

**Workforce Development Agency (WDA)
Education and Career Success
Office of Adult Education**

CONTINUATION GRANT GUIDANCE

Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act of 2014*

**PROGRAM GUIDANCE AND INSTRUCTIONS FOR GENERAL INSTRUCTION,
INSTITUTIONAL & INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION FUNDING
FOR A ONE-YEAR PERIOD
STARTING JULY 1, 2016 THROUGH JUNE 20, 2017
LAST YEAR OF THE TRANSITION GRANT CYCLE FOR 2015-2017**

Effective Date: July 1, 2016

Application Deadline: Due no later than June 30, 2016

The “effective date” is the beginning date on which expenditures can be charged to the federal grant.

IMPORTANT INFORMATION FOR 2016-17

***On July 1, 2015, the Workforce Innovation and Opportunity Act of 2014 (WIOA) funding went into effect, replacing the Workforce Investment Act of 1998. (PY) 2016-17 is a continuation of a two-year grant cycle for sub recipients of the Adult Education and Family Literacy Act (AEFLA) under WIOA.**

Below are the definitions of several new activities that are required under WIOA as of July 1, 2016.

CAREER PATHWAY--The term career pathway means a combination of rigorous and high quality education, training, and other services that -

- **Aligns with the skill needs of state/local economy;**
- **Prepares individuals for success through range of secondary/postsecondary education options, including apprenticeships;**

- Includes counseling;
- Can include concurrent instruction and workforce preparation and training for a specific occupation or occupational cluster;
- Organizes education, training, and other services to accelerate educational and career advancement;
- Enables an individual to attain a secondary credential and at least one recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

(Sec. 3(7))

INTEGRATED EDUCATION AND TRAINING—The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. (Sec. 203(11))

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION—The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. (Sec. 203(12))

WORKFORCE PREPARATION ACTIVITIES—The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Sec. 203(17))

The WIOA four Core Partners are:

1. Title I-Adult, Dislocated Workers, and Youth Services
2. Title II-Adult Education and Family Literacy Act
3. Title III-Wagner-Peyser Employment Services
4. Title IV-Vocational Rehabilitation Employment Services

This guidance contains nine sections:

Section I	Requirements and Expectations
Section II	Applicant Eligibility Requirements
Section III	Program Design
Section IV	Performance Management
Section V	Funding Information
Section VI	Financial Management and Reporting Requirements
Section VII	Application Preparation
Section VIII	Budget Requirements
Section IX	Application Review

The WDA, Office of Adult Education is pleased to release the grant application and guidance for federal funding to support adult and literacy programs. This is a one-year grant of the two-year grant cycle (2015-2017) to support adult education services, beginning July 1, 2016. The program is supported through the AEFLA of the WIOA.

All grant recipients with a Michigan Education Information System account must submit an electronic grant application in the Michigan Education Grants Plus System (MEGS+) by **11:59 p.m. on June 30, 2016.**

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

Late applications will not be accepted and will not be considered for review.

A copy of the completed application must be sent to the local workforce board.

AVAILABILITY OF APPLICATION

The grant application will be released in MEGS+ after May 31, 2016. Grant guidance and instructions and general information will be posted on the [Workforce Development Agency website](#).

WDA 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 application are invited to contact the WDA, Office of Adult Education, for assistance.

Section I – Requirements and Expectations

This application is designed to meet federal requirements for AEFLA/WIOA funded programs from the U.S. Department of Education (USDOE).

The WDA's Unified State Plan, pending approval by the USDOE, addresses Michigan's overall adult education goals and strategies, including to encourage coordination of local service delivery among multiple programs. These federal funds are one component of Michigan's efforts to provide effective adult education and family literacy services, which include: Adult Basic Education (ABE), Adult Secondary Education (ASE), High School Equivalency (HSE) Preparation, High School Completion (HSC), English Language Acquisition (ELA), Family Literacy, Workplace Literacy, and Integrated English Literacy and Civics Education (IELCE). Michigan's adult education delivery system may include other organizations, such as State agencies, school districts, Michigan Works! one-stop centers, community colleges, universities, correctional institutions, literacy organizations, and community groups. These organizations may operate collaboratively or in consortiums to deliver services.

