Request for Proposals

# Adult Education for College, Work & Career, Family, and Community

**FY2011-FY2015**

**February 26, 2010**

Rhode Island Department of Elementary and Secondary Education

*In Partnership With*
Governor's Workforce Board - Rhode Island
Rhode Island Department of Labor and Training
Rhode Island Department of Corrections
Rhode Island Department of Administration, Office of Library and Information Services
Rhode Island Department of Human Services
Rhode Island Department of Public Health
Rhode Island Department of Children, Youth, and Families

Office of Adult and Career and Technical Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, 6th Floor
Providence, RI 02903
aerfp@ride.ri.gov

Rhode Island has at least 150,000 adults who could benefit from adult education services. There continues to be a gap between the skills of the workforce and the skill requirements of unfilled jobs and the types of jobs that are expected to increase in Rhode Island. In addition, these adults cannot access jobs and careers that will set them on a path to prosperity due to the lack of English proficiency and/or a high school and postsecondary credential. Part of the problem is that these adults do not meet current college and career readiness expectations. Consequently, they are not equipped to meet the Obama administration's and our State's goal of at least one year of postsecondary education or training resulting preferably in at least a certificate facilitating access to employment in high-demand occupations or the equivalent of one year's worth of college credits.

As such, the Rhode Department of Elementary and Secondary Education (RIDE), Office of Multiple Pathways, seeks qualified not-for-profit agencies that can contribute to the achievement of two statewide outcomes. That…

- *All Rhode Island adults have the skills and credentials they need for upward mobility (college and career), for engaged citizenship, and for leading strong families and communities.*

- *All Rhode Island employers have access to a pool of workers with the skills they need to remain competitive and grow.*

Up to $10 million in federal and state resources are being made available for this purpose. This *Request for Proposals* is the result of a unique and effective collaboration of multiple state agencies supported by the Governor's Office and the Governor's Workforce Board, incorporates input from a number of practitioner work groups and advisory bodies, includes suggestions made at public hearings and draws on the experiences of effective providers and research. It also represents input of program participants as sought by RIDE. This collaboration has led to the establishment of these investment priorities in the following broad outcome areas:

1. <u>Strong Families and Communities</u>
   - Expansion of Family Literacy
   - Provision of Comprehensive Community-based classroom Adult Basic Education, Adult Secondary Education, and English as a Second Language (English for Speakers of Other Languages).
   - Expansion of Distance Learning

2. <u>Upward Mobility through College and Career Readiness</u>
   - Expansion of adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's nine critical and emerging industries.
   - Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled current and former welfare recipients and other unemployed low-skilled adults
   - Integration of pre- and post-release adult education services for the incarcerated.
   - Expansion of transition to postsecondary education and training/apprenticeship programs that use dual or concurrent enrollment including rigorous Adult Secondary Education for those preparing for postsecondary education based on internationally benchmarked college and career readiness standards.

3. <u>Civic Engagement and Student Leadership</u>
   1. Continuation of El Civics & Student Engagement
   2. Expansion of Student Leadership

Prospective grantees should be aware that funding decisions will be made based on these priorities. This implies that in a level-funding environment resources will shift toward these priority areas. Funding has been coordinated from both

federal and state sources. Awards are provisional in that it is conditional upon appropriation of funds, satisfactory performance, and (re-) authorization of applicable federal and state statues.

In responding to this *Request for Proposals*, prospective applicants will develop annual participant-level performance targets related to these outcomes:

- Gain skills
- Attain high school credentials and industry certificates
- Become ready for work, career and college
- Find employment
- Retain employment
- Progress along a career pathway in critical or emerging sectors and secure better employment
- Engage in community/civic activities
- Enroll in and complete at least one year of post-secondary education/training

The college and career readiness outcomes are priority outcomes for this funding cycle and fully support the President's 2020 postsecondary education attainment goal.

Eligible applicants **must submit a Letter of Intent to Bid before 4:30 p.m. on March 15th** and **must attend 1 of 2 pre-application sessions.** The first session will be held at the Exeter Job Corps on March 8th from 10:00 A.M. – 1:00 P.M. The second session will be held in Providence at Rhode Island College in the faculty center – Donovan Dining on March 11th from 9:00 A.M. – 12:00 P.M. The **submission deadline for proposals is 3:00 p.m. on April 30, 2010**.

RIDE in coordination with its agency partners will review and evaluate proposals and enter into grant agreements with projects starting on or near July 1, 2010.

This coordinated Request for Proposals represents a potential five-year commitment of funds to awardees and a significant investment in the further development of Rhode Island's system of adult education services.
Interested applicants are strongly encouraged to obtain and read the *Request for Proposals – Adult Education for College, Work & Career, Family and Community* in its entirety and focus on investment areas and outcome measures where they believe they can have the greatest impact. The *Request for Proposals* contains the necessary proposal formats and forms, instructions, as well as examples of outcomes sought by the state for prospective applicants. **It will be available on February 26 at**: http://www.ride.ri.gov/adulteducation/default.aspx.

Clarification questions are welcome, however to make sure all interested agencies can benefit from the answers only written inquiries will be accepted. All inquiries will be logged in and posted along with responses on the website of the Office of Adult Education. Please send **written** inquiries to:

Office of Multiple Pathways
Adult Education
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, 6th Floor, Providence, RI 02903
**aerfp@ride.ri.gov**

**NO TELEPHONE INQUIRIES**

Directions to RIC-Faculty Center - Donovan Dining : http://www2.ric.edu/campusmap/directions.php
Directions to Exeter Job Academy: http://exeter.jobcorps.gov/directions.aspx

## INFORMATIONAL BIDDERS' SESSIONS

Two informational and training sessions will be held prior to the due date of proposals to discuss and explain investment priorities, the application package, and the outcome-oriented grants process. Due to the different style and outcome focus of this RFP, which may be unfamiliar to some applicants, we **require** at least one representative per organization to attend one of these two sessions. To put this clearly, we will only accept proposals from organizations that registered for and attended one or both of the informational and training sessions (Bidders' Conferences).

**The first session will be held in Exeter at the Exeter Job Corps on March 8th from 10:00 A.M. – 1:00 P.M.**

**The second session will be held in Providence at Rhode Island College on March 11th from 9:00 A.M. – 12:00 P.M.**

To sign up for these sessions you **must** use the form below and must FAX your response to 401 222 4256 at least 24 hours prior to the session.

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**RFP INFORMATION SESSION**
Fax to 401 222 4256
(Please PRINT)

Agency/Provider_____

Name(s), Phone Number(s), and E-mail Addresses of Those Attending:

1)_____

2)_____

3)_____

4)_____

## LETTER OF INTENT TO BID
## (Required)

This Letter of Intent to Bid is **required**.

Agency/Provider_____ (Name) intends to respond to the Request for Proposals FY11-FY15 for adult education services to be provided in the following community/-ies (Name and Zip Code):

○
○
○
○
○

○
○
○
○
○

Address: _____

City/Town: _____

State: _____

Zip Code: _____

Employer Identification Number: _____

Telephone: _____

Fax: _____
E-mail: _____

Website (If Applicable): _____

E-mail: _____

Website (If Applicable): _____

Type of Organization: Please Check:

- ❑ a local educational agency (LEA);
- ❑ a community-based organization of demonstrated effectiveness;
- ❑ a volunteer literacy organization of demonstrated effectiveness;
- ❑ an institution of higher education;
- ❑ a public or private nonprofit agency;
- ❑ a library;
- ❑ a public housing authority;
- ❑ a nonprofit organization not described above that has the ability to provide literacy services to adults and families;
- ❑ a consortium of the agencies, organizations, institutions, libraries, or authorities described above.
- ❑ a nonprofit organization not described above that has the ability to provide literacy services to adults and families;
- ❑ a consortium of the agencies, organizations, institutions, libraries, or authorities described above.

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

- ❑ Our organization intends to develop a network for implementation in FY2012 or FY2013. Our partner agencies are: _____
_____
_____
_____

_____
SUPERINTENDENT OF SCHOOLS
AGENCY DIRECTOR/OR
OTHER RESPONSIBLE AGENT

_____
DATE

**Please send before 4:30 p.m. on March 30th to Office of Adult and Career and Technical Education, Rhode Island Department of Elementary and Secondary Education, 255 Westminster Street, 6th Floor , Providence, RI 02903**

**TIMELINE**

| | |
|---|---|
| February 26, 2010 | Announcement of Availability of Request for Proposals – Adult Education for College, Work & Career, Family and Community |
| February 26, 2010 | Release of RFP |
| March 8, 2010 & March 11, 2010 | Mandatory Bidders' Conferences (Requirement is to attend 1 of these 2 sessions) |
| March 30, 2010 | Deadline for Required Letter of Intent to Bid and Written Questions |
| April 10, 2010 | Answers to Last Questions Posted |
| April 30, 2010 | Proposals Due |
| May 1, 2010 – May 25, 2010 | Review of Written Applications |
| June, 2010 | Recommendations Submitted to Governor's Workforce Board |
| July, 2010 | Grant Agreement Letters Issued |

## Request for Proposals

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# I. CONTEXT AND INTENT OF THE REQUEST FOR PROPOSALS

## I.1. NEED

According to 2005-2007 data from the American Community Survey, there are an estimated 150,431 adults who make up the adult education target population in Rhode Island (i.e., they are sixteen and older, are not enrolled in school, and have no high school diploma and/or are limited English proficient). Of these adults:

- nearly 103,481 have no high school diploma but are not limited English proficient,,
- approximately 30,261 lack a high school credential and, in addition, are limited English proficient (i.e., they reported speaking no English at all or not speaking English well), and
- 16,689 adults possess at least a high school diploma but are limited English proficient.

In addition, estimates by various agencies suggest that every year between 2,500 and 3,500 high school dropouts and that as many as 4,000 to 5,000 immigrants with limited English language skills are added to the target population.

Following is an estimate of the size of the target population for Rhode Island by region.

**Table 1. Estimate of the size of the adult education target population for Rhode Island by region.**

| Region | Target Population | | *No High School Diploma (Only)* | *No High School Diploma + LEP* | *LEP (Only)* |
|---|---|---|---|---|---|
| **Region I**<br>Providence (Puma 00100) | **37,257** | **24.8%** | 16,213 | 13,746 | 7,298 |
| **Region II**<br>Cranston, East Providence, and Johnston Town (Puma 00200) | **25,447** | **16.9%** | 19,856 | 3,668 | 1,923 |
| **Region III**<br>Burrillville, Foster, Glocester, North Smithfield, Smithfield, Scituate, Woonsocket (Puma 00300) | **16,736** | **11.1%** | 14,230 | 1,809 | 697 |
| **Region IV**<br>Central Falls, Cumberland, Lincoln, North Providence, Pawtucket (Puma 00400) | **33,132** | **22.0%** | 19,822 | 8,277 | 5,033 |
| **Region V**<br>Barrington, Bristol, Warren, Jamestown, Little Compton, Tiverton, Middletown, Newport, Portsmouth (Puma 00500) | **12,835** | **8.5%** | 11,032 | 1,312 | 491 |
| **Region VI**<br>Coventry, East Greenwich, Warwick, West Greenwich, West Warwick (Puma 00600) | **16,728** | **11.1%** | 14,767 | 1,345 | 616 |

**Table 1. Estimate of the size of the adult education target population for Rhode Island by region.**

| Region | Target Population | | *No High School Diploma (Only)* | *No High School Diploma + LEP* | *LEP (Only)* |
|---|---|---|---|---|---|
| **Region VII**<br>Hopkinton, Westerly, Charlestown, Exeter, Narragansett, North Kingstown, Richmond, South Kingstown, New Shoreham (Puma 00700) | **8,296** | **5.5%** | 7,561 | 104 | 631 |
| **Total** | **150,431** | **100.0%** | **103,481** | **30,261** | **16,689** |

Our economy needs the native- and foreign-born workers that make up the adult education target population but many of them lack the skills required to fill job vacancies in our State in high-demand industries. This growing skills issue represents a potential economic liability for the State, since there is a growing mismatch between the skills of the workforce and the skill requirements of unfilled jobs and jobs that are expected to grow once the economy rebounds.

## I.2. INTENT

This Request for Proposals is a vehicle for implementing portions of the State's workforce development and education strategic agendas. Its development was driven by Commissioner Gist's Strategic Agenda for improving the outcomes of elementary and secondary education for youth and adults and by the Strategic Workforce Plan for Rhode Island: 2009-2014 approved by the Governor's Workforce Board Rhode Island.

Commissioner Gist's strategic agenda has one goal, which is that *all Rhode Island students are ready for success in college, careers, and life.* To achieve this goal, the following priorities were established, all of which have implications for adult education that will be addressed during the five-year grant period.

Ensure Educator Excellence
- Every student must have highly effective teachers.
- Every school and program must have a highly effective leader.
- We must support educators throughout their careers.

Accelerate All Schools and Programs toward Greatness
- Rhode Island must not allow failing schools and programs to exist.
- Leadership must be responsible for quality improvement.
- Communities must commit to supporting high-quality schools.

Establish World Class Standards and Assessments
- Standards must be clear, high, and internationally benchmarked.
- We must hold all educators and students to high expectations.
- We must hold schools and programs accountable for student achievement.

Develop User-Friendly Data Systems
- Everyone must have access to usable data.

- Data must be relevant, timely, and practical.
- Data systems must drive continuous improvement.

Invest Our Resources Wisely

- Financing must be adequate, effective, and equitable.
- We must use incentives to promote efficiencies and effectiveness.
- We must be capable stewards of the taxpayers' investment.

The Strategic Workforce Plan for Rhode Island: 2009-2014 and supporting data analyses have confirmed that there is a growing gap between the skills of the workforce and the skill requirements of unfilled jobs and the types of jobs that are expected to increase in Rhode Island. The Strategic Workforce Plan for Rhode Island: 2009-2014 established four primary goals tied to a series of specific objectives that address this gap. These goals are:

Goal 1: The Public System Grows, Retains, and Attracts Talent. Rhode Island will maximize the capacity of the workforce development system to align, unify, and flexibly address the skill demands of all employers and job seekers.

Goal 2: Employers Attract and Retain a Highly Skilled Workforce. Rhode Island employers will attract, employ and retain a skilled and educated workforce committed to lifelong learning, thus ensuring growth and prosperity.

Goal 3: The Adult Workforce is Skilled and Agile. Adults will have the knowledge and skills needed to meet changing economic demand – for their own and the state's economic prosperity.

Goal 4: Youth are Ready for Work and Lifelong Learning. Youth will become more aware of skill development opportunities in order to take better advantage of those which enable them to meet changing workforce demand – for their own and for the state's future prosperity.

