

Adult Education and Workforce Development Town Hall Meetings

October/November 2023

Indiana Adult Education Staff

Department of Workforce Development | Indiana ADULT
EDUCATION

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INDIANA DEPARTMENT OF
WORKFORCE
DEVELOPMENT

PY2024 Adult Education Grant Competition
Request for Applications

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

Today's Agenda

State Town Halls & Information Meetings | 2024-2025 Grant Competition

- I. Adult Education Definition
- II. Governance & Authority
 - Workforce Innovation & Opportunity Act (WIOA)
 - State Legislation
- III. Eligible Providers
- IV. Funding Considerations
- V. Grant Application Process – Timeline
- VI. Integrated Education and Training (IET)
- VII. Program Considerations
- VIII. Resources

I. What is Adult Education?

Definition.

Indiana Adult Education provides reading, writing, speaking, and mathematics instruction *at no charge* to help acquire the skills needed to earn a high school equivalency diploma, go to college, or enter an entry-level occupational certification program.

- Reading
- Writing
- Speaking
- Mathematics
- HSE
- Occupational certification

Two Funding
Streams
COMBINED
One Grant RFA

II. Governance & Authority

- Workforce Innovation & Opportunity Act (Federal)
 - Title II - Adult Education & Family Literacy Act (AEFLA)
- **STATE LEGISLATION**
 - IC 22-4.1-20. Chapter 20 – Adult Education

Purpose of the federal legislation is to strengthen and improve the nation's **public workforce system** and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

Adult Education and Family Literacy Act (AEFLA)

• PROGRAMS • ACTIVITIES • SERVICES

WIOA Title II (29 USC §3272)
U.S. Department of Education
Office of Career, Technical, and Adult Education
(OCTAE)



– Programs, activities, and services that *include* 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

STATE Legislation Indiana Code



IC 22-4.1-20

CHAPTER 20 | ADULT EDUCATION

Amended in the
2023 Indiana
General Assembly
to reflect the
federal statute with
the same programs,
activities, and
services.

(1) Adult education (2) Literacy (3) Workplace adult education and literacy activities (4) Family literacy activities (5) Digital and computer literacy (6) English language acquisition activities (7) Integrated English literacy and civics education (8) Workforce preparation activities (9) Integrated education and training.

Who is an “Eligible Individual?”

ADULT EDUCATION

“Eligible individual” means an individual –

- (A) who is **16 years of age** (or older);
- (B) who is not enrolled or required to be enrolled in secondary school under state law; and
- (C) Who –
 - (i) is **basic skills** deficient;
 - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an **equivalent level** of education; or
 - (iii) is an English language learner.

III. Eligible Providers

Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently.

“Demonstrated Effectiveness”

Federal regulations governing AEFLA at 34 CFR part 463 clarify that only an organization that has **demonstrated effectiveness** in providing adult education and literacy services is eligible to apply for AEFLA funds.

Determining Applicant Eligibility When Conducting a State Competition for Adult Education and Family Literacy Act Funds. Technical Assistance guide, Office of Career, Technical, and Adult Education, U.S. Department of Education.

Demonstrated Effectiveness

WIOA Title II requires that an applicant must be able to demonstrate **past effectiveness** in providing adult education & literacy activities before the applicant can be considered an **eligible** applicant.

Indiana is responsible for determining if an application is from an eligible provider of **demonstrated effectiveness** and must include in the application for funding a process for an applicant to follow when submitting data on demonstrated effectiveness.

Determining Applicant Eligibility When Conducting a State Competition for Adult Education and Family Literacy Act Funds. Technical Assistance guide, Office of Career, Technical, and Adult Education, U.S. Department of Education.

Two ways an eligible provider may meet requirements –

- 1) An applicant that has been **previously funded** under AEFLA, as amended by WIOA, must submit performance data required under section 116 to demonstrate past effectiveness.
- 2) An applicant that has not been previously funded under AEFLA, as amended by WIOA, 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 above.

Demonstrated Effectiveness

Determining Applicant Eligibility When Conducting a State Competition for Adult Education and Family Literacy Act Funds. Technical Assistance guide, Office of Career, Technical, and Adult Education, U.S. Department of Education.

An applicant must provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy.

This must be demonstrated in the following content domains – (1) *reading*; (2) *writing*; (3) *mathematics*, (4) *English language acquisition*; and *other subject areas* relevant to the services contained in the state's application for funds.

An applicant must also provide information regarding its outcomes for participants related to –

- Employment;
- *Attainment of secondary school diploma or its recognized equivalent*;
- Transition to postsecondary education and training.

Determining Applicant Eligibility When Conducting a State Competition for Adult Education and Family Literacy Act Funds. Technical Assistance guide, Office of Career, Technical, and Adult Education, U.S. Department of Education.

