

**English Literacy and Civics Education
Grant Continuation Guidance
July 1, 2015 – June 30, 2016**



The purpose of the English Literacy – Civics Education (EL/Civics) grant is to provide adult English language instruction, integrating **all** four civics concepts: naturalization, civic engagement, U.S. history, and government.

NOTE: in WIOA legislation effective 1/7/2015, EL/Civics changes to *Integrated English Literature and Civics Education (IELC)*, and ESL students (English as a Second language) changes to *ELL (English Language Learners)*.

For purposes of this grant opportunity, the Department of Workforce Development (DWD) has expanded the definition to include an additional component: to gain an understanding of the world of work in Indiana. 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.

To support delivery of these IEL/Civics services, DWD announces the availability of the continuation of federal funds to support the provision of the services discussed above for the period of July 1, 2015 to June 30, 2016. Only entities that were the recipients of EL/Civics funding in the previous program year (July 1, 2014 to June 30, 2015) are eligible to apply for continuation of funds.

Section I provides guidance on eligibility, formula allocations, fiscal processes, and grant continuation requirements. Changes to these sections are indicated in **bold, red font**. Sections II, III, and IV provide narrative and further grant continuation submission requirements. **Applicants should provide updates to the same narrative approved for the previous program year and highlight the updates as described.** (Additional guidance is provided starting on page 6). Submitting the PY14-15 narrative with no identified edits/updates will result in a rejected proposal and loss of funding. All narratives must include updates.

EXPLANATION OF TERMS

Provider - an organization providing adult education services that pertain to this grant.

Program - approved plan of action and activities aiming at adult education that pertain to this grant.

WIOA – Workforce Innovation and Opportunity Act.

Workforce Preparation Activities - means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (WIOA, Sec. 203(17)).

Integrated Education and Training (IET) - means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (WIOA, Sec. 203(11)).

Integrated English Literacy and Civics Education (IELC) - AEFLA makes funds available for integrated English literacy and civics education, in combination with integrated education and training activities. As stated in statutory language, the goal of the integrated English literacy and civics education program is to design a program that would: 1) 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; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program. (WIOA, Sec. 243).

ELL (English Language Learners) – the population whose first language is not English. The program to serve this population is IELC Education.

SECTION I: Fiscal Overview

Allocation

DWD has estimated allocated a maximum amount of IELC funds for each recipient of the EL/Civics funding in 2014-15 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 A for each region’s allocation. Only regions that received funding during the grant competition were included for the funding allocation. Fiscal agents must complete Form 2A, Form 2B (as needed), Form 2C and Form 2D as part of this section.

Table 1: IEL/Civics Formula Allocation

Variable	Description	Weight
% of Statewide ELL Enrollment	<ul style="list-style-type: none"> • ELL Enrollments from PY 2013 (July 1, 2013- June 30, 2014) from NRS Table 4 • ELL Enrollments from PY 2014 to date (July 1, 2014- December 31, 2015) from NRS Table 4 	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 (2008-2012) 	10%
% Reimbursements Earned for Outcomes	<ul style="list-style-type: none"> • Reimbursements earned for ELL outcomes & EL Civics according to the Adult Education Performance Incentive Schedule for PY 2013 and PY 2014 to date 	50%

Regions may be eligible for a performance allocation if they earn their base allocation in incentives for EL/Civics program student outcomes according to the Adult Education

Performance Incentive Schedule. A copy of the performance schedule is included in Appendix B. These performance points must also be earned according to the Performance Schedule and will be awarded for program year 2016-2017. Guidance regarding the use and budgeting of performance dollars will be given to regions once they become eligible for such funding.

Cost Analysis Budget

Each applicant must submit a cost analysis budget for IELC. The cost analysis form (Form 2A) has 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 costs associated with 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 Innovation and Opportunity Act (WIOA). These costs may not exceed 5% in state and federal funds unless a waiver is submitted (See Form 2B-Administrative Waiver Request). Costs that fall under this category relate to the following activities: administrative, program management, fiscal, clerical, advertising, and professional development.

All procurement must follow DWD procurement guidance issued in the Adult Education Funding policy on the DWD website: http://www.in.gov/dwd/files/DWD_Policy_2013-05.pdf. Any equipment or software purchase in excess of \$500 requires a state tag according to DWD Policy 2013-01 found here: http://www.in.gov/dwd/files/DWD_Policy_2013-01.pdf.

Reimbursement Process

Beginning July 1, 2015, fiscal agents may submit reimbursements against the budget form for actual expenditures once a month. Fiscal agents must submit a request for reimbursement a minimum of quarterly. DWD will post a revised reimbursement form on the Adult Education Program Management website (<http://www.in.gov/dwd/adultedadmin/grants.htm>).

