

**English Literacy and Civics Education
Competitive Grant Announcement
July 1, 2012 – June 30, 2013**



The Department of Workforce Development (DWD), Division of Adult, Career and Technical Education announces a competitive request for applications (RFA) from eligible providers for the provision of integrated English Literacy-Civics Education programs (EL/Civics).

The purpose of the grant is to provide adult English language instruction, integrating **all** four civics concepts: naturalization, civic engagement, U.S. history, and government. For purposes of this grant opportunity, DWD has expanded the definition to include an additional component: to gain an understanding of the world of work in Indiana. Specifically, topics may include but are not limited to: career choices and in-demand job opportunities, governmental and educational resources for employment and employment training, career pathway experiences, and other concepts that are employment and work-focused in nature. Grantees will be required to address directly all four civics concepts and the workplace/employability concepts within their funded EL/Civics program.

The competitive grant opportunity is open to eligible providers as defined by the Adult Education and Family Literacy Act (AEFLA), Sec. 203(5). Specifically, the term “eligible provider” refers to one of the following:

- (A) a local educational agency;
- (B) a community-based organization of demonstrated effectiveness;
- (C) a volunteer literacy organization of demonstrated effectiveness;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and
- (I) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).

A total of approximately **\$442,747** is available to fund up to eleven (11) grants, or one (1) grant in each of Indiana’s eleven (11) Adult Education Regions offered through the Consolidated Appropriations Act (Public Law 106-113) section 1000 (a) (4) of the Adult Education and Family Literacy Act, CFDA 84.002A. DWD strongly encourages eligible providers within each region to coordinate with each other and apply under one fiscal agent. It is the intention of DWD to award up to one (1) EL/Civics grant per region, provided every region proves that there is a need for the program.

SECTION I: Fiscal Overview

Allocation

As discussed, DWD has allocated a maximum amount of EL/Civics funds for each region based on a funding formula that accounts for English as a Second Language (ESL) enrollment, regional need, and performance. Table 1 below shows the variables, description, and formula weight. See Appendix B for each region's allocation.

Table 1: EL/Civics Formula Allocation

Variable	Description	Weight
% of Statewide ESL Enrollment	<ul style="list-style-type: none"> • Average of 2010-2011 & 2011-2012 (7/1/11-12/31/11 x 2) from NRS Table 4 • Includes hardcopy 10-11 ABE submissions 	40%
% of 25+ w/o credential & speak language other than English (Regional Need)	<ul style="list-style-type: none"> • Total regional residents who are 25 or older without a credential and who speak a language other than English at home • Source: American Community Survey (ACS) 5-year average (2006-2010) 	10%
% Reimbursements Earned for Outcomes	<ul style="list-style-type: none"> • Reimbursements earned for ESL outcomes according to the Adult Education Reimbursement Schedule from 7/1/11 through 12/31/11 	50%

Regions may be eligible for a performance allocation if they earn their base allocation in reimbursements for EL/Civics program student outcomes according to the Adult Education Reimbursement Schedule for ABE/ASE/ESL/ASC. A copy of the reimbursement schedule is included in Appendix C. These performance dollars must also be earned according to the Reimbursement Schedule and will be awarded for program year 2013-2014. Guidance regarding the use and budgeting of performance dollars will be given to regions once they become eligible for such funding.

Budget & Cost Analysis

Each applicant must submit a budget form and cost analysis for EL/Civics. The budget form (Form 2A in Appendix A) will be part of the grant contract and only lists two categories of expenses: program (instructional) and administrative (non-instructional). The cost analysis form (Form 2B in Appendix A) has more detailed budget categories and subcategories for both program and administrative costs.

Program (instructional) costs have direct and immediate benefit to the participant and are incurred in direct instruction. Examples include instructional staff salaries, instructional materials and supplies, instructional software, classroom fixtures/space, and data collection and processing relative to individual students.

Administrative (non-instructional) costs are for planning, administration, personnel development and interagency coordination per Section 233(a)(2) of the Workforce Investment Act (WIA). These costs may not exceed 5% in state and federal funds unless a waiver is submitted (See

Form 2C--Administrative Waiver Request in Appendix A). Costs that fall under this category relate to the following activities: administrative, program management, fiscal, clerical, data collection and processing for the program, advertising, and professional development.

