Michigan Department of Energy, Labor & Economic Growth
Bureau of Workforce Transformation
Division of Lifelong Learning
Office of Adult Learning

GRANT ANNOUNCEMENT

Adult Education and Family Literacy Funds from Title II of the Federal Workforce Investment Act of 1998

EL-CIVICS

PROGRAM GUIDANCE FOR ADULT FOR EL-CIVICS A TWO-YEAR PERIOD STARTING **JULY 1, 2009** THROUGH **JUNE 30, 2011**

Effective Date	**Application Deadline**
July 1, 2010	Due no later than June 15, 2010
THE "EFFECTIVE DATE" IS THE BEGINNING DATE ON WHICH EXPENDITURES CAN BE CHARGED TO THE FEDERAL GRANT.	

Revised 4/1/09

MICHIGAN DEPARTMENT OF ENERGY, LABOR AND ECONOMIC GROWTH
Office of Adult Learning

CONTINUATION GRANT ANNOUNCEMENT
FEDERAL ADULT EDUCATION AND FAMILY LITERACY ACT

INITIATIVES FOR INTEGRATING ENGLISH LITERACY AND CIVICS EDUCATION

This announcement contains eight sections

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The Michigan Department of Energy, Labor and Economic Growth (DELEG) is pleased to announce an open competition for grant applications for English Literacy and Civics Education (EL-Civics) (information can be found at http://www.michigan.gov/adulteducation.) These grants are to conduct programs and services that integrate English literacy and civics education for the Program Year (PY) July 1. 2010 through June 30, 2011. This is a two-year grant that requires a separate application for each year. This program is supported through the Adult Education and Family Literacy Act Title II of the Workforce Investment Act of 1998 (P.L. 105-220).

This grant application process reflects a new and different approach to planning and managing local adult education and family literacy programs in Michigan. This new approach, as outlined throughout this document, is designed to meet the tremendous need in our state with an innovative and unified state strategy for adult learning.

The program costs, performance expectations and weighting percentages for each performance factor are to be determined by DELEG. Payments will be based on enrollment of participants in the applicant's adult education and family literacy program; performance determined by the amount of learning gained, and the goal achievement gains by the adult education participant as measured by approved assessment tests and recorded in the Michigan Adult Education Reporting System (MAERS) and the National Reporting System (NRS).

Past grant recipients with a Michigan Education Information System (MEIS) account must complete the grant application on-line in the Michigan Education Grants System (MEGS). An original signature page must be forwarded to the Office of Adult Learning.

All electronic applications must be submitted by **midnight, June 15, 2010**.

One copy of the completed application must be sent directly to each of the applicant's partners by the same deadlines indicated above.

Questions regarding this application should be directed to the Office of Adult Learning at (517) 373-8800.

SECTION I-Requirement and Expectations

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 2001-2003 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 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 participants 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 2001-2003, June 27, 2001.

The Michigan Department of Energy, Labor & Economic Growth will allocate its share of this funding, up to $1,000,000 for the 2010-2011 program year, to eligible agencies seeking innovative and effective ways to combine the teaching of English as a second language and civics education. Michigan's 2010-2011 funding cycle asks applicants to continue their exploration of new methods for integrating English literacy and civics education, to expand upon past successful activities, and plan for the long-term sustainability of the program. The goal of this initiative 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 to participate fully in American life, individuals must be able to understand and navigate governmental, educational, 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. 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.

The federal funding is designated for the purpose of finding 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 participants. 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 DELEG's State Plan revision, 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, and Workplace Literacy. 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.

WORKPLACE ESL

In awarding grants or contracts under this section, the eligible agency shall consider the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills (WIA, Section 231 (e)(3)).

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: EL-Civics activities 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: 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 participants with little or no English language skills) are strongly discouraged from offering workplace ESL to zero-based employees.

Funding for workplace ESL instructional activities 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 DELEG recommends a minimum of four (4) hours of instruction per week for a maximum of 10 weeks.

