

**MULTI-YEAR COMPETITIVE GRANT GUIDANCE FOR INTEGRATING
ENGLISH LITERACY AND CIVICS EDUCATION**

**JULY 1, 2002 THROUGH
JUNE 30, 2004**

**ADULT EDUCATION AND FAMILY LITERACY ACT
FEDERAL ENGLISH LITERACY AND CIVICS EDUCATION
DEFERRED FUNDING
for
JULY 1, 2002 THROUGH JUNE 30, 2003 PROGRAM YEAR**



**PROGRAM GUIDANCE AND
INSTRUCTIONS**

**MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT
ADULT EDUCATION OFFICE**

EL-CIVICS PROGRAM GUIDANCE AND INSTRUCTIONS

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MICHIGAN DEPARTMENT OF CAREER DEVELOPMENT
Adult Education Office

GRANT ANNOUNCEMENT
FEDERAL ADULT EDUCATION AND FAMILY LITERACY ACT
INITIATIVES FOR INTEGRATING ENGLISH LITERACY
AND CIVICS EDUCATION
May 13, 2002

SUBJECT: Announcement of Grant Application for Initiatives for Integrating English Literacy
and Civics Education (EL-Civics)

The URL: www.Michigan.gov/mdcd

There are two parts to this application:

Part A. Grant Guidance

Section I	General Information
Section II	Other Information
Section III	Review Process and Review Criteria for Narrative
Section IV	Information Concerning Other Requirements
Section V	Application Instructions

Part B. Grant Application Form

NATURE OF ACTION REQUESTED: X Voluntary

The Michigan Department of Career Development (MDCD) is pleased to announce funding for the English Literacy and Civics Education (EL-Civics) initiative funded through the Adult Education and Family Literacy Act Title II of the Workforce Investment Act of 1998 amended. This program funding is federally required to be competitive for all eligible applicants and is available as continuation grants for the multi-year period of December 1, 2001 through June 30, 2004. Approximately \$500,000 was available for the 2001-2002 Phase I program year. Up to \$800,000 will be designated for the 2002-2003 Phase II program year, and an estimated \$1 million will be available for the 2003-2004 Phase III program year to programs awarded Phase II funding.

The EL-Civics grant program was established to support projects that demonstrate effective practices in providing and increasing access to integrated programs and services that incorporate English literacy and civics education. The focus of Michigan's EL-Civics program is to find innovative and effective ways to combine the teaching of English as a Second Language (ESL) and civics education.

An original, signed application and 3 copies of the complete application must be received by the MDCD, Adult Education Office **no later than 5:00 p.m. on June 14, 2002**. Proposals may be delivered or mailed to the Michigan Department of Career Development, Adult Education Office, EL-Civics Grant Application, Victor Building, 3rd Floor, 201 North Washington Square, P.O. Box 30714, Lansing, Michigan 48909.

**Michigan Department of Career Development
Adult Education Office**

**Grant Application for Initiatives for Integrating English Literacy and Civics Education
(EL-Civics)**

SECTION I. GENERAL INFORMATION

INTRODUCTION

This application is designed to meet federal requirements in the Workforce Investment Act (WIA), Title II Adult Education and Family Literacy program funds from the United States Department of Education.

The U.S. Department of Education Program Memorandum FY 2001-13 announced an additional \$70M that will be distributed to all states on a formula basis. It states that these funds are for "integrated English literacy and civics education services to immigrants and other limited English proficient populations." The U.S. Department of Education provides the following definitions to clarify this new initiative:

- "An English literacy (EL) program means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language."
Adult Education & Family Literacy Act
- "Individual of limited English proficiency means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language."
Adult Education & Family Literacy Act
- "Civics education means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members." November 17, 1999
Federal Register

"The purpose of this initiative is not simply to expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in the education, work, and civic opportunities of this country, immigrants and other limited English proficient persons must not only master English but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care." U.S. Department of Education Program Memorandum FY 2001-13, June 27, 2001

The Michigan Department of Career Development will allocate its share of this new funding, up to \$800,000 for the 2002-2003 program year, to eligible agencies seeking innovative and effective ways to combine the teaching of English as a Second Language and civics education. The goal is to expand English literacy programs through assisting immigrants and other limited English proficient persons to become more proficient in English as they learn about this country – its political processes and societal values – and the rights, responsibilities and privileges associated with citizenship in the United States.

To become full participants in American life and to be successful as workers, parents, family members, and citizens, adults in the United States must be able to read and communicate in English. Evidence indicates that individuals with limited English proficiency are eager to learn English and the other skills needed to succeed in U.S. society. English literacy instruction is the fastest growing component of adult education, with enrollment in English literacy classes increasing 105 percent throughout the United States over the past 10 years. In addition to learning English as necessary to participate fully in American life, individuals must be able to understand and navigate governmental, educational, and workplace systems, and key American institutions. The increasing number of individuals seeking citizenship has stimulated growth and interest in citizenship and civics preparation classes.