Professional Development

Each fiscal agent may apply for EL Civics Leadership funds for the purpose of professional development up to the amount indicated in Appendix C – EL Civics Professional Development Funding Formula and Allocation. Table 2 shows the variables, description, and weights.

Professional development funds must be budgeted separately on Form 2C – Professional Development Budget. Due to each region having multiple providers, the total amount from all Form 2Cs, should correspond to the Professional Development section on each fiscal agent's Form 2A. Professional Development funds should be used primarily to attend DWD sponsored events or other conferences of state or national significance such as the IAACE conference and the COABE conference. Funds also may be used for regional professional development initiatives. All professional development must align with the DWD Adult Education Professional Development policy. Attendance and costs related to Professional Development must be tracked

and reported quarterly to the DWD Professional Development Manager. This includes both DWD and non-DWD sponsored Professional Development events. Additional guidance will be issued. Although DWD does not require a specific percentage of Federal Leadership dollars be spent on professional development, providers must ensure that all staff who teach a minimum of nine (9) hours per week must attend a minimum of one (1) DWD sponsored initiative per year. Teachers working full-time in the K-12 system may submit a waiver for this requirement per the DWD Professional Development Policy. The waiver form requires eligible staff to provide the following:

- Title, content, and date of the Professional Development event attended;
- Course or event certificate of completion or Professional Growth Points certificate;
- Explanation of how the non-DWD PD event aligns with DWD PD activities for PY15; and
- Verification of full-time K-12 employment.

Waivers will be reviewed and approved or denied by the DWD Professional Development Manager.

Section II. Performance Metrics

At the federal level, the National Reporting System (NRS) has defined measures of student outcomes that include literacy gains, improved English proficiency, and attainment of postsecondary credential and student advancement to further education or employment. The federal Office of Career, Technical, and Adult Education (OCTAE) requires DWD to set Indiana targets for these measures and report performance on them annually. To ensure Indiana meets its OCTAE targets, **DWD is requiring each consortium to establish regional targets for the NRS measures are these summarized in Form 3-Consortium Performance Measures Worksheet.** DWD may negotiate different targets with each region than those proposed.

In addition to the NRS measures, DWD has established eight measures for each consortium listed in Table 4 below. The first two measures of employment have commonalities between WIA Title I & II, and the first four measures coincide with OCTAE NRS measurements. Regions must set consortium metric targets for the 2015-16 program year that are above levels met in previous years. DWD will track the data in InTERS and will use the target measures as part of the risk analysis conducted to determine the need for future monitoring.

Table 2: DWD Consortium Metrics

Measure	Description (NRS definitions should be considered official where applicable)	Where It Is Tracked
Entered Employment*	Percentage of students who gain employment during or just after exiting Adult Education.	NRS Table 5 measurement
Employment Retention*	Percentage of students who had or gain employment and retain it.	NRS Table 5 measurement

Measure	Description (NRS definitions should be considered official where applicable)	Where It Is Tracked
Entered Postsecondary Education/Training*	Percentage of students who enter postsecondary education or training, including WorkINDiana	NRS Table 5 measurement
Obtained High School Diploma or Equivalent*	Percentage of students who obtain high school equivalency	NRS Table 5 measurement
Adult Education Enrollment	Number of students who enroll in adult education	Total Enrollment from NRS Table 4
Enrolled and Completing a Level	Percentage of adult education students who complete a level	Column H from NRS Table 4
Pre- and Post-tested Completing a Level	Percentage of adult education students who are pre and post tested and complete a level	Column H from NRS Table 4B
WorkINDiana Enrollment	Number of students who enroll in WorkINDiana	WorkINDiana monthly report

* These measures are based on the NRS cohort definitions, which can be found at: <http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>.

SECTION III: Narrative Requirements

Each grantee must complete three pieces of narrative, which are described in more detail below:

- 1) A reflective analysis of progress made on initial plans and adjustments for the upcoming year; and,
- 2) Plans for professional development,
- 3) Transition activities from WIA to WIOA.

1. Provider Reflective Analysis & Consortium Plan

Each provider must provide a reflective analysis on the PY14-15 proposal accepted by DWD and a plan for PY 15-16. The analysis should be written by the provider, and then reviewed by the consortium to ensure alignment with consortia goals. The analysis should be no longer than two (2) pages for each provider. The consortium must also provide plan for the region as a whole (2 pages).

The analysis should provide answers to the following questions:

Provider Reflective Analysis for PY14-15 (***2 pages per provider***):

1. What parts of the implementation of the regional plan has gone well?
2. What has succeeded?
3. What parts of the implementation have not gone as planned and why?
4. What challenges have slowed or halted implementation?