For each of the goals, objectives were established. These objectives are:

| **Goal 1: The Public System Grows, Retains and Attracts Talent.** *Rhode Island will maximize the capacity of the workforce development system to align, unify and flexibly address the skill demands of all employers and job seekers.* | **Goal 2: Employers Attract and Retain a Highly Skilled Workforce.** *Rhode Island employers will attract and employ a skilled and educated workforce committed to lifelong learning, thus ensuring growth and prosperity.* |
|---|---|
| *Objective 1.1: Align Systems*<br>*Objective 1.2: Eliminate Barriers*<br>*Objective 1.3: Create a Value-Added Public System*<br>*Objective 1.4: Increase Effectiveness*<br>*Objective 1.5: Increase Efficiency*<br>*Objective 1.6: Increase Capacity*<br>*Objective 1.7: Support a Culture of Lifelong Learning* | *Objective 2.1: Increase Employer Investments in Training*<br>*Objective 2.2: Increase the Number of Self-Sustaining Jobs*<br>*Objective 2.3: Increase Employer Involvement in Apprenticeships*<br>*Objective 2.4: Expand Skill Partnerships*<br>*Objective 2.5: Increase Credentials*<br>*Objective 2.6: Increase Fill Rate of High-Wage Jobs* |
| **Goal 3: The Adult Workforce is Skilled and Agile.** *Adults will have the knowledge and skills needed to* | **Goal 4: Youth Are Ready for Work and Lifelong Learning.** *Youth will take advantage of skill development* |

| *meet changing economic demand – for their own and the state's economic prosperity.* | *opportunities that enable them to meet changing demand – for their own and the state's future prosperity.* |
|---|---|
| *Objective 3.1: Increase Employment Rates of Special Populations*<br>*Objective 3.2: Increase Workforce Attachment*<br>*Objective 3.3: Increase Workforce Mobility*<br>*Objective 3.4: Increase Skill Attainment Rate*<br>*Objective 3.5: Increase Credential Rate*<br>*Objective 3.6: Increase Participation in Adult Education*<br>*Objective 3.7: Integrate Basic Skills Training with Occupational Skills Training* | *Objective 4.1: Increase Access to Work-Preparedness Activities*<br>*Objective 4.2: Decrease Postsecondary Remediation Rates*<br>*Objective 4.3: Increase the Capacity of Youth-Serving Organizations*<br>*Objective 4.4: Increase Youth Participation in Apprenticeships*<br>*Objective 4.5: Increase Youth with Credentials*<br>*Objective 4.6: Increase Educator Understanding of the Labor Market* |

This Request for Proposals speaks directly to the third goal of the plan to develop an adult workforce that is skilled and agile. The specific objectives and strategies that this procurement addresses are:

*Objective 3.2 – Increase Workforce Attachment.*

3.2.1 Establish a systematic approach to eliminate the barriers and provide supports for minimum-skilled, low-wage individuals, including those with limited abilities to maintain attachment to the workforce.

*Objective 3.3 – Increase Workforce Mobility.*

3.3.1 Adopt a career pathway model that is transferable across industry sectors upon approval of this plan.

3.3.2 Implement ramp and bridge programs that integrate basic and occupational skills.

*Objective 3.5 – Increase Credential Rates.*

3.5.3 Increase the number of adult learners who establish a goal to continue their education at the postsecondary level and who entered postsecondary education or training after program exit.

*Objective 3.6 – Increase Participation in Adult Education.*

3.6.1 Align the workforce development system with the adult education system (cross-referral/capacity).

*Objective 3.7 – Integrate Basic Skills Training with Occupational Skills Training.*

3.7.1.1 Create and support innovative programs that allow for credit for work experience, dual enrollment in ABE and postsecondary/training.

In addition to these State priorities and strategies, this Request for Proposals fully supports the President's 2020 postsecondary education attainment goal.

## I.3. AVAILABLE FUNDING AND PRIORITIES

**Subject to availability of funds and (re-) authorization of applicable federal and state statutes**, our statewide annual investments will be between $8,000,000 and $10,000,000 in federal and state resources. These investments represent pooled cash and in-kind resources contributed by the following agencies: the Rhode Island Office of the Governor, Governor's Workforce Board – Rhode Island, Rhode Island Department of Elementary and Secondary Education, Rhode Island Department of Labor and Training, Rhode Island Department of Corrections, Rhode Island Department of Administration, Office of Library and Information Services, Rhode Island Department of Human Services, Rhode Island

Department of Public Health, and the Rhode Island Department of Children, Youth, and Families. Our primary investments come from the following sources:

- Workforce Investment Act of 1998, Title II, funds (Federal)
- [Selected] Temporary Assistance to Needy Families funds (Federal)
- [Selected] Elementary and Secondary Education Act, Title I, Part B, Subpart 3 - William F. Goodling Even Start Family Literacy Programs funds (Federal)
- [Designated] State General Revenue funds (State)
- [Designated] Job Development Fund funds (State)

In making awards to agencies that have submitted competitive proposals, the responsiveness of proposals to investment priorities and funding criteria will be the primary factors in selecting proposals for funding. To the extent possible and resources permitting, however, we are interested in making sure that individuals living in communities with considerable need can access services close to where they live or work, that our overall investments will be aligned with the needs of major subgroups in the target population, and that historically underserved but growing eligible populations can access services. More specifically, we want to make sure that sufficient resources are available for services both within and outside of the Providence area. We also want to make sure that our investments in Adult Basic Education services (including Beginning Literacy up to Intermediate Adult Basic Education services), in Adult Secondary Education, and in English for Speakers of Other Languages (a.k.a., English as a Second Language or ESL) reflect to the extent feasible data on both need and demand for these services.

We predict that our investments will allow the state to recruit, assess, and enroll initially in learning options responsive to their needs, availabilities, and preferences between 6,500 and 8,000 eligible adults and that we will have increased or leveraged resources and improved efficiencies by the end of the five-year period so we can enroll 14,000 eligible adults. We expect that at least one third, on entry, will have skills at the Adult Basic Education educational functioning levels (EFLs), up to one third at the Adult Secondary Education EFLs statewide, and at least one third at the ESL EFLs. We expect further that at least two-thirds of these adults will persist throughout the year or until they achieve their goal(s).

This *Request for Proposals* is the result of a unique and effective collaboration of multiple state agencies supported by the Governor's Office and the Governor's Workforce Board, incorporates input from a number of practitioner work groups and advisory bodies, includes suggestions made at public hearings and draws on the experiences of effective providers and research. It also represents input of program participants as sought by RIDE. This collaboration has led to the establishment of these investment priorities in the following broad outcome areas:

1. <u>Strong Families and Communities</u>
   - Expansion of Low-Literacy and Family Literacy opportunities.
   - Provision of Comprehensive Community-based classroom Adult Basic Education, Adult Secondary Education, and English as a Second Language (English for Speakers of Other Languages).
   - Expansion of Distance Learning opportunities.

2. <u>Upward Mobility through Multiple Pathways to College and Careers</u>
   - Expansion of adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's nine critical and emerging industries.
   - Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled current and former welfare recipients and other unemployed low-skilled adults.
   - Integration of pre- and post-release adult education services for the incarcerated.

- Expansion of transition to postsecondary education and training/apprenticeship programs that use dual enrollment including rigorous Adult Secondary Education for those preparing for postsecondary education based on internationally benchmarked college and career readiness standards.

3. Civic Engagement and Student Leadership
   - Continuation of English Literacy and Civics Education opportunities.
   - Expansion of Student Leadership.

Prospective grantees should be aware that grant funding will represent 75% (as opposed to 90% in the past) of the total cost of the program. Prospective grantees should further be aware that funding decisions will be made based on these priorities. This implies that in a level-funding environment resources will shift toward these priority areas.

The number of awards to be made during the first year of the grant period is expected to be between 25 and 35 awards to eligible agencies or consortia of eligible agencies. Partnerships between eligible agencies are encouraged and consortia or networks of agencies are expected to be established over the duration of the five-year grant period with the goal of establishing 12 networks by the end of the grant period. Individual agencies that wish to pursue a consortium or network in the second or third year of the grant period must indicate this in their application. In anticipation of and to facilitate future development of networks, agencies that received small grants in the past (i.e., grants < $200,000) are strongly encouraged to partner. Up to ten (10) bonus points will be awarded for partnership proposals.

Programs that chronically underperformed during the FY2008-FY2010 grant period should be advised that they might not meet the eligibility criterion of being an organization of demonstrated effectiveness.

In responding to this *Request for Proposals*, prospective applicants will develop annual participant-level performance targets related to these outcomes.

- Skill gains, as measured by the difference between pre- and post-test scores on approved standardized tests and the completion of educational functioning levels;
- Attainment of stackable basic skills certificates, high school credentials and industry certificates;
- Achievement of college and work/career readiness;
- Entered employment;
- Retained employment;
- Progression along a career pathway in critical or emerging sectors and securing advanced employment;
- Engagement in community/civic activities
- Enrollment in and completion of at least one year of post-secondary education/training

## I. 4. OUTCOME-BASED APPROACH

We will continue to utilize an outcome-based approach. We believe that an outcome-oriented approach to both proposal development by applicants and post-award tracking and reporting by grantees, as well as use of these data in quarterly "results and learning sessions" with RIDE, can increase the focus and clarity of proposed projects, lead to improved program performance and enable both RIDE and grantees to better document the impact of this initiative. Most importantly, it will generate timely information that can be used to make necessary course corrections during the grant performance period.

Annually, RIDE will negotiate performance targets with grantees. These targets must be met. Programs that fail to meet or exceed targets will be issued a warning and will receive technical assistance from the program improvement and

turnaround fund. This fund will replace the prior bonus fund. Programs that fail to meet agreed upon turnaround objectives in mutually agreed upon timelines will be placed on probation.

Based on outcomes achieved, programs will be placed in quartiles. Programs that persistently rank in the bottom quartile will not receive any funding in FY2014 and FY2015, as RIDE shall not support chronically underperforming programs any longer beyond that point in time. Resources that become available as a result will be added to the resources available to the region and agencies in the region will be asked to reach out to participants in the defunded programs.

Throughout the grant period, we will require programs to enter data in the Comprehensive Adult Literacy Information System every 15 calendar days to facilitate regular analyses of performance (i.e., progress toward targets) using real-time data. We will also conduct onsite program reviews of a sample of programs to examine compliance, quality, effectiveness, and innovation. Professional development via the Rhode Island Adult Education Professional Development Center will be provided, as well as technical assistance in outcome-oriented management to change the performance and outcomes of underperforming programs and move all programs to excellence.

Beginning in FY2012 funding amounts will be determined using the Rhode Island Adult Education Performance Based Funding Formula. This means that in FY2012, eighty-five percent (85%) of funding will be *base funding* and 15% will be *performance-based funding.* In FY2013, the performance-based share will be increased to 25% and in FY2014, and FY2015 base funding will be sixty percent (60%) and performance-based funding will be 40% of all available funding. Prospective grantees are advised that the 40% of performance-based funding is distributed statewide, which facilitates opportunities for individual agencies to earn funding that would make their total resources available greater than the total funding they received historically. In the event that available funding increases, the additional funding will be added to the performance-based funding formula resources.

In prior years high levels of performance were rewarded through bonuses funded through a dedicated fund. With the introduction of the *Rhode Island Adult Education Performance-Based Funding Formula* this fund will be discontinued and the resources will be dedicated to turnaround and innovation initiatives. Specifically, RIDE will use available resources to assist with the turnaround of underperforming programs and to stimulate innovation.

## I.5. SEQUENCE OF NECESSARY REFORMS

The Board of Regents, the Governor's Workforce Board-Rhode Island, the PK16 Council, and the Governor's Office have established a series of necessary reforms. These reforms are identified and sequenced below to ensure gradual and successful implementation.

Year 1 – FY2011

- Introduction of managed enrollment requirement for universally accessible programs.
- Implementation of Rhode Island R.I.S.E.S.
- Capacity building grants for up to 2 future networks.
- Establishment of performance improvement/turnaround and innovation fund.

Year 2 – FY2012

- Introduction of performance-based funding formula (15% performance-based funding share).
- Capacity building grants for up to 2 future networks.
- Implementation of practitioner evaluation and professional learning policies.
- Establish access to Rhode Island's Virtual Learning Network.
- Establish baseline for new performance measures.

Year 3 – FY2013

- Increase performance-based funding share of formula to 25%.
- Establish 1- 2 networks.
- Launch performance-based practitioner credentialing process with one cohort of 50 practitioners.

Year 4 – FY2014

- Eliminate chronically underperforming programs.
- Increase performance-based funding share of formula to 40%.
- Start the performance-based practitioner credentialing process with an additional 100 practitioners.

Year 5 – FY2015

- Start the performance-based practitioner credentialing process with the remainder of practitioners.

## II. MINIMUM REQUIREMENTS

The following minimum requirements pertain to state and federal requirements and guidelines RIDE operates under and these requirements cannot be reasonably changed.

RIDE must work within its mandatory parameters and invest only in adult education provided by eligible providers that serve eligible adults through the provision of eligible or allowable services.

The terms ***adult education*** and ***eligible adults*** are defined, as follows. The term adult education means services or instruction below the postsecondary education level for individuals:

- Who have attained 16 years of age;
- Who are not enrolled or required to be enrolled in secondary school under State law; and
- Who
  - Lack sufficient mastery of basic educational skills to enable individuals to function effectively in society *and/or the workplace*;[1]
  - Do not have a secondary school diploma or its equivalent level of education; or
  - Are unable to speak, read, or write the English language.

In addition to these federal eligibility definitions, we consider eligible for adult education services (including transition or bridge programs funded with State funds) adults who possess a secondary diploma or its equivalent but lack the skills associated with Rhode Island's new high school graduation requirements (skills <12th grade), and the National Governors Association's/CSSO's college and career readiness standards.

The term ***eligible provider*** means:
- a local educational agency (LEA);
- a community-based organization of demonstrated effectiveness;
- a volunteer literacy organization of demonstrated effectiveness;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit organization not described above that has the ability to provide literacy services to adults and families;
- a consortium of the agencies, organization, institutions, libraries, or authorities described above

It is important to clarify that district-operated career and technical education centers, high schools, and community schools are included under the local educational agency provider category.

The State is interested in establishing up to two consortia of eligible agencies in two of the State's U.S. Census regions by the third year of the grant period and up to twelve such consortia or networks by the end of the five-year grant period. Each of these networks or consortia will be responsible for providing a continuum of eligible services, as described elsewhere. Each network will be responsible for approximately 12,500 members of the target population and should – if demand justifies it – have capacity to serve between 900 and 1,000 adults at any given time. Subject to availability of funding, consortia may consist of all or a select number of eligible adult education agencies in a region and may receive up to $1.5 million in grant funding to support seventy-five percent (75%) of the cost of operating the network. Priority consideration will be given initially to consortia or networks outside of Providence proper. In the event funding were to increase, additional networks will be established until twelve networks are operational statewide, four of which will be in Providence and eight outside of Providence.

[1] The phrase in italics "and/or the workplace" was added by the State. This phrase is NOT in the federal statute.

All eligible providers will have direct and equitable access to apply for grants through this *Request for Proposals* and the same grant announcement process and application process (i.e., this Request for Proposals process) will be used for all eligible providers in the State of Rhode Island and Providence Plantations, as required by Section 231 [c] of the Adult Education and Family Literacy Act. Eligible providers should further note that Programs may use federal funds to supplement but not supplant other state or local public funds expended for adult education services. This means that federal funds are not to be used for services that a program is required to provide under other federal, state or local initiatives previously provided for from non-federal sources in the prior year.