The Workforce Investment Act of 1998 requires entities involved in workforce development activities, including adult education and literacy programs, to participate in the operation of local one-stop delivery systems. All the partners in local systems must participate in establishing and achieving specific student performance goals during each of the remaining three years. Because of these new and expanded collaboration requirements, applicants should address activities to establish and sustain partnerships with regional Workforce Development Boards. The application narrative requests information on how the applicant will coordinate EL/Civics activities with their regional Workforce Development Board.

This new federal funding is designated to find new and effective ways to combine the teaching of English literacy and civics education. Research on teaching adults with limited English proficiency indicates that the use of a variety of instructional methods is effective in achieving successful outcomes. Such methods include the use of trained teachers and a variety of instructional teaching methods in contexts such as family and workplace that focus on meaningful activities that meet the language, literacy, and cultural needs of students. Diversity in new and innovative teaching materials to help adults learn English while also learning about civil rights, civic participation and responsibility, and obtaining citizenship will help programs increase English literacy learner and program outcomes.

The MDCD's State Plan, approved by the United States Department of Education, addresses the overall adult education goals and strategies as they relate to the State program to encourage coordination of local service delivery among a variety of programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and literacy services which include: Adult Basic Education Skills, General Education Development (G.E.D.) Preparation, High School Completion, English as a Second Language, Family Literacy, Workplace Literacy, and English Literacy-Civics. Adult education delivery systems may include organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate individually or in consortia to deliver services.

GRANT PURPOSE

The English Literacy and Civics Education (EL-Civics) grant program was established to support projects that demonstrate effective practices in providing, and increasing access to, integrated programs and services that incorporate English literacy and civics education. Federal authorization through the Workforce Investment Act, Title II provides for the funding of competitive multi-year grants starting December 1, 2001 through the 2003 – 2004 program year.

ELIGIBLE APPLICANTS

Eligible applicants for this grant are:

- 1) Local educational agencies;
- 2) Community-based organizations of demonstrated effectiveness;
- 3) Volunteer literacy organizations of demonstrated effectiveness;
- 4) Institutions of higher education;
- 5) Public or private nonprofit agencies;
- 6) Libraries;
- 7) Public housing authorities;
- 8) Nonprofit institutions that are not described in any of these subparagraphs and have the ability to provide English literacy and civic education services to adults; and,
- 9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items (1) through (8).

Consortium Information: All applicants must list all consortium members on the Consortium Agreements Form with the signature of the person(s) authorized to approve fiscal agreements with other agencies. Consortia may be formed for many purposes: to more adequately cover a geographic region with accessible services, to more efficiently and effectively handle multiple barriers inside and outside the education system, to develop partnerships, or to share resources.

The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from the MDCD. The fiscal agency for the consortium should detail the duties, roles and responsibilities of each party specifically in regard to approving financial expenditures, performance reporting, student assessments, and other state and federal requirements. Members should plan collaboratively to ensure all consortium members are aware of the regulations and responsibilities.

CLIENT ELIGIBILITY

The law states that the eligible persons for this grant program are immigrants and other limited English proficient persons. Adult education funding may serve adults, age 16 years and older, who are neither enrolled in, nor required to be enrolled in, secondary school under state law.

FUNDING INFORMATION

Grants made available through this federal funding to applicants whose Phase I funding decision was deferred will be awarded July 1, 2002 through June 30, 2004. Applicants awarded funds beginning on July 1, 2002 must provide information as required in subsequent applications for annual continuation of funding. Due to the limited amount of this funding and the geographical diversity of English Literacy programs, competition for the EL-Civics funding will be statewide and not allocated by the demographics of Workforce Development Board regions.

For the 2002-2003 funding period the grant applicant will determine the cost for piloting a specific set of instructional materials for instruction in a classroom or by a tutor-based program, or expanding upon successful Phase I pilots. The applicant will want to begin the design of a comprehensive EL-Civics program, integrating instruction for workplace, governmental, or educational systems and key institutions, such as banking and health care. The applicant may conduct more than one pilot, but must be able to document how the pilot or pilots will enhance the English literacy program. Furthermore, applicants must be able to show how they can provide the oversight and evaluation of the effectiveness of each pilot. The cost of services may only be in conjunction with instructional services specific to each pilot program. The cost of each pilot must be broken out in the budget detail and justified in the budget narrative so individual

expenses relating to specific pilots can be reviewed as to their reasonableness and necessity. The number of students involved in each pilot, the number of students in the applicant's current English literacy program, the extent of the pilot, and the applicant's history of performance will also be taken into account. It is estimated that the grants will range from \$3,000 to \$40,000 depending on the comprehensiveness of the proposed pilot for this phase of funding. The MDCD is in no way bound by these estimates in the making of awards. Applicants will be notified to adjust their budgets, if in the best interest of the State.