Language learning goals need not be in the form of Educational Functioning Level advancement (EFL), *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 activity achieves its goals. It is suggested that the employer agrees to commit to period of instruction equal to that provided with EL-Civics funding. *A sample letter of support is included with your application materials.* ***Employer letters of support should be scanned into a Word Document labeled as:5 On-Site Workplace ESL, with the Employer's name and uploaded to the attachments folder in the electronic application.***

Section II – Program Design

Michigan has recently established a new adult learning strategy that seeks to better meet the needs of the one in three Michigan adults who lack the basic skills and credentials required to obtain family sustaining jobs and contribute to the state's economy. Applicants are strongly encouraged to consider the following objectives for this new strategy when designing a comprehensive approach to basic skills development and subsequently the application narrative:

- **Changing how the act of learning is defined** to include a focus on the importance of lifelong learning.
- **Making it more clear and efficient for adults to move toward their long-term goals.** Services have to be offered in pathways that make it clearer and more efficient for learners to identify their goals with the help of trained advisors and navigate pathways toward achieving their goals.
- **Making learning accessible.** Services have to be accessible to adults by using convenient locations and flexible scheduling that fits with the lives of adults, starting programs frequently so adults do not have to wait for long periods to start programs they need to be able to make transitions in their lives, and generally reducing barriers that impede adults' access to the services they need.
- **Making learning relevant.** Programs have to be made relevant to learners' lives and goals by incorporating work and life activities, skills, and materials into the development of even the most basic skills.
- **Making learning attractive to adults seeking links between learning and labor market outcomes.** Connections to employment have to be clear. Employers must be connected to programs so they are advising on curriculum, providing work experience opportunities, and ultimately hiring those learners who complete programs.

In support of these objectives, applicants are strongly encouraged to demonstrate fundamental incorporation of the following guiding principles in their overall strategy and service delivery approach,

- **Collaboration.** Uniting core competencies and capacities of various stakeholders to achieve a common vision of success for adult learners and employers.
- **Accountability.** Promoting shared responsibility for common outcomes across the adult learning infrastructure, investing in the infrastructure to collect data on program performance, and using data to inform decisions about future policies and programs.
- **Responsiveness.** Recognizing that earning a high-school diploma is no longer sufficient for adult learners and employers and promoting postsecondary education as the new standard for adult learners and offering services for these learners that support and move them along clear and accessible pathways toward their goals.
- **Agility.** Rapidly responding to the diverse needs of learners, employers, and communities with innovative programs that equip Michigan to be successful in emerging markets.
- **Contextualization.** Developing learners' basic skills in the context of practical applications in the real world and occupational skills so they quickly grasp the relevance of learning and remain engaged in programs until they earn needed credentials.
- **Entrepreneurism.** Employing innovative thinking and approaches in program delivery that increase the range of customers served by programs and foster learners' entrepreneurial thinking.

- **Alignment.** Developing articulation agreements and standardized pathways among institutions to ensure adult learners can participate in lifelong learning knowing that their efforts will be recognized across various institutions, and strategically aligning funding to support a comprehensive adult learning strategy.

ASSESSMENTS

The Workforce Investment Act Title II requires that assessment procedures be valid, reliable, and appropriate to determine the effectiveness of state and local areas in achieving continuous improvement of instructional activities.

All adult education participants must be pre- and post-tested using the three DELEG-approved assessments; TABE 9-10, CASAS, and Work Keys. Testing procedures must follow DELEG's Assessment Policy. DELEG's recommended Assessment tests for participants enrolled in ESL program is CASAS at appropriate instructional levels and to determine educational functioning level gains.

ADULT LEARNING PLAN (ALP)

All recipients of adult education funds (federal and/or state) are required to maintain the DELEG-developed Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to document information that tracks participant's progress towards his/her goals and enhances the academic performance and economic success of the adult education participant.

The ALP must be completed on a program year basis, and should be initiated at intake. The program staff and the adult education participant working together should complete, sign and date the ALP.