Any equipment purchases, especially those in excess of \$5,000, must follow the guidance offered in federal rules, particularly those in 2 CFR Part 225 and 29 CFR 97.32.

Reimbursement Process

Grantees must wait until they receive official notification before providing any services and before any expenditure(s) may be incurred. Any expenses incurred prior to the receipt of the award letter are not reimbursable and are the financial responsibility of the grantee.

Fiscal agents may submit reimbursements against the budget form for actual expenditures once a month. DWD will post a revised reimbursement form on the Adult Education Program Management website.

SECTION II: Screening Process

The following items are reviewed to ensure the application is complete as part of the screening process.

- Form 1 – Grant Application Cover Sheet
- Grant Application Narrative
- Form 2A – EL/Civics Budget Form (one per applicant)
- Form 2B – EL/Civics Cost Analysis (one per applicant)
- Form 2C – Administrative Waiver Request
- Form 3 – Assurances

In addition, grant applications will be screened to confirm eligible provider status. Applications will result in absolute disqualification/rejection if they are:

- Submitted to DWD after the due date as indicated in grant instructions
- Submitted by an ineligible applicant

Other factors that may contribute to a loss of points and/or disqualification/rejection from consideration include:

- Incomplete application (i.e., missing required materials/documents)
- Missing budget and/or work plan
- Missing assurances
- Missing required verification of non-profit status if applicable

Clarifications may be necessary before final approval is granted. Successful applicants may be partially or fully funded, depending on the availability of funding.

SECTION III: Narrative Requirements

DWD has identified four areas for the applicant to address in the RFA.

Table 2: EL/Civics Narrative Requirements

Criteria	Narrative Questions	Point Value/Page Length Limit
Statement of Need	<ol style="list-style-type: none"> 1. Provide an overview of the need for services including: <ol style="list-style-type: none"> a) Proposed number of participants to be served including individuals in the community who are most in need of literacy services, such as individuals who are low-income and have minimal literacy skills (AEFLA Section 231, 3) b) Employment/employability opportunities for individuals c) Ethnic groups represented d) Geographic area of service, related labor market information and demonstrated need for English literacy programs in community (AEFLA Section 231, 12) 	<p>Possible Points: 15</p> <p>Length of Response: One Page</p>
Agency Capacity and Competency for Service Provision	<ol style="list-style-type: none"> 2. Describe agency capacity/competencies in providing EL/Civics programs. Specifically, address the following: <ol style="list-style-type: none"> a) Mission/purpose and how it aligns with the EL/Civics grant b) Evidence of prior success/effectiveness, if applicable (AEFLA Section 231, 2) c) Staff available to offer services and associated skills/abilities (AEFLA Section 231, 8) 	<p>Possible Points: 20</p> <p>Length of Response: One Page</p>
Instructional Goals and Activities	<ol style="list-style-type: none"> 3. Describe how this program will provide English language acquisition instruction delivered in the context of the world of work in Indiana (AEFLA Section 231, 7); effective educational practices that will support the success of the program; and how all four civics concepts will be integrated (AEFLA Section 231, 5). 4. Describe the instructional program to be delivered including: <ol style="list-style-type: none"> a) Instructional goals, activities, anticipated outcomes to include individual level gains, (AEFLA Section 231, 4A) and estimated timelines b) Curricula to be used to include instructional practices such as phonemic awareness, 	<p>Possible Points: 45</p> <p>Length of Response: Eight pages</p>