How the funds may be expended:

The funding request must be used to support the specific activities and costs related to each pilot for the integration of English literacy and civics education instruction, including the cost of staff and instructors, materials and equipment, and staff training. Support services such as childcare and transportation required for program implementation are allowed. Requests for administrative costs must be identified and should not exceed 5 percent of the total proposed budget. Applications that propose costs that are not reasonable and necessary compared with other applications of similar design and scope will be denied.

EL-CIVICS PROGRAM PILOTS AND IMPLEMENTATION

The intent of this grant is to assist in developing new program designs and more comprehensive EL-Civics programs. Providers will demonstrate a focus that goes beyond the scope of the naturalization process and will include broader civic participation components. Providers will integrate components that stress contextual learning in which language and literacy are developed through thematic units. Experiential learning concepts such as the "classroom without walls" in which students are actively engaged in community pursuits will be integral to program delivery. Emergent curricula based on student-identified and civic participation issues will be used to ensure that the real experiences of adult learners are utilized as a core aspect of instruction in this kind of program.

Recap: Phase I – Planning and Piloting New and Innovative Materials and Methods

The 2001-2002 EL-Civics grant application provided the opportunity for programs to seek new and innovative materials and methods for effectively integrating civics education into English literacy programs at the local community level. The Phase I-Pilot funding was available to examine, purchase, and instruct, on a trial basis, selected innovative materials and programs for the initial seven-month period (12-1-01 to 6-30-02). There was approximately \$500,000 from the FY 2000 and FY 2001 federal Adult Education allocation to Michigan available for Phase I projects. This provided programs with a planning period for a more comprehensive integrated program for later implementation. Phase I was not intended for total program implementation, but to provide English Literacy programs with opportunities to explore various programs and materials and plan for a more comprehensive and orderly implementation process.

During Phase I, local programs selected, explored, and piloted various researched-based instructional resources. To support the efforts of local programs, the MDCD:

- Provided information to assist in this exploration, including a menu of EL/Civics materials that were recommended, previewed and selected by state and local ESL adult education programs.
- Conducted a special program and materials showcase on October 8, 2001 for teachers and administrators to preview the selected materials.
- Facilitated training for programs implementing Crossroads Café, On Common Ground, and Progressive Accelerated Language Program.
- Held a follow-up showcase on April 12, 2002 for teachers and administrators that reviewed and shared successes of the Phase I pilots.

Phase II - Implementation

Programs for whom the Phase I funding decision was deferred are eligible to apply for EL-Civics Phase II – 2002-2003 Implementation funding. These programs will have the opportunity to seek new and innovative materials and methods for effectively integrating civics education into English literacy programs at the local community level. Funding is available to examine, purchase, and instruct, on a trial basis, selected innovative materials and programs for the Phase II program year. The intent is to find the program(s) that will most benefit the students in their English literacy program while improving program effectiveness and increasing learning through civics education. Phase II funding will have approximately \$800,000 available for grants to deferred eligible applicants and previous grantees. Phase II applications must be submitted by June 14, 2002, for the period of July 1, 2002 to June 30, 2003.

The Phase III - Sustained Program funding

Phase III funding will cover the July 1, 2003 to June 30, 2004 program year. This phase will allow for further exploration of a comprehensive EL-Civics program, the completion of any implementation activities, and planning for the long-term sustainability of the program. Phase III funding will have approximately \$1 million for grants to previously funded programs.

Timeframes and Phases of the Multi-Year Grant: This is a multi-year federal grant as required by the Federal Adult Education and Literacy Act. Grant awards for Phase II will be announced by late June, in time for necessary purchases to be made, training to be scheduled, and instruction to begin as soon as possible, but no later than September 30, 2002.

ANNUAL EVALUATION AND PROGRAM EFFECTIVENESS

WIA Title II requires the establishment of a comprehensive performance accountability system. This system is based on state and federal accountability requirements. Applicants who are currently receiving state or federal Adult Education funding are already on the Michigan Adult Education Reporting System (MAERS). Applicants who are not currently using MAERS must contact the MDCD Adult Education Office to receive detailed information on the use of this system. The purpose of these state and federal requirements is to record student progress and assist in assessing the effectiveness of program providers in achieving continuous improvement of teaching and learning for all adult education and literacy activities in order to optimize the return on investment of federal and state funds in adult education and literacy activities.

The MDCD requires the entry of information on every adult education student into the centralized electronic database. All state and federally funded adult education and literacy programs (including funding from Sections 107 and 108 of the State Aid Act) will use the Michigan Adult Education Reporting System (MAERS). MAERS was based on the requirements of the National Reporting System (NRS), developed by the U.S. Department of Education, to report student performance data to MDCD. Each year, the MDCD Adult Education Office will prepare the State report for the U.S. Department of Education using this data in aggregate form.

