IELCE Grant Technical Assistance Recorded Webinar

For FY 22- FY 25 Grant Cycle Competition
Presenters:
Dr. Cayanna Good, Assistant Commissioner of Adult Education
Bobby Creech, Director of Instructional Services
By the end of this webinar, you should be able to:

- Determine if an IELCE grant is a good fit for your organization.
- Understand the federal and state laws, regulations, and policies that pertain to this grant opportunity. 
  *(Policy Pauses!)*
- Feel ready to **prepare** and submit a grant application.
Agenda

• About the Workforce Innovation & Opportunity Act (WIOA) and the Adult Education & Family Literacy Act (AEFLA)
• Available Grant Opportunity/Funding Formula
• Allowable & Required Activities
• Applicant Eligibility Requirements/How to Apply
• Everything You Need to Know to Operate an Effective & Compliant IELCE Adult Education Program
• Application Do’s & Don’ts
• Overview of Online Application Site
• What to Expect if Funded
About the Workforce Innovation & Opportunity Act (WIOA) and The Adult Education & Family Literacy Act (AEFLA)
About the Workforce Innovation & Opportunity Act (WIOA)

• In 2014 - revision and reauthorization of the Workforce Investment Act of 1998 (WIA)

• Designed to strengthen workforce system and get Americans, including those with barriers to employment, high-quality jobs and careers.

• To accomplish its goals, WIOA unites four core programs:
  • Title I: Adult, Dislocated Worker, and Youth
  • Title II: Adult Education and Family Literacy Act (AEFLA)
  • Title III: Wagner-Peyser Act employment services
  • Title IV: Vocational Rehabilitation Act
Goals of the Adult Education & Family Literacy Act

• Provide adults with the literacy and other skills needed to transition into postsecondary education, training or employment and obtain jobs with family-sustaining wages;

• Provide parents and caregivers the skills they need to actively participate in their children’s education; and

• Assist English language learners in obtaining the English skills needed to gain employment and/or attain citizenship.
Policy Pause: Local Workforce Development Boards

- **Local Workforce Development Area (LWDA) - WIOA 106**
  - Under Title I of WIOA, the state of Georgia is divided into 19 LWDAs
  - Let’s check out the map!

- **Local Workforce Development Board (LWDB) - WIOA 107**
  - Composed of business and community members, as well as a representative from the adult education program
  - Responsible for the development and oversight of the LWDA
    - Identify regional needs
    - Write the local plan
    - Provide workforce development activities
    - Selecting operators and providers of one-stop services
Policy Pause: Local Workforce Development Boards

Georgia Workforce Development Area Map

1. Northwest Georgia
2. Georgia Mountain
3. Central Georgia
4. Talmadge
5. Coastal
6. Liberty
7. Altamaha Regional
8. Dougherty
9. Northeast Georgia
10. Marion-Sidd
11. Middle Georgia
12. Central-Southwestern Georgia
13. Eastern Central Georgia
14. Lowndes-Marya
15. Flint-Lake View
16. Greater Macon
17. South Georgia
18. Southwest Georgia
19. Southern Georgia
20. Coastal

TCSG Technical College System of Georgia
Policy Pause: One-Stop

- A physical location that connects job seekers with all of the resources they need to obtain a job in an in-demand industry.

Title I: Adult Dislocated Workers & Youth

Title II: Adult Education & Literacy
(Adult Education & Family Literacy Act)

Title III: Wagner-Peyser Act Employment Services

Title IV: Vocational Rehabilitation

One-Stop Centers

This grant opportunity!
Available Grant Opportunity
WIOA Title II Funds aka The Adult Education & Family Literacy Act

Federal Government
US Dept. of Ed Office of Career, Technical & Adult Education (OCTAE)

PASS THROUGH ENTITY
Technical College System of Georgia Office of Adult Education

Subawards

SUBRECIPIENT
Local Program

SUBRECIPIENT
Local Program

SUBRECIPIENT
Local Program
Eligible Participants

Per WIOA, Section 203(4), AEFLA grant funds must be used to provide adult education and literacy activities to eligible individuals. **Eligible individuals** include:

- Individuals who are at least 16 years old and are not enrolled or required to be enrolled in secondary school under State law; and who—
  - Are basic skills deficient; or
  - Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
  - Are English language learners (even if they have degrees in their native countries).
About the Grant Opportunity

• There is one available grant opportunity:
  • **Integrated English Literacy & Civics Education (IELCE) Grants**

• The grant will last for four years (July 1, 2021 – June 30, 2025).