Refer to the Adult Learning Plan format and Technical Assistance Paper on the Office of Adult Learning website: www.michigan.gov/adulteducation.

STATEWIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

The purpose of statewide professional development funding is to support and encourage the participation of both new and experienced adult education teachers, administrators and other relevant staff members in sustained and intensive high quality statewide professional development initiatives. These activities are designed to provide participants with the professional skills and tools to help all adult participants meet challenging standards of performance as measured by the USDOE-negotiated performance benchmarks and reported into MAERS, as well as to enhance the overall quality of adult education programs. The Office of Adult Learning has sought experts in the field of adult education to train and guide Michigan's adult educators in new and innovative educational practices that have been shown through best practice and research to accelerate learning and meet the educational needs of adult learners, including comprehensive assessment, intensive advising and navigation, program modularization, contextualization, and curriculum alignment.

PROFESSIONAL DEVELOPMENT

Grantees are allowed to use all or part of the 5% administrative cost for professional development. Exceptions for funding professional development above the 5% must be requested in writing to the Office of Adult Learning. Large programs with the need for above average staff participation or very small programs where 5% of the administrative cost cannot meet their training needs may request an exception to this maximum funding requirement. A narrative description of the need and a detailed expenditure account should be included in the request. All or part of the request may be granted or denied.

Section III-Applicant Eligibility Requirements

Eligible applicants for WIA Title II AEFLA 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 listed above.

Consortia

An adult education consortium is a group of organizations, each of which conducts adult education programs and instructs adult participants, which are jointly applying for funding under this solicitation with a unified management structure and a single fiscal agent. All fiscal agents for a consortium must list all consortium members on the Consortium Agreements Form with the signature of the person authorized to approve fiscal agreements with other agencies. A consortium should be formed only with other agencies that conduct an adult education program and instruct adult participants. The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from DELEG. 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, participant assessments, and other state and federal requirements. The application should be collaboratively planned to ensure all consortium members are aware of the regulations and responsibilities of the federal funding.

Partnerships

State policy strongly encourages the formation of regional partnerships that align multiple resources to provide comprehensive services to learners. At a minimum, such partnerships should include adult education partners, postsecondary education and workforce development agencies. Other valuable partners may include:

- Literacy Councils
- Libraries
- Employers
- Community-based Organizations
- Faith-based Organizations
- Job Training Programs (integrated with occupational training)
- Regional Economic Development Representatives
- Proprietary Schools
- Local Offices of State Government (e.g., DHS, MRS, CMH, Corrections)
- Local Foundations/United Way

While the scope, content, and organization of activities may vary from region to region, priority is given to those applicants with strong collaborative partnerships as defined above that have effective strategies to deal with diverse populations, including low income participants, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement. Also, individuals without a high school diploma, individuals with limited English proficiency, and inmates in correctional institutions are target groups for Michigan adult education and family literacy services.

Contractors
An adult education fiscal agent may contract with another program to provide services. For example, a school district may contract with a literacy council to provide tutor instruction to low level readers in the district's program. In these cases the participants are not entered into MAERS by the contracting agency as participants of that agency but instead belong to the fiscal agency and are entered into the MAERS under the log-on of the fiscal agency. Actual contracts with terms and conditions should be in place. Contractors must be listed in the application.

(See rules pertaining to suspension and debarment)

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.

Section IV – Funding Information

FUNDING FOR PROGRAM PERIOD - JULY 1, 2009 THROUGH JUNE 30, 2011
Funding for **continuation applicants** of the two-year WIA Title II AEFLA grant cycle will be determined based on the successful completion of the Federal Annual Year-End Report, full participation in MAERS and DELEG reporting needs, the successful completion of this application for 2009-2010, participation in all DELEG required functions and meeting all financial/budgetary requirements for state and federal funding. Continuation of funding is also subject to DELEG approval and based on the availability of federal funds and satisfactory performance of the grantee.