The Educational Functioning Level (EFL) gains and the Goal Related Outcomes are determined by standardized assessments appropriate to the student's Educational Functioning Level and outcome goal. The assessments used must be those approved by the U.S. Department of Education and the MDCD. The applicable ESL Educational Functioning Levels and Outcome Goals are as follows:

Educational Functioning Levels for English as a Second Language (ESL):

- Beginning ESL Literacy
- Beginning ESL
- Low Intermediate ESL
- High Intermediate ESL
- Low Advanced ESL
- High Advanced ESL

Goal Related Outcomes/Follow-Up Measures for ESL Students:

- Achieve English Proficiency—Primary Goal (Advance two EFLs)
- Other Secondary Goals are possible depending on the student's EFL— (see MAERS description materials).

English Literacy-Civics Education Performance Measurement: Information on all adult education students must be entered into the Michigan Adult Education Reporting System (MAERS) and meet all National Reporting System (NRS) and MAERS requirements including: registration and training for accessing the MAERS; data entry to web-based portal; and providing complete data in accordance with MAERS definitions. Applicants with all their limited English proficient students already entered into MAERS will not need to provide additional information into MAERS for this grant funding. Applicants who do not currently receive other state or federal adult education funds will have to enter all their adult education students into MAERS for reporting to the National Reporting System (NRS) and provide all required information including pre- and post-tests for ESL Educational Functioning Levels (EFL). There is no specific assessment for civics education thus the EFL for the ESL students will be the educational gain measurement for reporting purposes.

Program Effectiveness: Agencies applying for the EL-Civics funding will be required to develop a plan for showing how they will monitor the effectiveness of the instructional tools being piloted in order to determine their impact on both teaching and learning. Given that a pilot is for the purpose of determining the effectiveness of various tools for this population, the program plan should reflect how the impact of the pilot on program quality and student achievement will be determined.

SECTION II. OTHER INFORMATION

LENGTH OF AWARD AND CONTINUATION OF FUNDING

This is the second year of a three-year application. Funding will be effective following the approval of the grant application by July 1, 2002. This funding may be used to operate from July 1, 2002 through June 30, 2003. An additional year of funding will be available, pending availability of funds and the satisfactory performance of the grantee. This application should be written for the Phase II Implementation period. Changes in MDCD program plans, funding availability, and requirements over the multi-year period that are determined necessary by the USDOE and/or MDCD may affect future funding.

REJECTION OF PROPOSALS

The MDCD will award funding based on the review of the application and the approval by the MDCD Director. The MDCD reserves the right to reject or adjust the requested funding level of any and all proposals received as a result of this announcement. Applications that propose costs that are not reasonable and necessary compared with other applications of similar design and

scope will be denied. Additionally, past performance on Adult Education and Literacy program grants will be considered when the reviewers make their recommendations to the MDCD Director.

CLOSING DATE AND DELIVERY ADDRESS

On or before June 14, 2002, the Adult Education Office must receive the original proposal bearing ORIGINAL signatures and 3 additional copies of the complete application. The applications may be mailed or hand delivered to:

Michigan Department of Career Development
Adult Education Office
EL-Civics Grant Application
3rd Floor Victor Building
201 North Washington Square
P.O. Box 30714
Lansing, Michigan 48909

Late applications, applications submitted by facsimile or email, or applications submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant WITHOUT REVIEW.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal being no more than 6 pages in length, single-spaced, in Times Roman or similar type font and no smaller than 12 point. All application pages must be securely stapled. Special bindings and binders should not be used. Relevant supporting documents such as confirmation of cooperative agreements mentioned in the application should be included. Such supporting documents are not counted in the 6-page narrative limit. Supplementary materials such as commercial publications, newspaper articles, and videotapes will not be reviewed. Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.

All applicants should refer to the "Application Check-List" at the back of the Application.

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the MDCD, all appropriate state and local licensing laws, if applicable, and with all other state and federal requirements and regulations pertaining to these funds.

AMERICANS WITH DISABILITIES ACT

The MDCD is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the MDCD for assistance.

FUNDING PROCESS

Funding for applicants currently receiving Adult Education State and federal funds will be based on successful completion of the MDCD Federal Annual Year-End Report and the Michigan Adult Education Reporting System (MAERS) and other reporting needs of the MDCD; the successful completion of this English Literacy-Civics Application for 2002-2003; and meeting all budgetary requirements for state and federal funding.

Funding for applicants not currently receiving Adult Education state or federal funds will be available through the same competitive process including successful completion of the English Literacy-Civics Application and meeting all budgetary requirements for state and federal funding. Applicants not currently entering ESL students onto the Michigan Adult Education Reporting System (MAERS) will provide assurance that they will comply with these requirements to enter all their ESL students onto the MAERS system.