In addition, the grant application will help Michigan's adult education sub grantees transition to WIOA, using strategies 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 by changing how the act of learning is defined; making it more clear and efficient for adults to move toward their long-term goals; making learning accessible; making learning relevant; and making learning attractive.

GRANT PURPOSE

The purpose of the WIOA AEFLA funding is to create partnerships among the federal government, states, and local agencies to provide, on a voluntary basis, adult education and family literacy services, in order to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
3. Assist immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and;
4. Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

The WDA vision is to promote a flexible, innovative, and effective workforce system within the State of Michigan. Adult education and family literacy is a leading initiative to implement the following career development system components:

1. Strong grounding in the core subjects reading, writing, mathematics, science and social studies; and

2. Ongoing evaluation of participants' success in moving on to meaningful employment or postsecondary education/training.

Goal 1: To assure the quality and accountability of Michigan's adult education and family literacy programs and to increase retention of participants and completion of their goals.

- Objective 1: Implement methods to facilitate valid measurement of learning attained by participants.
- Objective 2: Provide program design options to meet the needs of unique population of adult learners.

Goal 2: To assure funds are targeted to areas of the state with the greatest need.

- Objective 1: To optimize the use of current resources available to support adult education and family literacy.
- Objective 2: Require all local adult education and family literacy programs to gather demographic and outcome data in order to assess participation rates and learning success among different groups.

SERVICES TO BE PROVIDED

Title II of WIOA requires that applicants receiving this grant **must establish or operate one or more** programs that provide services in one or more of the following categories:

1) Adult education and family literacy services, including workplace literacy services.

The term "adult education" is defined as **services or instruction below the postsecondary level for individuals:**

- a. who have attained 16 years of age;
- b. who are not enrolled or required to be enrolled in secondary school under State law; and
- c. who
 - (1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - (2) do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
 - (3) are unable to speak, read, or write the English language.

The term "**literacy**" is defined as the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

The term "**workplace literacy services**" is defined as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

2) Family Literacy Services

The term "**family literacy services**" is defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate ALL of the following activities:

- a. Interactive literacy activities between parents and their children;
- b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- c. Parent literacy training that leads to economic self-sufficiency; and
- d. An age-appropriate education to prepare children for success in school and life experiences.

Michigan regulations require that funds used under this category must be used for the education of the parents in the Family Literacy Program that are placed in appropriate educational functioning level determined by the assessment tests and reported in the Michigan Adult Education Reporting System (MAERS).

3) English Language Acquisition Programs

Definition from Title II of WIOA: The term "**English Language Acquisition Program**" means a program of instruction—

- That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- That leads to—
 - attainment of a secondary school diploma or its recognized equivalent; and
 - transition to postsecondary education and training; or
 - employment

4) Institutional (State Correctional) Programs

Grants awarded for this priority may only be used for educational programs for criminal offenders in correctional institutions. Correctional facilities operated by the Michigan Department of Corrections for adults and by the Michigan Department of Human Services (DHS) for youth will be invited to participate. County jail facilities may continue to be served by local providers of adult education programs under the institutional funding category. Types of institutions may include prison, reformatory, work farm, jail, detention center, halfway house, boot camp or similar institutions designed for the confinement or rehabilitation of criminal offenders. Assistance provided under Title II of WIOA to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the

program. A separate budget summary and detail must be submitted for Institutional funding.

5) Integrated English Literacy and Civics Education

Integrated English literacy and civics education refers to education services provided to English language learners that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

Section II - Applicant Eligibility Requirements

Eligible applicants for an AEFLA grant are:

- A local educational agency;
- A community-based organization of demonstrated effectiveness;
- A volunteer literacy organization of demonstrated effectiveness;
- An institution of higher education;
- A public or private nonprofit agency;
- A library;
- A public housing authority;
- A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
- 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, that jointly apply for funding under a unified management structure and a single fiscal agent. All fiscal agents for a consortium must invite and include all consortium members on the Providers page of the grant application. The consortium must have an identified fiscal agent that receives and is responsible for federal funding received from WDA. The fiscal agent for the consortium should detail the duties, roles, and responsibilities of each consortium member, specifically relating 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.