Consortium Plan for PY 15-16 (***2 pages for plan***):

1. What adjustments or new plans will the consortium make for PY 15-16?
2. What are the expected outcomes of these plans?
3. What challenge might be encountered in implementing plans for PY 15-16?
4. What steps will be taken to minimize and mitigate them?

Grantees should use this analysis to update any individual narrative questions as deemed necessary. **Grantees should provide updates to the same narrative approved for the previous program year and highlight the updates as described.** Submitting the PY14-15 narrative with no identified edits/updates will result in a rejected proposal and loss of funding. All narratives must include updates.

2. Plans for Professional Development (2pages max)

Each program must respond to the questions below when outlining its professional development activities for the year. The professional development budget (Form 2C) should reflect all of the activities planned for the year and subject to change. A calendar of professional development offered through DWD is found in Appendix D – Professional Development Calendar.

- 1) What are the greatest PD needs of staff? What data is used to help determine this? How will providers work to meet these needs during the 2015-16 program year?
- 2) Do providers plan to provide any PD? Please describe. How will the PD provided align to and support the values of DWD and its PD activities?

3. Transition Activities from WIA to WIOA (2 pages per program max)

Program year 15-16 is a transition year from WIA to WIOA legislation which takes effect on July 1, 2015. WIOA will help job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with skilled workers they need to compete in the global economy.

WIOA expands the purpose of adult education to emphasize that activities should increase an individual's ability to transition to postsecondary education or obtain employment. In the transition year 2015-2016, the providers have the opportunity to prepare for full implementation of WIOA PY 16-17. In addressing the transition activities plan, each provider must respond to the questions in the table below.

Under WIOA, the definition of *adult education and literacy activities* means 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 (IELC), workforce preparation activities, or integrated education and training (IET).

Workforce Preparation Activities - means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (WIOA, Sec. 203(17)).

Integrated Education and Training (IET) - means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (WIOA, Sec. 203(11)).

Integrated English Literacy and Civics Education (IELC) - AEFLA makes funds available for integrated English literacy and civics education, in combination with integrated education and training activities. As stated in statutory language, the goal of the integrated English literacy and civics education program is to design a program that would: 1) 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; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program. (WIOA, Sec. 243).

Questions to be addressed:

1. How is the region providing the above activities? Please list a response for each of the three activities.
2. If your region is not currently providing the above, how does the region plan to implement the above activities in PY15-16?

SECTION IV: Grant Submission Guidelines

Application Format

Applications must be typed, single spaced in size 12 font on 8 ½” by 11” paper with 1” margins, all pages sequentially numbered and the applicant’s region at the top of every page. The reflective analysis should be clearly indicated for each program area. Any updated responses to individual questions should be made in the same narrative approved for the previous program year and the updates should be highlighted. 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.

IMPORTANT: please provide the signatures on your documents in **BLUE INK only**.

Please note: in the upper right corner on Forms 2A-2C you will need to indicate the date of submission, as well as if your submission is an original or a revision.

Grant Application Submission Requirements

Applicants must address all requirements and *one hardcopy application* must be **received** at the Indiana Department of Workforce Development **by 10am on April 2, 2015**. Please note that DWD must receive applications by this deadline, i.e. this is not the postmark date. DWD will not accept faxed copies. Applications should be sent to:

Attn: Donna Lovelady
Indiana Department of Workforce Development
Adult Education
10 N. Senate Ave., SE 203
Indianapolis, IN 46204

In addition to a hard copy, *electronic copies of the narrative (in Word format) and the budget forms (in Excel format) must be submitted via email to AdultEd@dwd.in.gov*. The subject line of the email should be styled as “Region [#] IEL/Civics Grant Continuation Submission PY15-16” (e.g., Region 5 IEL/Civics Grant Continuation Submission).

A confirmation email will be sent when *both* the electronic and hardcopy versions of the application are received. Use the Grant Continuation Checklist to check that all components have been submitted.

Technical Assistance

Questions about this grant opportunity may be addressed to the Regional Adult Education Coordinator or AdultEd@dwd.in.gov.

A webinar to discuss the grant continuation requirements is scheduled for Wednesday, February 18, 2015 from 1:00 pm – 3:00 pm EST. A recording of the webinar will be made available afterwards at: <http://www.in.gov/dwd/adultedadmin/grants.htm>.

SECTION II: Forms and Appendices

Forms

- Form 1 – Grant Continuation Cover Sheet
- Form 2A – EL/Civics Cost Analysis (one per applicant)
- Form 2B – Administrative Waiver Request (as needed)
- Form 2C – EL/Civics Professional Development Budget
- Form 3 – Consortium Performance Measures Worksheet
- Form 4 – Assurances
- Form 5 – Authors list

Appendices

Appendix A –EL/Civics Formula and Allocation

Appendix B – Performance Incentive Schedule

Appendix D – Professional Development Calendar