FINANCIAL REPORTING

A final report of expenditures will be required within 45 days of the grant ending date, showing all bills paid in full.

SECTION III. REVIEW PROCESS & REVIEW CRITERIA FOR NARRATIVE

REVIEW PROCESS

All applications are to be submitted to the Adult Education Office of the MDCD. The Adult Education Office will coordinate the review process.

Award selections will be based on merit and quality of all requested information as determined by points awarded in the Review Criteria Section of this grant application and all other relevant information outlined on the review form. The enclosed review criteria will be used as a rating instrument in the review process for the narrative portion of the proposal for new applicants. All funding will be subject to approval of the MDCD. All applicants will be notified of the action of the MDCD.

The maximum score is 100 points. The Narrative Proposal has a maximum of 90 points with an additional 10 points available for accurate completion of the application, budget narrative and budget forms. The application consists of: the Cover Page, all Assurances signed by the head of the agency, Certification for Participation in a Consortium accurately signed by the head of the participating agencies, the Project Narrative, the Budget Narrative, the Budget Summary indicating the amount of funding for the entire English Literacy Program and the Budget Detail for breaking out the cost items for each pilot, a Program Overview and any applicant attachments. **Applications with a total of 85 or more points will be considered for funding.**

Please note: the funding standards and cut-off score for Phase II of the grant cycle are higher than those for Phase I. You are advised to read the application guidelines and instructions carefully, follow the instructions exactly, and provide all required information in the form and format requested.

In addition to the content of the application, the MDCD may apply other factors in making funding decisions, such as: (1) geographic distribution; (2) duplication of effort; (3) duplication of funding; (4) collaboration with community partners and other local programs funded by the Michigan Department of Career Development and the U.S. Department of Education; (5) performance of the fiscal agent on previously funded initiatives; (6) the extent to which the program addresses MDCD priorities for low income students, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement; and, (7) whether the local applicant's projections and actual performance reflect continuous improvement.

WORKPLACE ESL

State priority for *this* use of the EL-Civics grant funds is to support on-site ESL instruction for immigrants and refugees in entry-level positions.

Allowable costs for workplace ESL pilots include preparation, planning and instruction, testing and scoring, travel, and materials. Funding will allow for one instructor per class. Bilingual support staff may be involved during intake and assessment.

Non-allowable costs for workplace ESL include: TVs/VCRs, camera equipment, computers, computer software, ESL programs on cassette, and bilingual support in the classroom. .

Programs that do not have instructors trained and skilled in zero-based ESL (ESL Instruction for students with little or no English language skills) are strongly discouraged from offering workplace ESL to zero-based employees.

Funding for workplace ESL pilots will be restricted to one course for a maximum of 10 weeks per employer. Applicants are encouraged to apply for funding for the 10-week maximum, as instructional periods of shorter duration may not yield measurable gains in language proficiency. The MDCD recommends a minimum of 4 hours of instruction per week for a maximum of 10 weeks.

Language learning goals need not be in the form of EFL advancement, *but must be measurable*. Goals may be set in terms of points to be gained on the approved test instrument. Applicants are encouraged to establish goals that are reasonable and attainable.

Applicants applying for funds for on-site workplace ESL must provide a letter of commitment from each employer in which the employer agrees to assume financial responsibility for the continuation of the workplace ESL program provided that the EL-Civics-funded pilot achieves its goals. *A sample letter of support is included with your application materials.*

GRANT REVIEWERS

The review teams will consist of members from the Adult Education Office and representatives from other MDCD programs. Each review team will assist in assuring that the application meets state and regional English Literacy needs and priorities.

APPLICATION NARRATIVE AND REVIEW CRITERIA

Outlined below are the components to be included in the "Narrative Proposal" and the criteria by which each application will be reviewed. *The "Narrative Proposal" of the application shall address ALL of the criteria, individually, in the order given, and under the correct subject heading.*

A. Program Planning – A total of 15 points possible.

1. English Literacy-Civics Education Needs and Priorities

- Identify the Limited English Proficient populations served by your program and specify the needs and priorities for English Literacy – Civics education within these populations. Include information based on the Environmental Scanning and Career Development Strategic Plans developed by the region's Workforce Development Boards (WDB) and

- their Education Advisory Groups (EAG).
- Describe how the proposed program and activities will help to address these specific needs and priorities.

Review criteria includes:

- a). The proposal identifies the LEP populations served by the applicant's ESL program and contains identified EL-Civics needs and priorities for these students as well as being aligned with the WDB Environmental Scans data.
- b). The proposal provides a clear plan for addressing identified needs of this specific target population.

