" will be completed and submitted in accordance with its instructions and returned to OPI.

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c. the language of this section will be included in any subcontracts entered into for funds received under programs covered by this common assurance form, and ensure that all subcontractors certify and disclose accordingly (see statutory detail 34 CFR Section 82).

The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the above assurances.

The assurances were fully agreed to on this date:

Signature:

AE RFP

LOWER_TIER COVERED TRANSACTIONS

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By submitting this application, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this application that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this application that it will include the clause titled, "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without

AE RFP

modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the above assurances.

The assurances were fully agreed to on this date:

Signature:

AE RFP

LOBBYING_DEBARMENT/SUSPENSION AND DRUG FREE

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants shall refer to the regulations cited below to determine the certification to which they are required to attest. Applicants shall also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 8s, for persons entering into a grant or cooperative agreement of \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.102 and 85.110-

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes

AE RFP

or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; or

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition:

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted;

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraph (a), (b), (c), (d), (e), and (f).

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B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: **

4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented as 34 CFR Part 85, Subpart F, for grantees, as defined at 34 DFR Part 85, Section 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation during the conduct of any grant activity, I will report the convictions, to: Director, Grants and Contracts Services, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

The authorized representative of the applicant certifies that he or she has read, understood and will comply with all of the provisions of the above assurances.

The assurances were fully agreed to on this date:

Signature:

AE RFP

APPLICATION

Each RFP must address the following sections with required characters.

A) ABSTRACT (limit to 2,500 characters; 0-10 points)

Describe how the funds awarded under WIOA Title II will be spent consistent with the requirements of the grant. Describe the broad scope and specific intent of the program and how the applicant will be responsive to the economic service area's needs identified in the state plan. If the application represents a consortium, identify the responsibilities and funding for each provider. (WIOA Section 231(e)(1) and Section 222(1); Montana State Plan)

AE RFP

B) MACO DISTRICT NEEDS ASSESSMENT AND SERVING INDIVIDUALS MOST IN NEED (limit to 5,000 characters; 0-30 points)

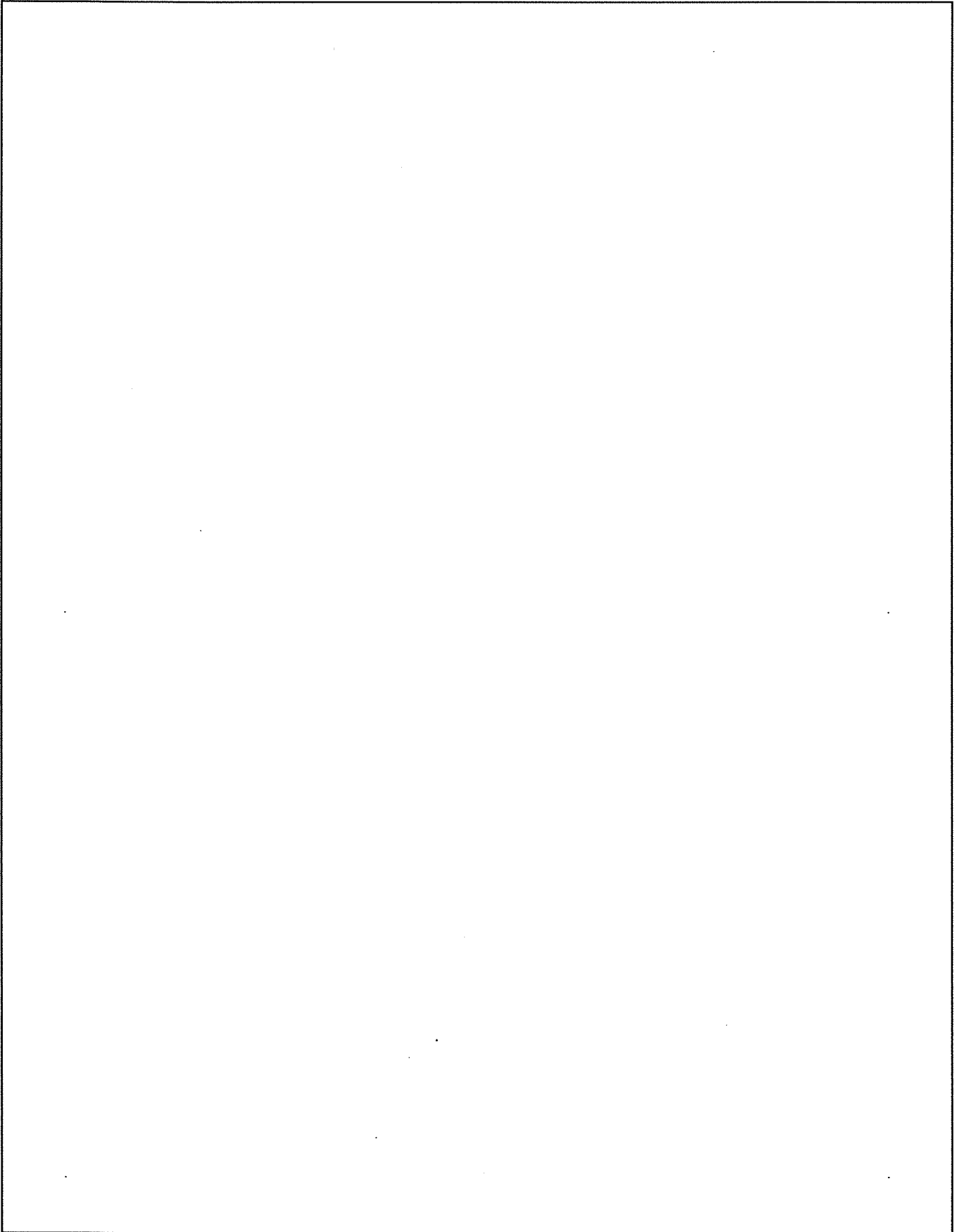
Describe how the applicant will be responsive to serving individuals in the district who are identified most in need of AE including (1) those who have low levels of literacy skills or those who are ELLs, and (2) describe how the applicant will provide services to individuals with disabilities, including individuals with learning disabilities. Provide information to demonstrate an understanding of district demographics, labor market information, unemployment data, current and future employer needs, and post-secondary enrollment. (WIOA Section 231(e)(1)(B) and Section 231(e)(2))