IV. Funding Considerations

13

Considerations

- (1) the degree to which the eligible provider would be responsive to –
 - (A) regional needs as identified in the local workforce plan
 - (B) serving individuals in the community who were identified in as **most in need** of adult education and literacy activities, including individuals –
 - (i) who have **low** levels of literacy skills; or
 - (ii) who are English language learners;

IV. Funding Considerations

13

Considerations

- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
- (3) past effectiveness in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance, especially eligible individuals who have **low levels** of literacy;

IV. Funding Considerations

13

Considerations

- (4) the extent to which the eligible provider demonstrates **alignment** between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners;
- (5) whether the eligible provider's program –
 - (A) is of **sufficient intensity** and quality, and based on the most rigorous research available so that participants achieve **substantial** learning gains;
 - and (B) uses instructional practices that include the essential components of reading instruction;

IV. Funding Considerations

13

Considerations

- (6) whether the activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered are based on the **best practices** derived from the most **rigorous research** available and appropriate;
- (7) whether activities effectively use technology, services, and delivery systems, including **distance education** in a manner sufficient to increase the amount and **quality of learning** and how technology, services, and systems lead to improved performance;

IV. Funding Considerations

13 Considerations

- (8) whether the activities provide 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;

Integrated Education and Training (IET)

IV. Funding Considerations

13

Considerations

- (9) whether the eligible provider's activities are delivered by **well-trained** instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means;

High Quality Professional Development
Well-trained Instructors

IV. Funding Considerations

13

Considerations

- (10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with –

- Elementary schools & secondary schools
- Postsecondary educational institutions
- Institutions of higher education
- Local workforce investment boards
- One-stop centers

- Job training programs
- Social service agencies
- Business, industry, labor organizations
- Community-based organizations, nonprofit organizations
- Intermediaries for the development of career pathways

IV. Funding Considerations

13

Considerations

- (11) whether the eligible provider's activities offer **flexible schedules** and coordination with federal, state, and local support services (such as childcare, 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;



IV. Funding Considerations

13

Considerations

- (12) whether the eligible provider maintains a **high-quality information management system** that has the capacity to report measurable participant outcomes and to monitor program performance; *and*
- (13) whether the local areas have a demonstrated need for **additional English language acquisition** programs and civics education programs.

IV. Funding Considerations

13 (plus one) Considerations

- (14) Whether the applicant is in compliance with §427.1.2.b of the General Education Provisions Act (20 USC §1228a).

Each applicant will be required to describe the steps the provider proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted by addressing the **special needs of students, teachers, and other program beneficiaries** to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

IV. Funding Considerations

In making *initial awards* to applicants, DWD will *evaluate* –

- Accomplishments & progress toward goals;
- *Capacity and efficiency in service delivery;*
- Gaps and barriers that limit participation; and
- *Employment & labor market demands.*

IV. Funding Considerations

Applicants must apply for a **region** or a **portion** of the funds available in each region they intend to serve.



Program PERFORMANCE

Funding for future grant continuations will be based on program performance.

IV. Funding Considerations

Minimum award **\$100,000** for 80 or more students.

Providers will fewer students –
“Subcontract” with a larger adult education program

Minimum Award. \$100,000

Minimum Enrollment. 80 Students



Multi-Year Grant Cycle

Start July 1, 2024

End June 30, 2030

6-year

IV. Funding Considerations

- Multi-Year Awards
PY 2024, PY 2025, PY 2026
PY 2027, PY 2028, PY 2029

Renewals after the first year are **noncompetitive** and are based on meeting milestones, including (1) measurable skill gains; (2) employment; (3) attainment of a secondary school diploma & certifications; and (4) transition to postsecondary education and training.



• Noncompetitive Renewals

– Contingent

1) Successfully implement the terms of the grant;

2) Meet state & federal performance expectations; &

3) Provide “demonstrated value” to the community

- Funding **contingent** on the availability of federal and state adult education funding

Six-Year Grant.
Renewals based on meeting milestones.

Applicants apply for a region or a portion of the funds.

Funding for future grant continuations based on program performance.

Subcontracted Service Providers

WIOA Performance Accountability Requirements

(29 USC §3141)

CFR uniform guidance

(2 CFR part 200)

- DWD allows funding to be passed through a sub-recipient to subcontracted service provider(s).
- Indiana does not, however, allow entities awarded **IELCE** funds to pass through a sub-recipient to subcontracted service providers.

Integrated English Literacy and Civics Education **IELCE**



Subcontracted Service Providers

WIOA Performance Accountability Requirements

(29 USC §3141)

CFR uniform guidance

(2 CFR part 200)

1. Sub-recipients choosing to utilize subcontracted service providers **assume responsibility** for performance. Sub-recipients will also be responsible for the monitoring of subcontracted service providers' performance and data.
2. All sub-recipients intending to use subcontracted service providers must receive approval for **each** subcontracted service provider from DWD.

