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

PROGRAM GUIDANCE FOR ADULT FOR GENERAL INSTRUCTION AND INSTITUTIONAL PROGRAMS A TWO-YEAR PERIOD
STARTING **JULY 1, 2009** THROUGH **JUNE 30, 2011**

Effective Date	**Application Deadline**
July 1, 2009	Due no later than June 1, 2009
THE "EFFECTIVE DATE" IS THE BEGINNING DATE ON WHICH EXPENDITURES CAN BE CHARGED TO THE FEDERAL GRANT.	

This announcement contains eight sections:

Section I – Requirements and Expectations
Section II – Program Design
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Section IX – Financial Management Requirements

The Michigan Department of Energy, Labor & Economic Growth (DELEG) is pleased to announce an open competition for grant applications to receive federal funding to support adult and literacy programs (information can be found at http://www.michigan.gov/adulteducation). These grants are to conduct adult education programs of instruction for the Program Year (PY) of July 1, 2009 through June 30, 2010 and 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 1, 2009**.

New applicants must submit an original grant application to the Office of Adult Learning bearing ORIGINAL signatures and two additional copies of the complete application by the **close of business on June 1, 2009.**

Hard Copy applications may be hand delivered to the Office of Adult Learning on the third floor of the Victor Building, 201 North Washington Square, Lansing or sent by mail to:

Michigan Department of Energy, Labor & Economic Growth
Bureau of Workforce Transformation
Division of Lifelong Learning, Office of Adult Learning
201 North Washington Square, 3rd Floor
Lansing, Michigan 48913

Hard copy applications must be **postmarked by June 1, 2009**.

Late applications, applications submitted by facsimile, email or applications submitted but not in accordance with the application preparation instructions (below) will not be ACCEPTED and will not be considered for review.

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.

AVAILABILITY OF APPLICATION

The grant application will be released after April 20. DELEG will make information available about the availability of funds and the method of applying for these funds through announcements on newspapers, DELEG and State of Michigan websites and press releases, notification of professional organizations, and other relevant state programs. Associations representing literacy groups, adult educators, community colleges, and Workforce Development Boards will be advised of application opportunities. The grant guidance and instructions, general information and the application will be posted on the Michigan Department of Energy, Labor & Economic Growth, Office of Adult Learning's website at: http://www.michigan.gov/adulteducation.

Section I – Requirements and Expectations

INTRODUCTION

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

DELEG's State Plan, approved by the USDOE, addresses Michigan's overall adult education goals and strategies, including to encourage coordination of local service delivery among multiple, different programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and family literacy services which include: Adult Basic Education (ABE), General Educational Development (GED) Preparation, High School Completion (HSC), English as a Second Language (ESL), Family Literacy, Workplace Literacy, and English Literacy/Civics. Adult education delivery systems may include several organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate collaboratively or in consortiums to deliver services.

This grant application is opened to competitive process because Michigan has established a new adult learning strategy. This strategy 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 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 WIA Title II 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) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3) Assist adults in the completion of a secondary school education (WIA Title II Section 202).

The mission of DELEG is: The Department of Energy, Labor & Economic Growth (DELEG) is investing in Michigan's future by helping to create the jobs of today and tomorrow, ensuring that our children and adults have the skills these jobs demand, making Michigan a better place to do business, and training and placing those who need jobs now.

As outlined in Michigan's State Plan for adult education:

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 outcomes data in order to assess participation rates and learning success among different groups.

ALLOWABLE COSTS

Salary and benefit costs of instructors, classroom aides, tutors, counselors, and staff supporting the instruction of participants in the adult education program. Space rental, utilities, janitorial, security services, childcare, and transportation services directly attributable to the adult education program. Classroom supplies, materials, software, small equipment*, textbooks, assessments, and food/beverages at meetings whose primary purpose is to conduct and/or coordinate training on adult education, and disseminate information on State and Federal requirements for the adult education program. Advertising costs that relate directly to the recruitment of participants in the adult education program. Mailing/copying costs directly related to the adult education program and in-service training put on for adult education providers and support staff.

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

***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 non-expendable personal property having a useful life of more than one year. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. None of the funds expended under this act will 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

SERVICES TO BE PROVIDED

Eligible service providers may provide services in the following categories: ABE, GED Preparation, HSC, ESL, Family Literacy, Workplace Literacy, and Institutional (State Correctional) Programs.