• Funded Programs will submit a renewal application each spring. The funding allocations may be adjusted each year of the grant.
# Grant Application Areas & Counties

<table>
<thead>
<tr>
<th>Local Workforce Development Area</th>
<th>Counties in LWDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Northwest Georgia</td>
<td>Bartow, Catoosa, Chattooga, Dade, Fannin, Floyd, Gilmer, Gordon, Haralson, Murray, Paulding, Pickens, Polk, Walker, Whitfield</td>
</tr>
<tr>
<td>2 Georgia Mountains</td>
<td>Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union, White</td>
</tr>
<tr>
<td>3 City of Atlanta</td>
<td>City of Atlanta</td>
</tr>
<tr>
<td>4 Cobb</td>
<td>Cobb</td>
</tr>
<tr>
<td>5 DeKalb</td>
<td>DeKalb</td>
</tr>
<tr>
<td>6 Fulton</td>
<td>Fulton</td>
</tr>
<tr>
<td>7 Atlanta Regional</td>
<td>Cherokee, Clayton, Douglas, Fayette, Gwinnett, Henry, Rockdale</td>
</tr>
<tr>
<td>9 Northeast Georgia</td>
<td>Barrow, Clarke, Elbert, Greene, Jackson, Jasper, Madison, Morgan, Newton, Oconee, Oglethorpe, Walton</td>
</tr>
<tr>
<td>12 Central Savannah River</td>
<td>Burke, Jefferson, Jenkins, Richmond, Screven</td>
</tr>
<tr>
<td>14 Lower Chattahoochee</td>
<td>Chattahoochee, Clay, Harris, Muscogee, Quitman, Randolph, Stewart, Talbot</td>
</tr>
<tr>
<td>15 Middle Flint</td>
<td>Crisp, Dooly, Macon, Marion, Schley, Sumter, Taylor, Webster</td>
</tr>
<tr>
<td>16 Heart of Georgia</td>
<td>Appling, Bleckley, Candler, Dodge, Emanuel, Evans, Jeff Davis, Johnson, Laurens, Montgomery, Tattnall, Telfair, Toombs, Treutlen, Wayne, Wheeler, Wilcox</td>
</tr>
<tr>
<td>17 Southwest Georgia</td>
<td>Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, Worth</td>
</tr>
<tr>
<td>18 Southern Georgia</td>
<td>Atkinson, Bacon, Ben Hill, Berrien, Brantley, Brooks, Charlton, Clinch, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Pierce, Tift, Turner, Ware</td>
</tr>
<tr>
<td>19 Coastal Georgia</td>
<td>Bryan, Bulloch, Camden, Chatham, Effingham, Glynn, Liberty, Long, McIntosh</td>
</tr>
</tbody>
</table>
**Activities: Integrated English Literacy & Civics Education Grants**

Note: These numbers are for application purposes only. Awarded funds may differ from what is requested.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Integrated English Literacy &amp; Civics Education (243)</td>
<td>Integrated English Literacy &amp; Civics Education in combination with Integrated Education &amp; Training</td>
</tr>
</tbody>
</table>
## Funding Formula: Integrated English Literacy & Civics Education Grants

Note: These numbers for application purposes only. Awarded funds may differ from what is requested.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>WIOA Section</th>
<th>Funding Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Integrated English Literacy &amp; Civics Education</strong></td>
<td>WIOA Section 243</td>
<td>$775 per student if the applicant is not receiving other federal or state dollars for adult education under this grant competition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$400 per student if the applicant received other federal or state dollars in OAE’s most recent grant competition for the upcoming grant period (July 1, 2021 – June 30, 2025).</td>
</tr>
</tbody>
</table>
Important Notes About Funding

• Please note, the exact funding formula is subject to change based on the number of qualified applications received, the amount each applicant is requesting, and the amount of funding OAE receives from both the state of Georgia and the federal government.