AE RFP

C) DEMONSTRATED EFFECTIVENESS (limit to 10,000 characters; 0-50 points) Describe the applicant's past effectiveness in improving the literacy skills of adults, especially with respect to adults with the lowest levels of literacy. For agencies that previously have had an AEFLA grant award, describe how well performance measures were met or exceeded and the degree to which those improvements contributed to the OPI in meeting its performance for the primary indicators described in WIOA §677.155. A minimum of three years of data must be cited demonstrating effectiveness in improving literacy skills with the lowest levels of literacy: reading, writing, mathematics, and English language acquisition. In addition, information must be provided regarding outcomes related to employment, attainment of a high school equivalency diploma, and transition to post-secondary education, employment, and training. (WIOA Section 231(e)(3) and Section 116(b)(2)(A)(i); Montana Performance Indicators)

For applicants not previously funded, provide (1) three years of data on past effectiveness in serving basic skills to eligible individuals, and (2) include evidence of success in achieving outcomes, including domains of reading, writing, mathematics, English language acquisition, employment, attainment of a high school equivalency diploma, and transition to post-secondary education, employment, or training.

Each applicant, regardless of previous funding, must explain how the program instruction will be aligned to College and Career Readiness Standards to assist students in making progress toward career transition. (WIOA Section 231(e)(3) and Section 116(b) (2)(A)(i)) **Use the response box on the next page.**



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| | |
|---|--|
| Goal: Increase number of HiSET High School Equivalency Diplomas achieved. | |
| Strategy to achieve goal | |
| Goal: Increase number of students who engage in post-secondary education and training activities leading to credential, certificate, or employment. | |
| Strategy to achieve goal | |
| Goal: Enhance or implement standards-based instruction. | |
| Strategy to achieve goal | |

NOTE: for this competition NO applicant has data to demonstrate effectiveness in meeting WIOA performance indicators. As such, funded applicants' 2017-2018 outcomes will be evaluated at the end of the program year. As yet to be determined percentage of funding for year two of the grant will be awarded based on demonstrated effectiveness.

AE RFP

D) STATE PLAN AND ONE-STOP ALIGNMENT (limit to 3,500 characters; 0-15 points)

Describe how the applicant demonstrates alignment between proposed activities and services and the strategies and goals of the state plan, as well as the activity and services of the One-Stop partners. Describe how the applicant intends to improve learning, increase accessibility, enhance outreach, and collaboration with local and district economic development or employment initiatives. (WIOA Section 231(e)(4) and Section 108; Montana State Plan)

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E) INTENSITY AND QUALITY OF INSTRUCTIONAL PRACTICES AND SERVICES

(limit to 5,000 characters; 0-30 points)

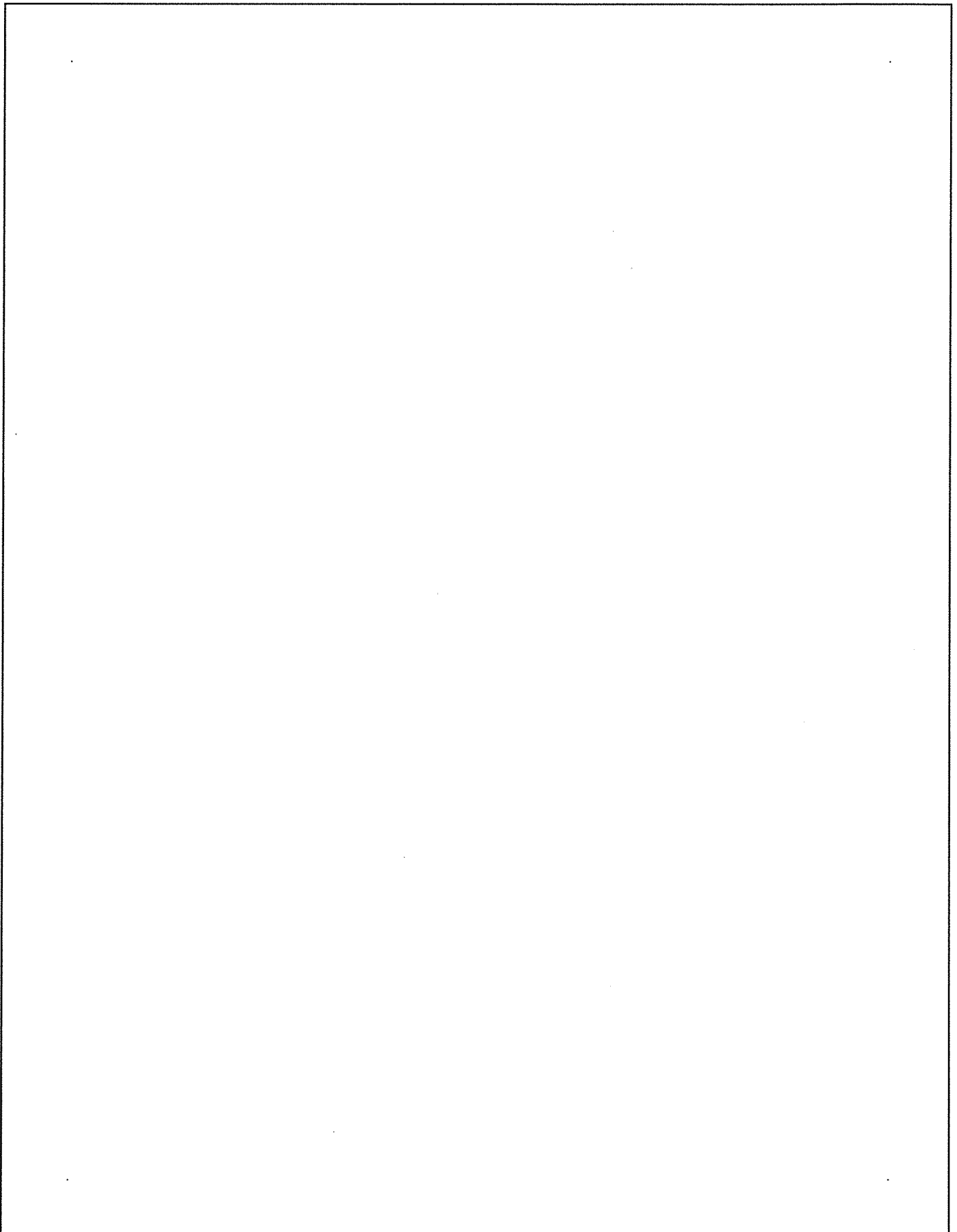
Describe how the agency's program is of sufficient intensity and quality of services based on the most rigorous research available for students to achieve substantial learning gains. Describe the instructional practices that will be utilized to assure student's instructional level gains, including the essential components of reading instruction. Define the agency's proposed service pattern throughout your MACO district. Describe the factors considered in developing the instructional schedule for open-learning labs and scheduled classes maximizing opportunities for learners to attend and demonstrate progress. Explain the reasons for *not* offering instruction during any periods of time in excess of two weeks. Describe how the program will offer flexible schedules, distance learning, and coordinate *support services* to enable learners, including individuals with disabilities or other special needs, to achieve learning goals. (WIOA Section 231(e)(5))