Projects demonstrating success in meeting the standards of performance outlined herein will be asked to complete a Continuation Funding Application and a new budget form for the program year July 1, 2010 through June 30, 2011. **A separate budget summary and budget detail is required for each fiscal year.** Changes in program plans, budgets or funding requirements over the two-year period that are determined necessary by DELEG may be requested. DELEG will consider the applicant's **total performance** the previous year when reviewing this grant application. For the program year 2010-2011 funding cycle, programs that do not meet the three performance criteria in program year 2009-2010 will receive technical assistance. The three performance criteria are:

1) 65% pre and post test rate
2) Meet or exceed education functioning measures negotiated by DELEG
3) Meet or exceed goal attainment percentage established by DELEG

FUNDING FORMULA
Funding from this grant will be provided through a combination of base and performance-based funding. It is an approach for rewarding providers or grantees that achieve DELEG-defined performance outcomes. The two components of this performance-based funding system are:

1. Base Funding
   Seventy percent (70%) of the grant payment will be regarded as base funding paid for the cost of providing instructional services for actual number of participants in the adult education program that received a **pre-test assessment**, **assigned an educational functioning level and have an adult learning plan on file**.

   An End of Enrollment Status other than "Separated Before Completion—System Exit" (i.e. Soft Exit) must be completed for each pre-tested participant.

2. Performance Funding

a. Ten percent (10%) of the program payment will be paid to programs that meet or exceed the 65% pre- and post-test rate.
    i. Five percent (5%) of the program payment will be paid to programs with pre- and post-test rates of between 55% and 64%. Participants must be **pre-tested** and **post-tested** using a DELEG approved assessment test.

An End of Enrollment Status other than "Separated Before Completion—System Exit" (i.e. Soft Exit) must be completed for each pre-tested participant.

b. Ten percent (10%) of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for education functioning levels **(EFL)** as reported to NRS Table 4.

An End of Enrollment Status other than "Separated Before Completion—System Exit" (i.e. Soft Exit) must be completed for each pre-tested participant.

c. A total of ten percent (10%) of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for all goal attainment achievements as follows:
    i. 2.5% of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for placement into post secondary/training.
    ii. 2.5% of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for getting employment.
    iii. 2.5% of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for retaining employment.
    iv. 2.5% of the program payment will be paid to programs that meet or exceed the state negotiated performance measures for obtaining high school diploma/GED.

An End of Enrollment Status other than "Separated Before Completion—System Exit" (i.e. Soft Exit) should be completed for each pre-tested participant.

At the end of the fiscal year DELEG will reconcile with the grantee the difference of the amount of funding drawn for this award and the amount of funding earned through the three performance factors stated above. Any difference above what was earned must be returned, captured or recaptured.

FINAL REPORTING REQUIREMENTS

A final expenditure report must be electronically completed and submitted within **60 days** after the grant ending date, reporting actual expenditures and showing all bills paid in full.

A final narrative and program summary for the prior grant year that includes an analysis of performance, along with a final budget detail must be completed in the MEGS system **no later than November 30, 2011.**

Section V-Performance Management

WIA Title II requires the establishment of a comprehensive performance accountability system. This system is based on state and federal accountability requirements reported in the MAERS. At the end of the program year, DELEG will review the grantee's performance based on participant progress and the effectiveness of the program in achieving continuous improvement in order to optimize the return on investment of federal and state funds in adult education and literacy activities.