2. Cooperative Arrangements and Program Coordination for the Delivery of EL-Civics

Activities

- List and describe any cooperative arrangements the applicant has with specific agencies, institutions, or organizations for the delivery of English Literacy-Civics activities to maximize delivery of services and foster public participation. Identify linkages such as those with human service organizations serving immigrants and refugees, local churches with significant LEP populations, and employers that hire from the immigrant and refugee populations. Also include linkages with K-12, post-secondary, private non-public schools, job training programs, social services, community-based organizations, business and industry, family education providers, WDB and EAG, One-Stop Centers, and others.
- Provide letters of cooperation as attachments to this application from agencies essential to the success of this proposal.

Review criteria include:

- a). The grant application provides strong evidence that the applicant can coordinate activities and services with other available resources.
- b). Letters of cooperation and/or commitment from essential agencies are included in the attachments.

3. English Literacy-Civics Services for Students Most in Need

- Describe how the applicant will serve individuals in the community who are most in need of English Literacy-Civics education instruction and services, such as low-income immigrants and refugees or those who have minimal English language skills.
- Describe the past effectiveness of the applicant in improving the English literacy skills of adults, especially with respect to those with lower levels of literacy.

Review criteria include:

- a). The grant applicant clearly targets individuals most in need of EL-Civics instruction and services.
- b). The applicant shows a history of past effectiveness in improving the literacy skills of adults.

4. Information Management System

- Describe the applicant's history and ability to maintain a high-quality information management system that has the capacity to report student outcomes and monitor program performance against the performance measures outlined in MAERS.
- Provide evidence to show that the applicant has the human and technological resources needed to collect and input the data required in MAERS.

- Programs not currently funded with state or federal Adult Education funding must indicate their intention to enter all their adult education students into MAERS for reporting to the National Reporting System (NRS) and provide all required information including pre- and post-tests for ESL Educational Functioning Levels (EFL).

Review criteria include:

- a). The grant applicant shows a history of effectiveness in collecting and reporting student progress and outcome information.
- b). The grant applicant has a management system for monitoring program performance against the stated performance measures as required in the MAERS.
- c). The grant applicant has access to both human and technological resources to collect and input data required in the MAERS.
- d). The grant applicant not currently using MAERS has described how it will comply with all the NRS and MAERS requirements.

B. Curriculum and Instruction – A total of 50 points

1. Past Effectiveness in Preparing ESL Students to Meet Their Goals

- Provide data which demonstrates the applicant’s past effectiveness preparing ESL students to complete their goals, improve English literacy skills, successfully compete in the workplace, and exercise the rights and responsibilities of citizenship

Review criteria include:

- a). The grant applicant provides data showing a history of effectiveness in preparing ESL students to improve their English literacy skills and complete their goals.

2. 2002-2003 Program Plan for Integrating English Literacy and Civics Education

- List and describe the new and innovative EL-Civics materials and programs included during Phase II.
- Provide a detailed description of each pilot being proposed, including the materials, practices, training, and equipment necessary for successful implementation. Address how the instructional materials, practices, and training being piloted will enhance the provision of English language instruction in real life contexts to ensure that individuals have the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
- Indicate the number of students expected to be enrolled for each of the pilots and the ability of staff to effectively implement the pilot(s) during the 2002-2003 program year.
- Indicate when the new EL-Civics instruction will actually begin, the duration of the instructional period, and the expected results.
- If subcontracts will be used, explain the need and purpose of each as well as the qualifications and experience of the subcontractor and the assigned to this project.

Applicants applying for on-site workplace ESL funds are required to provide the following information:

The name, location, and contact person of each company; the populations being served in this pilot; the start and finish dates; the approximate number of employees in each class at each site; the number of hours of instruction to be offered each week; the number of weeks in the pilot; the NRS/MDCD approved assessment to be used for pre- and post-testing; and, all materials to be purchased with EL-Civics funds. Include also the measurable language learning goals established for this pilot.

See page 10 of this document for additional guidance.

Review criteria include:

- a). The grant applicant has an effective plan for its piloted programs and materials and their integration into the current English literacy program. This plan is designed to enhance the English language skills and advance the civics education for adult LEP students.
- b). The grant application lists and describes the new and innovative EL-Civics materials and programs being piloted.
- c). The application clearly describes the program plans and timetable for the pilot. There is adequate staff and oversight available to implement the plan.
- d). The applicant provides all of the required information to conduct an on-site workplace ESL pilot (if applicable).
- e). The proposed subcontracts fulfill legitimate function of the program and the subcontractor and staff possess the capabilities and skills to perform the function

3. Program Plan for a Comprehensive EL-Civics Education Program

- Describe the applicant's intent over the remaining two Phases of this multi-year grant to expand the EL-Civics program in the current ESL program.
- Describe the extent to which the applicant is able to provide a comprehensive English Literacy-Civics program to all ESL students after the completion of this funding.

Review criteria include:

- a). The applicant describes a basic plan for the integration of Civics education into the ESL program during this multi-year project. The plan provides innovative and effective ways to combine the teaching of English as a Second Language and civics education.
- b). The grant applicant explores multiple methods to address the civics education needs of all learners and makes it an integrated part of the English Literacy program.