The term ***eligible services*** means:

- Adult education and literacy services, including workplace literacy services;
- Family literacy services (including adult education for parents and interactive literacy activities for parent and child);
- English literacy programs (including EL Civics services)

In addition to these federal statutory definitions of eligible services from the Workforce Investment Act of 1998, Title II, Rhode Island, for the remainder of the resources available through this Request for Proposals, further considers these activities eligible services:

- *Rigorous Adult Secondary Education programs focused on college readiness and transitioning to college within a 12 month period.* While the State will continue to support at a small scale so called "fast track GED" and other nonintensive programs leading to a high school credential for those needing such credential to enter the military or retain their jobs, priority consideration will be given to Adult Secondary Education programs that focus on adults who have set the explicit goal of postsecondary education or training attainment. Specifically, the State wants to establish intensive, rigorous programs that combine face-to-face, staff-assisted or staff-directed online learning, and independent assignments to ensure that participants can meet internationally benchmarked standards for college and career readiness. The combined structured learning time per year across the various components should be at least 400 hours. In each of the 8 U.S. Census regions outside of Providence proper, the State encourages Adult Secondary Education providers to invest their available resources in creating these types of programs as part of the Rhode Island Transition to College and Careers Initiative.

- *Transition or Bridge to Postsecondary Education and Training programs assisting those with high school credentials in the transition to postsecondary education and training (including apprenticeships).* While various models exist, the State is particularly interested in the dual enrollment model where participants can take their first college course, as part of the Transition to College and Career experience. The costs of tuition and fees associated with the college course shall not be financed through grant funding requested through this competitive process.

- *Mathematics, Technology, and Science options for all students.* All students, including ESL students, shall have access to opportunities – if they need them – to strengthen their math, science, and technology literacy skills. This is a new requirement**.** Modules and staff-assisted or –directed distance learning options are two examples of ways this requirement can be satisfied. Technology literacy should include the integration of technology into instruction and not specific stand alone computer applications (i.e. desktop publishing).

- *Integrated Education and Training Programs.* These programs are tied to career pathways in Rhode Island's nine (9) critical and emerging sectors. They must combine adult education, work readiness and occupational skills training, structured work exposure activities, work experiences such as internships or community service assignments, case management, wrap-around support services, career coaching, and job placement. These services may target welfare recipients, homeless adults, prisoners in reentry, dislocated workers, incumbent workers in transition to new jobs and advancement in employment, and other eligible persons at all educational functioning levels including the lowest levels of literacy, numeracy, and English language proficiency. These programs are part of Rhode Island R.I.S.E.S. (Relevant Integrated Skills and Education Strategy).

- *Programs for Those Who Need to Develop Literacy and Proficiency in English and their Native Language.* These programs are targeted to English Language Learners who possess no literacy skills in their native tongue and/or have no or very little formal education. Models that offer native language and English literacy instruction in sequence, in a concurrent fashion, or in an integrated manner are all allowable under dedicated state funding.

- *Participant or Student Long-Term Supports* such as peer student and staff coaching, mentoring, sponsoring, and advising and student leadership development and engagement opportunities are of great interest to the State. In addition, structured student leadership development activities and supports for student leaders and local student councils are eligible services under dedicated State funding. To assist with estimating how much of the allocated base funding is required to support these efforts, STAND, the statewide student leadership organization, has estimated that for 2 student leaders per agency, the approximate cost is $2,000 in the start-up year and has suggested the following activities: involvement in new student orientations (present about the program's student leadership initiative and STAND) 2-3 times per year, being the student voice in the program by serving on the program's Advisory Council/Board,, administration of the Student Satisfaction Survey twice per year, and participation in in-house student meetings, and occasional regional meetings of STAND The estimated time per student leader is 100 hours annually.

- *Case Management Services.* Effective programs in Rhode Island have attributed some of their success to intensive case management services.

Federal statutes such as Title II of the Workforce Investment Act of 1998 (The Adult Education and Family Literacy Act, Section 231.(e)) **require** states to take into account in the awarding of grants various considerations regarding program practices. Specifically, Title II of the Workforce Investment Act of 1998 requires the consideration of these 12 elements:

(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;

(2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible providing receiving funding under this subtitle in meeting or exceeding performance measures, especially with respect to those adults with the lowest levels of literacy;

(3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

(4) whether or not the program—

    (A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and

    (B) use instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a strong foundation of research and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

(9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

(10) whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

(11) whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and

(12) whether the local communities have a demonstrated need for additional; English literacy programs.

In making grants to support the delivery of eligible services, Rhode Island views grant funds as representing 75% of the total cost. A ***non-federal match of at least 25%*** is required for all grants that will be made as a result of this competition. To clarify, if the total cost of a project is $100,000, then the grant request will be for $75,000 and a match of $25,000 will be required. Expenditures that can be counted as match are the same type of expenditures that are considered allowable for federal grant expenditures. The match must be for the proposed project and cannot represent resources that already support a separate project. The total of all matching resources will allow Rhode Island to satisfy the federal matching requirement of 25%, as required by the Adult Education and Family Literacy Act or Title II of the Workforce Investment Act of 1998. Adult education funds granted under state general revenue or state job development can not be used as a program match as these funds are allocated as state level match.

This ***25% matching requirement*** for all programs (irrespective of funding stream) is a new requirement and is higher than the previous matching requirement. This increase is temporary and was necessary to allow us to maintain service levels in a level funding environment. The upward mobility investment priority area can straightforwardly leverage co-investments that ought to allow providers to meet this increased matching requirement.

Agencies are required to indicate whether they will pursue a **network**. If they do, their initial funding will go to individual agencies. In the third year programs must transition to a network structure and their collective funding amount will be based on the total prior funding of all the individual agencies' grant amounts plus a network adjustment. Depending on the region, this adjustment can vary from $100,000 to $500,000 in the event of level funding of the system or greater in the event system resources expand.

We require that all universal access programs use a ***managed enrollment approach*** with cohort-based managed enrollment cycles. This is a new requirement that will require several agencies to adjust the way they operate. The first cycle of services must start between September 1st and September 30th and cannot end before December 15th in any given year. The second cycle must start between January 1st and January 25th and cannot end before June 15th. Summer cycles must start between July 1st and July 15th and can end no later than September 15th. It is important to understand what is meant by managed enrollment. Managed enrollment refers to a group of learners who begin their learning process together in a program that is structured, expects full participation, and takes learners through a well-documented standards-based curriculum involving classroom instruction, individual or small group tutoring, structured independent learning programs, or online learning. Agencies that start up services late and, consequently, reduce the duration of services, will be penalized and their base funding will be reduced before the end of the second quarter to reflect the actual services offered.

While managed enrollment in most cases will involve classroom cohorts, it is important to point out that our definition is broader and is intended to encourage cohort development and ***cohort management that may involve multiple service delivery models*** that get implemented as needed, to ensure persistence and completion and to accommodate any unexpected instances of stopping out. This expectation will not apply to work-based learning projects or programs that by

statute permit or require open entry or open exit such as the programs for welfare clients. However, these programs are also encouraged to use modular service delivery to create meaningful cohort and learning experiences to the extent that participants' availability and eligibility permit. Through these requirements, we wish to exceed our milestone of at least 150 hours of instruction per participant, which – as research has shown – will increase the likelihood that participants will make significant skill gains.

All programs must offer ***explicit reading and math instruction***. Instruction should be informed by Rhode Island's Adult Education Content Standards and the internationally benchmarked Draft College and Career Readiness Standards issued by the National Governors' Association in conjunction with CSSO and others. ESL programs, too, must provide access to math instruction for students who need and want it either as part of the services they offer or through partnerships. In addition, opportunities to develop science knowledge and skills must be offered to ASE students and to all other interested students.

By FY2012 all programs must have a ***staff-assisted learning resources center*** either on site as part of the program or easily accessible through a partnership. Through this center waiting list students can be engaged in distance learning using approved distance learning programs and other resources. These learning resource centers should also be used to expose all students to technology and provide a basic introduction to computers, the Web, and approved distance learning programs.

While all eligible providers shall have direct and equitable access to funding, ***past demonstrated effectiveness*** will be a consideration. Demonstrated effectiveness means that the program in FY2009 either met or exceeded statewide performance targets or – in the instance where performance was not yet at that level – met or exceeded its negotiated targets. Points will be deducted for programs that failed to meet their performance targets. Programs operated by providers that might not be considered a provider of demonstrated effectiveness shall set aside resources for technical assistance and professional development to ensure performance will improve.

There are several additional requirements applicants must meet. These requirements are either based on research findings or federal and state statutes such as Title II of the Workforce Investment Act of 1998 (The Adult Education and Family Literacy Act, Section 231(e)). These requirements are:

- Community planning and coordination to ensure services that are aligned in response to need and demand.

- Access to multiple pathways designed for continued learning We are interested in expanding learning options or designs built on a strong foundation of research and effective educational practice aimed at persistence (including options during classroom stop-out periods) and completion, including but not limited to:
    - classroom-based instruction,
    - 1-on-1 tutoring (initial primary instruction for those on waiting lists, for those uncomfortable with classroom settings, and for those temporarily stopped out of classroom instruction and supplemental instruction for those in classrooms),
    - staff-assisted learning resource or tutoring drop-in centers,
    - staff-assisted distance learning or technology-based classroom initiatives,
    - other staff-assisted technology-based and other learning arrangements.

- Service designs must promote persistence, transitions, and completions. At a minimum, each community must have a minimum sequence of 4 staff-assisted learning options from most basic ABE/ESOL Literacy to ASE/Low Advanced ESOL and transition/bridge-to-college programs to make sure learning upon completion or upon change in life circumstances is not interrupted and offered at program directly or accessible elsewhere in community via partnership agreement(s). We are further interested in adult education and transition-to-college or bridge programs focused on college readiness and college enrollment, persistence, and completion including education and support services deemed necessary according to transition-to-college research.

- Opportunities must be provided to learn year round in response to learner needs and availability and in exploring the notion of dividing instructional sequences in meaningful segments. This can be done on site or at a different site through a partnership agreement, as long as no student wishing to study in summer is prevented from doing so as a result of a program decision.

- Services must be of sufficient intensity and duration to increase time on task and produce learning gains, Specifically, we seek to invest in capacity to serve at least 50 students, offer at least 30 weeks of instruction (with exception of work-based learning projects) and up to 48 weeks preferably, not less than 4 hours per week with a minimum of 2 hours per week (on average) for 1-on-1 tutoring that is primary instruction and up to 15 hours per week or more if feasible or required (e.g., welfare participants[10-30];[2] or Even Start [15]), and a minimum of 6,000 student hours (3,000 for 1-on-1 tutoring that is primary instruction).

- Flexible scheduling and support services (such as child care and transportation) should be provided if they are necessary to enable individuals (including individuals with disabilities or other special needs) to attend and complete programs. Matching resources should be considered first.

- Local program policies that facilitate assessment, participation, goal setting, attendance, persistence, and completion are required. The following practices must be in place:

    - Orientation, intake, assessment, goal setting, and enrollment/persistence policies and practices that promote participation, attendance, persistence, and completion, as described in OAE policies;[3]
    - Commitment to admitting/enrolling those who are motivated and supported to persist and to finding solutions for others;
    - Learning disabilities screening, as described in Statewide Learning Disabilities Plan;
    - Exposure to and use of Rhode Island employment data to assist all of our participants in developing knowledge of available career options to be used in (career) goal setting. The website address for this service is www.employri.org
    - Exposure through field trips, guest speakers, or other means to any of the netWORKri One Stop Career Center sites.

- Staff must be well-trained and highly supported and should be evaluated regularly including an evaluation of staff impact on student achievement. All new staff must complete the new staff orientation and must take introductory NRS online courses (15-30 hours). All staff must have an individual professional development plan and paid opportunities for professional development on policies and standards. We also expect that staff have joint paid time for curriculum development, lesson planning, and student performance analyses and instructional and program improvement activities. We expect further that all local staff have individual paid time for preparation, assessment, follow-up activities, and other noninstructional tasks.[4] Policies to guide the evaluation and development of staff will be released at a later date.

- Each program must have at least one staff person who is trained or will receive training in screening, assessment, and instruction of adults with learning disabilities. This is not a position requirement. It is a requirement to assign these responsibilities to an existing staff member. .

- Measurable participant goals and outcomes must be set. Short-, mid-, and long-term goals are set with participants. All participants with 12 or more hours of instruction must have goals. At least 50% of those unemployed must have

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[2] FIP participant's weekly hours can vary due to differences between federal and state laws from 10 to 30 hours per week. DHS prefers the 10+ 20 model with 20 hours of some type of work activity in combination with 10+ hours of adult education.
[3] Orientation and intake activities may be for as many as 25 hours.
[4] Between 0.5 and 1.5 hours for every teaching hour is considered sensible.

an entered employment goal that can be achieved during the year. At least 50% of those employed must have a retained employment goal. At least 50% of those employed must have a job advancement goal (i.e., expanded responsibilities or higher pay due to skill gains). All those with skills at the high ASE level must have a high school credential goal. At least 50% of those with a high school credential goal must have a postsecondary enrollment goal. At least 80% of those enrolled in RI Works must have an entered employment goal. Performance targets are negotiated and agreed upon with RIDE. Performance targets (e.g., % of those with entered employment goal) may vary by specific funding stream and may be higher than the minimum percentages stated.

- Instructional practices that research has proven to be effective in teaching adults must be used, particularly (1) instructional practices proven to work in teaching adults to speak, read, write, and use math to solve problems (e.g., phonemic awareness, systematic phonics, fluency, and reading comprehension); (2) instructional practices proven to be effective in serving ESL literacy students, and (3) instructional practices proven to work in serving adults with learning disabilities. We expect standards-based curriculum and learning resources that are contextualized and age appropriate (e.g., ESL for the Hospitality Industry). We further expect that learning will be facilitated drawing on real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of parenting and citizenship (e.g., literacy for health). We encourage the use of formative/informal assessments to provide participants and teachers with ongoing feedback.

- Learning environments must be accessible by all, safe, healthy, respectful, and conducive to adult learning (e.g., have adult tables and chairs, adequate lighting, temperature, ventilation, and repair of facilities) and are ADA-compliant.

- Programs and information must be well-managed. Outcome-oriented administrative or management practices are required. In addition, expectations are that:
    - all proposed costs are allowable and necessary, as per relevant statute(s);
    - administrative costs are reasonable and necessary and do not exceed 5% (Tier I), or 8%-10% (Tier II).
    - data on all participants, staff, and activities are entered into the Comprehensive Adult Literacy Information System (CALIS) on a biweekly basis;
    - performance targets are set with OAE that are achievable;
    - management ensures compliance with related federal statutes such as the Americans with Disabilities Act and various civil rights statutes;
    - program stores programmatic and fiscal records for at least 5 years (and preferably for up to 7 years) in a safe place and has information security policies that are up to industry standards;
    - actual enrollment falls within 90%-125% of planned enrollment;
    - actual expenditures are identical or close to planned expenditures;
    - pay levels and benefits are comparable to pay levels of those with similar responsibilities in local economy;
    - quarterly narrative reports are submitted on time;
    - financial documents including the Annual Financial Report are submitted on time;
    - attendance in Leadership Institutes and Lessons Learned Sessions is perfect.