Criteria	Narrative Questions	Point Value/Page Length Limit
	<p>systematic phonics and reading comprehension (AEFLA Section 231, 4B)</p> <p>c) How the program will integrate all of the following into your work-focused curriculum: naturalization, civic participation, U.S. history, and/or government</p> <p>d) Use of technology (AEFLA Section 231, 6)</p> <p>5. Describe how instruction will be delivered in terms of the class schedule and instructional staffing. Please include information on flexible class schedules for participants, supportive services (such as childcare and transportation) and any special needs students and how they will be served (AEFLA Section 231, 10).</p> <p>6. Describe any collaboration or coordination with agencies, organizations, employers, educational training institutions, social service agencies, secondary/postsecondary institutions or labor organizations or groups that have expertise or resource information relevant to the proposed curricula (AEFLA Section 231, 9). <i>Please note that in order to receive the maximum number of points, you must demonstrate how you will partner with your regional consortium members to optimize performance (in conjunction with AE regional plan, if applicable).</i></p>	
Evaluation of Outcomes/ Demonstrated Effectiveness	<p>7. Describe what formal assessment will be used and the frequency of assessment (AEFLA Section 231, 11).</p> <p>8. If EL/Civics curriculum is integrated into all ESL courses, documentation of demonstrated effectiveness should include InTERS reported performance for all ESL students. If EL/Civics curriculum is isolated to specific courses then only InTERS reported performance data for learners enrolled in those courses should be documented for application purposes. Describe how anticipated outcomes will be measured accordingly (AEFLA Section 231, 1).</p> <p>9. In addition, providers must analyze reimbursements</p>	<p>Possible Points: 20</p> <p>Length of Response: One page</p>

Criteria	Narrative Questions	Point Value/Page Length Limit
	<p>for EL/Civics student outcomes and data in AE InTERS (AEFLA Section 231, 1). Discuss other methods of evaluation including, but not limited to:</p> <ul style="list-style-type: none"> • Student surveys of effective instructional practices • Employer feedback • Teacher/Classroom observations <p>10. New applicants should describe past effectiveness and how future effectiveness will be measured. (AEFLA Section 231, 2).</p>	

SECTION IV: Grant Submission Guidelines

Application Format

Applications must be typed, single spaced in size 12 font on 8 ½” by 11” paper with all twelve (12) pages sequentially numbered and the applicant’s region at the top of every page. Each response should be numbered corresponding to the question number in the narrative requirements section. Required forms do not count against the page limitation. The first page must be Form 1 – EL/Civics Cover Sheet.

Grant Application Submission Requirements

Applicants must address all requirements must submit *one hardcopy application* to the Indiana Department of Workforce Development, 10 N. Senate, Indianapolis, IN 46204 by **June 4, 2012**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. In addition to a hard copy, please email electronic copies of the narrative in Microsoft Word and the budget/cost analysis forms in Microsoft Excel to Melissa Wafford at mwafford@dwd.in.gov with the subject “Applicant, Region #, EL/Civics.” A confirmation email will be sent when both the electronic and hardcopy versions of the application are received.

SECTION V: Appendices

Appendix A - Forms

- Form 1 – Grant Application Cover Sheet
- Form 2A – EL/Civics Budget Form (one per applicant)
- Form 2B – EL/Civics Cost Analysis (one per applicant)
- Form 2C – Administrative Waiver Request
- Form 3 – Assurances

Appendix B – Regional EL/Civics Allocation

Appendix C – Reimbursement Schedule

Appendix A- Forms

**2012-2013 EL/Civics RFA
Form 1 – RFA Cover Sheet**



A. Eligible Applicant Agency _____
Mailing Address _____
City _____ State _____ Zip _____
Contact Person _____
Telephone _____ Email _____

B. Economic Growth Region Number _____

C. Type of Applicant

- | | |
|--|--|
| <input type="checkbox"/> Local education agency | <input type="checkbox"/> Community based organization |
| <input type="checkbox"/> Volunteer literacy organization | <input type="checkbox"/> Institution of higher education |
| <input type="checkbox"/> Library | <input type="checkbox"/> Faith based organization |
| <input type="checkbox"/> Non-profit institution | <input type="checkbox"/> Other public agency (specify) |
| <input type="checkbox"/> Other | _____ |

D. Financial Officer

This is the person who will receive electronic transfers and is responsible for submitting required fiscal reports.)

Name _____

Phone _____ Email _____

2012-2014 EL/Civics RFA
Form 2A – Budget Form



EDS NUMBER: _____	CFDA#: 84.002A
FEDERAL AGENCY: DOE	DUNS#: _____
	CCR#: _____

ELC-Federal

Project Code	Activity	Cost Category	Budget
5104190P11ABEGR	5330000	EL Civics Program	\$ -
TOTAL			\$ -

Provider/Region _____

Directions: Specify number and total cost. Costs should be classified into one of the categories/ subcategories listed below. If a cost cannot be classified, add a line and specify the sub-category.