• In addition, the final award allocations are subject to negotiation based on additional factors, such as the results of the risk assessment.

• Allocations can and will be adjusted during the annual renewal process.

• This is a reimbursement-based grant.
Definitions of the Required & Allowable Activities
Integrated English Literacy & Civics Education

• Provided under section 243 of WIOA

• Instruction for adult English language learners, including professionals with degrees and credentials in their native countries, that provides them the English and other skills needed to function effectively as parents, workers, and to obtain United States citizenship.

• IELCE programs must include:
  • English language instruction,
  • Instruction on the rights and responsibilities of citizenship and civics education;
  • Integrated education & training (34 CFR § 463.33).
Integrated Education & Training
Required for All Programs! (OAE Policy)

• A service approach that offers the below activities *concurrently and contextually*:
  • Adult education and literacy activities
  • Workforce preparation activities; and
  • Workforce training

• Prepares students for a *specific occupation or occupational cluster* for the purpose of educational and career advancement. (*34 CFR § 463.35*)

• Utilizes a *Single Set of Learning Objectives* (*34 CFR § 463.37*)
Why Integrated Education & Training?

• To prepare Georgians for jobs in in-demand industries so they can earn a family-sustaining wage.
Workplace Preparation Activities

• 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,
  • Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
  • Other employability skills that increase an individual's preparation for the workforce. (34 CFR § 463.34)
Other Things Adult Ed Providers Need to Do

• Align their services with the needs outlined in their LWDB’s local plan.

• Partner with the one-stop provider(s) located in the LWDAs the program serves students. (WIOA 121(b))
  • Enter into and fulfill the terms of an MOU with the one-stop provider.
  • Provide access to their services through the one-stop provider, and
  • Use a portion of their grant funds to support one-stop infrastructure costs.

• Collect and report accurate and valid student demographic and outcome information (WIOA section 116).
Applicant Eligibility & How to Apply
Applicant Eligibility

Per 34 CFR § 463.23, organizations that have demonstrated effectiveness in providing adult education and literacy activities to eligible individuals are eligible to apply for a grant. These organizations may include, but are not limited to . . .
Applicant Eligibility

- Local educational agency
- A community-based organization or faith-based organization
- A volunteer literacy organization
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above
- A partnership between an employer and any entity described above
Applicant Eligibility: Demonstrated Effectiveness

Per 34 CFR § 463.24, applicants must demonstrate effectiveness in providing adult education and literacy activities to eligible individuals with low levels of literacy or English language learners in the following areas:

<table>
<thead>
<tr>
<th>Content Domains</th>
<th>Employment/ Postsecondary Outcomes</th>
</tr>
</thead>
</table>
| • English language acquisition.    | • Employment  
• Attainment of secondary school diploma or its recognized equivalent, and  
• Transition to postsecondary education and training. |
How Do I Demonstrate Effectiveness?

• Provide valid and reliable data for the demonstrated effectiveness areas in the demonstrated effectiveness table.

• All data must be for individuals who are eligible to receive WIOA services.

• You must provide data for the area you will provide services (ELA).

• All applicants must submit employment, postsecondary, and training data.

• Upload the completed demonstrated effectiveness table with your application.