AE RFP

F) SCOPE OF DISTRICT SERVICES (limit to 10,000 characters; 0-50 points)

Describe the applicant's MACO district's workforce needs and how centralized instructional services will be delivered to ensure district coverage according to student/employer need.

Describe how the district program site will coordinate with other agency programs to achieve student transition success. (WIOA Section 231(e)(5)) **Use the response box on the next page.**



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G) EFFECTIVE RESEARCH-BASED EDUCATIONAL PRACTICES (limit to 5,000 characters; 0-30 points)

Provide evidence that the applicant's activities, including practices in reading, writing, mathematics, and English language acquisition instruction, are based on a solid foundation of research and best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practices. (WIOA Section 231(e)(5)(b)(6))

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**H) USE AND DELIVERY OF TECHNOLOGY INSTRUCTION (limit to 3,500 characters;
0-15 points)**

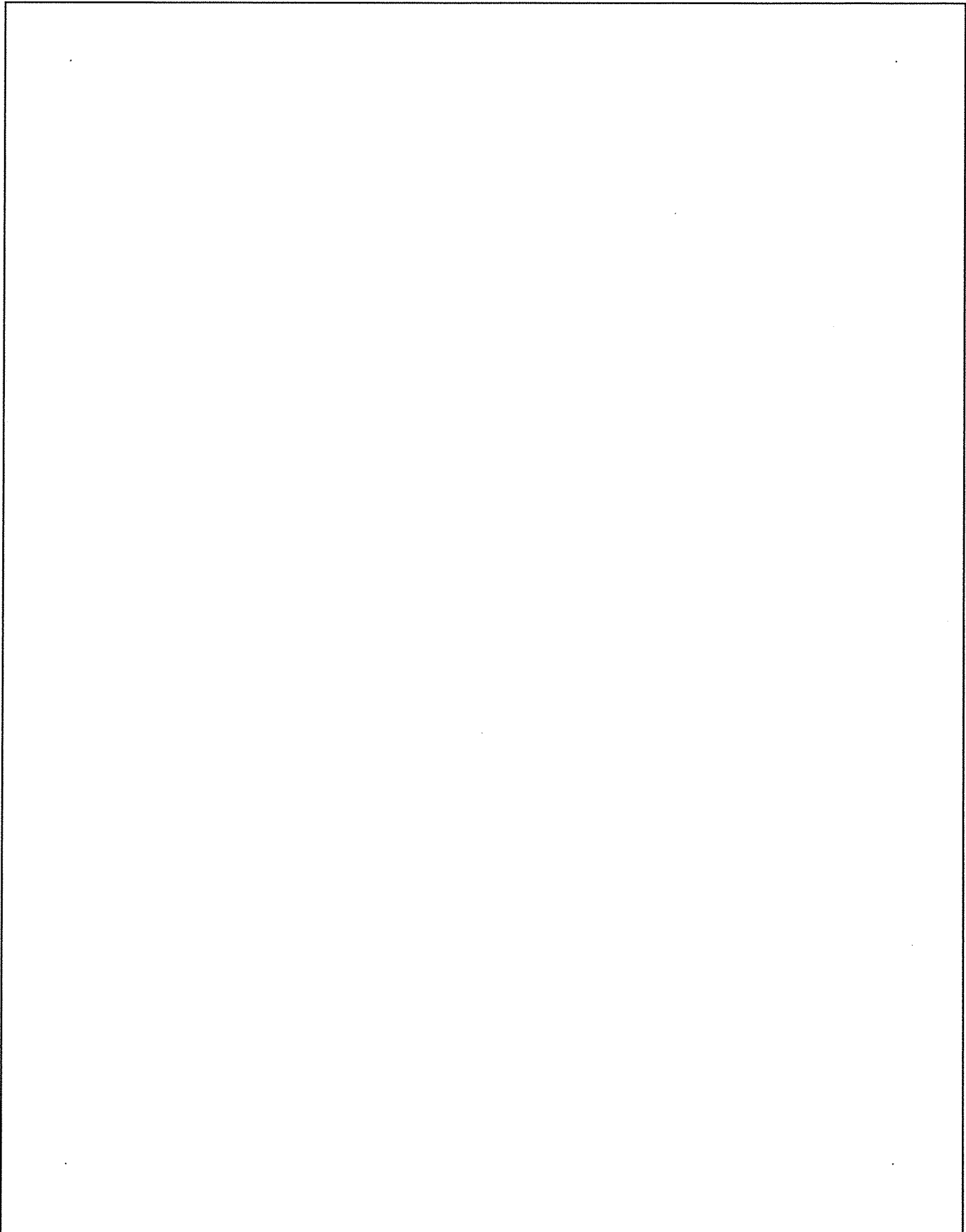
Describe how the applicant's activities effectively use technology, services, and delivery systems in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance. Describe how the applicant's activities effectively teach students the skills associated with the use of technology enabling the learner to find, evaluate, organize, create, and communicate information. (WIOA Section 231(e)(7))

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I) INTEGRATED EDUCATION AND TRAINING; CAREER PATHWAYS (limit to

10,000 characters; 0-50 points - For additional details, see page 11-12.)

