

Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
State Plan

Delaware Department of Education, Adult and Prison Education Resources

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

(a) Aligning of Content Standards. Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In 2010, DDOE adopted the Common Core State Standards (CCRS) as the state’s academic standards. In 2013, DDOE Adult Education adopted the Common Core College and Career Readiness Standards for Adult Education. The implementation of the CCR standards has been multi-faceted. To engage local programs, state staff discussed with program administrators the importance and value of the CCR standards. State and program staff were trained as leaders in “unpacking” of content standards. Professional development focusing on the standards was designed and delivered statewide. Representatives from all programs participated in these trainings and shared the information with their colleagues upon returning to their sites. The state office monitored PD attendance and provided technical assistance where requested. Finally, the state monitored program performance targets to provide technical assistance where required as demonstrated by the data.

In 2019, Adult Education initiated use of the TABE 11/12 as the assessment instrument for Delaware’s Adult Education Programs. This exam is aligned to the CCR standards and measures student progress towards satisfying these challenging standards.

To support continuous improvement in the implementation of CCR standards, a Schoology site has been dedicated to CCR standards and is accessible to staff and administrators. This site is continuously updated with resources including LINCS offerings, model lessons, and CCRS based content videos. Asynchronous chat rooms have been established on Schoology to allow adult education staff throughout the state to discuss CCRS best practices and concerns. In addition, the statewide New Teacher Orientation course on Schoology includes a module on College and Career Readiness Standards.

(b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Funding for Title II programs will follow Delaware Department of Education guidelines. The DDOE's financial processes are based on accepted accounting principles (GAAP) in accordance with the Delaware Code, the State's Budget and Accounting Policy Manual and Division of Accounting guidance. In addition, the management of federal funds includes procedures for compliance with the Delaware State Clearinghouse Committee and federal guidance. Through the DDOE's "Request for Proposal" process, any eligible provider can apply for grant funding in alignment with section 203(e) of WIOA. Availability of these funds are advertised through public announcements. The public announcements direct parties interested in applying for funds to websites where the RFP application is hosted. Prior to submission, a pre-bid meeting is held to explain the various components of the RFP application, submission dates and to answer any questions that may arise from the interested parties. Questions and answers arising during and after the meeting but the question deadline are posted on the DDOE Bid Solicitation website and on the State of Delaware Bid Solicitation Directory. All applications for funding follow the same evaluation process. All responses are scored on a predetermined rubric by a team of community and state evaluators. The scoring rubrics are a part of the RFP package. Responses to questions relevant to the Workforce Development Board are shared with the WDB Executive Director for Board review. Board reviews are included in the proposal evaluation process. The applications that receive high scores and provide services in high need areas are selected for funding. Programs receiving funding are announced on the DDOE and the State of Delaware Bid Solicitations websites to ensure transparency.

DDOE determines areas of high need for adult education services based on American Community Survey/US Census data reporting the number of individuals with low literacy rates and/or the number of individuals with limited English Language skills. The RFP requests that each respondent address how it will provide services in these areas in alignment with WIOA goals and outcomes. To support the goals of the RFP, WIOA Title II language, the Delaware Workforce Development Board's Strategic Plan and DOL-DET in-demand job data is referenced in the RFP application. The application will include an explanation of how each respondent will provide for one or a combination of the following services: adult education; literacy; workplace adult education and literacy activities; family literacy activities; English language acquisition activities; integrated English literacy and civics education; workforce preparation activities and/or integrated education and training activities.

The RFP requires each applicant to address one or more of the 13 considerations listed within the law:

- (1) support of a state literacy resource center;
- (2) development and implementation of technology applications, translation technology or distance education, including professional development to support the use of instructional technology;
- (3) development and dissemination of curricula including curricula incorporating the essential components of reading instruction as such components relate to adults;
- (4) development of content and models for integrated education and training and career pathways;

- (5) provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of programs in achieving such objectives, including meeting the State adjusted levels of performance;
- (6) development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary education institutions or institutions of higher education;
- (7) integration of literacy and English language instruction with occupations skills training, including promoting linkages with employers;
- (8) activities to promote workplace adult education and literacy activities;
- (9) identification of curriculum frameworks and alignment with rigorous content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition taking into consideration
 - (a) the Common Core College and Career Readiness Standards adopted by the Delaware Department of Education
 - (b) the adult skills and literacy assessments approved by USDOE and used in Delaware
 - (c) the common indicators of performance in addition to any other indicators deemed necessary by the Delaware Department of Education
 - (d) standards and requirements for entering postsecondary educational institutions or institutions of higher education and
 - (e) where appropriate, the content of occupations and industry skills standards widely used by business and industry in Delaware
- (10) development and piloting of strategies for improving teacher quality and retention;
- (11) development and implementation of programs and services for adult learners with learning disabilities or English language learners and low skilled students;
- (12) outreach to instructors, students and employers; and
- (13) any other activities of statewide significance that promote workforce development.