C. Staff Development – A total of 15 points.

Pilot Staffed by Well-Prepared ESL Instructors with Professional Development Opportunities for the Pilot Projects

- Describe the educational requirements of the instructors in the applicant's current ESL program.
- Describe any ESL in-service training needed to implement each pilot and how that training will be provided.
- List the ESL-specific workshops and/or conferences (MDCD-sponsored and other) the applicant plans to attend during this grant cycle. Indicate the number of teachers who will be participating in ESL-specific professional development activities.
- Describe the plan to provide sufficient release time to ESL instructors so as to ensure opportunity to participate in professional development activities.

Review criteria include:

- a). The applicant provides evidence that the ESL instructors are well prepared and will be provided the essential training for implementing the pilot(s).
- b). The applicant has a plan for ensuring that ESL staff will be given release time to participate in ESL professional development activities.

D. Recruitment and Retention – A total of 5 points

Recruitment and Retention Strategies for the Pilot's Target Population

- Describe the recruitment and retention strategies that will be used to enable your agency

to serve the number of adult learners specified in this grant application for participation in the piloted programs. Describe the applicant's plan for expanding the EL-Civics program to include all students.

Review criteria include:

- a). The proposal describes specific recruitment and retention strategies to assure it can reach the expected enrollment goals identified for implementation of the pilot(s).
- b). The applicant plans to expand the opportunities for students to participate in integrated ESL-Civics education programs.

E. Program Effectiveness – A total of 5 points

Method for Determining Program Effectiveness

- Describe the plan for showing how the EL-Civics pilot(s) will be monitored to determine the effectiveness of the instructional tools being piloted in order to determine their impact on both teaching and learning. Indicate how the program will determine if the pilot had any impact on program quality, student achievement, retention, and attendance.
- Describe the plan to assess staff reaction to the pilot, including ease of implementation and appropriateness for further expansion.

Review criteria include:

- a). The proposal has described a plan for determining program effectiveness that will give significant information to determine the success of the pilot for both teaching and learning.

F. Budget—A total of 10 points

- Break out the cost of individual pilots in the budget detail and justify expenses in the budget narrative.
- Demonstrate that the expenses are both reasonable and necessary.

Review criteria include:

The proposed budget breaks out the cost of individual pilots in the budget detail and the costs are determined to be both reasonable and necessary.

SECTION IV. INFORMATION CONCERNING OTHER REQUIREMENTS

ADMINISTRATIVE COSTS

Section 233(a) of WIA Title II states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. The Act also provides for the "Special Rule" that in cases where the cost limits described above are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the local applicant will need to negotiate with the Adult Education Office in order to determine an adequate level of funds to be used for non-instructional purposes.

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all Federal grant programs, it is the responsibility of all programs funded by the Adult Education and Family Literacy Act, WIA Title II to ensure appropriate stewardship of Federal funds entrusted to them. Under WIA Title II and EDGAR regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the adult education and literacy program. To meet this requirement, the district programs must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has sub-contractors/out-going transfers is required in accordance with paragraph 400(d) of OMB Circular A-133 to do the following with regard to its sub-recipients (1) identify the Federal award and funding source; (2) advise sub-recipients of all requirements imposed on them; (3) monitor sub-recipient activities and compliance; (4) ensure that sub-recipients have A-133 audits, when required; (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on audits; and, (7) require sub-recipients to permit access by the grantee and auditors to records and financial statements, as necessary, for the pass through entity to comply with A-133.

Grant recipients are responsible for managing all activities performed under this grant, including the day-to-day operations of the grant and supported activities of sub-contractors. This is to assure that all funding requirements of this award are in compliance with applicable Federal requirements and that the grantee achieves their performance goals.

SECTION V. APPLICATION INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE EL-CIVICS APPLICATION FORM

Part 1. Authorization Forms

1. Application Cover Page

Legal Name of Applicant Organization

Fill in name, address block, and district or recipient code number.

EL-Civics Contact Person

Provide name, address, phone number, and e-mail address, if available, of the individual with primary responsibility for the applicant's EL-Civics program.

Workforce Development Board Region

Provide name of applicant's Workforce Development Board Region

Funding History

Check whether the applicant is currently receiving Federal, Section 107 and/or 108 State Aid funding, or any other State or Federal funding for their ESL program.

Pilot(s) to be Funded

This information is needed for each pilot project.

- a). Indicate the name of the pilot, the estimated number of students that will be participating, and the determined cost per-student. Calculate the total dollar amount being requested for each pilot.
- b). Provide the total number of students who will be participating in all pilots and the total

amount of EL-Civics funding being requested in this application.

- c). Provide the total number of students in the applicant's entire ESL Program.