Describe the applicant's activities to provide AE activities in an IET service pattern so students acquire the skills necessary to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship. Describe applicant's coordination with other district education, training, and social service resources (i.e., post-secondary institutions, One-Stop Centers, job training programs, business and industry, community-based organizations, nonprofit organizations, and others for the development of career pathways. (WIOA Section 231(e) (8)(10) and Section 203(11)) **Use the response box on the next page.**



AE RFP

J) STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (limit 3,500 characters; 0-20 points)

Indicate the program director and AE/ELL staff who are being paid from this RFP funding source (state and federal) using the table below. If estimates are needed because of budget estimations, please indicate so. Identify if you use volunteers and their training program. Describe how you will support all staff for professional development. (WIOA Section 231(e)(9))

| Staff Names | Title/ Primary Duty | FTE % | Weeks contracted to work | MT licensed or ELL endorsed |
|-------------|------------------------|-------|--------------------------------|--------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

FTE is the percentage a staff member is paid *from this program* employed for the length of the program year (i.e., 36, 48, or 52 weeks).

AE RFP

K) COORDINATING SUPPORT SERVICES (limit to 3,500 characters: 0-20 points)

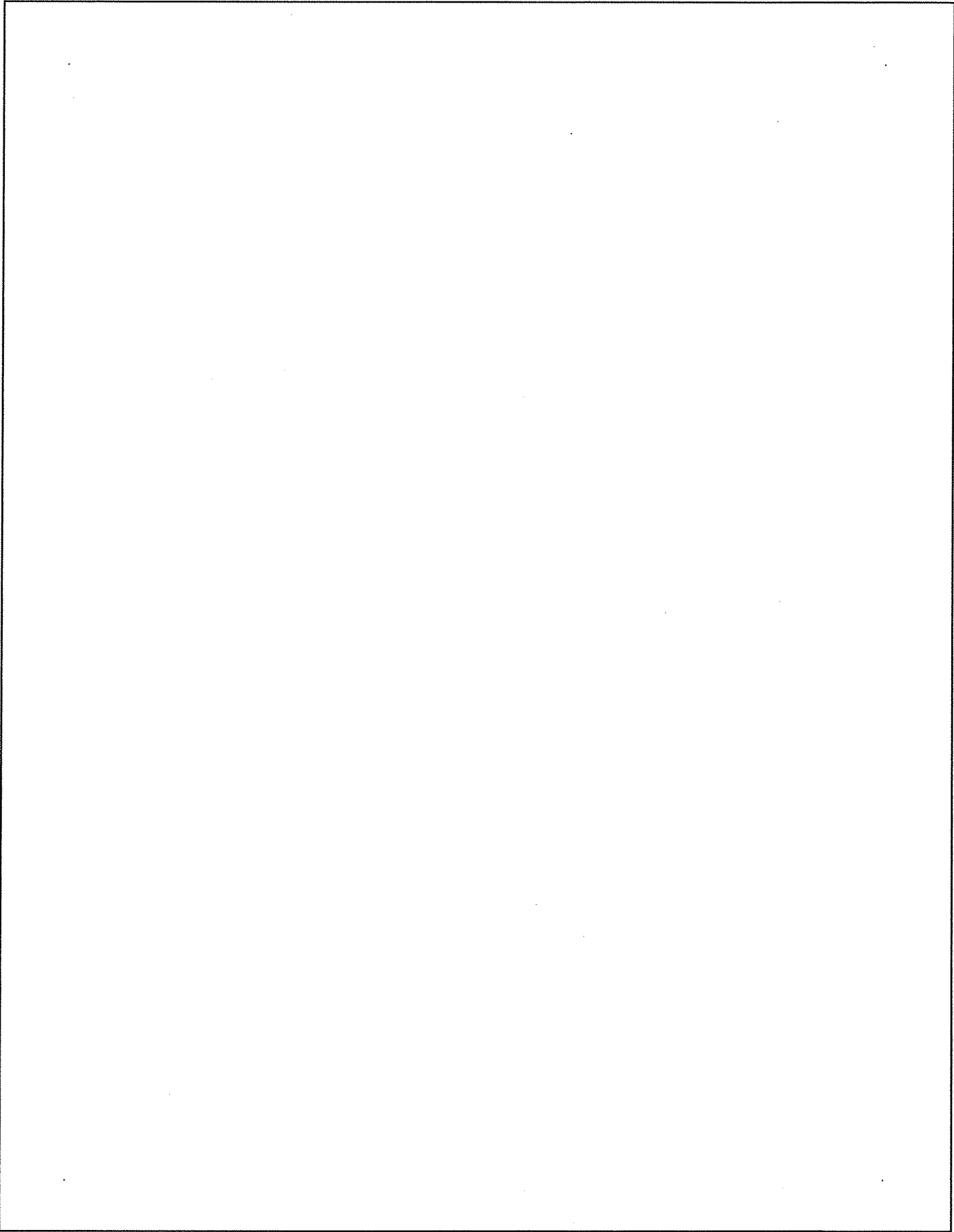
Describe how the applicant's activities provide coordination with support services (Vocational Rehabilitation and other identified agencies) minimizing barriers to successful learning experiences within the district necessary to enable individuals to attend and complete programs. (WIOA Section 231(e)(11))

[Empty response box for coordinating support services]

AE RFP

L) DATA COLLECTION (limit to 10,000 characters; 0-50 points)

Describe the degree to which the applicant maintains a high-quality student data management system that has the capacity to report measurable participant outcomes and to monitor program performance. Describe how often data is reviewed and what signals adjustments to orientation, instruction, assessment. (WIOA Section 116) **Use the response box on the next page.**



AE RFP

M) ENGLISH LANGUAGE ACQUISITION AND CIVICS EDUCATION (limit to 5,000 characters; 0-30 points) Not to be confused with separate RFP for Integrated English Language/Civics Education

Describe how the applicant will provide ELL services (assessment, instructional services, civics education, integrated employment, and training). Describe knowledge of the district need for English language acquisition programs and partnerships and how they will be used to meet outcomes. (WIOA Section 231(e)(13))

AE RFP

N) PROFESSIONAL DEVELOPMENT (limit to 3,500 characters; 0-20 points)