Proposals also address the services proposed by applicants in support of the Workforce Development Board's strategic plan, e.g. the Wilmington Youth Initiative, Process Redesign, Adult Career Pathways, and Resource Alignment. Information and data from DDOL and the Delaware Workforce Development Board is cited within the RFP application as resources for providers to integrate into their responses.

Each respondent's application is reviewed and scored based on these considerations and budgetary considerations. A rubric aligning minimum and maximum scores for responses to each section will be included in the application package. Individual applications are evaluated by a minimum of three reviewers resulting in a total score for each application. Grants are awarded on a competitive basis to those applications garnering the highest scores for the geographic areas in which they propose to provide services. Request for proposals are developed on a four -year funding cycle with program performance measured on a quarterly basis. Each funded program completes a continuing services application in the years between the RFP applications.

Based on statewide program performance, general technical assistance in meeting WIOA performance targets is offered to all programs. Based on individual performance, programs not meeting performance targets receive targeted technical assistance. Programs exhibiting a

consistent inability to meet performance targets can receive reduced funding and may be defunded.

As a part of the application process, all respondents must provide the information on how they will support the purposes of the Workforce Innovation and Opportunity Act through:

- Provision of services and supports to adults with barriers to employment including: low skilled; English Language learners; displaced homemakers; low income individuals; Indians, Alaska Native and Native Hawaiians; individuals with disabilities; older individuals; ex-offenders; homeless individuals; youth exiting foster care; individuals with substantial cultural barriers; migrant and seasonal farmworkers; long term unemployed; individuals exiting SSA, title IV, part A; and single parents;
- Use of valid and reliable data demonstrating past effectiveness in delivering literacy services to adult sub-populations including those targeted as possessing barriers to employment;
- Support of the DWB's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options;
- Flexible scheduling of service provision that will support successful completion of studies;
- Use of accelerated instruction and technology for academic instruction for learners who can benefit from these options;
- Provision of evidenced based reading instruction geared to adult learners;
- Provision of reading, writing, speaking, mathematics and/or English language acquisition instruction based on best practices, current scientifically valid research, and effective educational practice;
- Delivery of contextualized academic instruction that aligns with the state's workforce development plan and Common Core/College and Career Readiness Standards;
- Strategies that will engage participants in knowing and exercising their rights and responsibilities as citizens;
- Use of trained staff that meet DDOE Adult Education certification requirements;
- Delivery of high quality professional development focused on program delivery and improvement to staff;
- Coordination of services with WIOA partners, postsecondary education and training entities, one-stop centers, community based organizations, nonprofit organizations for the development of career pathways;
- Coordination with other state and community entities to support supplemental services needed by participants to successfully complete their studies;
- Provider's experience with maintaining high quality data management that can measure student and program progress toward specific objectives;
- Location in an area with a demonstrated need for additional English language acquisition and civics education programs based on valid and reliable data.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities;

Family literacy activities;

English language acquisition activities;

Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Exists for the purpose of educational and career advancement.

Potential providers identify the types of services they are offering and explain in detail how they will provide these services. Applicants may choose to deliver one or more types of services from the above listing.

All programs funded through Title II are required to deliver work preparation instruction or integrated education and training instruction, basic academic skills, critical thinking, digital literacy skills, and self-management skills aligned to the participant's unique needs and in accordance with federal and state goals.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

(c) Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

Adult education and literacy activities;

Special education, as determined by the eligible agency;

Secondary school credit;

Integrated education and training;

Career pathways;

Concurrent enrollment;

Peer tutoring; and

Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The RFP for WIOA Adult Education services will include a component that addresses provision of education to correctional and/or institutionalized individuals. Applicants can choose to apply or not for these services. The Correctional Services component of the RFP notes that offenders whose short-term release date is within five years must be given priority. Providers receiving this funding will report on annual progress through the continuing services application in the same manner as providers offering ABE services.