# III. PRIORITIES AND TARGETS

## III.1. STATEWIDE PRIORITIES AND TARGETS

These are the statewide targets for FY2011-FY2015.

| PERFORMANCE MEASURES | FY2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---|---|---|---|---|---|
| **ENROLLMENT[5]**<br>**(12+ HOURS AND SKILLS < 12TH GRADE AND/OR LEP)** | | | | | |
| ABE Beginning Literacy | 250 | 300 | 350 | 400 | 500 |
| ABE Beginning Basic | 550 | 600 | 650 | 675 | 700 |
| ABE Intermediate Low | 800 | 850 | 900 | 950 | 1,000 |
| ABE Intermediate High | 1,500 | 1,600 | 1,650 | 1,700 | 1,800 |
| ASE Low | 575 | 675 | 800 | 900 | 1,000 |
| ASE High – Fast Track | 200 | 250 | 300 | 400 | 500 |
| ASE High – College Readiness | 250 | 400 | 600 | 800 | 1,000 |
| Transition to College and Careers | 300 | 500 | 700 | 900 | 1,000 |
| ESL Beginning Literacy | 250 | 500 | 750 | 1,000 | 1,500 |
| ESL Beginning Low | 200 | 500 | 750 | 1,000 | 1,500 |
| ESL Beginning High | 575 | 600 | 750 | 850 | 1,000 |
| ESL Intermediate Low | 875 | 900 | 950 | 975 | 1,000 |
| ESL Intermediate High | 600 | 625 | 650 | 675 | 750 |
| ESL Advanced | 425 | 450 | 475 | 500 | 500 |
| ESL Advanced – College Readiness | 50 | 75 | 100 | 150 | 250 |
| R.I.S.E.S. –Tier I (Included Above) | 200 | 350 | 500 | 750 | 1,000 |
| R.I.S.E.S. – Tier II (Included Above) | 200 | 350 | 500 | 750 | 1,000 |
| R.I.S.E.S. – Tier III (Included Above) | 200 | 350 | 500 | 750 | 1,000 |
| **TOTAL (UNDUPLICATED)** | 7,350 | 8,825 | 10,375 | 11,875 | 14,000 |
| TOTAL DISTANCE LEARNING | 250 | 500 | 1,000 | 2,500 | 4,000 |
| **PROFICIENCY (SKILL GAINS)**<br>**COMPLETION OF EDUCATIONAL FUNCTIONING LEVELS**<br>**BASED ON PRE- AND POST TEST SCORES** | | | | | |
| ABE Beginning Literacy | 35% | 45% | 48% | 52% | 55% |
| ABE Beginning Basic | 45% | 47% | 52% | 55% | 57% |
| ABE Intermediate Low | 46% | 48% | 52% | 55% | 58% |
| ABE Intermediate High | 38% | 40% | 42% | 45% | 50% |
| ASE Low | 32% | 40% | 45% | 50% | 52% |

[55] These estimates are based on two assumptions. One is that funding will increase as per the Strategic Plan of the Governor's Workforce Board – Rhode Island. The second assumption is based on enrollment targets that address the need to reach the most needy subpopulations. FY2011 enrollment targets are almost identical to FY2009 actual enrollments. Enrollment targets do not imply classes will be structured accordingly. They represent the number of participants pre-tested into the levels indicated.

| PERFORMANCE MEASURES | FY2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---|---|---|---|---|---|
| ESL Beginning Literacy | 48% | 50% | 54% | 58% | 60% |
| ESL Beginning Low | 68% | 71% | 74% | 78% | 81% |
| ESL Beginning High | 60% | 68% | 72% | 76% | 78% |
| ESL Intermediate Low | 52% | 55% | 58% | 62% | 65% |
| ESL Intermediate High | 42% | 47% | 52% | 55% | 57% |
| ESL Advanced | 25% | 31% | 34% | 38% | 41% |
| **ALL LEVELS** | **45%** | **49%** | **53%** | **57%** | **60%** |
| Post testing rate | 70% | 72% | 74% | 76% | 80% |
| Separation before outcome rate | 40% | -2.5% | -3.0% | -4.0% | -5.5% |
| Significant Test Score Gains | 40% | 45% | 50% | 60% | 70% |
| Transitions from ABE to ASE | N/A | Baseline | +10% | +10% | +10% |
| Transitions from ESL to ABE | N/A | Baseline | +10% | +10% | +10% |
| Transitions from ESL to ASE | N/A | Baseline | +10% | +10% | +10% |
| Skills Certificates | | Baseline | +10% | +10% | +10% |
| **NUMBER OF CORE FOLLOW UP EDUCATION AND EMPLOYMENT OUTCOMES** **NRS OUTCOMES INDICATED WITH *** | | | | | |
| Obtained High School Credential* | 700 | 800 | 1,000 | 1,500 | 2,000 |
| Entered Postsecondary Education and Training (Prior to December 31 in Year of Exit)* | 300 | 400 | 750 | 1,000 | 1,250 |
| Entered Postsecondary Education and Training (Within 12 months) | 350 | 500 | 1,000 | 1,500 | 2,000 |
| Work Exposures | 200 | 300 | 500 | 750 | 1,000 |
| Career Plans | Baseline | +200 | +300 | +500 | +1,000 |
| Work Experiences (Unpaid) | 200 | 300 | 400 | 500 | 750 |
| Work Experiences (Paid) | 100 | 200 | 300 | 400 | 600 |
| Entered Employment (Quarter after Exit)* | 650 | 750 | 1,000 | 1,500 | 2,000 |
| Entered Employment (Any Time since Registration up to 12 Months after Exit) | 750 | 1,000 | 1,500 | 2,000 | 2,500 |
| Retained Employment (Third Quarter after Exit)* | 350 | 400 | 500 | 750 | 1,000 |
| Industry Credentials | 100 | 200 | 300 | 400 | 500 |
| Completion of One Year of Postsecondary Education and Training (Within 36 months) | | 250 | 300 | 400 | 500 |
| Earnings Gains (Difference between earning in the two quarters following exit and the two quarters preceding enrollment) | | Baseline | +2.5% | +3.0% | +10% |
| **NRS PERFORMANCE TARGETS FOR CORE FOLLOW UP EDUCATION AND EMPLOYMENT OUTCOMES** | | | | | |
| Obtained High School Credential* | 55% | 58% | 62% | 64% | 68% |
| Entered Postsecondary Education and Training* | 22% | 24% | 26% | 30% | 34% |

| PERFORMANCE MEASURES | FY2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---|---|---|---|---|---|
| Entered Employment* | 75% | 80% | 80% | 80% | 80% |
| Retained Employment* | 85% | 90% | 90% | 90% | 90% |
| **OTHER** | | | | | |
| Prospective student leaders instructed in oral presentations skills | 200 | 200 | 200 | 200 | 200 |
| Student leaders engaged in decisions | 10+ | 40 | 60 | 80 | 100 |
| Student satisfaction rate[6] | 60% | 70% | 80% | 85% | 90% |
| Citizenship test pass rate* | Baseline | +5% | +5% | +5% | +5% |
| Voters registered* | Baseline | +5% | +5% | +5% | +5% |
| Children of family literacy participants reading at grade level or above* | Baseline | +5% | +5% | +5% | +5% |

The majority of the targets for these performance measures align with the Indicators of Core Performance, as required by Section 212 [a] of the Adult Education and Family Literacy Act. Some of the measures as permitted in Section 212 [b] reflect the State Eligible Agency's additional performance measures of interest. All performance targets based on these measures will be set through a negotiation process between successful applicants and the State, as represented by RIDE. As a result, each award recipient will have specific annual performance targets. These targets, taken together, will allow the State to meet its performance targets, as established every year in spring through negotiations with the U.S. Department of Education, Office of Vocational and Adult Education (Division of Adult Education and Literacy).

These overall and statewide performance targets should tell you exactly how the targets you will propose relate to and contribute to the State's goals and expected outcomes.

The following are the specific investment priorities established for this competition.

## III.2. Policy Priorities and Associated Targets

The specific investment priorities are stated below. Some of the priorities and components described below may go beyond what we are able to fund with Adult Education and Family Literacy Act resources. All amounts listed are annual amounts. Other funding sources will be used and matching resources will be leveraged to support those priorities and components. Adult Education and Family Literacy Act resources will only be used to support activities allowed under this federal statute.

Priority Area #1: Strong Families and Communities (Up to $5.25 million)

- Expansion of Low-Literacy and Family Literacy opportunities.
- Provision of Comprehensive Community-based classroom Adult Basic Education, Adult Secondary Education, and English as a Second Language (English for Speakers of Other Languages) and introduction of managed enrollment and mandatory testing and instruction in both reading and mathematics.
- Expansion of Distance Learning opportunities.

[6] 50% sample size requirement and at least 25% of those separated without an outcome.

Priority Area #2: Upward Mobility through Multiple Pathways to College, Work, and Career Readiness – Up to $4.30 million

- Expansion of Adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's nine critical and emerging industries (Up to $1.5 million).
- Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled welfare recipients and other unemployed low-skilled adults with skills below the 6th grade, limited English proficiency, and poor work histories (Up to $1.1 million).
- Creation of partnerships between adult education programs and district collaboratives to provide services to English Language Learners and youth with special needs that have aged out of their graduation cohort before reaching proficiency (Up to $0.75 million).
- Integration of pre- and post-release adult education services for the incarcerated in State correctional facilities (Up to $0.2 million).
- Expansion of transition to postsecondary education and training/apprenticeship programs that use dual enrollment including rigorous Adult Secondary Education for College and Careers for those preparing for postsecondary education based on internationally benchmarked college and career readiness standards (Up to $0.75 million).

Priority Area #3: Civic Engagement and Student Leadership – Up to 350,000

3. Continuation of English Literacy and Civics Education (Up to $225,000).
4. Expansion of Student Leadership (Up to $125,000).

Applicants can apply for multiple priorities however a single grant award will be made. This implies that 75% of the cost of proposed services under any of the three priorities must be financed through that award amount. The remaining 25% will be financed through matching resources leveraged by the applicant.

# IV. ACCOUNTABILITY

No adult education agency or network (consortium) of agencies will be low- or underperforming by the end of FY2013. This means that any agency or network (consortium) that fails to meet the performance targets for FY2011 and FY2012 will be automatically terminated and its funding for the remainder of the five-year grant period (i.e., FY2014 and FY2015) will be redirected to one or more effective providers capable of serving the same community (-ies) and target population(s) as the low-performing or under-performing agency.

RIDE will use the following process to support low performing programs in their turnaround attempts with the intent that performance issues will be addressed by specified times. The process identifies what the different stages are in the event performance issues are not addressed satisfactorily in agreed upon timelines.

Stage 1: Warning Stage
During the first 9 months of the grant period, RIDE will carefully monitor program performance. If programs are at risk of meeting their targets or are failing to meet their targets (e.g., because of considerable, unacceptable delays in start-up), then RIDE will issue a warning to programs and order for implementation by July 1, 2011, the implementation of a program transformation model. This model may include these RIDE-ordered changes in order for the program to continue to receive funding:

- Hiring of a new program director or coordinator;
- Measuring staff effectiveness and removing ineffective teachers, counselors/case managers, and administrators and replacing them with highly effective staff;
- Offering specific professional development and professional development supports;, as well as targeted technical assistance;
- Developing a rigorous, standards-based program wide curriculum including instructional units and formative assessments;
- Taking other measures deemed necessary.

Programs will have up to six months to make these transformations and the impact on student achievement will be evaluated by the end of FY2012. If by that time, the program meets its performance targets, then the warning status will be removed. If it does not meet its performance targets by that time, the program will be moved to Stage Two.

Stage 2: Probation Stage
Programs that fail to meet FY2012 performance targets who previously were in the Warning Stage are automatically moved to the Probation Stage at or near the beginning of State FY2013. During this stage, RIDE will reduce program autonomy in the implementation of transformation or turnaround initiatives and will direct the turnaround. This may include mandating the management of the program be done by another agency such as an educational management organization. It may also include directing putting in place RIDE-selected or approved new leadership and staff, new governance, new instructional and assessment models, and providing flexibilities to the newly hired staff to do what is necessary to improve student achievement in that context with the specific student population. If the effort is successful as per agreed upon turnaround objectives, then the program will continue to receive funding. If the program fails to meet its turnaround objectives, funding for the remainder of the five-year grant period will be eliminated.

Stage 3: Termination Stage
Toward the end of State FY2013, RIDE will terminate programs that failed to meet their turnaround objectives. The idea is to close programs and place students in high-performing programs and/or give students access to highly effective teachers. Programs will receive a small amount of funding in State FY2014 to support the successful transition of students from their program to the program(s) RIDE will select competitively to serve the community where the

underperforming program was located. Final payments will be held until all reporting requirements are met and students have been transitioned successfully.

# V. APPLICATION AND REVIEW PROCESSES

The original plus ten (10) copies of the application must be received by:

3:00 p.m. on April 30, 2010

Send via surface mail (no facsimile or e-mail transmission allowed) or hand deliver your application to:

Office of Multiple Pathways, Adult Education
c/o Request for Proposals
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, 6th Floor
Providence, RI 02903

## V.1. Selection Process

After submission of your application, we will conduct a multi-step *due diligence* selection process:

1) **Interagency Reading and Initial Review.** All proposals will be read and evaluated by a staff and interagency team using the designated selection criteria referenced below.

2) **Staff Telephone Interview.** Applicants may be contacted and given the opportunity to answer any question reviewers may have.

3) **In-Person Interview.** After the initial screening has been made, remaining applicants may be given the opportunity to meet personally with the review team to, substantiate the submitted target plan.

4) **Verification.** The review team may contact previous participants and other outside persons familiar with the provider's work to ask for confirmation of any key claims made by the applicant during the due diligence process.

5) **Recommendations.** The Interagency Reading and Review Team will submit investment recommendations to the Commissioner of Education and the Director of Multiple Pathways who will review the recommendations and present them to the Governor's Workforce Board for approval. Subsequently, the investments will be submitted to the Board of Regents for endorsement. In the event an agency that submitted an investment proposal disagrees with the investment decisions, it must submit in writing to the Office of Adult Education a request for an appeal. Letters of Appeal must be received within 15 calendar days from the date of notification. This request must include a thorough justification as to why the agency believes the investment decisions were not justified. The Office of Adult Education will then schedule an opportunity for the agency to present its case. The Commissioner of Education will decide whether the appeal was justified or not. All appeal decisions made by the Commissioner will be final.

## V.2. Selection Criteria

Investment priorities for strong families and communities, upward mobility through college and career readiness and civic engagement and student leadership will be evaluated individually on the criteria stated below. Points will be assigned for a maximum of 100 points. However, applicants can earn up to ten (10) bonus points if they established strong partnerships. Applicants can also earn up to five (5) bonus points for contextualized programming at the lower level.

**1. Alignment of proposal with priorities and contribution to statewide outcomes (25 points)**

- To what extent does the proposal clearly focus on and align with statewide outcomes and present clear and verifiable targets?
- To which degree has the provider established measurable goals for participant outcomes? [AEFLA, Section 231(e)(1)]
- Does the proposal present clear and verifiable targets that directly contribute to RIDE's investment outcomes?
- Are these targets substantial, and do they represent a significant positive impact on the target population?