Describe applicant's over-arching plan for the delivery of high-quality AE professional development (PD). Describe how PD activities will identify adult learner needs and address those needs through a variety of PD delivery options, including district in-house trainings, electronic means, and partnership with state-sponsored PD. (WIOA Section 231(e)(9) and Section 233(a) (2))

AE RFP

BUDGET SUMMARY (limit to 10,000 characters; 0 points)

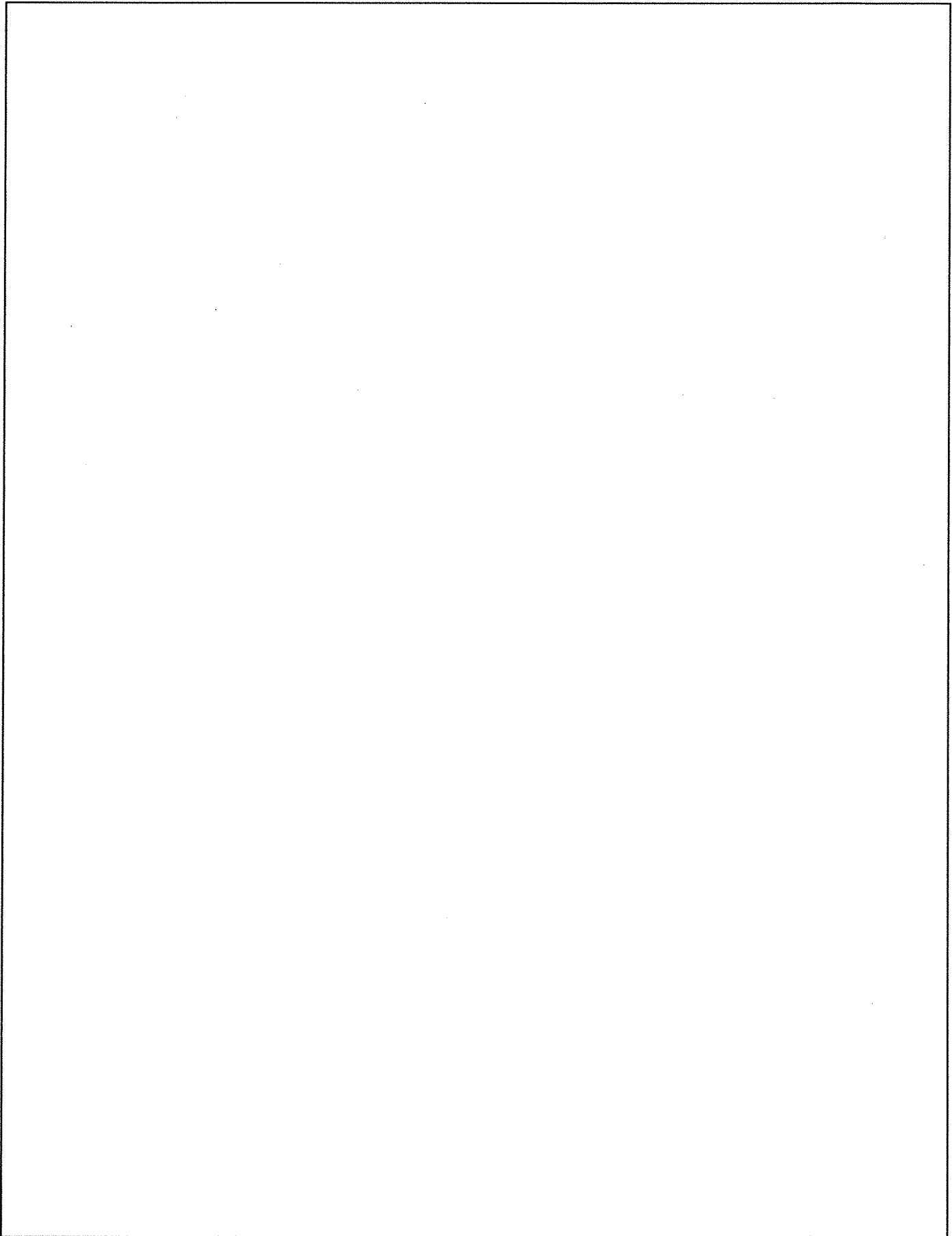
Describe applicant's proposed budget allotments that match the scope of the program outlined in the abstract section of the application. Describe a one-year breakdown with in-depth information regarding allocation of federal funds. Describe how budget amounts were developed, including all salaries, materials, etc., that will be used/purchased to support the project. Describe how costs of the project will be reasonable in relation to the number of persons to be served and to the anticipated outcomes and benefits.

The applicant should indicate all nonfederal funding sources that will be used in the proposed project. It is a state requirement that applications must include a minimum 25 percent match *from nonfederal funding sources*. Applicants previously funded must have maintenance of effort.

Montana is obligated to maintain a proportional state and local effort in order to continue to receive federal AE funds. Local programs are required to provide a match funding amount that meets or exceeds their local match from the previous year. In the Budget Summary, include the dollar amount of the FY 2017 local match using whole dollars only and omitting decimals, e.g., 5,250. In-kind program support can be used in fulfilling the 25 percent matching requirement. In-kind support should include a brief statement as to how the dollar value is calculated. Documentation showing the in-kind contribution or service that has been "fairly evaluated" in support of the value must be included.

Administrative costs should not exceed 5 percent of the federal amount requested. Administrative costs include all costs not directly related to student services (i.e., the director's salary, administrative personnel salaries, director's or administrative personnel's benefits, rent, utilities, office equipment and office supplies, equipment repair, indirect costs charged by a respective organization, cost of the independent audit, professional development, etc.).