(d) Integrated English Literacy and Civics Education Program.

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Integrated English Literacy and Civics Education Program services are established and operated by the DDOE Adult and Prison Education Workgroup. The DDOE seeks to support these programs through a collaborative effort using various funding streams such as WIOA Title II funding, DOL pre-apprentice and apprenticeship funding and state vocational training funding. These services are funded through the same RFP process as used for Adult Education services. Programs wishing to provide IELCE services complete the IELCE services request that is a component of the ABE RFP application package. The evaluation of these requests follow the same process as used for the ABE application evaluation process.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

The DDOE issues a request for IELCE services as a component of the Adult Basic Education RFP process. The IELCE component is an optional component to be completed only by providers desiring to provide the services outlined in 243(a) of WIOA. These services are funded through the IELCE allocation of the state's Adult Basic Education grant. Selection of providers is based on the need for IELCE services as determined by an analysis of American Community Survey/US Census and state data, response to employer need, and ability to integrate language acquisition, academic skills and vocational training into a process that will benefit participants.

Within the RFP application, each applicant addresses how it proposes to prepare English Language Learners for unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. The proposal also addresses the services offered in support of the Workforce Development Board's strategic plan. Information and data from DDOL and the Delaware Workforce Development Board is included in the application as resources for respondents to use. RFP applicants must address topics such as the use of technology to provide instruction; best practices for ELL instruction; continuous program improvement; outreach to instructors, students and employers; linkages with the One Stop Centers and other WIOA partners to support English language learners in gaining unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Each respondent's application is reviewed and scored based on these and budgetary considerations. A pre-determined rubric aligning minimum and maximum scores for each section of the request is included in the application package. Individual applications are evaluated by a minimum of three reviewers resulting in an average score for each application. Grants are awarded on a competitive basis to those applications garnering the highest scores for the geographic areas in which they propose to provide services. Request for proposals are based on a four-year funding cycle with performance measured on a quarterly basis. Each funded program completes a continuing services application in the years between the RFP applications.

Based on statewide program performance, technical assistance in meeting WIOA performance targets is offered statewide to all IELCE providers. Based on individual program performance, programs not meeting performance targets receive individualized targeted technical assistance. Programs exhibiting a consistent inability to meet performance targets receive reduced funding and may be defunded. This process will mirror the process used for awarding Adult Basic Education sub-grants to selected providers.

As a part of the application process, all respondents must provide the following information:

1. Use of valid and reliable data reflecting
 - a. the benefit of IELCE services in the proposed area
 - b. past effectiveness in delivering literacy and workforce skills to English Language Learners; and
 - c. the need for the specific occupation or occupational cluster training being proposed;
2. Support of the Workforce Development Board's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options;
3. Flexible scheduling of service provision that will support successful completion of studies;
4. Incorporation accelerated instruction and technology for academic instruction for learners who can benefit from these options;
5. Provision of evidence based reading, writing and mathematics instruction geared to adult learners;
6. Provision of workplace readiness skills within a specific occupation or occupational cluster

7. Strategies that will engage participants in knowing and exercising their rights and responsibilities as citizens;
8. Use of trained staff that meet DDOE Adult Education certification requirements;
9. Delivery of high quality professional development focused on program delivery and improvement to staff;
10. Coordination with WIOA partners, postsecondary education and training entities, one-stop centers, community based organizations, nonprofit organizations for the development of career pathways;
11. Coordination with other entities to support supplemental services needed by participants to successfully complete their studies;
12. Provider's experience with maintaining high quality data management that can report measurable participant outcomes and monitor program progress;
13. Valid and reliable data that the services will be provided in locations accessible to the targeted populations.

Describe how the Integrated English literacy and Civics Education program under section 243(a) will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

The Integrated English Literacy and Civics Education Program provides instruction in reading, writing and speaking competencies, comprehension of the English language and citizenship skills to English language learners, including professionals with degrees and credentials from their native countries. Instruction is delivered through a contextualized approach focusing on workforce preparation for a specific occupation or occupational cluster designated as 'in demand' by DOL's in-demand job listing. The goal of this program is to prepare the English Language learners for educational and/or career advancement. Instruction in academics, work readiness and specific skills training is coordinated through integrated lesson plans based on the alignment of subject matter across the three areas of study.