SECTION I-Program (Instructional) Budget Detail

Budget Categories (List Items)	Number if Applicable	Budget
Staff Salaries (Full Time)		
Teacher		
Instructional Aide		
Tutor		
Life Coach/Mentor		
Intake/Followup Coordinator		
Childcare		
Staff Salaries (Part Time)		
Teacher		
Instructional Aide		
Tutor		
Life Coach/Mentor		
Intake/Followup Coordinator		
Childcare		
Benefits		
Total Staff Benefits		
Materials and Supplies		
Textbooks		
Instructional Software		
Orientation packets		
Workbooks		
Equipment		
Computers		
Purchased Services		
Childcare		
Transportation		
Curriculum Development		
Other Charges		
Rent/Leases		
Property		
Utilities		
Total Program Costs		

Provider/Region _____

Directions: Specify number and total cost. Costs should be classified into one of the categories/ subcategories listed below. If a cost cannot be classified, add a line and specify the sub-category.

SECTION II-Administrative (Non-Instructional) Budget Detail

Budget Categories	Number if Applicable	Budget
Staff (Full Time)		
Program Manager/Director		
Fiscal Personnel		
Data Entry Technicians		
Program Coordinator ¹		
Staff (Part Time)		
Program Manager/Director		
Fiscal Personnel		
Data Entry Technicians		
Program Coordinator		
Benefits		
Total Staff Benefits		
Materials and Supplies		
Equipment		
Purchased Services		
Professional Development		
Fiscal Agent		
Other Charges		
Communication		
Marketing		
Utilities (Phone, Copiers)		
Travel		
Total Administrative Costs		

¹ Program coordinator should coordinate adult education program with WorkOne offices, other agencies, and employers. This individual may also oversee workforce experience programs.

2012-2013 EL/Civics RFA
Form 2C – Administrative Waiver Request



The applicant agency, _____, requests a waiver to expend _____% of its federal budget for administrative costs for fiscal year FY 2012 for the adult education program under the Adult Education and Family Literacy Act.

We, the undersigned, acknowledge that 95% of the federal grant is expected to be used for program (instructional) purposes unless a waiver is approved. One or both of the following categories must apply. We further understand that a waiver for administrative (non-instructional) costs in excess of 5% of the federal and state budget amount will be granted only in exceptional circumstances.

(Check one or both statements, as applicable, providing rationale for the waiver request.)

- The administrative activities relate to the achievement of state goals to improve program quality and level of service, as explained here:

- A 5% limit on administrative expenditures would not provide for sufficient planning, management, evaluation, or coordination, as explained here:

We provide these assurances/justifications with respect to this waiver request.

Program Director Signature

Business Manager

For State Use Only

A waiver for fiscal year 2012 is granted is not granted

State Director

Date

Appendix B

2012-2013 Funding Formula for EL Civics

Date: March, 15, 2012

ELC Program Base:	\$442,747
Formula Weights (See Below for Formula Calculation)	
Enrollee Weight	40%
ESL w/o Credential Weight	10%
Performance Weight	50%

R	Counties	ESL Enrollment Average (10-12)		25+ w/o Credential & Speak Language Other Than English (ACS 5-yr: 06-10)		Earned ESL Reimb. 7/1/11-12/31/11		FY12 Base ¹	FY12 Performance ²
		#	%	#	%	\$	%		
		1	Jasper, Lake, LaPorte, Newton, Porter, Pulaski, Starke	608	12%	16,597	18%		
2	Elkhart, Fulton, Kosciusko, Marshall, St. Joseph	767	15%	16,630	18%	\$39,050	14%	\$65,539	\$11,566
3	Adams, Allen, DeKalb, Grant, Huntington, LaGrange, Noble, Steuben, Wabash, Wells, Whitley	353	7%	15,839	17%	\$31,200	11%	\$44,759	\$7,899
4	Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Tippecanoe, Tipton, Warren, White	778	15%	6,876	7%	\$37,550	14%	\$60,018	\$10,591
5	Marion, Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan, Shelby	1977	38%	24,761	27%	\$105,950	39%	\$164,540	\$29,037
6	Blackford, Delaware, Fayette, Henry, Jay, Randolph, Rush, Union, Wayne	15	0%	1,354	1%	\$0	0%	\$1,161	\$205
7	Clay, Parke, Putnam, Sullivan, Vermillion, Vigo	16	0%	1,418	2%	\$0	0%	\$1,209	\$213
8	Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange, Owen	261	5%	2,882	3%	\$19,500	7%	\$25,959	\$4,581
9	Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, Switzerland	211	4%	1,975	2%	\$12,350	4%	\$18,063	\$3,188
10	Clark, Crawford, Floyd, Harrison, Scott, Washington	78	1%	1,635	2%	\$0	0%	\$3,424	\$604
11	Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick	142	3%	2,166	2%	\$7,800	3%	\$12,140	\$2,142
TOTALS		5,202	100%	92,132	100%	\$274,850	100%	\$442,747	\$78,132

