STATE OF MICHIGAN
**DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY**
LANSING

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# Adult Education Eligible Provider Application

Workforce Innovation and Opportunity Act

Title II – Adult Education and Family Literacy Act

The Michigan Department of Labor and Economic Opportunity–Workforce Development (LEO-WD) is competitively bidding the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) funding.  As one of six core programs under the WIOA, the AEFLA program plays an integral role in the workforce development system by providing access to educational services for adult learners through the One-Stop delivery system.  The program seeks to increase opportunity for adults as workers, parents, and citizens.  The services provided under AEFLA are to be based on best practices derived from the most rigorous research available, as the diversity of individuals who possess low skills requires a broad approach to skills development, and the program is intended to lead to further education, training opportunities, and work.

The AEFLA funds will be awarded for a four-year grant cycle that will begin on July 1, 2020 and end on June 30, 2024.  This grant cycle will span Program Years (PYs) 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

WD is competitively bidding the AEFLA funds through a two-phased application process.  This is the first phase to ensure interested applicants meet the eligibility requirements for providers.  The completed application must be submitted via email to adulted@michigan.gov by **5:00 p.m. on February 11, 2020**.

Federal regulations governing AELFA (34 Code of Federal Regulations Part 463) clarifies that only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply and requires applicants to provide performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English as a second language.  An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.  Interested applicants, both those that have previously received AEFLA funds and those applying to be a new recipient of AEFLA funds, must provide all data requested to be considered.  If an applicant is found to have provided inaccurate data, the entity may be deemed disqualified and will not be further considered for funding.

WD is applying the federal logic when evaluating performance and has defined demonstrated effectiveness as meeting or exceeding at least 50 percent of the federal performance targets.  Measurable Skill Gain (MSG) rate was the only WIOA performance measure that had a state benchmark in PY 2018-2019, as the other measures were collecting baseline data to negotiate targets for PY 2020-2021 and 2021-2022.  In PY 2018-2019, the MSG benchmark was 47 percent, so **23.5 percent of participants served must have made a measurable skill gain in order to demonstrate effectiveness in providing adult education services**.  WD will be reviewing PY 2018-2019 performance data for past effectiveness because it is the most recent full year of data available.

LEO is an equal opportunity employer/program.
Auxiliary aids, services and other reasonable accommodations are available upon request to individuals with disabilities.
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However, data from PY 2017-2018 and trends in past data will also be taken into consideration, specifically for those applicants that had less than 23.5 percent MSG rate in PY 2018-2019.

For applicants that are applying as a consortium, **<u>each</u>** provider in the consortium must complete the Eligible Provider Application and all consortium members must be determined to be an eligible provider of demonstrated effectiveness in order for the consortium application to be considered for funding. **If any of the members do not meet the criteria, the full consortium is deemed ineligible.**

Applicants will be notified if they have met the eligible provider criteria by February 19, 2020. Those entities that are deemed to be eligible providers of adult education and literacy services will continue to Phase II where they will complete the full application in the Michigan Electronic Grants System (MEGS+) for General Instruction, Institutional, and Integrated English Literacy and Civics Education (IELCE) grant funds, as applicable. The grant Guidance and Requirements, Assurances and Certifications, applications, and other pertinent information will be posted on the WD [Adult Education website](#).

The grant application process is designed to meet all AEFLA and U.S. Department of Education (USDOE) requirements for equal access and opportunity. All applicants must complete the same application template provided. Any questions regarding the application must be sent to [adulted@michigan.gov](mailto:adulted@michigan.gov) and all responses to the questions received will be posted on the [Adult Education website](#) by 5:00pm the following business day.

WD 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 WD's Office of Adult Education for assistance at 517-335-5858.

# Eligible Provider Qualification

## Organizational Profile

The applicant must provide information regarding their organizational structure and any funding history of AEFLA grant awards (General Instruction, Institutional, and Integrated English Lite).  This document must be completed in its entirety for each provider.

1.  Complete the form below.

|  |  |
|---|---|
| Legal Name of Fiscal Agent: | _____ |
| Legal Name of Provider (if applying as part of a consortium): | _____ |
| Name of Program Contact: | _____ |
| Mailing Address: | _____ |
| City, State, Zip Code+ 4-digit: | _____ |
| DUNS Number: | _____ |
| Workforce Development Planning Region | _____ |

2.  Mark the category that best describes your organization:

_____ (A) Local educational agency

_____ (B) Community-based organization or faith-based organization

_____ (C) Volunteer literacy organization

_____ (D) An institution of higher education

_____ (E) Public or private nonprofit agency

_____ (F) Library

_____ (G) Public housing authority

_____ (H) Nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals

_____ (I) Consortium or coalition of the agencies, organizations, institutions, libraries, or described in any of subparagraphs (A) through (H)