The Integrated English Literacy and Civics Education Program integrates into classroom instruction Delaware specific information regarding employment opportunities for in-demand industries and occupations. Programs incorporate DDOL website and print resources into student activities. The program also uses the WIOA partner referral process developed by the WIOA Leadership Team to support learners in completing their educational and career goals.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with local workforce development system and its functions to carry out the activities of the program.

All IELCE services must be based on in-demand industries and occupations for the area being served. All trainings must lead to employment that enables economic self-sufficiency. Program transition supports and collaboration with DDOL facilitates placement in unsubsidized employment. Funding for this program can be provided through a combination

of DOE and DOL funding; therefore, the skills areas targeted are based on the needs of the workforce development system per DOL funding guidelines.

(e) State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The State will use the State Leadership funding under section 223 of WIOA to carry out the following required activities:

1. the alignment of adult education and literacy activities with other core program and one-stop partners through actions such as: co-location of adult education classes in One Stops; referring participants to other WIOA partners; developing intersections of service with other WIOA partners through participation in the Mapping and Process Redesign projects; and participation in local WIOA partner team meetings
2. the operation of high quality professional development programs to improve instruction including reading instruction, instruction provided by volunteers and dissemination of information about models and promising practices through activities such as summer and winter academies for professional development; maintaining the STAR reading instruction; online webinars; and the best practices component of monthly administrators' meetings
3. the provision of technical assistance to eligible providers of adult education and literacy activities concerning rigorous and scientifically valid research in reading, writing, speaking, mathematics, English language acquisition programs, distance education and staff training through activities such as targeted assistance to programs experiencing difficulty meeting performance targets; specific assistance to program regarding access to employment and training programs through collaboration with DDOL; and general assistance to program regarding the use of technology to support system efficiencies through the LACES system or through instructional online/offline software packages
4. the monitoring and evaluation of quality of and improvement in adult education and literacy activities and dissemination of information about models through activities such as quarterly monitorings, online chats, Schoology resource sites and monthly administrator meetings.

Describe how the State will use the funds to carry out permissible State Leadership activities under section 223 of WIOA, if applicable.

The State will use State Leadership Activities to fund the following permissible State Leadership activities:

- the support of a state network for literacy resources
- professional development to support the use of instructional technology
- dissemination of curricula incorporating the essential components of reading instruction as such components relate to adults
- development of models for integrated education and training and career pathways

- provision of assistance to eligible providers in developing and implementing programs that achieve WIOA objectives
- development and implementation of a system to assist in transition from adult education to postsecondary education
- integration of literacy and English language instruction with occupations skills training including promoting linkages with employers
- identification of curriculum frameworks and aligning with rigorous content standards
- development of strategies for improving teacher quality and retention
- development of services to meet the needs of adult learners with learning disabilities or English language learners
- outreach to instructors, students, and employers
- other activities as designated by the WIOA partners for implementation of WIOA

Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Title II programs will rely on several data points to determine program quality, effectiveness and continuous improvement. These will include:

- Quarterly desk audits to monitor program progress towards performance targets based on MIS data input;
- Technical assistance meetings with programs that are in danger of not meeting performance targets;
- On site state and peer monitoring visits to ensure that programs are delivering services as described in the grant application and established in legislation;
- Student surveys to evaluate service quality from a client perspective;
- Staff surveys to evaluate delivery of professional development from an instructor perspective; and
- WIOA Frontline Staff surveys to determine gaps in understanding among WIOA partners referring clients to Title II services.

	Title II – Adult Education and Family Literacy Act Program			
	Program Year: 2021		Program Year: 2022	
	Expected level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	44.9%		45.2%	
Employment (Fourth Quarter after Exit)	45.4%		45.7%	
Median Earning (Second Quarter after Exit)	\$2,045		\$2,050	
Credential Attainment Rate	5%		7%	
Measurable Skills Gains	61%		61.5%	

ADULT BASIC EDUCATION AND LITERACY PROGRAMS CERTIFICATIONS AND ASSURANCES

States must provide written and signed certifications that:	
1.	The plan is submitted by the State agency that is eligible to submit the plan;
2.	The State agency has authority under State law to perform the functions of the State under the program;
3.	The State legally may carry out each provision of the plan;
4.	All provisions of the plan are consistent with State law;
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and
8.	The plan is the basis for State operation and administration of the program;
The State Plan must include assurances that:	
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions);
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;
3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
5.	The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).