WIA Title II AEFLA Section 231(b) requires that applicants receiving a grant under this "Act" **must establish or operate one or more** programs that provide services or instruction 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**:
   - i) who have attained 16 years of age;
   - ii) who are not enrolled or required to be enrolled in secondary school under State law; and
   - iii) 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 Service** 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:
   - i) Interactive literacy activities between parents and their children;
   - ii) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
   - iii) Parent literacy training that leads to economic self-sufficiency; and
   - iv) 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 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 MAERS.

3) **English Literacy Programs**
   Definition from WIA Title II AEFLA: The term **"English literacy program" is defined** as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English Language.

4) **<u>Institutional Programs</u> (Jail)**
Grants under this priority may be awarded only 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 this 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 the WIA Title II AEFLA 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 5 years of participation in the program. A separate budget summary and detail must be submitted for Institutional funding

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

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.

Applicants are strongly encouraged to reference additional information on Michigan's strategy, as detailed in the Adult Learning Work Group's report to Michigan's Council for Labor and Economic Growth, available at www.michigan.gov/adulteducation.

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 available at www.michigan.gov/adulteducation. Assessment is used to place students at appropriate instructional levels and to determine educational functioning level gains.

PROGRAM OF ENROLLMENT

WIA Title II AEFLA directs that services should be provided to ***"…assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency."*** Programs need to provide services that meet the needs of their participants as determined by the participant's assessment test at entry. If a participant's assessment shows they are functioning below the 9th grade level in all assessed areas, then ABE services need to be provided. If a participant's assessment shows they are functioning at the 9th grade or above in all assessed areas then they need to be in a GED or HSC program. ESL students should receive English language instruction appropriate for their assessed level.

Successful applicants are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement.

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 funding is being allocated from federal State Leadership funds to make these opportunities available to all State Aid Sections 107, No Worker Left Behind (NWLB) and WIA Title II AEFLA funded programs.

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 a WIA Title II 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, 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)

Section IV – Funding Information

FUNDING FOR PROGRAM PERIOD - JULY 1, 2009 THROUGH JUNE 30, 2011

Successful applicants will qualify for a two-year grant cycle for 2009-2010. 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 (FER) must be electronically completed and submitted in the MEIS Cash Management System (CMS) 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 detailed report of tuition and fees expenses reported by function code on the form specified) must be completed in the E-Grants system no later than November 30, 2010.

Section V – Performance Management

PERFORMANCE GOALS
WIA Title II AEFLA requires the establishment of a comprehensive performance accountability system. This system is comprised of the 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 family 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. The 2009-2010 USDOE projected levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	**2009-2010 - *Projected***
Beginning ABE Literacy	38.00%
Beginning Basic Education	35.00%
Low Intermediate Basic Education	36.00%
High Intermediate Basic Education	31.00%
Low Adult Secondary Education	34.00%
High Adult Secondary Education	NA
ESL Beginning Literacy	56.00%
ESL Low Beginning	67.00%
ESL High Beginning	65.00%
ESL Low Intermediate	54.00%
ESL High Intermediate	57.00%
ESL Advanced	60.00%
High School Diploma & GED	55.00%
Entered Employment	60.00%
Retained Employment	55.00%
Placement in Postsecondary Education or Training	60.00%

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 2009-2010 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.

New 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 2009-2010. 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. DELEG will be willing to consider and negotiate your projected performance measures for 2009-2010.

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. 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 2009, must be entered into MAERS by midnight on January 31, 2010. 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

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING
Hard copy applications should be prepared simply and economically, with the narrative portion of the APPLICATION being ***no more than 12 pages in length, single-spaced, in Times New Roman or similar type font and no smaller than 12 point.*** All application pages must be securely stapled. Special bindings and binders should not be used. Relevant supporting documents that are attached to the application must be kept to a maximum total of **five pages.** Such supporting documents are not counted in the 12-page limit. Supplementary materials such as commercial publications and videotapes will ***not*** be reviewed. ***Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.***

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. Regional Adult Education and Family Literacy Needs and Priorities - 70 points

1. Describe how your agency conducted an assessment of needs in your area related to moving adults with low basic skills to postsecondary education and employment and the specific results of the needs assessment. Describe how the proposed program and activities will address the identified needs and priorities.
2. Describe how your program identifies and supports those individuals in need of adult basic education and literacy services who are low-income, individuals with disabilities, single parents, displaced homemakers, individuals with multiple barriers to educational enhancement, and individuals with limited English proficiency or minimal literacy skills.
3. How are you determining what programs that you are offering? What happens to individuals who need adult education services that are not offered by your program?
4. Indicate the process for continually assessing and addressing the future needs of participants and the community, and the applicant's working involvement with the WDB and the EAG.