**2. Applicant experience and readiness (20 points)**

- What is the experience and readiness to work with the target population and provide the core services referenced in this Request for Proposals?
- What is the past effectiveness of the provider in improving the literacy skills of adults and families? What is the success of the provider, in the event the provider received AEFLA funding in the past, in meeting or exceeding (after the first year) the performance measures in Section 212, especially with respect to those adults with the lowest levels of literacy? [AEFLA, Section 231(e)(2)]
- What is the commitment of the provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills? [AEFLA, Section 231(e)(3)]
- Has the applicant undertaken similar projects and/or does the applicant have experience working with this target population?
- What has been learned from these experiences that contributes to the philosophy, approach, and key people involved in this proposed project?
- Has the applicant been successful with the target population? Has the applicant been able to produce positive outcomes for participants? Has the applicant provided reliable evidence that its services enabled participants to build their skills, get high school credentials, enroll in postsecondary education or training, find, retain, or advance in jobs? Is there evidence that planned and actual enrollment and intensity (as measured by average hours of instruction received) meet minimum expectations?

3. **Project Design (20 points)**

- Does the project design reflect learning from prior experience, use of best practices and research, and a clear connection to participant outcomes? In short, we are looking for clearly articulated projects that reflect a keen understanding of how to reach, engage, and help the target population continue to progress despite potential obstacles to outcome achievement.
- Are participant-focused outcomes provided that link clearly to the project approach?
- Does the design reflect a clear delivery and engagement strategy and ability to use data?
- Has the applicant developed an approach that reflects a thorough understanding of the outcome measures sought in this RFP and related best practices that should be considered?
- Is the program of sufficient intensity and duration for participants to achieve substantial learning gains? [AEFLA, Section 231(e)(4)(A)]
- Does the program use instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read? [AEFLA, Section 231(e)(4)(B)]
- Are the proposed activities built on a strong foundation of research and effective educational practice [AEFLA, Section 231(e)(5)]
- Do the proposed activities effectively employ advances in technology, as appropriate, including the use of computers? [AEFLA, Section 231(e)(6)]
- Do the proposed activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship? [AEFLA, Section 231(e)(7)]
- Do the proposed activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs? [AEFLA, Section 231(e)(10)]

4. **Understanding of the target population (5 points)**

- Does the provider propose services in a community where there is a demonstrated need for additional literacy programs in the local community? [AEFLA, Section 231(e)(12)]
- Does the program design address the needs of the target population?

5. **Experience of key staff (20 points)**

- Are the proposed activities staffed by well-trained instructors, counselors, and administrators? [AEFLA, Section 231(e)(8)]

6. **Understanding of how to work with outcome-based reporting and use of data (5 points)**

- Does the provider maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures? [AEFLA, Section 231(e)(11)]

- Does the provider consider data in program decisions and continuous improvement?

7. **Use of Resources (5 points)**

- Are requested funds adequate and reasonable?

- What is the extent to which the requested amount and the services supported with the requested funds align with priority considerations?

8. **Bonus: Partnerships/Collaboration with other agencies (10 bonus points)**

- Does the proposal include a partnership between applicants that operated small programs in the past? Is a network being proposed or are partnerships being created as a prelude to future network formation?

- Do the proposed activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary education and training institutions, One Stop Career Centers, Youth Centers, Industry Partnerships, and training organizations?

9. **Bonus: for Contextualized Learning (5 bonus points)**

- Does the partnership propose an expansion of integrated education and technical/occupational training for those with skills below 6th grade and for those with skills at the 6th to 8th grade?

**For those responding to Part D - Network Implementation response will be rated on the following:**

1.) Readiness and Interest (40 points)
2.) Standardized and Centralized Functions (20 points)
3.) Steps and Milestones for Planning period (20 points)
4.) Continuum of Services (20 points)

The Network Implementation screening may also include in-person interviews to further discuss proposed implementation.

# VI. APPLICATION REQUIREMENTS AND MATERIALS

## VI.1. Required Application Components

In addition to the required Letter of Intent, applicants must submit an original application package with original signatures and ten (10) copies that consists of these eight components:

1. Cover Sheet (Attachment A)
2. Program Abstract (Attachment B)
3. Performance Target Summary Chart (Attachment C)
4. Program Narrative(s)
5. Proposed Budget and Matching Forms for FY2011 (Attachment D)
6. Administrative Cost Work Sheet (Attachment E)
7. Memorandum/-a of Agreement (Attachment F)
8. Program Income Declaration (Attachment G)
9. Signed Assurances Document. (Attachment H)

## VI.2. Program Narrative Requirements

The Program Narrative(s) must be written in a legible font with a font size 11 or greater. The Program Narrative should be double-spaced. The page limit for the Program Narrative is 12 pages (per part) but applicants are advised to be as concise and clear as possible, as applications will not be evaluated on prose writing ability. Instead, applications will be evaluated based on content/substance and responsiveness to criteria listed elsewhere in this Request for Proposals.

Depending on the priority areas addressed, the application must have one, two, or three parts, as applicable. In addition, agencies that have agreed to become a network in FY2013 must include a separate narrative part. The possible parts are:

Program Narrative – Part A: Responses to Questions for Priority Area #1: Strong Families and Communities

Program Narrative – Part B: Responses to Questions for Priority Area #2: Upward Mobility through Multiple Pathways to College, Work, and Career Readiness

Program Narrative – Part C: Response to Questions for Priority Area #3: Civic Engagement and Student Leadership

Program Narrative – Part D: Response to Network Questions

Each Program Narrative will address the questions provided below. When more than one sub priority is addressed, then the response to each question must address each of the sub priorities.

The questions for Part A – Strong families and Communities are:

1. What is the population you are targeting?
2. What (continuum of) services will you provide?
3. What is your project design?
4. What experience and expertise do you and your staff have in delivering results to your populations?
5. What outcomes will you achieve?
6. What partnerships have you established to increase access, maximize alignment of services, and realize cost efficiencies?
7. What will requested grant funds and leveraged matching resources support?

The questions for Part B – Multiple Pathways to College, Work, and Career Readiness are:

1. What is the population you are targeting?
2. What (continuum of) services will you provide?
3. What is your project design?
4. What experience and expertise do you and your staff have in delivering results to your populations?
5. What outcomes will you achieve?
6. What partnerships have you established to increase access, maximize alignment of services, and realize cost efficiencies?
7. What will requested grant funds and leveraged matching resources support?

For the sub priority of contextualized education and training tied to career pathways in critical and emerging sectors, applicants who submitted an application to the Providence/Cranston and Greater Rhode Island Workforce Investment Boards may elect to submit a copy of their application. They must add a brief statement that clarifies what services are being submitted to RIDE for funding.

The questions for Part C – Civic Engagement and Student Leadership are:

1. What is the population you are targeting?
2. What services will you provide?
3. What is your project design?
4. What experience and expertise do you and your staff have in delivering results to your populations?
5. What outcomes will you achieve?
6. What partnerships have you established to increase access, maximize alignment of services, and realize cost efficiencies?
7. What will requested grant funds and leveraged matching resources support?

The questions for Part D – Network are:

1. How and when did you come to agreement to form a network?
2. What are your thoughts regarding how you will organize the network?
3. What functions will be centralized? What functions will be standardized?
4. What are the major steps you need to take and milestones you want to reach in the first year and in the second year of the network planning and development period?
5. What technical assistance needs do you have?
6. How will you use the planning resources available to help meet your technical assistance needs?
7. What are your preliminary thoughts regarding the service continuum your network will establish?

The individual agencies must also sign a Memorandum of Agreement to create a network that will be implemented on July 1, 2012. This Memorandum must list all the expected partners and must have the dated signatures of the Executives and Board Chairs of all agencies that intend to make up the network. It further must state that the agencies understand

that creation of a full continuum of services is required.

Before completing the application materials, applicants must review the priority-specific requirements and guidelines described in the sections below.

## VI.3. Priority-Specific Requirements and Guidelines

## VI.3. 1. Priority Area #1: Strong Families and Communities (Reference for Program Narrative Part A)

Sub Priority 1.1. Expansion of Low-Literacy and Family Literacy opportunities.

Of the approximately 150,000 adults that make up the target population for adult education in Rhode Island, there are an estimated 29,681 Rhode Islanders whose levels of educational attainment are at the sixth grade or below (American Community Survey of 2008), While attainment and skill proficiency are not identical, attainment serves as a reliable proxy. As for skill data, 53,605 adults in Providence County (11% of the total adult population of 487,315 in 2003) lacked basic prose literacy skills (NAAL 2003).

Many of these adults struggle with the acquisition of early literacy and numeracy skills in English in a number of ways. The individuals facing these rudimentary skill development challenges are predominantly native-born Rhode Islanders but these groups of adults who are learning to read and write in English for the first time also include immigrants and refugees from English speaking nations whom for a variety of reasons did not have the opportunity to access or finish an elementary formal education.

When looking at the supply of **low literacy services** for this diverse population of early readers and writers, the entire adult education system is facing a capacity constraint and there is a shortage of high-quality services at this level. In State Fiscal Year 2009, for instance, there were opportunities for just under 750 adults at this skill level statewide. In Providence proper, there are waiting lists for these services almost identical to the existing capacity.

In addition to these service capacity constraints, there is also a related teacher capacity problem. Very few teachers understand the processes of pre-literacy and early literacy and numeracy skill development very well and are not trained in effective teaching strategies. To further compound the issue, teachers have not been sufficiently trained in how to make adults with very few or no formal education experiences ready to learn. Finally, there have been reports that a considerable number of adults at this level may face learning disabilities.

Under this priority, applications are solicited for services at this low level of literacy and numeracy. As indicated in the statewide performance target chart, it is the intent to grow the number of opportunities available for individuals with skills at these levels over time.

Applicants are encouraged to design an appropriate intervention or set of interventions for this population All the requirements specified in Section II apply to this sub priority.

While all eligible agencies can apply, priority consideration for this sub priority will be given to a consortium of eligible agencies from or serving the low-literacy communities. In addition, priority will be given to applicants that have engaged prospective low literacy students in the design of the program.

As for **family literacy**, the Department is interested in expanding family literacy offerings in schools, particularly in schools where parents have expressed a need to develop their skills to assist their children with homework. Family literacy initiatives must offer at least four components: adult education for parents, early childhood education (funded by partners where possible), parent education, and interactive literacy activities for both parents and children.

As for **Even Start Family Literacy Programs,** only those programs that have come to the end of their funding cycle must submit an application. This application must meet the following requirements, a specified in the Elementary and Secondary Education Act, Title I, Part B, Subpart 3 - William F. Goodling Even Start Family Literacy Programs.

The purpose of the Act is to break the cycle of poverty and illiteracy by – improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. The program has three goals: (a) to "help parents improve [family] literacy or basic education skills," (b) to "help parents become full-time partners in educating their children," and (c) to "assist children in reaching their full potential as learners" (U.S. Department of Education, 1998).

The priorities under this program are to establish a program that shall:

- Be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;
- Promote the academic achievement of children and adults;
- Assist children and adults from low-income families to achieve challenging State content standards and challenging State student achievement standards; and
- Use instructional programs based on scientifically-based reading research and addressing the prevention of reading difficulties for children and adults.

Eligible participants are parents who are eligible for participation in adult education or who are not within the State's compulsory school attendance age range, and their children from birth through 8 year- of-age.

Even Start is a unified family literacy program that integrates early childhood education, adult literacy and adult basic education, and parenting education.

Even Start has fifteen required program elements:

1. Identifying and recruiting families most in need of services as indicated by low income, low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related factors;
2. Screening and preparing parents, including teenage parents and children for full participation in the activities and services provided by the program, including testing, referral to necessary counseling, other developmental and support services, and related services;
3. Designing programs and providing support services (when unavailable from other sources) necessary for participation and appropriate to the participants' work and other responsibilities, including:
    - Scheduling and locating services to allow joint participation by parents and children;
    - Child care for the period that parents are involved in the program provided for through Even Start funds; and
    - Transporting parents and their children to enable participation in the Even Start program;
4. Establishing high-quality intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children and prepare them for success in regular school programs;
5. Assuring staff who are paid in part or in full with Even Start funds are highly qualified, as defined:
    - All new personnel hired after December 22, 2000 and by December 22, 2004, the majority of the individuals providing academic instruction in existing Even Start programs, shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and if applicable, meet qualifications established by the State for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.
    - The individual responsible for administration of family literacy services provided with federal Even Start funds has received training in the operation of a family literacy program, and
    - Paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent;
6. Providing special training to staff, including child care staff, that develops the skills necessary to work with parents and young children in the full range of instructional services offered as part of the Even Start program;
7. Providing and monitoring integrated instructional services to participating parents and children through home-based programs;

8. Operating on a year-round basis, including the provision of instructional and enrichment services during the summer months;
9. Coordinating programs assisted under Even Start funding with programs assisted under other parts of The No Child Left Behind Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998 (job training), and with the Head Start program, volunteer literacy programs, and other relevant programs;
10. Using instructional programs based on scientifically based reading research for children and adults, to the extent such research is available;
11. Encouraging participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;
12. Including reading readiness activities for preschool children based on scientifically-based reading research, to the extent available, to ensure children enter school ready to learn to read;
13. When applicable, promoting the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
14. Ensuring that the program will service those families most in need of Even Start and services; and
15. Providing an independent local program evaluation to be used for program improvement.

Additional requirements and considerations include:

- Select ion of the number of families in line with resources (per family RIDE investment between $3,000 and $6,000).
- Developmental testing/screening of children birth to 4 years of age, as before. There will be no obligation to report to RIDE on that age group.
- Required federal testing: PPVT and PALS-PreK for four-year-olds entering K next year.
- Use of the Parent Educational Profile, Scale #2 for parent participants.
- Use of either CASAS, or BEST to test adults and use test scores and the Educational Functioning Levels associated with pre- and post-test scores for reporting purposes.

<u>Sub Priority 1.2 Comprehensive Community-based classroom Adult Basic Education, Adult Secondary Education, and English as a Second Language (English for Speakers of Other Languages) and introduction of managed enrollment and mandatory testing and instruction in both reading and mathematics.</u>

This sub priority reflects the area of greatest investment in the past. The minimum requirements for this sub priority are those stated in Section II. Unlike requirements in prior grant cycles, these requirements now include a managed enrollment requirement, as defined in Section II and required testing and instruction in both reading and mathematics for ALL students.

Given the scarcity of funding, applicants are encouraged to serve Rhode Island residents first before they consider admitting non Rhode Islanders. If non Rhode Islanders present themselves for services, applicants should be prepared to assist the individual in finding a convenient adult education opportunity in the state of the student's residence.