Federal and state budgets have yet to be released. Estimates are used and are subject to change. (WIOA Section 233(a)(1)(2)) **Use the response box on the next page.**



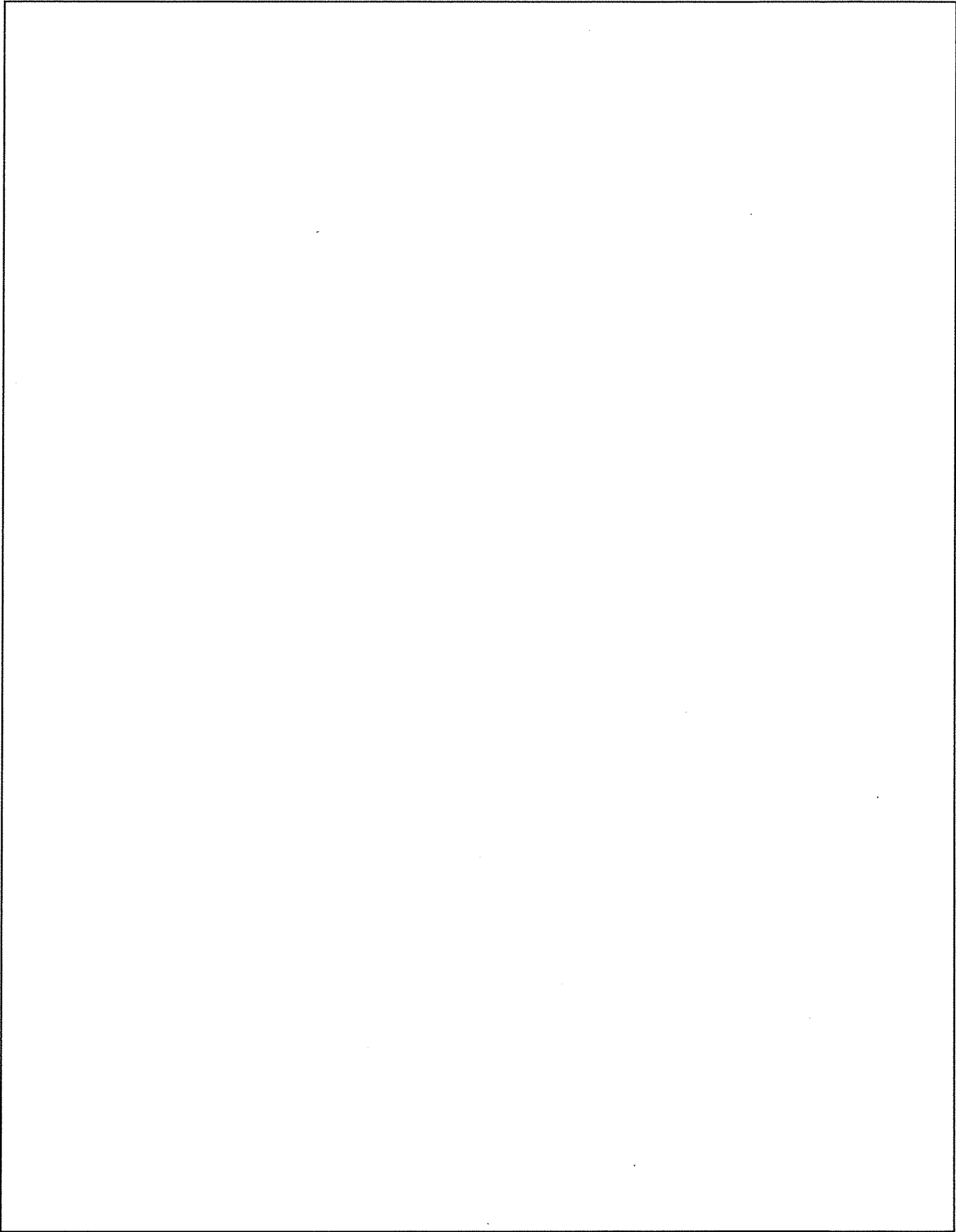
AE RFP

MONTANA PERFORMANCE MEASURES (limit to 10,000 characters; 0 points)

Describe how the applicant plans to meet the target performance measures listed below for the 2017-2018 program year. Use the response box on the next page.

| Indicator | 2016-2017 Target | 2017-2018 Target |
|-------------------------------|-----------------------------|-----------------------------|
| ABE Beginning Literacy | 35% | 38% |
| ABE Beginning | 38% | 40% |
| ABE Intermediate Low | 38% | 39% |
| ABE Intermediate High | 35% | 39% |
| ASE Low | 38% | 40% |
| Average | 37% | 39% |
| | | |
| ESL Beginning Literacy | 56% | 57% |
| ESL Beginning Low | 68% | 69% |
| ESL Beginning High | 48% | 49% |
| ESL Intermediate Low | 59% | 60% |
| ESL Intermediate High | 66% | 68% |
| ESL Advanced | 69% | 70% |
| Average | 60% | 61% |
| Overall MSG* | 39% | 41% |

* Negotiated and approved with the Office of Career, Technical, and Adult Education April 2016.



AE RFP

SCORING GUIDE

A) ABSTRACT (0-10 points)

The abstract is an “executive summary” of the proposed program. The abstract should reflect why the grant is needed, the goals and objectives, the general purpose of the program, and the expected outcomes.

Describe how the funds awarded under WIOA Title II will be spent, consistent with the requirements of the grant.

| | |
|------|---|
| 0-3 | Abstract is poorly written and reflects on none of the key elements. |
| 4-7 | Abstract is adequately written and reflects on most of the key elements. |
| 8-10 | Abstract is written exceptionally well and reflects on all of the key elements. |

AE RFP

B) MACO DISTRICT NEEDS ASSESSMENT AND SERVING THOSE MOST IN NEED (0-30 points)

The applicant should serve individuals in the district most in need of services, including ELL, individuals with low income, and/or individuals who have minimal skills. The application should identify how they will meet the educational needs of individuals with disabilities, including individuals with learning disabilities, and align services with district economic needs.

Describe the scope and specific intent of the program and how the program will be responsive to student needs and the economic service area's needs identified in the state plan. If the program is part of a consortium of eligible providers, identify the responsibilities and respective funding for each provider.

| | |
|-------|--|
| 0-7 | Applicant fails to identify plan to meet educational needs, scope, and specific intent of the program. |
| 8-15 | Applicant either partially identifies plan to meet education needs or poorly describes scope and specific intent of the program. |
| 16-22 | Applicant adequately describes plan to meet educational needs and describes scope and specific intent of the program. |

AE RFP

| | |
|-------|--|
| 22-30 | Applicant gives an exemplary plan to meet educational needs while describing scope and specific intent of the program. |
|-------|--|

C) DEMONSTRATED EFFECTIVENESS (0-50 points)

The applicant must describe the degree to which the program will establish measurable goals for participant outcomes. Applicants need to include data that shows how they have been effective in serving their identified population in the past three years. One of the principles of effectiveness is that program activities must be based on an established set of performance measures/strategies. There should be a direct correlation between the program, College and Career Readiness, and academic achievement standards. How will the program assist students in making progress toward those standards? The program must meet an established set of performance measures

aimed at ensuring the availability of high-quality academic opportunities and feasible, scientifically-based state and local student academic achievement standards. Goals, objectives, and outcomes to be achieved by the proposed program should be clearly specified, measurable, and related to the cohorts of students served to assist them in meeting with academic and career/employment outcomes.