B. Program Design- 160 points

1. Curriculum and Instruction
    a. Describe the specific program offerings (ABE, GED, ESL, HSC) implemented to serve the most in need adult education participants in your area, and how these program offerings are aligned with real opportunities for employment, postsecondary education and training.
    b. For each program offering, describe the core curriculum materials used for each program offered. Identify the measurable program goals for achieving a high-quality adult education and family literacy program that enhances participant learning, reflects the community and learner needs, and incorporates socio-economic realities such as employment opportunities and postsecondary attainment.
    c. 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 may include, but are not limited to, the following: phonemic awareness; system phonics; fluency and reading comprehension for literacy programs; 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; and/or how the ESL curriculum is based on language acquisition principles and addresses the four language skills of speaking, listening, reading and writing.

d. 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.
e. Describe how your agency aligns its ABE, GED and/or ESL curriculum to the state recommended content standards, design principles detailed in Section II (Program Design), and benchmarks.

2. Program Intensity and Duration
   a. Provide the program's days and hours of operation, including number of weeks in the semester or term and explain how this scheduling allows participants to achieve substantial learning gains and attain their outcome goals.
   b. Identify the enrollment schedule for learners and the process for enrolling new learners throughout the program year.
   c. Describe how your program's course schedule accommodates adult learners' various schedules.

3. 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.

4. 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.

5. Tuition/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.

Program income is defined by EDGAR in 34 CFR 80.25 (b) as "gross income received by the grantee or subgrantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period." Using special language in the annual grant award, OVAE has allowed states to use the "addition" option described in 34 CFR 80.25 (g)(2) so that funds so earned may be added to the grant and "used for the purposes and under the conditions of the grant agreement." Under this language, local providers charging fees must use the program income generated by federal adult education funds for allowable costs to the federal adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. OVAE's language in the grant award requires fees established by states or local programs to be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons that the program was designed to serve and 34 CFR 76.534 prohibits state or local programs from counting "tuition and fees collected from students toward meeting matching, cost-sharing or maintenance of effort requirements of a program."

6. 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.

C. Staff Development- 30 points

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 – 80 points

1. Describe the linkages, agreements and/or coordination of activities between your adult education 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).

Consider the following:

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 applicant 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 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.
3. 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- 140 points

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. Identify the DELEG-approved assessment utilized for each program of enrollment.
      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.
      iv. Describe the process for placing students in the appropriate program.

   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).

VIII, Budget Requirements
BUDGET DETAIL PAGES (PART A B, C, D, E): (55 Total Points Possible)

A. Instructional/Institutional/EL Civics Budget Detail – 45 points

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the DELEG Federal Instruction/Institutional or EL Civics funds being requested.
3. Total amount matches the requested amount indicated on 4A (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
9. Columns add up correctly

B. Consortium Instruction/Institutional/EL Civics Budget Detail – 5 points

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Consortium Instruction/Institutional/EL Civics funds being requested
3. Total amount matches the requested amount indicated on 4A (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
9. Columns add up correctly

C. Tuition and Fees Budget Detail – 0 points

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 4A(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
9. Columns add up correctly

D. Local Share Budget Detail – 5 points

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Local Share funds
3. Total amount matches the requested amount indicated on 4A (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
8. Columns add up correctly

E. Budget Summary - 0 points

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
9. Columns add up correctly

Section VII – Application Review

GRANT REVIEWERS

DELEG, Office of Adult Learning staff will be responsible for the review of the grant applications, along with staff from other state departments as appropriate. Staff reviewing the applications must 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 VIII – 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 to cover 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 the DELEG, Office of Adult Learning **within 9 months of the close of their fiscal year.**

Program Income (revenue) received as a direct result of receiving the federal 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.

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 the Michigan Electronic Grants System (MEGS) before dollars can be expended for new projects or activities. All funded activities must be within funding guidelines.

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 cash on hand.

BUDGET COMPLETION INSTRUCTIONS

A separate budget will be required for each funding source that supports the applicant's programs. ***Applicants should print the Program Guidance and Instructions and the Approved Function Code List for each grant application type for reference, before proceeding.***

- Federal General Instruction
- Federal Institutional
- Federal EL Civics
- Anticipated Tuition and Fees – charges to participants in adult education programs, which can only be used in these programs
- Anticipated Other Local Funds – non-federal funds (*Examples would be school district general fund monies from pupils, local millage revenues, bonds, donations, etc.)*