<u>Sub Priority 1.3. Expansion of Distance Learning opportunities.</u>

During the prior grant cycle, the Rhode Island Adult Education Distance Learning Policy was issued. This policy defined distance learning, identified approved programs, and specified how distance learning services need to be accounted for. With the implementation of this policy, distance learning became an allowable grant activity. In addition, the State continued its investment in making access available to on-demand videos as part of GED Connection and Workplace Essential Skills to all students and expanded its partnership with Rhode Island PBS and its partners to provide all students with access to over 50,000 on-demand learning units either in video or other form accessible through the Web. The State has also monitored closely the pilot project at the Providence Public Library through the Learner Web and recently rejoined the Project IDEAL initiative. Finally, the State is developing a virtual learning network that will include a virtual high school for youth and adults, skills remediation opportunities, and opportunities to take occupational skills training and postsecondary education and training courses online.

Applicants are encouraged to expand enrollments by enrolling distance learning students, as long as the students and services meet the requirements of the aforementioned policy. It is the intent that at least 4,000 adult education students in programs funded with RIDE adult education funding will be distance learning students by FY2015. In addition, applicants should take full advantage of the opportunity created by distance learning to increase learning time on task for classroom students and students in 1-on-1 or small group tutorials. This is likely to increase intensity of instruction, promote persistence, and accelerate goal attainment, which will free up slots more quickly creating opportunities for new students to enroll. Applicants are further encouraged to use their staff-assisted leaning resource centers to start out waitlisted students as distance learning students.

## VI.3. 2. Priority Area #2: Upward Mobility through Multiple Pathways to College, Work, and Career (Reference for Program Narrative Part B)

The Department is developing a system of multiple pathways for youth and adults. Adult Education -- as are Career Technical Education, postsecondary education and training, apprenticeships, the military and the Foreign Service, and employment training -- can be an integral part of such system.

Eligible bidders are encouraged to pursue service delivery through this multiple pathway system as long as services are provided to eligible persons and services and costs are eligible and allowable under the applicable federal and state adult education statutes and as long as adult education resources are not used to supplant any other resources.

This Request for Proposals is encouraging the development of pathways or components of pathways that can be integrated and are consistent with the Rhode Island system of multiple pathways currently under development. The Department is particularly interested in the following pathways:

- Pathways to college and careers for older English Language Learners (16-21) and young adults with learning disabilities (16-21);
- Career pathways tied to critical and emerging sectors for low-skilled adults and welfare recipients that use concurrent enrollment and combine education, training, career awareness, exposure, planning, and preparation, work exposure and experience, and support services;
- Pathways for the incarcerated that connect pre- and post-release education services;
- Pathways that use dual enrollment where possible to help adults transition into postsecondary education and training, apprenticeships, the military, the Foreign Service, or careers.

<u>Sub Priority 2.1.Expansion of adult education that is contextualized and supports career pathways for youth and adults in Rhode Island's nine critical and emerging industries (Up to $1.5 million).</u>

Over the next five-years, subject to availability of funding, Rhode Island has committed as part of its Governor's Workforce Board Rhode Island Strategic Workforce Plan 2009-2014 to increase the share of funding dedicated to integrated programs that combine education and training in support of career pathways in Rhode Island's nine critical and emerging sectors to fifty percent of the public investment in adult education.

This strategy has been named Rhode Island R.I.S.E.S., which is an acronym for Responsive Integrated Skills and Education Strategy. Prior investments in this area have been limited to select demonstration projects and have reflected modest co-investments with other public and private funders. The main purpose is to make English, literacy, numeracy, <u>and</u> technical skill development opportunities available to all eligible adults irrespective of their skill levels.

Adult education services under this strategy are tied to career pathways. Services can be provided in (1) a sequential manner as part of a sequence of learning arrangements where adult education precedes technical training, (2) in a

simultaneous or concurrent fashion so that participants as part of the program participate in contextualized adult education and training that are coordinated with and which curricula enforce each other, and (3) in an integrated manner where the curriculum blends basic and technical skills instruction (e.g., through a team teaching model and/or the use of project-based learning). The latter two options are preferred.

Applicants are encouraged to review, incorporate, or coordinate with the integrated programs available through the Rhode Island Works Intensive Program for welfare clients with significant skill barriers. In addition, applicants in the Providence area and the Aquidneck Island region are encouraged to review the service gap analysis conducted by the Pathways to Opportunity Office at City Hall and the related citywide Providence R.I.S.E.S strategy and the service extension plans of the Newport Skills Alliance. These analyses show for relevant sectors what education and training exist by skill level and identify gaps a broad-based group of public and private stakeholders wishes to fill through coordination and leveraging of public and private resources.

Applicants are advised that through this priority area we are seeking eligible providers for group education and training services for two specific target sub populations, low-income adults and dislocated workers.

Low-income adults are defined as individuals 18 and older who receive public assistance under a federal, state or local income-based public assistance program(e.g. Food Stamps), or whose income would qualify them for such a program, and who have citizenship and/or resident alien status allowing them to work. Special provisions apply to persons with disabilities, foster children, and the homeless.

A dislocated worker is defined as someone who:

- Has been terminated or laid off, or has received a notice of termination or layoff from employment;
- Is eligible for or has exhausted unemployment insurance;
- Has demonstrated an attachment to the workforce, but is not eligible for unemployment and is unlikely to return to a previous industry or occupation;
- Has been terminated or laid off or received notification of termination or layoff from employment as a result of a permanent closure or substantial layoff;
- Is employed at a facility where the employer has made the general announcement that the facility will close within a 180 days;
- Was self-employed but is unemployed as a result of general economic conditions in the community or because of a natural disaster; or
- Is a displaced homemaker who is no longer supported by another family member.

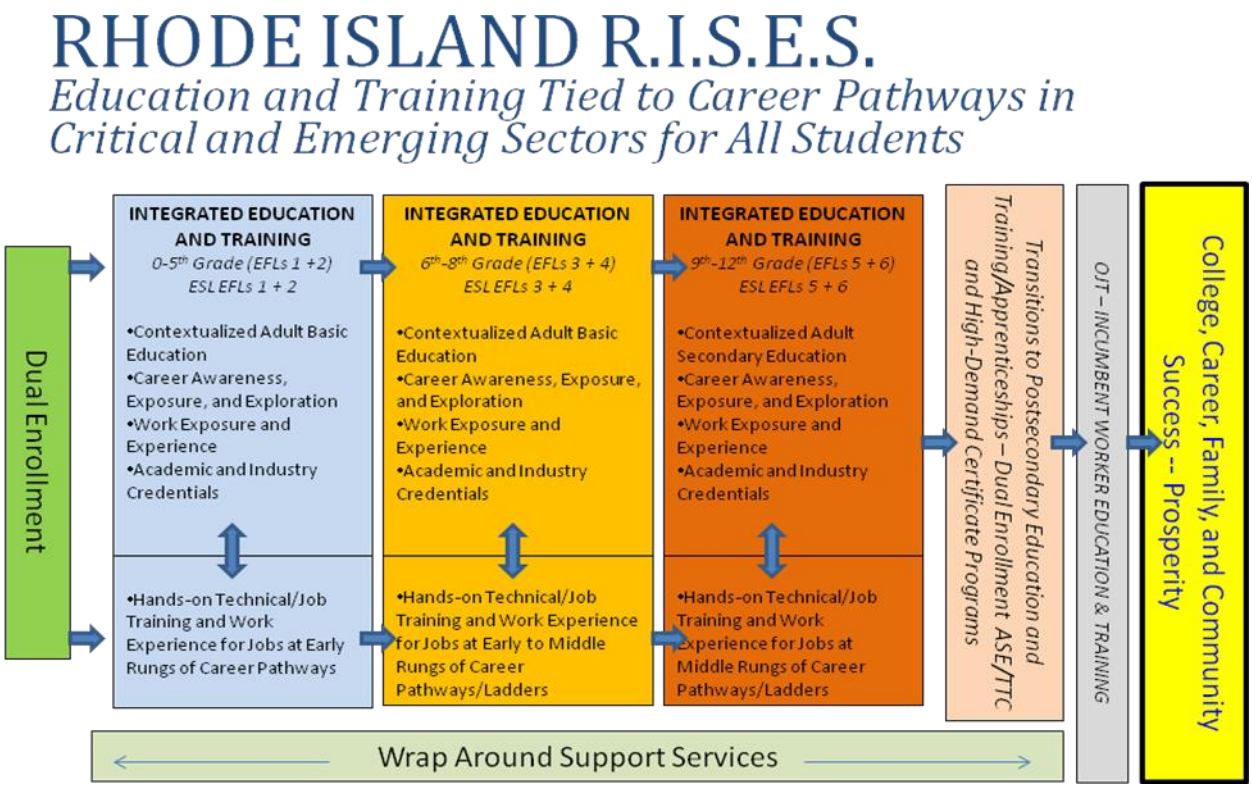
We are interested in serving both of these target sub populations with the available funds. Within both categories, the emphasis will be on meeting the needs of lower-skilled individuals who may not be easily served through the WIA Individual Training Account voucher system. In addition, we have a particular interest in reaching several sub-populations which require extra attention. These include, but are not limited to:

- Young adult males, who currently have an extremely high rate of unemployment;
- Ex-offenders, in need of employment in order to build a new life;
- The growing homeless population (including at-risk or recently-housed);
- Individuals laid-off from low-wage jobs in disappearing fields, in need of re-training;
- Limited-English-speaking individuals, in need of English instruction and job skills;
- High-school drop-outs, in need of both education and occupational training;
- Returning veterans and eligible spouses in need of job skills and placement;
- Persons with disabilities who face physical and other barriers to employment.

This is not an exhaustive list. Proposals will be entertained for any and all categories of low-income and/or dislocated adults.

***Please note*** that if the proposed services are part of the programs selected by the Providence/Cranston and Greater Rhode Island Workforce Investment Board through the Contextualized Learning Request for Proposals that **ALL** participants must present **ALL** required documentation, including their legal eligibility to work. Federal and State statutes and policies prohibit us from expending workforce development funds on any participant who cannot legally obtain employment.

Below is a graph that presents the R.I.S.E.S. strategy.



Below is a table that lists the required program and service elements we are requiring and requesting.

**Required Elements of Contextualized Education and Training Tied to Career Pathways In Critical and Emerging Sectors[7]**

| Component | Required Elements |
|---|---|
| **1. Program Design** | • Collaboration between all necessary partners involved in establishing a career pathway system including adult education, career technical education (where applicable), training, and postsecondary education and training providers, wrap-around support service providers, industry partnership representatives, and other private sector partners.<br>• Documented career pathways by sector specifying the different positions that make up a career pathway and the associated education, training, credentialing, and experience requirements, as well as working conditions including compensation.<br>• Orientation to career pathways for students.<br>• Development of a career pathways plan.<br>• (Considerable portion of a) continuum of instruction from basic skills to the skills and knowledge needed for postsecondary readiness (without remediation) and for family-sustaining jobs that are part of career pathways in critical and emerging sectors.<br>• Provide accelerated pathways through the system so students can move ahead as quickly as possible.<br>• Simultaneous/Concurrent or integrated contextualized education and training tied to career pathways in critical and emerging sectors.<br>• Accommodate schedules/responsibilities of adult students. |
| **2. Curriculum & Instruction** | • Curriculum is demand-driven, which means that industry, business, and labor (where applicable) provide direct input on instructional content and assessment. Curricula focus on a specific skill level, work readiness (as defined by the Governor's Workforce Board – Rhode Island) and/or college and career readiness (as defined by the National Governors Association/CSSO and industry).<br>• Knowledge and skills associated with specific career pathways are the center of the curriculum. Basic/Academic and technical skills instruction are provided in a highly contextualized manner |

[7] Adapted from the State Decision Points for Getting Started with Career Pathways developed by the National Adult Education Professional Development Consortium based on *Adult Education for Work* report prepared by the National Center on Education and the Economy (October 2009)

| Component | Required Elements |
|---|---|
| | and where possible in an integrated fashion.<br>• Instructional strategies that help adults learn by doing.<br>• Management of the classroom in ways that enhance readiness for postsecondary education and training and work/career.<br>• Use of both face-to-face and technology-enabled self-directed learning in both basic/academic and technical/occupational skills training using State-approved applications. State-approved distance learning programs for adult education are listed in RIDE's Adult Education Distance Learning Policy. This policy can be found at: http://ride.ri.gov/adulteducation/policies.aspx<br>• Submission of program to be placed on approved/eligible training provider lists of various agencies to increase customer choice. |
| **3. Assessment & Credentialing** | • Use of standardized test scores on State-approved adult education standardized tests to determine skill gains (CASAS, Best Plus, and BEST Literacy).<br>• Provision of formative and summative performance-based assessments for career-related technical skills.<br>• Offering of industry-recognized credentials for all participants.<br>• Articulation agreements between various education and training systems at the secondary and postsecondary levels to promote dual credit, dual enrollment, and minimize data entry and tracking needs. |
| **4. High Quality Teaching and Training** | • Employ instructors and trainers that have demonstrated they are highly effective in that they have facilitated high levels of participant academic/basic and technical skill attainment.<br>• Provision of professional development and classroom supports for teachers and trainers.<br>• Creation of a professional learning community focused on contextualized learning. |
| **5. Support and Follow-Up Services to Encourage Access and Retention** | • High quality counseling and case management.<br>• Partnerships with providers in the community to provide case management services where needed. |
| **6. Governance and Connections to the Business Community** | • Instruction and training focused on the needs of industries and occupations in career pathways tied to critical and emerging sectors.<br>• Engage industry, business, and labor in defining curriculum, |

| Component | Required Elements |
|---|---|
| | assessment and credentialing, and in setting up work exposure and work experience activities.<br>• Memoranda of Agreement with industry partnerships and/or businesses regarding credentialing and employment and with adult education, career technical education, employment training, and postsecondary education and training providers including apprenticeship program operators where needed.<br>• Specification of post-program employer incentives to be used such as OJT resources and several incentives and tax credits such as work opportunity, job training, and adult education tax credits and incentives. |
| **7. Monitoring & Accountability Systems** | • Use of WIA Title II measures and additional state measures, as specified in Section VI.<br>• Tracking of data on learning gains, credentialing, and employment outcomes using the MIS systems of DLT, RIDE, DHS and the One Stop Career Centers, as applicable.<br>• Participate in evaluation activities. |
| **8. Leveraging of Resources and Project Sustainability** | • Plan for institutionalization.<br>• Cash and in-kind matching resources leveraged from private and public sources. |

While there might be selected agencies that have the capacity to provide all elements, we anticipate that in most instances a collaboration or partnership will be required. Below is a description of how the roles and responsibilities of several agencies can be defined in order to put in place the required elements described above.

The responsibilities of the agencies that provide contextualized education and training services are:

- Define a sector-specific career pathway in Rhode Island's critical and emerging sectors. In the selection of sectors, current and predicted demand (18 to 24 months out) should drive the selection of the sectors and pathways within them. Employment opportunities should be identified through pre-proposal discussions with business and industry.
- Target education and training opportunities so that they include opportunities for eligible adults at two skill levels: below 6th grade and 6th to 8th grade.
- Establish agreements with other providers to leverage resources and offer services tied to chosen career pathways below and above the skill levels targeted (including, for instance, programming funded with TANF resources for welfare recipients with skills below the 6th grade). Priority will be given (and up to 5 bonus points awarded) to providers that help the State expand its contextualized learning capacity in the adult basic education area.
- Where possible establish articulation agreements with public providers and private providers (including industry providers) of postsecondary education and training including apprenticeships to facilitate dual enrollment and dual credit.
- Provide sector-, pathway-, and program-specific intake, orientation, and academic and technical skill assessments.
- Provide career planning and coaching services.