REGIONAL 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,

vocational rehabilitation, and workforce development agencies. Other valuable partners may include:

- Literacy Councils
- Libraries
- School Districts
- 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, Vocational Rehabilitation Employment Services, Community Mental Health, 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, displaced homemakers, and individuals with multiple barriers to educational enhancement. Additional target populations include individuals without high school diplomas, individuals with limited English proficiency, and inmates in correctional institutions.

CONTRACTORS

An adult education fiscal agent may contract with another agency 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. Program 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 in the Assurances and Certifications.)

Section III – Program Design

PROGRAM OF ENROLLMENT

Eligible service providers may provide services for the following categories: ABE, ASE, ELA, Family Literacy, Workplace Literacy, and Institutional (State Correctional) Programs.

Title II of WIOA directs that services should be provided that “*...assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency.*” Programs must provide services that meet the needs of their participants as determined by a participant’s assessment test at entry. If a participant’s assessment shows a functioning level below the 9th grade level in all assessed areas, then ABE services must be provided. If a participant’s assessment shows a functioning at the 9th grade or above in all assessed areas, then the participant must be placed in an HSE preparation or HSC program. ELA students must receive English language instruction appropriate for their assessed level.

TRANSFORMATION OF ADULT LEARNING

Michigan has an adult learning strategy that seeks to better meet the needs of 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 and employment readiness.
- **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, flexible scheduling, and technology that fit with the lives of adults; starting programs frequently so adults do not have to wait for the services they need to be able to make transitions in their lives; and reduce barriers that impede adults’ access to the services they need.
- **Making learning relevant.** Programs have to be 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 incorporate 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

Each participant, upon entering an adult education program must be placed accurately into an appropriate program and instructional level. All adult education participants **must** be pre-tested and post-tested using WDA approved assessment tests. The resulting scale scores will determine the beginning and ending educational functioning levels (EFLs) and educational gain as defined by the National Reporting System (NRS). Assessing a participant's educational strengths and weaknesses at the beginning, during, and end of his/her instruction is considered good educational practice and is recommended to determine a participant's educational needs.

Assessments used must be recommended by the USDOE and approved by WDA. The Comprehensive Adult Student Assessment System (CASAS), the General Assessment of Instructional Needs (GAIN), the Test of Adult Basic Education (TABE) 9-10, and TABE CLAS-E are the current federal and WDA approved assessments.

ADULT LEARNING PLAN (ALP)

All recipients of adult education funds (federal and/or state) are required to maintain WDA developed ALPs 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 should be initiated at intake and must be completed on a program year basis. Program staff and the adult education participant should work together to continuously update, complete, sign, and date the ALP.

Refer to the [Adult Learning Plan policy](#) and technical assistance paper on the WDA website.

PROFESSIONAL DEVELOPMENT ACTIVITIES (Sec. 223)

The State will provide professional development and technical assistance throughout the year to all local programs to support and encourage:

- the alignment of adult education and literacy activities with other core programs, one-stop partners and eligible providers to implement strategies in the Unified State Plan, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities;
- the establishment or operation of high quality professional development programs to improve instruction related to teaching adults and the specific needs of adult learners, and the dissemination of information about models and promising practices related to instruction;
- the provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies; and
- the monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

Section IV – Performance Management

PERFORMANCE MEASURES (Sec. 116(b)(2))

WIOA establishes common performance accountability measures across the core programs. These measures are applicable to federal and state funded programs and must be reported in MAERS. At the end of the program year, WDA will review the grantee's performance based on participant progress and the effectiveness of the program to achieve continuous improvement in order to optimize the return on investment of federal and state funds for adult education and family literacy activities.

