

# Federal Competitive Application for Adult Education providers in Minnesota

## Part 4: Application Narrative

Each application must include a narrative component in Word format that includes the following sections. The recommended length for the narrative is 30 pages maximum; this is not a required limit. Please label each narrative section clearly.

### Section 1: Executive Summary

This component of the application should **briefly** describe the proposed Adult Basic Education (ABE) program, including:

- A. Geographic area of service, or special population served (*This is requested by the Minnesota Department of Education but is not federally mandated.*)
- B. Brief overview of current services, student population and key initiatives or partnerships (*This is requested by the Minnesota Department of Education but is not federally mandated.*)

### Section 2: Need and Target Populations

Identify the targeted group(s) who will benefit from the program activities along with how the need was determined. Include the following:

- A. Specific data about the targeted population benefiting from the program, noting how the program intends to respond to local needs by serving those most in need of adult education services, including individuals with low levels of literacy and English language learners.
- B. Evidence of need for English language acquisition and civics education programming, and how the program activities will meet those needs.

### Section 3: Provider Educational Capacity

Describe your agency's capacity for and commitment to administering high quality Adult Basic Education services. Provide the following:

- A. Evidence of organization's past effectiveness<sup>1</sup> and current capacity in improving the skills for eligible adults in reading, writing, mathematics, English language acquisition and other relevant

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<sup>1</sup> (a) For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

subject areas, especially individuals with low levels of literacy. Responses must include performance data, ability to meet state targets for ABE program performance, and information regarding the provider's outcomes for participants on educational level gains, educational outcomes, secondary diploma or high school equivalency attainment, postsecondary placement, training and certification completion, and employment. *(NOTE: the response to this item will be used first by the Minnesota Department of Education to determine applicant eligibility and second by reviewers for rating purposes.)*

- B. Evidence of the organization's ability to serve eligible adults with disabilities, including learning disabilities.
- C. Indication of how staff, including instructors, counselors, administrators and volunteers, meet minimal qualifications established by the state, such as licensure, test administration certification, and distance learning training.
- D. Evidence that staff have access to high quality professional development, including through electronic means.

#### Section 4: Educational Quality

Describe the educational services available through your program. Clearly indicate how your programming does the following:

- A. Overview of activities and services proposed. For ABE programs, allowable activities include: adult education, literacy, workplace adult education and literacy, family literacy, English language acquisition, workforce preparation, integrated education and training, and/or integrated English literacy and civics education (please see additional information and definitions in [CFR 463.30-463.38](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf) (<https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf>)). For ABE programs in corrections, allowable activities include adult education and literacy activities, special education, secondary school credit; integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.
- B. Provide sufficient intensity and quality to allow students to make substantial learning gains.
- C. Align to best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.
- D. Use instructional practices that include the essential components of reading instruction.
- E. Integrate the state's content standards for Adult Basic Education, which have been identified as the College and Career Readiness Standards for Adult Education (CCRS), the Academic, Career and Employability Skills (ACES) Transitions Integration Framework and the Northstar Digital Literacy Standards, as evidenced by:

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(b) There are two ways in which an eligible provider may meet the requirements in paragraph (a) of this section:

(1) An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.

(2) An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (a) of this section. (Source: CFR § 463.24)

1. Descriptions of staff training on each set of content standards
2. Multi-year content standards implementation plan, and
3. Examples of how the program's curriculum and instruction are based on the state's ABE content standards.

*(This item is requested by the Minnesota Department of Education but is not federally mandated.)*

#### **Section 5: Collaboration and Contextualization**

Describe how your program collaborates with other entities, aligns to regional needs and provides contextualized instruction. Include the following:

- A. Evidence of alignment to local or regional needs as outlined by local workforce boards and/or partners in the workforce development plans, including how applicant will promote concurrent enrollment with programs in Title I.
- B. Evidence of alignment between activities and strategy/goals of local one-stop partners.
- C. Description of ABE activities that offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.
- D. Description of the organization's career pathway programming for participants, including past experience and ongoing activities. *(This is requested by the Minnesota Department of Education but is not federally mandated.)*
- E. Description of how programming is developed in coordination and collaboration with other educational, training, and social service resources in the community. Partner entities could include elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries.

#### **Section 6: Program Resources**

Describe the resources that enhance students' capacity to access and succeed in programming, including technology resources and flexible programming. Indicate the following:

- A. Description of use of technology, including distance learning, to enhance programming and increase the quality of learning, and how such technology, systems and services lead to improved performance.
- B. Description of the proposed program's flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

- C. Confirmation of use of or willingness to use the state ABE database, which can collect and report measurable participant outcomes and monitor program performance.
- D. Capacity to sustainably match federal funding with equal or greater amounts of other funding from state, local, organizational or other sources. (*This is requested by the Minnesota Department of Education but is not federally mandated.*)
- E. History of fiscal management procedures and audits.