Instruction vs. Administrative COSTS

Program (Instructional) Costs

A direct and immediate benefit to adult education students and are incurred in direct instruction and coaching.

Examples include instructional staff salaries, instructional materials and supplies, instructional software, assessment products (including tests), classroom fixtures/space, and costs associated with data collection and processing relative to individual students.

Instruction vs. Administrative COSTS

5%

Administrative (Non-Instructional)

Costs

These costs are for planning, administration, personnel development, and interagency coordination.

Examples include administration, program management, fiscal, clerical, professional development.

Indiana requires that no more than five percent (5%) of the total amount awarded to grantees can be used by the grantee for administrative and non-instructional purposes.

Administrative Costs

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34 CFR §463.26 – Administrative Costs

Planning; administration, including carrying out performance accountability requirements; professional development; providing adult education & literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and carrying out the one-stop partner responsibilities in (CFR) §678.420, including contributing to the **infrastructure costs** of the one-stop delivery system.

Administrative Costs Waiver
Sub-recipients may request an administrative costs waiver (subject to DWD approval) if this restriction prevents the sub-recipient from adequately providing for the administration of its program.

Maintenance of Effort

INDIANA

Maintenance of Effort

- To maintain the federally required maintenance of effort (MOE), **Indiana requires** that WIOA funded adult education providers contribute a local match. This match can include, but is not limited to, the following –

Maintenance of Effort

- In-kind contributions to adult education and literacy activities such as – infrastructure and facilities costs –
 - Utilities costs
 - Custodial services
 - Copying and printing costs
 - Phone, Internet, or other technology costs

Maintenance of Effort

- The cost of staff time spent in providing adult education and literacy activities either –
 - Volunteered or
 - Paid for by non-federal or non-state funds

Maintenance of Effort

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Expenditures Retained | Fiscal Records

Maintenance of effort costs may be pro-rated by percentage of time used to provide adult education program related services.

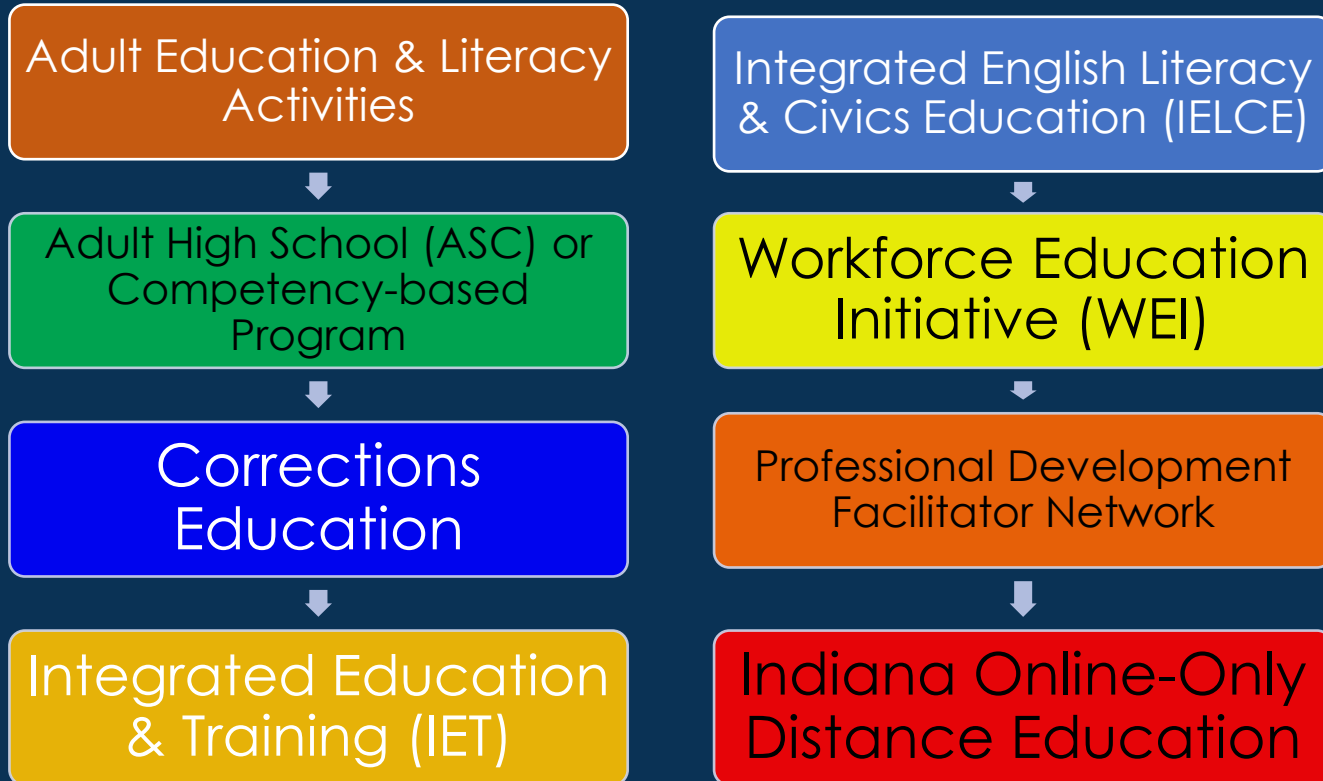
Maintenance of effort expenditures must be documented.