The **primary indicators of performance** (effective on July 1, 2016) for activities provided under WIOA, including for the adult and dislocated worker programs, adult education and family literacy activities, employment services programs under Wagner-Peyser, and vocational rehabilitation programs are:

- I. **the percentage of program participants in unsubsidized employment in the 2nd quarter after exit;**
- II. **the percentage of program participants in unsubsidized employment in the 4th quarter after exit;**
- III. **median earnings of program participants who are employed during the 2nd quarter after exit;**
- IV. **the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))* during participation in or within 1 year after exit;**
- V. **the percentage of program participants achieving measurable skill gains; and**
- VI. **effectiveness in serving employers.**

***Clause (iii) states that program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if, in addition to obtaining diploma or equivalent, they have obtained or retained employment or are in an education or training program leading to a postsecondary credential within 1 year after exit from the program.
(Sec. 116(b)(2)(iii))**

For PYs 2016-17 and 2017-18, USDOE will only negotiate and hold states accountable for one indicator for the AEFLA program – **(V.) measurable skill gain indicator**. Local programs must collect and report data into MAERS on all six measures. The data will be used to establish baselines for the other five indicators during this period. “Baseline” indicators will not be used in the end of year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions.

NOTE: Final regulations from USDOE/U.S. Department of Labor are expected in June 2016 and may impact this application. Any resulting changes will be amended appropriately and will be posted on the WDA website. Final regulations are expected to contain a definition and metrics for Effectiveness in Serving Employers.

The 2016-2017 USDOE negotiated target levels of performance for Michigan are as follows:

Measurable Skill Gain Measures for Michigan	
Performance Measures	2016-2017 Target
Adult Basic Education (ABE/ASE)	33%
English as a Second Language (ESL)	51%
Overall Measurable Skill Gain	41%

DATA ENTRY REQUIREMENT

The data entry requirement is part of a comprehensive performance accountability system. WDA requires that all federal and state funded adult education and family literacy programs must enter data into MAERS for every adult education participant that registers for services and attends one or more instructional hours.

MAERS was developed to meet the USDOE data requirements specified in the NRS Implementation Guidelines. WDA 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 monthly, at a minimum, and no later than the last day of the subsequent month. This includes Class Functions, Registration, daily attendance hours for every participant enrolled in an adult education class, Assessments (pre- and post-tests), Class Enrollment(s), Program Exits, and Follow-Up data. Programs must ensure that the data entered into MAERS is accurate and complete.

All PY 2016-17 participant data, including outcome and achievement data, MUST be entered into MAERS by July 31, 2017.

Additional information regarding MAERS is available in the [MAERS section](#) of the Office of Adult Education website. The [official MAERS website](#) for entering and retrieving data requires prior authorization with an assigned username and password that can be obtained by contacting the Office of Adult Education.

LOCAL PROGRAM IMPROVEMENT PLANS

At the end of the 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

Programs awarded grant funding are responsible for managing the day to day operations of grant activities to assure that the program is in compliance with federal and state requirements. The Office of Adult Education will monitor programs to ensure compliance with federal and state regulations.

Section V – Funding Information

FUNDING FOR PROGRAM PERIOD - JULY 1, 2016 THROUGH JUNE 30, 2017

Successful applicants will qualify for funding for a one-year grant cycle (2016-2017). Funding under this grant is determined based on the successful completion of all previous year-end reports, complete data entry and reporting in MAERS, meeting WDA-pertinent reporting requirements, and meeting all financial and budgetary requirements for federal and/or state funding.

A separate budget summary and budget detail is required for each fiscal year. Changes in program plans, budgets, or funding requirements over the one-year period that are determined to be reasonable and necessary by WDA may be requested.

Section VI – Financial Management Requirements

GRANT REQUIREMENTS

It is the responsibility of all programs funded by AEFLA to ensure appropriate stewardship of federal funds entrusted to them. Under AEFLA and Uniform Grant Guidance regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the revenues and expenditures supporting the adult education and family literacy program. To meet this requirement, grant recipients must have adequate accounting practices and procedures, internal controls, audit processes, and cost allocation procedures in place. Grant recipients are responsible for managing the day-to-day operations of grant supported activities to

assure that all funding requirements of this award are in compliance with applicable federal regulations.

Grant recipients that **expend \$750,000 or more in federal awards** during the fiscal year must have an independent Single Audit conducted in accordance with the 2 CFR Uniform Grant Guidance regulations.

Grant recipients are required to request **application amendments** for any new activity or any change in a **line item that exceeds 10% of the approved budget**. Amendments must be submitted and approved in MEGS+ before dollars can be expended for new projects or activities. All funded activities must be within WIOA Title II guidelines.

Grant recipients must **request federal funds on an accrual basis at least quarterly** in the Cash Management System (CMS), and may not request funds that exceed their needs for three days cash on hand.