- Offer contextualized education, training, work exposure, and work experience activities tied to career pathways in Rhode Island's critical and emerging sectors. While sequential education and training are allowable, priority consideration will be given to proposals that offer education and training simultaneously/concurrently or in an integrated fashion (where education instructors and trainers collaborate on curriculum and instruction).
- Maximize opportunities for applied, hands-on learning based on industry standards and industry performance assessments where available.
- Involve business and industry in developing curriculum, instruction, and formative and summative assessments.
- Ensure that participants leave the program with an educational outcome (e.g., attainment of GED certificate, completion of an Educational Functioning Levels, or achievement of significant test score gains), with one or more industry-recognized or industry-issued credentials, and a job (entered employment). In addition, the expectation is that a specific rate of retained employments will be achieved, as defined by WIA. Priority consideration (and up to 5 bonus points) will be given to vendors that use nationally recognized industry credentials that Rhode Island industry partnerships and leading employers either endorse today or wish to endorse going forward (e.g., skill certifications available through the American Lodging and Hotel Association and the National Institute for Metalworking Skills).
- Work with industry partnerships to establish credentials for the area of training if no industry credential is available at the skill levels targeted.

When pursuing a Rhode Island R.I.S.E.S. partnership, applicants are reminded that their proposal must focuses on one or more of these nine critical and emerging sectors:

- Advanced Manufacturing
- Biotechnology
- Clean Energy/Green Sector
- Construction
- Financial Services
- Health Care – Acute Care and Long Term Care
- Hospitality and Tourism
- Information Technology
- Marine Trades

As for health care, the Department is particularly interested in opportunities for job seekers and incumbent workers that are tied to career pathways in acute and long term care, as well as in pathways related to emerging or growing occupations in community-based, residential, and personal care and related community health education and health navigation occupations such as community health workers, disease-based community educators, and others.

R.I.S.E.S. applicants are also reminded that up to ten (10) bonus points are available for strong partnerships. Under this sub priority, strategic partnerships include these partners:

- Adult Education Provider(s).
- Eligible Training Provider(s).
- Postsecondary Education and Training Provider(s).
- Industry Partnership(s).
- Business leaders and labor representatives (where applicable).
- Providers of Support Services.

Sub Priority 2.2. Integration of adult education and hands-on technical training leading to academic and industry credentials for low-skilled current and former welfare recipients and other unemployed low-skilled adults with skills below the 6th grade, limited English proficiency, and poor work histories (Up to $1.1 million).

This priority is the second component of the Rhode Island R.I.S.E.S. strategy. It is focused on RI Works clients. It will be funded with TANF funds and State funds. However, applicants may wish to leverage other funding streams to make the services available to similar individuals who might not or no longer be eligible for cash assistance.

The RI Works cash assistance program is designed to meet the minimum federal TANF required work participation rate for all families. Work Requirements are being changed with a greater focus on paid employment. Most parents will conduct job search through netWORKri Career Centers as their first required activity. If a parent is unable to find paid employment, he or she must participate in other work related activities. Employment plans must outline each parent's work required activities and the support services that will be provided to assist parents in carrying out their work activities. Individuals who may have a disability will be referred to the DHS Office of Rehabilitation Services (ORS) as their Employment Plan where they will receive services to meet their individual needs.

The Rhode Island Works law (RIGL 40-5.2) provides in part that all new applicants applying for cash assistance on or after July 1, 2008 shall be subject to a time limit of twenty-four (24) months in any sixty (60) month period with a maximum lifetime limit of forty-eight (48) months of cash receipt. For all those assistance units active as of 10/1/08 who have received cash assistance, either federally or state-funded, for either parent and/or any child since May 1, 1997, whether or not consecutive, to include any time receiving family cash assistance in any other state or territory of the United States of America, and who remain open without any break in eligibility until 6/30/09, the RI Works time limits (twenty-four (24) months in any sixty (60) month period with a maximum lifetime limit of forty-eight (48) months) will take effect on 7/1/09.

Under RI Works, neither requirements for attendance monitoring and reporting, nor minimum participation hours per week have changed. That is, single parents shall participate and be monitored by service providers for a minimum of twenty (20) hours per week for parents whose youngest child in the home is under the age of six (6), and for a minimum of thirty (30) hours per week for parents whose youngest child in the home is six (6) years of age or older, in one or more work activities as appropriate, in order to help the parent obtain stable full-time paid employment. Two-parent families must have one parent engaged a minimum of 35 hours per week on average. For most single and two-parent families, the first parental activity will be intensive employment services at the netWORKri One Stop Career Centers.

For teen parents, the first activity must be secondary education or completion of a GED program, if either certificate has not yet been obtained.

Regarding Adult Education, RI Works permits only two models. The first model is for a ten hour per week adult education program for RI Works parents, especially those at or above a 6th grade educational level. Regardless of the age of the youngest child, if the parent wants adult education as part of his/her RI Works employment plan, the parent must first and simultaneously engage in a TANF core activity for at least twenty (20) hours per week on average (generally employment). These parents may then elect a secondary activity of adult education for 10 hours.

The second model is an intensive work-readiness, 30-hour per week program for parents at low literacy levels (below a 6th grade educational level). Regardless of the age of the youngest child, RI Works parents who participate are required to participate for 30 hour a week. Under this sub priority of this Request for Proposals up to six operators will be selected to operate this program.

In addition to being an eligible provider, as specified earlier in this Request for Proposals, applicants interested in bidding under this sub priority must:

- Be located in one of these five communities or regions: Providence (2 of which one must have extensive ESOL and one must have extensive ABE capacity), Pawtucket/Central Falls corridor, Woonsocket, and the Aquidneck Island/South County region;

- Have extensive experience serving welfare clients;

- Have performance that suggests the agency can provide either adequate or effective services, as per recent annual performance reviews conducted by RIDE or other comparable data or evidence;

- Have established for the purposes of operating the intensive program or previously strong partnerships with job skills or technical training providers that can successfully train low-skilled adults with little or no work experience for jobs or tasks related to occupations and career pathways in at least three of Rhode Island's critical and emerging industries and/or the skilled trades (hospitality, construction, financial services, advanced manufacturing, marine trades, biotechnology, health care, green technology, and selected trades such as those in the automotive industry);

- Must make green technology related job training options available as one of the three chosen sector-based training options;

- Have considered, as part of the proposal development process, training, work exposure, and work experience opportunities with training vendors and employers that are part of the Governor's Workforce Board – Rhode Island Industry Partnerships and similar alliances for emerging sectors or the skilled trades;

- Are committed to coordinating around training and work experience opportunities with the statewide industry liaison during the proposal development process and during implementation in the event of a successful award;

- Have adequate space to operate a 30-hour per week intensive program;

- Have staff with extensive experience in working with low literacy and limited English proficient adults, with effective case management skills, and with well-developed linguistic, cultural, and technical abilities to deliver instruction and training in ways that accelerate skill formation;

- Have onsite daycare or have partnerships in place so that lack of child care is not a barrier to participation;

- Be prepared to assume the administrative responsibilities associated with serving eligible individuals such as data collection, referral management, attendance monitoring, and reporting in both CALIS and the DHS' Employment Activity Referral and Response (EARR) system.

Very few sector-based models exist for adults at the lowest literacy, numeracy, and language abilities that combine education and training with work exposure or experience and various other services. Interested bidders have flexibility in designing the program, as long as these requirements and considerations are addressed:

- Participants must be actively engaged for 30 hours per week. Depending on how much time remains available upon referral to the program, participants may participate up to six months or for up to 720 hours.

- Program operators will have flexibility in terms of how they structure the program as long as participants during their approved stay in the program will have access to large group, small group, individual, or technology-facilitated opportunities in these areas:
    - Comprehensive orientation, comprehensive assessments of strengths and weaknesses and abilities; academic and work readiness skills assessments using U.S. Chamber of Commerce, CASAS, ACT, or other work readiness test products, and goal setting

- Literacy, numeracy, or English language instruction for no less than 150 hours;
- Computer literacy either integrated with other components or as stand-alone module;
- Financial literacy either integrated with numeracy instruction or as a stand-alone module;
- Career awareness and exploration focusing on career pathways in Rhode Island's critical and emerging sectors and the skilled trades making use of RI RED where possible;
- Work readiness instruction using the EFF work readiness or other effective or proven curricula for instruction no less than 45 hours;
- Work exposure and experience activities for no less than eighty hours including at a minimum guest speakers, tours, and job shadowing and where possible site observations, site interviews, unpaid internships or community service;
- Job skill or technical training short-term modules for not less than 15 hours each leading where possible leading to an industry-issued or recognized certificate and delivered in a hands-on manner or in other ways where literacy, numeracy, and language barriers are removed in order to access training content (e.g., use of first language or use of bilingual trainers). Options for at least three sectors must be available and the green sector must be one of them;
- Career planning and coaching including industry cluster choice, career pathway specification, and program of study development;
- Mentoring or advising by individuals in career pathways of interest to the participant;
- Regular (i.e., at least weekly) opportunities for community/cohort meetings for participants and staff to strengthen participants' support networks and improve group cohesion and program effectiveness.

- Program operators must also provide individualized case management services and offer access or effective referrals to additional wrap-around services that might be required.

- Program operators must propose and use a flexible design that maximizes group/cohort instruction where possible but includes individualized or small group modular opportunities for group or individualized, self-directed learning to develop skills for those who join at different times or those who must leave sooner than the majority of participants. While there will be a core group of participants who can participate together for a six month period, this flexible design is needed because referrals may come at different times. This flexible design should be based on the goal that each participant should have access to opportunities specified above.

- Program operators must understand that the ultimate goal of the program is to reduce or eliminate significant skill barriers to employment so that participants in the near future can access employment opportunities. Consequently, the key outcomes of interest are: skill gains, job or technical skill attainment, and development of work experience.

- Programs must use attendance policies that comply with DHS expectations.

- Programs must have established a Memorandum of Agreement with training, industry, and business partners that specifies in detail roles and responsibilities relative to activities for participants and matching resources prior to offering services (i.e., at least 25% of the total program cost).

<u>Sub Priority 2.3. Creation of partnerships between adult education programs and district collaborative to provide services to English Language Learners and youth with special needs that have aged out of their graduation cohort before reaching proficiency (Up to $0.75 million).</u>

Older youth with language and special needs often age out of their cohort and find themselves in the situation that they do not meet high school graduation requirements at the time their cohort peers graduate. Often continuation with younger students is challenging and many of these young adults check or drop out.

Partnerships between different LEAs and community-based adult education agencies that provide English language instruction and basic skills instruction are one solution to creating pathways for these young individuals that result in a high school credential, training, or a job.

Partnerships have free reign in designing an appropriate cross-district solution that leverages multiple resources.

Successful partnerships will create cross-district pathways and will receive adult education funding. They will also receive dedicated IDEA funding in addition to adult education funding. Initially, this funding will be used to support special needs assessments, as needed, and for professional development of teachers.

Sub Priority 2.4. Integration of pre- and post-release adult education services for the incarcerated (Up to $0.2 million).

This priority focuses on investments in a demonstration project at correctional facilities that collaborate with eligible providers in the community to create a pathway for inmates that includes pre- and post-release components. This collaboration will ensure that inmates develop a program of study that starts out with services offered at the correctional facility where they temporarily reside and through a supported transition continues without any interruption upon release and onward.

To ensure quality pre- and post-release services that are well-coordinated, the following requirements must be met:

- Goal setting that results in a plan that incorporates both pre- and post-release goals.
- Provision of a continuum of services that is fully aligned with services available in the post-release community including adult basic education, adult secondary education, ESOL, transition to college, postsecondary education and training, employment training, apprenticeships, and wrap-around services.
- Multiple instances of pre-release contact between the post-release education and/or training provider and the inmate to ensure that he/she knows where to go and whom to contact.
- Coordination with discharge planning services to ensure continued education and training are included in the discharge plan and release process.
- Memoranda of Agreement signed by executives of the agencies involved that specify which services will be provided by whom, when, and for what cost. At a minimum providers in the collaboration should include eligible agencies that have the capacity to provide ESOL, adult basic education, adult secondary education, transition to college, postsecondary education and training, employment training, and wrap-around support services,
- Specification of targets for the pre- and post-release eras are required.
- Use of technology-enabled learning in a safe, secure intranet environment is encouraged to maximize individual learning time both pre- and post-release.
- Assignment of a case worker at the correctional facility and at the post-release agency are required and joint case conferencing is required at least monthly.
- Case workers of inmates in the 18-24 age group will participate in the collaborative case management process of the Shared Youth Vision initiative and staffing and budget/match resources should accommodate this participation.

Sub Priority 2.5. Expansion of transition to postsecondary education and training/apprenticeship programs that use dual enrollment including rigorous Adult Secondary Education for those preparing for postsecondary education based on internationally benchmarked college and career readiness standards (Up to $0.75 million).

Rhode Island provided public funding for the Rhode Island Transition to College Initiative for the first time in summer 2007 in order to create a statewide initiative consisting of a partnership between the Community College of Rhode Island and community-based transition or bridge to college services. This initial investment has allowed the State to increase the number of transitions to postsecondary education and training fivefold. This initial investment has also allowed us to identify critical components that each transition effort should have and has demonstrated the need to expand the postsecondary options so they include apprenticeships, the military, the Foreign Service and advanced forms of training available in the market place. The initial effort has further demonstrated that not all of the models being used are equally

effective and cost-effective and has established the need for starting transition work before participants attain a high school credential through a more rigorous Adult Secondary Education experience focused on college readiness for those Adult Secondary Education participants that have postsecondary enrollment as a short- or mid-term goal. These lessons learned have informed the creation of a set of new requirements for this sub priority.

The initial initiative is hereby revised, as follows:

- The name of the initiative is changed to the Rhode Island College and Careers Transition Initiative.
- Two forms of programming will be implemented: Adult Secondary Education for College and Careers and Transition/Bridge to College and Careers services for those who already have a high school credential but whose skills do not meet college and career readiness standards.
- Sector-specific transition programming using dual enrollment is both allowed and encouraged.

The requirements for the Adult Secondary Education for College and Careers component are, as follows:

- This model must consist of at least 400 hours of facilitated learning time through 135 hours of classroom instruction based on the Draft College and Career Readiness Standards issued by the National Governors' Association, the CSSO, and their partners, 135 hours of staff-assisted distance learning tied to skill refinement relative to the standards, and 130 hours of individual and group assignments to be carried out independently but to be monitored and reviewed by faculty. Reading, writing, math and must be incorporated Programs can decide to implement in a variety of manners to include a full year program at 12 hours per week, an intensive 10 week program at approximately 40 hours per week, or a 14 week program at approximately 30 hours per week.
- A series of college preparatory workshops including career awareness, exploration, and planning, study skills, application and financial aid assistance, and other workshops need to be incorporated throughout the course work.
- Testing shall be done with RIDE-approved adult education assessments and with the comprehensive Accuplacer. Participants must be pretested and post tested with a RIDE-approved assessment and the Accuplacer.
- All students irrespective of nativity will be given the full Accuplacer test.
- Funding for this effort will come from the redirection of resources previously allocated to ASE Low and ASE High services.