Documentation must be retained with the fiscal records.

This does not include costs related to high school equivalency testing services.

Adult Education Programs

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Eligible providers may apply for one or more adult education grants –

Adult Education Programs

INDIANA

Adult High School Credit or Competency – based Program

– A program that provides an eligible individual an opportunity to earn credits & a regular high school diploma or a competency-based diploma.

Integrated Education & Training

– An IET program is a service approach which provides adult education and literacy activities simultaneously & contextually with workforce preparation and workforce training. IELCE targets ELL learners.

Workforce Education Initiative

– A program that targets employers with workers who possess basic skill deficiencies and desire to retain their jobs and/or improve performance.

PDF Network

– Professional Development Facilitators (“PDFs”) are a network of lead instructors who develop local and regional professional development plans and share their knowledge and expertise to assist programs and DWD with continuous program improvement.

Indiana Online-Only Distance Education

– Applicants seeking an award to fund an IOODE program will be responsible for the design, implementation, and management of an AE distance education program. IOODE must be made available to participants in all 92 counties within Indiana. Programs include ABE & ELL.

V. Grant Application Timeline

GRANT TOWN HALLS

Grant Release (Mid-January)

Grant Submissions (late February)

Grant Review (Outside Panels)

Grant Awards (May - June 2024)

Tentative Release Dates
Start July 1, 2024 | End June 30, 2030

Adult Education

Multi-Year Competitive
Grant Application
(Request for Application)

V. Grant Application Timeline

WDB Review – Alignment to Local Plans | Recommendations

WIOA mandates that local workforce development boards (“WDBs”) coordinate activities with education and training providers within the **local workforce development area** (“WDA”).

WDBs will have an opportunity to review all AEFLA applications submitted to DWD from eligible providers that wish to provide services within the WDB’s local WDA.

WDBs will review these applications to determine if the applications align to, and are consistent with, local plans. WDBs will submit any **recommendations** to DWD.

VI. Integrated Education and Training (IET)

Provides adult education and literacy activities **concurrently** and **contextually** with workforce preparation activities and workforce training for a specific occupation or occupational cluster. Must have a **single set** of learning objectives.

Must include the **three** components of adult education and literacy activities, workforce preparation activities, and workforce training.

As part of a career pathway, IETs should support local and state workforce development board plans.

IET

- **Adult Education**
- **Workforce Preparation**
- **Training**

VI. Integrated Education and Training (IET)

“Adult Education and Literacy Activities” Grant

(WIOA, Sections 201-243, Title II, Adult Education and Family Literacy Act)

- IETs are not required but *encouraged*.

Integrated English Language and Civics Education (IELCE) Grant

(WIOA, Section 243 Subpart G)

- IETs are required, but a participant is not required to attend.

VII. Program Considerations

Staff Qualifications

Adult education program directors and instructors must have a bachelor's degree.

All instructional aides must have a high school diploma or equivalent.

- May set additional qualifications.

Adult Education Attendance

Adult education directors, or their designee, must attend adult education director/regional meetings and DWD adult education conferences.

Academic and Career Coaches

Each program must employ at least one (1) academic and career coach to address multiple learner barriers and build local partnerships.

Professional Development

Instructors and instructional aides working nine hours or more must complete 10 hours of adult education PD per year.

VIII. Grant Resources

American Community Survey (U.S. Census)

<http://www.census.gov/programs-surveys/acs/>

National Reporting System for Adult Education

<http://www.nrsweb.org/>

Tests of Adult Basic Education (TABE)

<https://tabetest.com/>

WIN

<https://www.winlearning.com/>

HiSET®

<https://hiset.org/>

GED®

<https://ged.com/>

VII. Grant Resources

LINCS (Literacy Information and Communication System)

<https://lincs.ed.gov/>

WIOA – Local Four-Year Plans

<http://www.in.gov/dwd/lp.htm>

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Grant Writing

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Questions

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