Grant recipients are required to permit access by WDA and auditors to records and financial statements as necessary for WDA to comply with requirements of the Uniform Grant Guidance.

ADMINISTRATIVE COSTS

Section 233(a)(2) of WIOA 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 family literacy activities and the remaining amount, **not to exceed 5%**, shall be used for planning, administration, and professional development. WIOA also provides for the “Special Rule” that in cases where the cost limits described above are too restrictive to allow for these activities, the local provider may negotiate with the Grant Administrator in order to determine an adequate level of funds to be used for non-instructional purposes.

ALLOWABLE COSTS

Under AEFLA and [2 CFR Uniform Grant Guidance](#) all costs must be allowable, allocable, necessary, and reasonable for the performance of the federal award, and legal under state and local law.

Vocational and technical education courses taken by adult participants to fulfill the local requirements for high school completion or that satisfy adult basic education programming requirements are allowable. (Funds may not be used to support regular state funded K-12 students or K-12 alternative students.)

UNALLOWABLE COSTS

Any costs that are general in nature, and cannot be directly attributed to the programs being offered for adult education participants are unallowable costs.

An **Indirect Cost** (cost that cannot be directly attributable to a program) is **not** allowed.

AEFLA funds **cannot** be used to support the costs of a **GED®/HSE test administrator/proctor, GED®/HSE tests, and any other costs associated with this activity.**

PURCHASE OF EQUIPMENT

The purchase of equipment **not specifically listed in the approved budget**, must have prior written approval of the Grant Administrator. Equipment is defined as tangible personal property (**including information technology systems**) having a useful life of more than one year and a per-unit acquisition cost of **\$5,000 or more**. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. None of the funds expended under this act may be used to acquire equipment, including computer software, in any instance in which such acquisitions results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

PROGRAM INCOME (TUITION AND FEES)

Program income from tuition and fees must be (1) governed by the terms of the agreement between the State grantee and the local sub grantee to which the State provides federal funds, (2) accounted for in program records, and (3) used only for costs allowable under AEFLA. Local providers charging tuition or fees to participants and employers must use the generated program income for allowable costs under AEFLA, including expanding available resources for adult education, workplace literacy, English language acquisition and adult basic and secondary education. Fees established by local programs must be necessary and reasonable and must not impose a barrier to the participation of disadvantaged persons in the adult education program.

REPORTING REQUIREMENTS

A Final Expenditure Report certifying and reporting actual expenditures must be completed electronically and submitted into the CMS no later than **August 29, 2017**.

A final narrative and program summary report for the grant year must be completed electronically in MEGS+ no later than **November 30, 2017**.

Local programs with a Tuition and Fees budget in the grant application must complete a **Tuition and Fees final expenditure report** within the MEGS+ final narrative report no later than **November 30, 2017**.

SINGLE AUDIT REPORTING REQUIREMENTS

Non-school district recipients of this grant must forward a copy of their Single Audit report covering the grant period to WDA, Office of Adult Education **within nine months of the close of the fiscal year.**

Section VII – APPLICATION PREPARATION

ASSURANCES AND CERTIFICATIONS

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

APPLICATION NARRATIVE

Below are the required components of the grant narrative that must be addressed completely and submitted in MEGS+.

1. Regional Adult Education and Literacy Needs and Priorities

- A. Describe how your agency will design program services to meet identified adult education needs, especially for individuals -
 - (A) who have attained 16 years of age;
 - (B) who are not enrolled or required to be enrolled in secondary school under State law; and
 - (C) who-
 - (i) are basic skills deficient;
 - (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - (iii) are English language learners.

(Sec. 203(4))
- B. Using labor market information (LMI), including the education and skill levels of the regional workforce and those with barriers to employment, describe your agency's comprehensive needs assessment.