The performance goals for all of Michigan's state and federally funded adult education and family literacy programs have been negotiated between DELEG and USDOE. Upon entry into the adult education program, a participant designates his or her program of instruction and expected learning goal. The EFL gains and the Goal Related Outcomes are determined by standardized assessments and DELEG follow up process/survey appropriate to the participant's goal. The assessments used must be those approved by the USDOE and DELEG. There is no specific assessment for civics education; therefore, the EFL for ESL participants will be the educational gain measurement for reporting purposes. The 2010-2011 USDOE projected levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	**2010-2011 - *Projected***
ESL Beginning Literacy	58.00%
ESL Low Beginning	66.00%
ESL High Beginning	62.00%
ESL Low Intermediate	53.00%
ESL High Intermediate	52.00%
ESL Advanced	58.00%
High School Diploma & GED	48.00%
Entered Employment	55.00%
Retained Employment	54.00%
Placement in Postsecondary Education or Training	61.00%

APPLICANT'S PERFORMANCE MEASURES

Applicants must consider the quality of their programs, staff capacity and general performance of participants to ensure that their programs will meet state projected performance percentages. The state is in the process of negotiating the 2010-2011 performance measures with USDOE and if approved, all applicants are expected to meet or exceed the negotiated measures that will be published as soon as they are approved by USDOE.

Applicants are encouraged to review DELEG assessment and goal setting policies within the context of your existing performance policies and project what you plan to accomplish with regard to performance measures in 2010-2011. New applicants are also encouraged to include any instructional strategies and/or program improvement plans in the narrative to demonstrate what the program plans to do in order to meet or exceed the negotiated performance measures.

The gathering of participants' performance data through MAERS began in 2000-2001. Based on the negotiated performance measures with USDOE, applicants are expected to meet or exceed these performance measures and report all participants' performance data electronically in MAERS. Training and technical assistance will be provided through DELEG on using MAERS, DELEG approved assessment tests, goal setting policy and use of the ALP.

DATA ENTRY REQUIREMENT

The data entry requirement is part of the comprehensive performance accountability system. DELEG requires the entry of information on every adult education participant into a centralized electronic database. A participant is any individual that registers for services and attends one or more instructional sessions.

Applicants that have all their limited English Proficient participants already entered into MAERS will not need to provide additional information into MAERS for this grant funding. All state and federally funded adult education and family literacy programs must enter participant data into MAERS, which was developed to meet the USDOE data requirements specified in the National Reporting System (NRS). DELEG must complete and file a report with USDOE every year using MAERS data to fulfill NRS reporting requirements.

Per USDOE requirements, data MUST be entered into MAERS on a quarterly basis. The four quarters are: (1) July thru September; (2) October thru December; (3) January thru March; and (4) April thru June. All Enrollment, Assessment, Outcome or Follow Up activity MUST be entered in MAERS by the end of the month following the quarter that activity occurred. For example, any Enrollments, Assessment, Outcome and/or Follow Up activity that occurred in October thru December 2010, must be entered into MAERS by midnight on January 31, 2011. Funds will be withheld and/or recaptured if quarterly data entry is not met and maintained. Programs that batch load their data into MAERS are covered by the batch submission schedule and are required to verify their data after each batch submission is processed. Programs utilizing the batch load process are responsible to DELEG for the accuracy, completeness and timeliness of their data and data submissions.

Additional information regarding the MAERS is available on DELEG's website at: http://www.michigan.gov/DELEG. The official MAERS website for entering and retrieving data is http://services.michworks.org. This website requires prior authorization with an assigned username and password that can be obtained by contacting the Office of Adult Learning.

MAERS Log-on for Consortia Member Agencies

The consortium method for funding has raised important questions regarding data reporting. Many federal consortia have member agencies that belong to different consortia for the State School Aid Section 107 and federal WIA Title II AEFLA funding. Each fiscal agent must have enrollment, assessment and educational gain/achievement data for all participant's instructed with federal grant funds.

To address this problem the federal WIA Title II AEFLA funded programs are able to enter participants by the provider's log-on rather than the federal fiscal agency's log-on that was assigned to them. By eliminating the requirement for a separate log-on for the federal and state funded programs, participants may be reported as being dually funded even though their fiscal agencies are different. Because of this, the member agency will keep its own performance data and must provide the needed information to the appropriate fiscal agent. Thus, it is now the responsibility of the individual consortium member to tabulate and report their federal grant enrolled participant data to their federal fiscal agent so that agency can report the performance data needed for its performance-based payments. Performance-based payments will be paid based on the total consortium member agency's MAERS data.