Describe how the applicant will provide services to meet the state's performance measures. For agencies that previously had a grant award, identify how well performance measures were met or exceeded using at least three years of data demonstrating effectiveness in improving literacy skills with the lowest levels of literacy: reading, writing, mathematics, and English language acquisition. In addition, information must be provided regarding outcomes related to employment, attainment of a high school equivalency diploma, and transition to post-secondary education and training. For applicants not previously funded, provide three years of data on past effectiveness in serving basic skills deficient adult learners and evidence of success in achieving outcomes including, domains of reading, writing, mathematics, English language acquisition, employment, attainment of high school equivalency diploma, and transition to post-secondary or training.

| | |
|------|---|
| 0-10 | Effectiveness of program is not demonstrated. |
|------|---|

AE RFP

| | |
|-------|--|
| 11-20 | Effectiveness of program is poorly demonstrated and only some of key elements are analyzed. |
| 21-30 | Effectiveness of program is loosely demonstrated and all key elements are listed. |
| 31-40 | Effectiveness of program is adequately demonstrated with a detailed description/ identification of all key elements. |
| 41-50 | Effectiveness of program is thoroughly demonstrated with a complex description/ identification of all key elements. |

D) LOCAL PLAN AND ONE-STOP ALIGNMENT (0-15 points)

Montana is a “single state,” meaning that the State Workforce Development Board serves as the local board.

Describe how the applicant demonstrates alignment between proposed activities and services, and the strategies and goals of the state plan as well as the activity and services of district partners.

Describe what the applicant is doing to partner in serving common or potential common students.

AE RFP

| | |
|-------|---|
| 0-5 | Alignment and partner plan are described in a limited manner. |
| 6-10 | Alignment and partner plan are adequately described. |
| 11-15 | Alignment and partner plan are analyzed and thoroughly explained. |

E) INTENSITY AND QUALITY OF INSTRUCTIONAL PRACTICES AND SERVICES (0-30 points)

The applicant should provide evidence that the proposed program is of sufficient intensity and duration for students to achieve substantial measurable skill gains (formerly referred to as Educational Functioning Levels, or EFL).

Describe the applicant's quality of services based on the most rigorous research available to students to achieve substantial learning gains, with focus on the essential component of reading instruction.

Describe how the program will offer flexible schedules and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.

| | |
|-----|--|
| 0-7 | No evidence to show sufficient practice/program intensity or description of quality services provided. |
|-----|--|

AE RFP

| | |
|-------|---|
| 8-15 | Limited evidence showing sufficient practices and quality service. |
| 16-22 | Sufficient practice/program evidence along with a description of service quality. |
| 22-30 | Evidence of sufficient practice/program intensity and a thorough description of service quality is presented. |

F) SCOPE OF DISTRICT SERVICES (0-50 points)

The applicant must be able to provide AE services to an entire MACO district.

Describe the applicant’s district assessment of how district services will be centralized and delivered to ensure district coverage according to student/employer need.

Describe data collection and evaluation processes.

Describe how the district program will offer flexible schedules, secondary programs, and coordinate support services to enable learners, including individuals with disabilities or other special needs, to achieve learning goals.

Describe goals to provide district services to multiple sites and other innovative ways to reach students in diverse methods.

| | |
|------|---|
| 0-10 | Intensity and scope of district services are not defined/described. |
|------|---|

AE RFP

| | |
|-------|---|
| 11-20 | Intensity and scope of district services are vaguely defined/described and written in a non-comprehensive manner. |
| 21-30 | Intensity and scope of district services are loosely defined/described and written in a comprehensive manner. |
| 31-40 | Intensity and scope of district services are adequately defined/described and well written. |
| 41-50 | Intensity and scope of district services are thoroughly defined/described and written exceptionally well. |

G) EFFECTIVE RESEARCH-BASED EDUCATIONAL PRACTICES (0-30 points)

The applicant should provide evidence that the activities, including practices in reading, writing, mathematics, and English language acquisition instruction, are based on a solid foundation of research and best practices derived from the most rigorous and appropriate research available, including scientifically-valid research and effective educational practices.

Describe the design of the program proposed, why it is appropriate to meet the stated objectives, and how it will build on the organization's existing instruction.

Describe program curriculum and how it will incorporate balance of academic and real-life career contexts. Include a variety for special learning needs, such as:

- Minimal literacy skills (ABE 0-4.9 and ELL 0-3).

- Learning disabilities.

- Skills and knowledge needed to transition successfully to post-secondary or employment.

AE RFP

Describe how writing, reading, and mathematics instruction is built on a strong foundation of evidenced or research-based practices and effective educational practices that are effective for adult learners.

| | |
|-------|---|
| 0-7 | Applicant fails to provide evidence of effective research-based educational practices. |
| 8-15 | Applicant partially and poorly provides evidence of effective research-based practices. |
| 16-22 | Applicant adequately provides evidence of effective research-based practices. |
| 22-30 | Applicant thoroughly provides evidence of effective research-based practices. |

H) USE AND DELIVERY OF TECHNOLOGY INSTRUCTION (0-15 points)

The applicant must integrate technology into their instructional practices.

Describe how the program activities effectively use technology, services, and delivery systems in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved student performance.

Describe how the activities effectively teach students the skills associated with the use of technology, enabling the learner to find, evaluate, organize, create, and communicate information.

AE RFP

| | |
|-------|---|
| 0-5 | Description does not address how technology increases efficiency of the program or how technology instruction enables the learner. |
| 6-10 | Description adequately addresses how technology increases efficiency of the program and how technology instruction enables the learner. |
| 11-15 | Description thoroughly addresses how technology increases efficiency of the program and how technology instruction enables the learner. |

D) INTEGRATED EDUCATION AND TRAINING; CAREER PATHWAYS (0-50 points)

The applicant must support the integration of career pathways and IET.