2. Coordination of Efforts and Regional Planning (Alignment within the WIOA system)

- A. How does your agency plan to collaborate with other WIOA core partners: Title I-Adult, Dislocated Workers and Youth Services, Title III-Wagner-Peyser Employment Services and Title IV-Vocational Rehabilitation Employment Services, and the regional Talent District Career Council to meet the needs of adult education participants?
- B. What are the potential barriers to working with your WIOA core partners? Please describe strategies your agency will use to address such barriers.
- C. Has your agency developed Memorandums of Understanding (MOUs)/Agreements with other core partners regarding:
 - 1. Shared infrastructure costs,
 - 2. Shared costs associated with one-stop operations (common intake, data/tracking/fiscal systems),
 - 3. Integrated case management systems?
 If yes, please highlight the main elements of the MOUs/Agreements.

3. Program Design and Transition Plan (Adult Education program-specific)

A. Curriculum and Instruction

- 1. Does your agency's curriculum align with the College and Career Readiness Standards and Michigan Merit Curriculum? If yes, please explain.
- 2. List the adult education programs of enrollment offered (ABE, ASE, HSE, HSC, ELA, IELCE) and how these program offerings create opportunities for employment, postsecondary education, and training.
- 3. For each adult education program service, describe the core curriculum materials used.
- 4. Describe your instructional delivery strategies for a multi-level classroom.

Note: In accordance with Sec. 203, "Instruction must be of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and the program uses instructional practices that include the essential components of reading instruction."

- 5. Michigan ranks **44th** in the nation in attaining educational gains for ABE/ASE participants. What strategies will your agency implement for program design, providing adequate instruction, and addressing barriers to educational success to improve ABE/ASE program performance?

B. Program Intensity and Duration

1. Provide the program's days and hours of operation and number of weeks in the semester or term.
2. Explain how flexible schedules and coordination with regional support services (child care transportation, mental health services, and career planning) will enable individuals, including individuals with disabilities or other special needs, attend the adult education program.
(Sec. 231(e)(11))

C. Program Alignment

1. Describe how your agency plans to align adult education services with WIOA partner services (other adult education programs, career development, and employment and training activities) within your Prosperity Region so that a participant will successfully transition to the next service seamlessly. For example, how does your program align exit and entry requirements and sequence courses to connect progressive levels of education and training so that expected learner outcomes in one program match the skills, knowledge, and abilities required to enter a subsequent program?
2. Does your agency offer accelerated programs? If yes, please describe how.
3. Please highlight any barriers you have encountered in carrying out transitional (alignment) activities.

D. Career Pathways and Integrated Training and Education

1. Describe the college and career awareness services, guidance services, and support services that are provided to adult education participants.
2. Describe how your agency will coordinate with WIOA partners to connect with key sector/industry employers as part of a comprehensive regional career pathways system.
3. Describe how the adult education curriculum is contextualized at all skill levels and identify opportunities available to participants for integrated education and training.

E. Technology

1. Describe how technology is used to enhance instruction, increase instructional hours, and/or to meet the needs of learners who cannot participate in regular on-site coursework. Please provide examples. (Ex. learning labs, distance learning, etc.)

2. Does your program have digital literacy curriculum? If yes, is it aligned with the State digital literacy standards?
3. How are teachers' technology skills assessed and developed? Please provide examples of how teachers utilize technology to provide adult education services in your program and how they are trained to do so.
4. Describe how your program will use technology for system efficiencies when working with WIOA partners and to improve program performance. (Sec. 231(e)(7))

F. Tuition and Fees (Program Income)

If applicable, describe your program's tuition/fee structure and the methodology used to determine any tuition and/or fees charged to an eligible adult education participant, and how they are used to augment the program.

G. Recruitment and Retention

1. Describe recruitment strategies utilized within your region used to inform potential participants, referral agencies and the community about available adult education services.
2. How does your agency inform participants from target populations (ex. migrants, eligible out of school youth) about program services, the benefits, and how to access such services?
3. Describe your agency's retention policy, specific strategies in the policy to retain participants until goal completion, and community resources utilized to increase retention.
4. Are your retention strategies successful? How do you measure their effectiveness? Please provide examples.

4. Performance and Evaluation

A. Assessment

1. Identify WDA-approved assessment tests used for each program of enrollment in your institution.
2. Describe the process for placing participants in the appropriate program of enrollment.
3. How does your agency track and monitor hours of instruction to ensure continued eligibility and testing timelines for each participant?
4. Describe how your agency shares and uses common learner assessments with agency and other WIOA core partners.