LOCAL PROGRAM IMPROVEMENT PLANS

At the end of the first program year, grantees must analyze their performance data and evaluate their level of performance against the negotiated performance levels for the state. In each area where the local program falls below the state negotiated benchmarks, improvement plans must be submitted. Continuous improvement is the desired outcome for all levels, even those programs that exceed the state benchmarks. In addition, grantees are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement and performance.

PROGRAM MONITORING AND COMPLIANCE
If you are awarded grant funding, you are responsible for managing the day to day operations of the grant and supported activities to assure that you are in compliance with federal and state requirements. The Office of Adult Learning will monitor programs to ensure compliance.

Section VI – Application Preparation

Applications submitted through the Michigan Electronic Grant System (MEGS) must adhere to the character limits for each field.

All applicants should refer to the "Application Check-List" at the front of the Application to determine the parts of the application they must submit.

REJECTION OF APPLICATION
DELEG will award funding based on the review of the application and DELEG Director's approval. DELEG reserves the right to reject or adjust the requested funding level of any and all applications received as a result of this announcement. Additionally, past performance of adult education and family literacy program grants will be considered when the reviewers make their recommendations to the DELEG Director.

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 DELEG, 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
DELEG 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 DELEG for assistance.

APPLICATION NARRATIVE
The following outline should guide the development of your application.

A. EL-Civics Education Needs and Priorities

1. Identify the Limited English Proficient (LEP) populations served by your program and specify the needs and priorities for EL-Civics education within these populations.
2. Describe how the applicant will serve individuals in the community who are most in need of EL-Civics Education instruction and services, including low-income immigrants and refuges or those who have minimal English language skills.

B. Program Design

1. Curriculum and Instruction
    a. For each program offering, describe the various instructional methods used in the program, how multiple forms of service delivery modes are utilized, and how your agency determines their effectiveness. Instructional practices should include the provision of learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
    b. Describe how the program includes a wide variety of multi-level texts, current and contextualized reading materials, learning games, manipulative, and special materials for persons with learning and/or physical disabilities, and limited English proficiency.

c. Describe how your agency aligns its curriculum to the state recommended content standards, design principles detailed in Section II (Program Design), and benchmarks.

2. Alignment with State Performance Objectives
   a. Describe any services that your program offers to enable individuals to secure employment within a specific industry or occupational sector and/or to advance to higher levels of education.
   b. Describe how your program aligns exit and entry requirements so that expected learner outcomes in one program match the skills, knowledge and abilities required to enter a subsequent program.
   c. Do you offer accelerated programs? If yes, describe how your program transitions learners to employment or postsecondary, education and training.

3. Technology
   a. Describe how technology is used to enhance the instructional program or to deliver adult education services and provide specific examples. How are on-site learning labs or other on-site uses of technology used to increase the effectiveness and efficiency of learning? Is technology being used to meet the needs of learners who cannot participate in regular on-site coursework via distance learning approaches?
   b. Provide information about the current practices, skills and knowledge of staff and participants in the adult education program that relate to the use of technology, including computers in the classroom.
   c. Provide information on how student technology skill levels and needs are assessed and how the curriculum or instruction is or can be designed to address those needs.

4. Recruitment & Retention
   a. Describe the marketing and recruitment strategies utilized to inform potential participants, referral agencies, special targeted groups and the general public of available services. Describe how the agency's marketing and recruitment plan enables the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
   b. Describe the retention policy and how community resources are utilized to promote continued learner participation until goal attainment.

5. On-Site Workplace ESL

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

a. The name, location and contact person of each company; the populations being served in this activity; the number of projected employees in each class at each site, the number of hours of instruction offered weekly; the number of weeks in the project; the NRS/DLEG approved assessment used for pre- and post-testing and, all materials to be purchased with EL-Civics funds.