Describe activities to provide AE services in an integrated education and training service pattern so students acquire the skills necessary to transition to and complete post-secondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise their rights and responsibilities of citizenship. Were all three required components specified? Applications must describe how they coordinate with district education, training, and social service resources such as schools, post-secondary institutions, One-Stop Centers, job training programs, social service agencies, business and industry, community-based organizations, nonprofit organizations, and others for the development of career pathways.

| | |
|------|--|
| 0-10 | Description of IET plan and career pathway integration was poorly written and no key elements of coordination were listed. |
|------|--|

AE RFP

| | |
|-------|--|
| 11-20 | Description of IET plan and career pathway integration was loosely written and some key elements of coordination were listed. |
| 21-30 | Description of IET plan and career pathway integration was adequately written and all key elements were listed. |
| 31-40 | Description of IET plan and career pathway integration was well written and all key elements were discussed. |
| 41-50 | Description of IET plan and career pathway integration was written exceptionally well and all key elements were thoroughly analyzed. |

J) STAFF QUALIFICATIONS (0-20 points)

AE staff must be qualified and able to participate in high-quality PD.

Describe both AE and ELL services.

Describe support for activities to be delivered by well-trained staff who have access to high quality PD.

| | |
|-----|--|
| 0-6 | Applicant failed to identify sufficient staff or address commitment to PD. |
|-----|--|

AE RFP

| | |
|-------|---|
| 7-13 | Applicant adequately identified sufficient staff and addressed commitment to PD. |
| 14-20 | Applicant, at an exceptional level, identified sufficient staff and addressed commitment to PD. |

K) COORDINATING SUPPORT SERVICES (0-20 points)

The applicant must actively work with other agencies to provide necessary support services for student success.

Describe coordination with support services that can minimize identified barriers to learning.

Describe appropriate resources identified throughout the district.

Describe how students are assessed for support services and other needs.

| | |
|-------|---|
| 0-6 | The program plan for coordinating support services is poorly written and leaves out all key elements. |
| 7-13 | The program plan for coordinating support services is adequately written and incorporates some of the key elements. |
| 14-20 | The program plan for coordinating support services is thoroughly written and includes all of the key elements. |

AE RFP

L) DATA COLLECTION (0-50 points)

The applicant is required to use the state's student information system.

Describe processes and practices on input, data review/audits, program, and staff evaluations.

Describe how often data is inputted, what quality controls are used, how often data is reviewed, and what signals adjustments to orientation, instruction, assessment.

| | |
|-------|--|
| 0-10 | Evidence of student data management system knowledge and data collection/management processes are nonexistent. |
| 11-20 | Evidence of student data management system knowledge and data collection processes/management are poorly explained. |
| 21-30 | Evidences of student data management system knowledge and data collection processes/management are explained in a limited fashion. |
| 31-40 | Evidence of student data management system knowledge and data collection processes/management are adequately explained. |
| 41-50 | Evidence of student data management system knowledge and data collection processes/management are thoroughly explained. |

AE RFP

M) ENGLISH LANGUAGE ACQUISITION AND CIVICS EDUCATION (0-30 points)

The applicant must be able to serve ELL students and provide English language acquisition and civics education (CE) according to Montana requirements.

Describe how the program is structured to provide ELL services (assessment, instructional services, civics education, integrated employment, and training).

Describe district need for English language acquisition programs and partnerships and how they will be used to meet outcomes.

| | |
|-------|--|
| 0-7 | Applicant failed to describe plan of providing ELL services, district knowledge of ELA/CE needs, and how they will meet outcomes. |
| 8-15 | Applicant loosely described plan for providing ELL services, district knowledge of ELA/CE needs, and how they will meet outcomes. |
| 16-22 | Applicant adequately described plan for providing ELL services, district knowledge of ELA/CE needs, and how they will meet outcomes. |
| 23-30 | Applicant thoroughly described plan for providing ELL services, district knowledge of ELA/CE needs, and how they will meet outcomes. |

AE RFP

N) PROFESSIONAL DEVELOPMENT (0-20 points)

The applicant must describe the over-arching plan for the delivery of high-quality AE PD support beyond that provided by the state office.

Describe how the PD program will identify adult learner needs and address those needs through local in-house offerings and state and national workshops and trainings.

Describe collaboration and PD sharing with sponsoring agency and other district venues (i.e., employers, community groups).

| | |
|-------|--|
| 0-6 | Applicants PD plan is vague and poorly written. |
| 7-13 | Applicants PD plan is sufficient and adequately written. |
| 14-20 | Applicants PD plan is extensive and detailed and written exceptionally well. |

AE RFP

SCORING CRITERIA

Each section of the AEFLA grant application will be evaluated and scored on the basis of completeness, clarity, and merit. **NOTE:** Incomplete applications will result in disqualification.

| GRANT APPLICATION COMPONENTS | Required/ Optional | Possible Points | Points Earned |
|---|-------------------------------|----------------------------|--------------------------|
| Consideration A-Abstract | Required | 10 | |
| Consideration B-MACO District Needs Assessment and Serving Most in Need | Required | 30 | |
| Consideration C-Demonstrated Effectiveness | Required | 50 | |
| Consideration D-Local Plan and One-Stop Alignment | Required | 15 | |
| Consideration E-Intensity and Quality of Instructional Practices and Services | Required | 30 | |
| Consideration F-Scope of District Services | Required | 50 | |
| Consideration G-Effective Research-Based Educational Practices | Required | 30 | |
| Consideration H-Use and Delivery of Technology Instruction | Required | 15 | |
| Consideration I-Integrated Education and Training; Career Pathways | Required | 50 | |
| Consideration J-Staff Qualifications | Required | 20 | |
| Consideration K-Coordinating Support Services | Required | 20 | |
| Consideration L-Data Collection | Required | 50 | |
| Consideration M-English Language Acquisition & Civics Education | Required | 30 | |
| Consideration N-Professional Development | Required | 20 | |
| Budget Summary | Required | 0 | |
| Montana Performance Measures | Required | 0 | |
| Total Points Possible/Earned | | 420 | |