_____ (J) Partnership between an employer and an entity described in any of subparagraphs (A) through (I)

_____ (K) State correctional agency

_____ (L) Other – (specify) _____

## Demonstrated Effectiveness

> **Applicants must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English as a second language. Each applicant must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training.**

3. Did you receive AEFLA funding (General Instruction, Institutional, OR IELCE) for the 2017-2019 grant cycle?

    _____ Yes         _____ No

    **If "No", then respond to Questions 4, 5 and 6.**
    **If "Yes", then skip Question 4 and only respond to Questions 5 and 6.**

4. Provide an overview of your current adult education program that demonstrates your experience and capacity to provide adult education services to eligible individuals, particularly eligible individuals who have low levels of literacy.

5. Insert your organization's performance data and outcome measures as applicable that quantifies past effectiveness in improving literacy of eligible individuals to meet the state adjusted levels of performance. *Note, the specific reports are referenced for providers that previously received AEFLA funds.*

**Table 1. Measurable Skill Gains for PY 2018-2019** (Refer to NRS Table 4, not Table 4B)

| Entering Educational Functioning Level (A) | Total Number Enrolled (B) | Number Who Achieved Educational Gain *(Reading, Writing, Math or ESL)* (C) | Number Who Attained Secondary Diploma or Equivalent (D) | Percent Completed Level (E) | MI 2018 Target (F) | Percent Difference (G) |
|---|---|---|---|---|---|---|
| ABE Level 1 (Grade 0-1.9) | | | | | 48% | |
| ABE Level 2 (Grade 2-3.9) | | | | | 36% | |
| ABE Level 3 (Grade 4-5.9) | | | | | 42% | |
| ABE Level 4 (Grade 6-8.9) | | | | | 45% | |
| ABE Level 5 (Grade 9-10.9) | | | | | 58% | |
| ABE Level 6 (Grade 11-12) | | | | | 48% | |
| ESL Level 1 | | | | | 59% | |
| ESL Level 2 | | | | | 65% | |
| ESL Level 3 | | | | | 60% | |
| ESL Level 4 | | | | | 51% | |
| ESL Level 5 | | | | | 52% | |
| ESL Level 6 | | | | | 36% | |
| **Total** | | | | | **47%** | |

*PY 2018-2019 represents the period from July 1, 2018 through June 30, 2019.
*Column B – Enter the number of participants with 12 or more instructional hours that entered the program at the respective EFL based on the pre-test using a standardized assessment. Individuals enrolled in ABE and ESL must only be reported once on Table 1 based on the first assessment administered in the program year.
*Column C – Enter the number of participants that assessed at a higher EFL on the post-test using a standardize assessment.
*Column D – Enter the number of participants that attained their high school diploma or equivalency during the program year.
*Column E = (Column C + Column D) / Column B

**Table 2. Measurable Skill Gains Annual Trends** (Refer to Column K on NRS Table 4)

| Entering Educational Functioning Level | 2018-19 MSG Rate | 2017-18 MSG Rate |
|---|---|---|
| ABE Level 1 (Grade 0 - 1.9) | | |
| ABE Level 2 (Grade 2 - 3.9) | | |
| ABE Level 3 (Grade 4 - 5.9) | | |
| ABE Level 4 (Grade 6 - 8.9) | | |
| ABE Level 5 (Grade 9 - 10.9) | | |
| ABE Level 6 (Grade 11 - 12) | | |
| ESL Level 1 | | |
| ESL Level 2 | | |
| ESL Level 3 | | |
| ESL Level 4 | | |
| ESL Level 5 | | |
| ESL Level 6 | | |
| **Total** | | |

**Table 3. Outcome Measures** (Refer to the Performance Summary Report)

| Outcome Measure | 2018-19 | | 2017-18 | |
|---|---|---|---|---|
| | Number | Percentage | Number | Percentage |
| Obtained Employment 2$^{nd}$ Quarter after Exit | | | | |
| Obtained Employment 4$^{th}$ Quarter after Exit | | | | |
| Enrolled in Post-secondary Education or Training | | | | |

Enter the number of participants with 12 or more hours of instruction that met each outcome.  The percentage is the number of participants that met the outcome measure divided by the total number of participants reported on Table 2 for each year.

6. Identify one or more circumstance(s) that impacted the increase/decrease of your performance outcomes.

**CERTIFICATION:** The applicant certifies to the best of his/her knowledge and belief that the data in this application is true and correct, and that the filing of the application has been duly authorized by the governing body of the applicant.  The signatory warrants that they are empowered to certify and submit this application.

_____   _____
Original Signature of Superintendent (if school district)                          Date
or Chief Operating Officer

_____   _____
Printed Name                                       Title