



2008-09 KYAE RFP Narrative Section

A. Needs Assessment

Point Value: 15

For the federal definition of eligible adult education students, see the [KYAE Policy and Procedure Manual](#), p. 13. KYAE uses U.S. Census county-level data, 18 years and older without a high school credential, as the basis for determining county target populations, enrollment goals and core services grant funding. For a list of each county's target population, enrollment goal and funding levels, [click here](#). Applicants must have a thorough understanding of their target population so that their program is designed to best serve the need in individual counties. [Click here](#) for links to data sources and resources for assessing county adult education needs.

Use no more than five pages to provide data and analysis specific to the eligible adult education population in the county for which you are applying. Reviewers will compare your needs assessment to identified county-level data available from data sources and resources linked above.

B. Program Design

Point Value: 70

Based on the county's needs assessment as determined in Section A, the Program Design narrative should describe how the applicant's proposed program and activities will address identified county needs and priorities and lead to student outcomes. Reviewers will look for a strong link between the county's identified needs and program design.

Use no more than 25 pages to describe specifically how the proposed program will be designed to meet or exceed the [county's enrollment goal](#) and [core services performance measures](#). In the narrative, applicants must respond to the following:

- Provide evidence that the proposed program is of sufficient intensity and duration for students to achieve substantial learning gains.
- Include specifics of curricula and instructional methodologies that are built on a strong foundation of research and effective instructional practices. Specifically address successful methodologies for teaching writing and mathematics.
- Include specifics of instructional practices, such as phonemic awareness, systematic phonics, fluency and reading comprehension, that research has proven to be effective in teaching individuals to read.

- Describe the strategy for integration of technology and computers into instruction, including the use of [Kentucky Virtual Adult Education](#) and Kentucky Educational Television (KET) products and programs.
- Provide evidence that instruction applies to real life contexts (applied learning), ensuring that individuals have the skills needed to compete in the workforce and exercise the rights and responsibilities of citizenship.
- Describe how the proposed program will transition adult students to self sufficiency through postsecondary education.
- Describe how the proposed program will transition adult students to self sufficiency through employment.
- Articulate strategies for serving individuals most in need of adult education services. Specifically address strategies for serving those who are low income, individuals who have minimal literacy skills, individuals with disabilities, students with learning disabilities, single parents, displaced homemakers and those with multiple barriers to educational enhancement.
- Describe strategies to ensure attainment of the [county's GED target](#). (*State Requirement)
- Describe strategies to ensure attainment of individual student outcomes, including learning gains, multiple learning gains, GED, Kentucky Employability Certificate and Kentucky Manufacturing Skills Standards certificate. (*State Requirement)
- Based on the county's needs assessment and community demand, indicate whether the proposed program includes family literacy. If so, describe how these services will be designed and delivered.
- Based on the county's needs assessment and community demand, indicate whether the proposed program includes English as a second language instruction. If so, describe how these services will be designed and delivered.
- Based on the county's needs assessment and community demand, indicate whether the proposed program includes workplace education services. If so, describe how these services will be designed and delivered.
- If applicable, describe the provision of adult education services to local jails. [Click here](#) for a list of counties expected to provide corrections education at local full-service jails. This is an updated list with newly designated full-service jails. (*State Requirement)

C. Recruitment, Orientation and Retention

Point Value: 25

It is vitally important that local adult education programs develop and implement a sound plan for recruiting students and retaining them so that they meet their educational goals and programs meet their [core services performance measures](#). [Click here](#) for resources that may be helpful in developing intake, orientation and retention strategies based on research and best practices. Reviewers will look for a strong link between the county's identified needs (Section A) and strategies for recruitment and retention.

Use no more than seven pages to describe specifically how your organization will meet or exceed the [county's core services enrollment goal](#) and how the proposed program will ensure that students remain in the program long enough to reach their goals and for the program to meet [core services performance measures](#). In the narrative, applicants must respond to the following:

- Describe specific strategies for recruiting students based on the county's needs assessment as described in "Section A, Needs Assessment."