Funding available under sub priority 1.2. will be used to establish up to 12 Adult Secondary Education for College and Career initiatives across the state. Applicants who previously received funding for Adult Secondary Education classes should redirect their funding toward this effort or partner to create a high-quality opportunity in their regions. Although there is some need for Fast Track GED courses, they are discouraged by this Request for Proposals unless there is an urgent need for participants to attain their GED in the short term to be able to satisfy increased job requirements or enter the military. The estimated cost of delivering these intensive ASE services is between $60,000 and $80,000 per cohort of 20-25 participants.

As for the transition and bridge models, these are the requirements:

- Use of a dual enrollment model so that the transition experience includes taking one's first college course as part of the program or the course is recognized by a postsecondary education institution as meeting college credit requirements.
- Use of advising and case management that will begin upon enrollment and continue until the participant has completed his/her first college course after the program successfully or until after the first semester of enrollment, whichever comes first.
- Placement must be in a college credit bearing course or in a developmental education course that upon successful completion will allow the individual to enroll in a college credit bearing course. Placement in a developmental course that does not allow an individual to enroll in credit bearing courses within two semesters is no longer considered an acceptable performance target/outcome. It can be a milestone, however. RIDE realizes that this will require increasing the rigor of programming.

- Participants must enroll and attend credit bearing postsecondary education and training, begin apprenticeships, or begin their training in the military or the Foreign Service within 12 months from program exit. Select private sector-based industry training at the postsecondary level as part of employment or on-the-job training is also acceptable (e.g., diagnostic imaging training offered by hospitals).
- Each transitions/bridge site must have an articulation agreement that is an integral part of a statewide umbrella agreement between the Community College of Rhode Island and/or any other lead transition agencies.
- Each site does not operate independently and cannot deviate from the minimum design requirements specified above. A partnership agreement between all sites must be developed and the lead agency and the statewide coordinator are required to ensure fidelity in implementation.
- Given scarcity of funding, student who pre-test at or above the 12th grade in reading and mathematics cannot be served and priority should be given to residents of Rhode Islands.

Available funding for this second model will be at least $750,000 to support up to 4 transition sites: one in Providence, one in Northern Rhode Island, one in South County, and one on Aquidneck Island and includes funding for a statewide coordinator to develop statewide agreements and ensure fidelity to model implementation. At least 350 adults will be enrolled in these services in the first year of the grant period of whom 50 will be in an ESL transition to college effort.

The funding will no longer be demonstration project set aside funding but will be included in the pool of resources for base funding that will eventually be distributed through the Rhode Island Adult Education Performance-Based Funding Formula. Each of the selected sites or partnerships will need to examine their allocated resources and make within-allocation decisions as to how they will support these efforts. It is estimated that $150,000 is sufficient to operate a site that can serve at least 30-50 individuals successfully per year. The more effective transition efforts that were part of the initial initiative were able to produce a successful transition for $2,000-$2,500. In the event of co-enrollment, the costs of tuition and fees are not allowed any longer and must be financed through partnership agreements or through student financial aid. Tuition costs are no longer allowable.

## VI.3. 3. Priority Area #3: Civic Engagement and Student Leadership (Reference for Program Narrative Part C)

Sub Priority 3.2. Continuation of EI Civics Education (Up to $225,000).

The English Literacy and Civics Education Program is an integrated program of educational services to immigrants and other limited English proficient populations to acquire the basic skills they need to function effectively as parents, workers, and citizens. Local providers implementing EI/Civics programs are charged with incorporating instruction on the rights and responsibilities of citizenship and civic participation.

Under this sub priority, applications are solicited for the continuation of existing and selection of new English Literacy and Civics Education programs.

Interested applicants should review the research and evaluation findings the United States Department of Education identified as being highly relevant for work in this area. Particularly, these studies are recommended for review:

- The Carsey Institute report, New Immigrant Settlements in Rural America: Problems, Prospects, and Policies, PDF (997KB) (issued in 2006, Volume 1, Number 3), examines the implications of new immigrants to rural America. The report suggests that the receptivity of rural and small towns to new immigrants can vary greatly and can have significant impacts on communities to cope and immigrants to assimilate and prosper.
- The U.S. Census Bureau in its report, Language Use and English-Speaking Ability: 2000 (issued October 2003), PDF (484KB) analyzed data on languages spoken at home and the ability to speak in English plays a large

role in how well people can perform daily activities. In 2000, 4.4 million households encompassing 11.9 million people were linguistically isolated.

In addition, the United States Department of Education has identified several noteworthy practices that will be advantageous in the preparation of an application under this sub priority. These practices have been documented in the publications below:

- CAELA, Center for Adult English Language Acquisition, published in February 2006 a Brief, English Literacy and Civics Education. This Brief describes not only ways to teach the subject, but also reflects on the increasing importance of civics instruction.
- EL Civics For ESL Students developed by Christina Niven, March 2006, welcomes students to learn EL Civics with pictures. This online, interactive Web site includes activities, lessons, a PowerPoint presentation, pictures, quizzes, a site for teachers, and recommended Links.
- The U.S. Citizenship and Immigration Services (USCIS) created an updated Guide to Naturalization PDF (1,317KB) to provide better and consistent information to people interested in naturalization. If a person reads the Guide before beginning the naturalization process, many questions regarding the application process will be answered.
- The New England Literacy Resource Center (NELRC) article, Integrating Civic and Participation and Adult ESOL, proposes a process for building ESOL students' capacity for engaged and active citizenship through which EL/Civics classes serve as a venue for comprehending and critically examining policies that affect students' lives.

Applicants can find additional information in the following resources:

- The Catholic Legal Immigration Network, Inc., (CLINIC) article, Technical Assistance to Promote Refugee Citizenship and Civic Participation, provides information on improving services to refugees in becoming U.S. citizens and furthering their integration into American society.
- The Passport Services Office (PSO) provides information and services to American citizens how to obtain, replace, or change a passport. A valid U.S. passport is required to enter and leave the United States and most foreign countries. Only the U.S. Department of State has the authority to grant, issue, or verify United States passports.

As for intended outcomes, the following reports on the outcomes of demonstration projects previously funded in 2000 by the Office of Vocational and Adult Education at the United States Department of Education will be helpful to interested applicants:

- Bronx Community College. Several Civics components on U.S. Government, Citizenship, Finance, Health, etc., were integrated into the English Literacy curriculum. Description of activities can be found in the How-to-Manual.
- California Literacy, Inc., created an action oriented 15-unit curriculum based upon true stories of immigrants. This project included their field-test partners, representing a wide range of adult education providers.
- Temple University. First Amendment Plus (FAP) engages immigrant learners and their ESL/cititizenship instructors discussing how the FAP influenceS their lives and the life of their communities.
- Southern Westchester BOCES published a comprehensive resource guide for teachers which offers themes and lesson plans to help teachers educate new Americans in EL/Civics.
- Coalition of Limited English Speaking Elderly. Bright Ideas, a 15-unit curriculum, includes strategies and step-by-step instructions for teachers of very beginning ESL learners, as well as learning materials for students.
- PBS ESL/CivicsLink is a flexible online professional development system for ESL adult teachers. Adult educators created this field-tested product, which integrates English literacy and civics instruction.

- The Center: Resources for Teaching and Learning. (On left panel, click on Adult Learning Resource Center, then click on ESL & EL/CE) This curriculum is a fully reproducible, multilevel curriculum that is easily integrated into any existing ESL curriculum and contains six multilevel units and teaching techniques.

Sub Priority 3.2. Expansion of Student Leadership (Up to $125,000)

RIDE will select an eligible organization such as a student leadership organization that meets eligibility requirements to provide English communication skills, particularly skills required for effective oral and written presentations, to current and prospective student leaders. Interested applicants must submit a curriculum outline and a description of an instructional schedule to implement the curriculum at all sites where services selected through this Request for Proposals will be offered. At a minimum, two student leaders or prospective student leaders per funded site must participate in this communications course.

The provision of these services will enable Rhode Island adult education to meet the strategic objective of preparing and engaging 100 student leaders in decision making that will lead to more responsive programming and higher levels of student outcomes and satisfaction over the next few years.

The selected organization will work with RIDE and the Rhode Island Professional Development Center to identify, train, and support at least two statewide instructors, preferably former students who have reached high levels of communications proficiency, to teach this specialized communications course.

## VI.3. 4. Network
## (Reference for Program Narrative Part D)

Individual agencies that wish to become a network in the third year of the grant period must complete Program Narrative Part D. They will receive up to $75,000 per year in the first two years of the grant period to plan for network implementation.

The individual agencies must sign an initial Memorandum of Agreement to create a network that will be implemented on July 1, 2012. This Memorandum must list all the expected partners and must have the dated signatures of the Executives and Board Chairs of all agencies that intend to make up the network. It further must state that the agencies understand that creation of a full continuum of services is required.

In addition, the agencies must complete Program Narrative Part D with answers to the questions below:

1. How did you come to agreement to form a network?
2. What are your current thoughts regarding how you will organize the network?
3. What functions will be centralized? What functions will be standardized?
4. What are the major steps you need to take and milestones you want to reach in the first year and in the second year of the network planning and development period?
5. What technical assistance needs do you have?
6. How will you use the planning resources available to help meet your technical assistance needs?
7. What are your preliminary thoughts regarding the service continuum your network will establish?

To guide discussions in prepartion for submission of a Part D Program Narrative, agencies interested in pursuing a network need to be aware that in the second half of the second year of the grant period, a final Memorandum of Agreement must be submitted that addresses all aspects of the network. A list of elements to be considered in that Memornadum is presented below using a Sample Memornadum format.

## *Sample Memorandum of Agreement for Networks*

***I. Introduction: State what your agreement describes.*** *Include, for instance, operating procedures (governance structure, membership, financial arrangements, and other pertinent information) related to functioning of your netowrk. State who approved it, when, and for how long.*

***II. Purpose: State the purpose of the network.*** *You could mention principles of governance of the values of the network in addition to its purpose.*

***III. Membership: List all the network's members.*** *Include the name of the organizations and their key role in the network (e.g., provide ESL). Make sure that the key members involved in the planning and governance of the network are either executives or senior management staff with decisionmaking authority. State what members must do to receive funding through the network (e.g., meet RIDE's requirements, comply with federal statutes). If you distinguish between full members (primary partners) or associate partners (collaborators or secondary partners), please indicate so. State how often the membership will review the agreement.*

***IV. Governance. State what the governance structure is, how decisions will be made and by whom, and how often the governing bodies will meet.*** *List the committee structure you will use and how decisions will be made (e.g., by two thirds majority vote or consensus building). Specify frequency of meetings. Identify required staff support and who will provide it. Specify who will have fiscal and accountability oversight and how that will be done. Define roles relative to data entry, professional development, hiring and firing, etc.*

***V. Staffing.*** *Identify the staffing structure for the network. Keep in mind that RIDE wants to maximize full-time employment and believes that the network architecture will facilitate considerable increases in the number of full-time staff. Also keep in mind that RIDE wants at least 90% of all direct service staff and administrative staff to be credentialed professionals by the end of the five-year grant period and that resources dedicated to staffing should allow for adequate and competitive compensation for credentialed professionals tied to their performance and that the nonadministrative and non direct service shares of paid time must be between 30% and 40% to allow for professional learning and collaborative efforts to increase student achievement.*

***VI. Membership Duties. List the duties/responsibilities and contributions of members and the process to be used when members do not assume their responsibilities.*** *Make sure to define the process for bringing on new members and mechanisms for terminating memberships.*

***VII. Compliance/Quality Assurance/Evaluation. Describe how compliance, quality, and accountability requirements will be met.*** *List the expectations and describe the processes to be used. Make sure to include a summary chart that specifies for each member what the outcome expectations are. Describe the network's process for verifying and monitoring compliance, quality, and accountability. Consider all of U.S.DOE's and RIDE's assurances, policies, and funding requirements.*

***VIII. Financial. Describe how funding will be distributed within the network after the network receives its funding amount from RIDE based on the performance-based funding formula.*** *Determine the mechanisms and criteria for funding allocations and reimbursements. Specify financial accountability and reporting expectations.*

***IX. Signatures. Include all signatures and dates.*** *Make sure the signatories are authorized. Include date of signing. Include the executive and board chair as signatories. Make sure to include RIDE Assurances.*

The following description of network functions and components developed by the Networks Work Group in FY2009-FY2010 may further guide discussions and help facilitate agreements.

***Network Components***

| ***Standardized Practices across System*** | ***Provided by Centralized, State-wide System (RIDE-directed)*** | ***Provided at the Network level*** |
|---|---|---|
| *Academic Levels Assessments* | *Distance Learning Resources* | *Coordination of the Network: data, fiscal, HR, reporting, etc.* |
| *Needs/barriers & Strengths assessments* | *Best Practices Resources* | *All classes will be offered am, pm., nights & weekends* |
| *Learning Differences Assessments* | *Professional Development Resources* | *One-Stop/Youth Center- type Services: Job/ Career Assessment/ Planning/ Placement* |
| *Individual Learning Plans & Goal Setting* | *Collaboration/ Agreements with other State Agencies i.e. DLT, DHS* | *Vocational skills development & work experiences for LEP & low skilled populations* |
| *Follow-up practices* | *Data Management Systems* | *Connection with local offices of other state agencies, i.e. DLT* |
| *Job referral & placement* | *Strategic planning* | *Participant Advisory/ Coordination group (made of agencies w/in the Network)* |
| *Human Resources* | *Fiscal Management Systems* | *Academic classes for all levels: Family Literacy, ABE, ASE, ESOL, Transitions to College & Career* |
| *GED Testing* | *Marketing of System Offerings to public & businesses* | *Case management & wrap around social services (daycare, transportation, etc)* |
| *Internships* | *Participant Advisory Group (from the Networks)* | *Learning Resource Centers/ Labs/ Technology* |
| | *Pursuit of increase in benefits for practitioners* | *Internships* |
| | | *Mentoring* |
| | | *Learning Disabilities Support* |

| ***Standardized Practices across System*** | ***Provided by Centralized, State-wide System (RIDE-directed)*** | ***Provided at the Network level*** |
|---|---|---|
| | | *Life Skills* |
| | | *Tutoring* |
| | | *Leadership development* |
| | | *Citizenship preparation* |
| | | *Transition to College & Career* |
| | | *Labor / Grievances practices* |
| | | *Other-than-RIDE-funded programs and resources* |

# VII. APPLICATION

In addition to the required Letter of Intent, applicants must submit an original application package with original signatures and ten (10) copies that consists of these eight components:

1. Cover Sheet Attachment A)
2. Program Abstract (Attachment B)
3. Performance Target Summary Chart (Attachment C)
4. Program Narrative(s)
5. Proposed Budget and Matching Forms for FY2011 (Attachment D)
6. Administrative Cost Work Sheet (Attachment E)
7. Memorandum/-a of Agreement (Attachment F)
8. Program Income Declaration (Attachment G)
9. Signed Assurances Document. (Attachment H)