B. Shared Performance

1. Describe how your agency evaluates the adult education program of services. Provide specific data and comparative analyses used for the evaluation.
2. What strategies do you have to meet or exceed the State negotiated performance measure for (V.) Measurable Skill Gains (MSG)? (Sec. 116(b)(2))

MSG - the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))* during participation in or within one year after exit.

**Clause (iii) states that program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if, in addition to obtaining diploma or equivalent, they have obtained or retained employment or are in an education or training program leading to a postsecondary credential within one year after exit from the program.*
(Sec. 116(b)(2)(iii))

5. Capacity Building

A. Staff Development

1. Describe your agency's plan to sufficiently train staff for various job duties and new program responsibilities under WIOA, such as navigator, implementing career pathways, and integrating training and education.
2. How will your agency work with regional partners to identify and create shared training opportunities for your staff for the sustainability of the program?

B. Teacher Quality

1. Describe how your agency ensures that instruction is delivered by well-trained instructors, counselors, and administrators who meet minimum qualifications established by the State, and who have access to high quality professional development, including through electronic means. (Sec. 231(e)(9))
2. Describe professional development opportunities available to support quality teaching and learning based on the most rigorous research available, including scientifically valid research and effective educational practice, and how such information is shared with other staff and used to improve program performance. Please provide specific examples. (Sec. 231(e)(6))

3. Describe pre-service training provided for new teachers and/or tutors.
4. Describe how your agency evaluates the effectiveness of instructional staff.

6. Determination of Funding

Determine how your agency plans to use AEFLA funds to implement WIOA transitional activities.

7. Institutional (Jail Program) (Sec. 225)

- A. How will your agency work with institutional staff and regional partners to ensure that incarcerated individuals receiving adult education services attain the educational gains required to transition successfully into postsecondary education/training or employment?
- B. Describe how your agency plans to align adult education services with WIOA partner services (other adult education programs, career development, and employment and training activities) within your Prosperity Region so that a participant will successfully transition from the institutional facility to the community.
- C. Is your institutional program connected to a State sponsored Prisoner Re-entry Initiative? If yes, please describe.

8. English Literacy Civics – Integrated English Literacy and Civics Education (IELCE)(Sec. 243)

- A. Using regional LMI data, describe your agency’s plans to deliver IELCE services to target populations, such as migrants, low income immigrants, and/or refugees with minimal English language skills.
- B. Describe the program elements and partnerships your agency will develop in order to (a) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (b) integrate with the local workforce development system and its functions to carry out the activities of the program under WIOA.

Section VIII - Budget Requirements

A. Instructional/Institutional/IELCE Budget Detail

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Workforce Development Agency Federal Instruction/Institutional or IELCE funds being requested
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs with 5% limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

B. Consortium Instruction/Institutional/IELCE Budget Detail

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Consortium Instruction/Institutional/IELCE funds being requested
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs within 5% limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

C. Tuition and Fees Budget Detail

Note to sub grantees receiving both federal WIOA Core and State Section 107 funding for adult education services:

Per Title II of WIOA requirements, all local program income tuition and fees must be reported in the WIOA Core application ONLY, and not split between or duplicated in the federal and state applications. The exception would be fees received for GED®/HSE testing costs since such costs are only allowable, and therefore must be reported, in the State Section 107 application.

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Tuition and Fees funds
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs within 5% limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

D. Local Share Budget Detail

*Local Funds are non-federal funds that support AEFLA allowable activities for the adult education program. (Examples would include school district general fund monies, donations, etc.) **Section 107 funds should not be reported in this budget.***

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Local Share funds
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Budget is broken out in significant detail
6. Budget items are within allowable guidelines
7. Budget items are reasonable and necessary

E. Budget Summary

1. Legal Name & Recipient Code (if applicable) correct
2. Represents the total adult education budget
3. Total amount includes and corresponds with the requested amount indicated on each budget detail page
4. Function codes are correct
5. Administrative costs within 5% limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

Section IX – Application Review

GRANT REVIEWERS

The WDA, Office of Adult Education staff will be responsible for the review of the grant applications.

REVIEW PROCESS

All applications are to be submitted to WDA, Office of Adult Education, 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 WDA's funding decision.

REJECTION OF PROPOSALS

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