6. Plan to Sustained Program Planning

Describe plans to sustain and/or expand upon past successful pilot(s) or activities. Describe the ability of staff to effectively implement the program during the program year 2010-2011. Describe the extent to which the applicant is able to provide a comprehensive EL/Civics program to all ESL participants after completion of this funding.

If subcontracts will be used, explain the need and purpose of each, as well as, the qualification and experience of the subcontractor and the staff assigned to this project.

C. Staff Development

1. Describe how your agency ensures that instructors, counselors, and administrative staff are well-qualified and certified based on professional criteria.
2. Describe any pre-service training provided for new teachers and/or tutors.
3. Describe how your agency assesses the effectiveness of instructional staff.
4. Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning through the adult education and family literacy program.
5. Describe how the information and material obtained from staff participation in training or attendance at conferences is shared with other staff and used to improve program performance. Please provide specific examples for your agency.

D. Coordination of Efforts, Collaboration and Partnerships

1. Describe the linkages, agreements and/or coordination of activities between your EL Civics activities and family literacy program and other educational community and/or workforce support services (e.g., K-12 school districts, postsecondary institutions, workforce development agencies, literacy councils, libraries, employers, community-based organizations, faith-based organizations, job training programs (integrated with occupation training), regional economic development agencies, proprietary schools, local office of state government, local foundations/United Way).
    a. Describe what experience the partnering organizations have had in delivering the proposed range of services.
    b. Identify the governance structure for the partnership and the role of the fiscal agent for this grant.
    c. Attach to the application letters of commitment identifying the roles and responsibilities and resource commitments of each of the partner organizations.
2. Describe how participants with special needs (low-income participants, individuals with learning disabilities, individuals with multiple barriers to learning, etc.) are determined or identified. Describe the support services you provide to participants identified with special needs (e.g., transportation, childcare) and how such services will increase rates of enrollment and successful completion of adult education and family literacy services.
3. Describe how your program solicits ongoing input and feedback from your partners and students to continuously improve programming. Provide how you promote shared responsibility to collect data on program performance.
4. Identify any limitations that partnerships may have to serving participants including capacity and funding restrictions, and how these limitations are being addressed.

E. Performance & Evaluation

1. Adult Learning Plans (ALP)
    a. Describe the process for using the DELEG-approved ALP form for each participant and how adjustments to the plan will be appropriately incorporated.

2. Assessment
    a. Participant Level:
        i. Describe the process for using the DELEG-approved ALP form for each participant and how adjustments to the plan will be appropriately incorporated.
        ii. Describe how your program will track and monitor hours of instruction to ensure continued eligibility and testing timelines for each participant.

Note that an ABE, GED or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after completing 450 hours of instruction. A HSC program participant remains eligible for funding

until he/she fails to earn credit in two successive semesters or terms after completing 900 hours of instruction.

iii. Address how you are using and sharing common learner assessments with all agency partners.

b. Program Level:

i. Describe how your agency evaluates your program. Provide specific data and comparative analysis to support your findings.

3. MAERS
   a. Describe how your agency will ensure quarterly data entry into MAERS that accurately reflects the information in the participant's file. (Note: All eligible participants enrolled must be entered into MAERS regardless of the number of instructional hours they received).
   b. Describe how your agency will use the Participant Enrollment Report, the Missing Data Report, and the Upcoming Soft Exit management reports from the MAERS system to monitor your program performance and ensure timely and complete participant data entry into MAERS.

4. Follow-Up
   a. Describe the local process for goal setting and reporting all measurable goal attainments, which align with State Performance Measures (Educational Goals: GED, HSD, Enter Postsecondary; Employment Goals: Obtain a Job, Retain a Job, Improve a Job), as per State follow-up requirements.
   b. Describe the process for completing and having on file a follow-up survey form for each participant.
   c. Describe the process for contacting participants within the required timelines, and completing and having on file a contact log sheet. (Educational Goals: throughout the year as appropriate; Employment Goals: quarterly).