- Describe detailed strategies for retaining and re-engaging students, such as managed enrollment, especially for those populations most in need of literacy services, to produce quality student outcomes.
- Include a full description of proposed intake, orientation, goal-setting and assessment activities, which shall be in compliance with [Kentucky Adult Education Assessment Policy](#).
- Describe how student assessments will be used to design a relevant program of study for the student for the purpose of student goal achievement and retention.
- Provide evidence of flexible schedules, locations, instruction and support services, especially services for individuals with disabilities, including learning disabilities, or other special needs for the purpose of accommodating student needs and meeting student demands.

D. Demonstrated Program Effectiveness

Point Value: 20

Applicants must demonstrate past effectiveness in improving the literacy skills of adults and families. Preference will be given to applicants that show significant readiness to begin service delivery and prior success in services to the adult population.

Use no more than five pages to demonstrate program effectiveness. Applicants currently funded by KYAE should respond to the first set of bullets; other applicants should respond to the second set.

Current KYAE-funded applicants

- Describe the applicant's experience in providing adult education services to eligible populations within the last three years.
- Provide AERIN performance reports for 2005-06, 2006-07 and 2007-08 to show evidence of meeting or exceeding [core services performance measures](#).
- Analyze the AERIN performance reports and discuss specific strategies for improvement in [core services performance measures](#).

Other applicants

- List up to three projects, initiatives or programs in which your agency has delivered educational services to adults and address the following:
 - Provide evidence of positive outcomes for students in terms of academic and career goals.
 - Describe the effectiveness of the applicant in improving the literacy or academic skills of adults.
- Discuss specific strategies for achieving [core services performance measures](#).

E. Program Leadership

Point Value: 35

A major indicator of program success is strong program leadership and efficient management. This includes ensuring that employees are highly qualified and receive ongoing training. In the Program Leadership section, the narrative should address the applicant's ability to efficiently and effectively ensure quality services, make data-based and research-based decisions, contribute to student outcomes, and meet state and national adult education goals.

Use no more than 10 pages to address the following:

- Explain the organizational structure of the applicant's agency as it relates to the administration of the services funded through this application. Describe the responsibilities for oversight of fiscal and policy compliance.
- Describe strategies for using performance data to make programmatic decisions and guide continuous improvement of programming. Provide at least one specific example of how data were used by the applicant to improve services.
- With the goal of delivering quality services and producing student outcomes, instructional staff should be composed of teachers with a bachelor's degree or higher. Describe qualifications of current staff and the process by which you will hire additional staff as needed. Refer to the [KYAE Policy and Procedure Manual](#), p. 33, for personnel requirements. [Specific information about staff members (names, educational degrees, titles, etc.) are included on the Budget and Personnel Worksheet and do not need to be included in the narrative.]
- Describe the staff evaluation process and how it will be linked to data on student retention and quality outcomes.
- Describe the administrative and instructional staffing pattern and how it will enable the proposed program to achieve established goals in an efficient and cost-effective manner, such as managed enrollment, scheduled assessments, group orientation and/or other cost-effective instructional strategies.
- Explain how the program director and staff will use program data to create and implement an ongoing professional development strategy that supports all staff.
- Describe the strategies that will be used for the timely entry of student data into AERIN (Adult Education Reporting Information Network), KYAE's online data collection system, according to the [KYAE Policy and Procedure Manual](#). Include specifics regarding meeting the stated data entry timeframe for *all student folders*.

F. Coordination and Collaboration

Point Value: 15

Coordination and collaboration with other community organizations are essential to a successful adult education program. Partnerships with business and industry; elementary, secondary and postsecondary educational institutions; one-stop centers; job training and placement programs; and social service agencies are needed for recruitment and retention of students, for the non-duplication of services in the community and to leverage resources.

Use no more than four pages to address the following:

- Describe the proposed program's collaborations with postsecondary institutions in your area.
- Describe the proposed program's role as a required partner in the local one-stop system.
- Describe the proposed program's partnerships with business, industry and labor.
- Describe the proposed program's collaborations with Even Start, Head Start, elementary and secondary schools, Family Resource and Youth Services Centers and/or other programs for families and children.
- Describe how the proposed program will actively participate in the community through organizations such as in P-16 Councils and Local Workforce Investment Boards.

*The federal Workforce Investment Act, Adult Education and Family Literacy Act, Title II, requires that RFPs identify state requirements.