¹Base Allocations were determined as follows:

$$= \text{Total Funds} * \left(\frac{\text{En}_R}{\text{En}_{ST}} * \text{En Wt} + \frac{\text{ESLw/o Cred.}_R}{\text{ESLw/o Cred.}_{ST}} * \text{ESL w/o Cred. Wt} + \frac{\text{Reimb}_R}{\text{Reimb}_{ST}} * \text{Perf. Wt} \right)$$

Where:

- $\text{En}_R / \text{En}_{ST}$ = 2 year ESL enrollment average (10-11 & 11-12 Proj.) for Region/ 2 year enrollment average for state
 - $\text{ESL W/o Cred.}_R / \text{ESL W/o Cred.}_{ST}$ = 25+ w/o Credential & Speak Language Other Than English (ACS 5-yr: 06-10)
 - $\text{Reimb}_R / \text{Reimb}_{ST}$ = Total Dollars Earned in ESL Outcomes per the *Adult Education Reimbursement Schedule* for Region / Total Dollars Earned in ESL Outcomes per the *Adult Education Reimbursement Schedule* for the State
- Reimbursement accrual is from July 1, 2011 through December 31, 2012 and excludes the Enrollment Reimbursement.

² These dollars may be earned by each region via reimbursable outcomes after a region has earned its base allocation in terms of reimbursable outcomes for ELC students.

Appendix C

Adult Education Reimbursement Schedule for ABE/ASE/ESL/ASC

Effective: July 1, 2012 to June 30, 2013

Revision Date: 3.14.12



GED+ Reimbursement	
Awarded upon student's completion of GED+ program	
Amount	\$300

Transition to Postsecondary Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before earning passing Compass scores (Reading 80+, Writing 70+ & Alg. 35+) or Accuplacer scores (Reading 89+, Writing 80+, & Alg. 53+).			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

GED Certificate or HS Diploma Attainment Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The student's last calendar day of attendance before the student passes the GED Tests or ECA Exams.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

9-10.9+ (Low ASE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 10.9.			
Time	<6 Weeks	6-8 Weeks	>8 Weeks
Amount	\$400	\$300	\$200

6-8.9+ (High Int. ABE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 8.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

E-5.9+ (Bundled Low ABE) Reimbursement			
Time Start: The first calendar day after official enrollment <u>or</u> last earned reimbursement.			
Time Stop: The calendar day the student posttests above 5.9.			
Time	<22 weeks	22-24 weeks	>24 weeks
Amount	\$585	\$450	\$315

ESL Reimbursement #2			
Time Start: The first calendar day after official enrollment or last earned reimbursement.			
Time Stop: The calendar day the student posttests above NRS ESL Level 4 in reading, writing, or both OR above NRS ESL Level 5 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

ESL Reimbursement #1			
Time Start: The first calendar day after official enrollment.			
Time Stop: The calendar day the student posttests above NRS ESL Level 3 in reading, writing, or both OR above NRS ESL Level 4 in Listening.			
Calendar Weeks	<22 weeks	22-24 weeks	>24 weeks
Amount	\$650	\$500	\$350

ABE Enrollment	
Attendance Weeks	1-2 weeks
Amount	\$60

*If a student skips a level, the program will receive reimbursement for the lower level based on actual instructional weeks and the maximum reimbursement for the level(s) skipped.

Note: DWD discourages the practice of a student sitting for the GED Tests before that student has tested ABOVE the 10.9 level, i.e. into ASE High.