VII. Budget Requirements

A: Instruction/Institutional/EL Civics Budget Detail Points

• Legal Name & Recipient Code (if applicable) correct -- 2
• Represents only the DELEG Federal Instruction/Institutional or EL Civics funds being requested- 2
• Total amount matches the requested amount indicated on 4A (Total Budget Summary) - 2
• Function codes are correct - 4
• Administrative costs within 5 % limit- 4
• Budget is broken out in significant detail - 2
• Budget items are within allowable guidelines-2
• Budget items are reasonable and necessary - 2
• Columns add up correctly – 2

B: Consortium Instruction/Institutional/EL Civics Budget Detail

• Legal Name & Recipient Code (if applicable) correct
• Represents only the Consortium Instruction/Institutional/EL Civics funds being requested
• Total amount matches the requested amount indicated on 4A (Total Budget Summary)
• Function codes are correct
• Administrative costs within 5 % limit
• Budget is broken out in significant detail
• Budget items are within allowable guidelines
• Budget items are reasonable and necessary
• Columns add up correctly

C: Tuition and Fees Budget Detail
• Legal Name & Recipient Code (if applicable) correct
• Represents only the Tuition and Fees funds
• Function codes are correct
• Administrative costs within 5 % limit
• Budget is broken out in significant detail
• Budget items are within allowable guidelines
• Budget items are reasonable and necessary
• Columns add up correctly

D: Local Share Budget Detail – 5pt.
• Legal Name & Recipient Code (if applicable) correct
• Represents only the Local Share funds
• Total amount matches the requested amount indicated on 4A (Total Budget Summary)
• Function codes are correct
• Budget is broken out in significant detail
• Budget items are within allowable guidelines
• Budget items are reasonable and necessary
• Columns add up correctly

Section VIII – Application Review

GRANT REVIEWERS
DELEG, Office of Adult Learning staff will be responsible for the review of the grant applications. Staff reviewing the applications have experience and expertise in adult education.

REVIEW PROCESS
All applications are to be submitted to DELEG's Office of Adult Learning, which will coordinate the review process. Applications will be judged based on demonstrated experience in delivering programs of similar size and scope; quality of the application based on evaluation of content, including the extent to which the key program design elements are present in the proposed approach; capacity of the partnerships to execute the proposed project; cost-effectiveness of the proposed approach; and completeness of the requested information in this application, including budgetary requirements. Applicants will be notified of DELEG's funding decision.

Section IX – Financial Management Requirements

ADMINISTRATIVE COSTS
Section 233(a) of WIA Title II AEFLA states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and family 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 Office of Adult Learning to determine an adequate level of funds to be used for non-instructional purposes.*

It is the intent of the Office of Adult Learning for recipients of this grant to use the 5% administrative funding allowed covering direct administration, coordination, planning, personnel development and supervision of the program.

Indirect Costs (costs that cannot be directly attributable to a program) are **not** allowed.

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all federal grant programs, it is the responsibility of all programs funded by the WIA Title II AEFLA to ensure appropriate stewardship of federal funds entrusted to them. Under WIA Title II AEFLA and EDGAR regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the revenues and expenditures supporting adult education and family literacy program. To meet this requirement, the agency program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has **sub-recipients/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 (for all programs that expend more than $500,000 in total federal funds regardless of federal source); (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 pass-through entity 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 the day-to-day operations of the grant and supported activities of sub-recipients to assure that all funding requirements of this award are in compliance with applicable federal requirements and that the grantee achieves their performance goals.

FINANCIAL REPORTING REQUIREMENTS

Non-school district recipients of this grant must forward a copy of their Single Audit report covering the grant period to DELEG's Office of Adult Learning **within 9 months of the close of their fiscal year**.

Program income or revenue received as a direct result of receiving the WIA Title II AEFLA grant must only be used to provide services to adult participants and must be reported at the end of the program year. Expenditures must be reported by function code on the form specified.

Grantees must request funds on an accrual basis at least quarterly in the MEIS system, and may not request funds that exceed their needs for 3 days of cash on hand.