Certification Signature

The Superintendent or authorized official of the applicant agency is required to sign Page 1. This page needs original signatures. Rubber stamps are unacceptable.

Parts 2A. Assurances and Certifications and 2B. General Provisions

Review all certifications and provisions. The Superintendent or an agency's authorized official must sign BOTH Parts 2A and 2B and include them in the application. This page needs an original signature. Rubber stamps are unacceptable. Parts 2A and 2B are not included in the 8-page narrative limit.

Part 3. Certification of Participation in a Consortium

Applicants filing as the fiscal agent for a consortium must complete and submit this page with original signatures of the Superintendent or Authorized Agent for each participating agency in the consortium. A consortium for this grant consists of any combination of two or more eligible applicants. Each consortium applicant must take the following actions:

- a). Designate one of the eligible applicants as fiscal agent;
- b). Designate an authorized representative from each participating eligible agency to sign the consortium certification form;

NOTE: Through this form, the participating agency certifies that the information contained in this application is correct and complete and that the participating agency has authorized the fiscal agent to file this application on their behalf.

- c). Duplicate this page, as necessary; and,
- d). Return all signed pages with the application.

NOTE: All pages in the original application need original signatures. Rubber stamps are unacceptable.

Part 4. Project Narrative

(up to 6 pages maximum, single-spaced, and Times, Times Roman or similar font and 12 point font size) Refer to pages 10-14 of this document.

The Budget Narrative

The Budget Narrative should provide, in detailed *narrative* form, a breakout of all expenses for each pilot, accompanied by the justification and/or rationale for each. The Budget Narrative is not included in the 8-page narrative limit.

Parts 5A. and 5B. Budget Forms

The 5A and 5B budget pages of your proposal should be as specific and detailed as the Budget Narrative portion of your application. They should reflect the cost of activities outlined in your plan of operation, and contain no surprises or unjustified purchases. In all cases, present a budget based on sound rationale and justification. All applicants will be required to submit separate Budget Approval (5A) and Budget Detail (5B) forms.

Budget Approval Form—EL-Civics (5A)

The Budget Summary must reflect the entire Applicant budget for this EL-Civics grant request. If the applicant is requesting funding for one pilot project, then 5A will have that dollar amount. If the applicant requests funding for two or more pilot projects, the Budget Approval form will reflect the total of all pilots being planned. Parts 5A and 5B should reflect the pilot funding request indicated on the application's Title Page.

- a. Type legal name of Applicant.

- b. The Recipient Code is the District Code or assigned code, used in all transactions with the Department.
- c. Consolidate multiple budget entries for the same function code into one line on the Budget Approval form.
- d. Round all amounts to the nearest dollar.
- e. The Total Budget on this form includes the entire amount of funding being requested.
- f. This form **MUST** be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022).
- g. The Business Office Representative and the Project Contact Person must sign and date the bottom of the page (ORIGINAL signatures are required on this form).

Budget Detail—EL-Civics (5B)

The Budget Detail must break out the individual pilot program expenses. **Each pilot being proposed will require a separate Budget Detail page.** Budget page 5B for Pilot One will show, in detail, the intended use of the funding for that pilot only. Budget page 5B for Pilot Two will show, in detail, the intended use of the funding for Pilot Two, and so forth. The MDCD will use this breakout for reducing a funding request, if necessary, depending upon the number of applicants and the total amount of funds being requested and funding available.

- a). Provide all details, such as: salary rate, percentage of time devoted to this project for salary, fringe benefits (% of salary), mileage rates for travel, per diem rates, honorarium rates, describe purchased services, number, title, and dollar amount of text books purchased, etc.
- b). Include all items for which funding is requested.
- c). Under Section 241 (a) of the Workforce Investment Act of 1998—"Supplement Not Supplant" — Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities."

Do:

- Let the budget reflect exactly what you propose in the narrative.
- Be able to justify all requests.

Don't:

- Introduce any unexplained or unexpected items in the budget.
- Request any unexplained amounts, such as "miscellaneous" or "contingency fund."
- Inflate the budget by requesting more than you need.
- Request major equipment purchases that aren't justified by the project. (Note: The purchase of equipment over \$5,000 requires prior approval).

Part 6. 2001-2002 Adult Education Program Overview

All applicants are requested to provide basic information on their program to be used to develop contact information and to provide requested information to legislators and others requesting regional adult education program data. ALL districts and agencies in a consortium or who provide a contracted instructional service for a program must also complete this form.

Consortia and Contracted Instruction:

Fiscal agents should list all Adult Education federal funding consortium members and contracted agencies receiving funding from this grantee. Include overviews for all members of the consortia as part of the application.

Complete all requested items.

Attachments

If the applicant proposes to apply for on-site workplace ESL funding, the requested letters of commitment from employers must be provided.

If Cooperative Agreements from the applicant's 2001-2002 EL-Civics application are on file, there is no need to update these agreements.