• If an applicant is applying as a consortium, each member of the consortium must submit its own data to demonstrate effectiveness.
**Demonstrated Effectiveness: Applicant Fails Screening**

<table>
<thead>
<tr>
<th>Demonstrated Effectiveness Area</th>
<th>Performance Indicator</th>
<th>2018 (7/1/17 to 6/30/18)</th>
<th>2019 (7/1/18 to 6/30/18)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># of Students Served</td>
<td>% of Students Demonstrating Progress</td>
</tr>
<tr>
<td></td>
<td><strong>English Language Acquisition</strong></td>
<td></td>
<td>#DIV/O!</td>
</tr>
<tr>
<td></td>
<td># of Unemployed at Program Entry</td>
<td></td>
<td>#DIV/O!</td>
</tr>
<tr>
<td></td>
<td># of Students Seeking High School Equivalency</td>
<td># of Students Earning a High School Equivalency</td>
<td>#DIV/O!</td>
</tr>
<tr>
<td></td>
<td># of Students Served in Postsecondary Education and Training</td>
<td># of Students Served in Postsecondary Education and Training</td>
<td>#DIV/O!</td>
</tr>
</tbody>
</table>

*Incomplete Information*
### Demonstrated Effectiveness: Applicant Passes Screening

<table>
<thead>
<tr>
<th>Demonstrated Effectiveness Area</th>
<th>Performance Indicator</th>
<th>2018 (7/1/17 to 6/30/18)</th>
<th>2019 (7/1/18 to 6/30/19)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students Served</td>
<td># Students Demonstrating</td>
<td>% of Students Demonstrating</td>
</tr>
<tr>
<td>Outcomes in improving the skills of eligible individuals who have low levels of literacy in English language acquisition or are English language learners.</td>
<td>English Language Acquisition</td>
<td>243</td>
<td>84</td>
</tr>
<tr>
<td>Outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.</td>
<td># of Unemployed at Program Entry</td>
<td>127</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td># of Unemployed Gaining Employment While Enrolled or Shortly After</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Unemployed Students Gaining Employment While Enrolled or Shortly After</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Secondary Education and Training</td>
<td># of Students Seeking High School Equivalency</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>% of Students Earning a High School Equivalency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of Students Enrolling in Postsecondary Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Students Enrolling in Postsecondary Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of Students Served</td>
<td>149</td>
<td>10</td>
</tr>
</tbody>
</table>
## Application Timeframe

<table>
<thead>
<tr>
<th>Application Step</th>
<th>Timeframe/Deadline</th>
</tr>
</thead>
</table>
| **Online Grant Application Portal Opens** | March 16, 2021  
All applications must be submitted through OAE’s online application site. OAE will not accept mailed submissions. |
Review Process

Three Part Process

• Three reviewers will score each application using the application’s respective rubric.
  • Policy Pause - 13 Considerations (WIOA 231(e))
  • Tip: Use the rubric to help prepare your application!
• Local workforce development board review (Per 34 CFR §463.21)
• Pre award risk assessment (located in appendix of RFA)
Everything You Need to Know to Operate an Effective and Compliant IELCE Program
Program Overview

• Question 1: Student population
  • Eligible, applicable to services, reflective of region
  • Number of students **must be based off of previous enrollment** (and the same number you use in the funding tab of the budget worksheet)

• Question 2: Activities aligned with outcomes
  • How do you know the activities you will offer will positively impact students?

• Question 3: Meeting Regional Needs
  • Consideration 1: Is the applicant responsive to local needs
  • Review your LWDB’s local plan or plan(s)!
  • [https://tcsg.edu/worksource/worksource-georgia-services/](https://tcsg.edu/worksource/worksource-georgia-services/)
### OAE Policy Pause: Essential Duties

<table>
<thead>
<tr>
<th>Position</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administrator</td>
<td>Full time (30 hours per week)</td>
</tr>
<tr>
<td></td>
<td>Degree from four-year college or university</td>
</tr>
<tr>
<td>Data Manager</td>
<td>High school diploma or equivalency</td>
</tr>
<tr>
<td>Career Services Coordinator</td>
<td></td>
</tr>
<tr>
<td>Instructional Lead</td>
<td>Degree from four-year college or university</td>
</tr>
<tr>
<td>Instructors</td>
<td>Degree from four-year college or university</td>
</tr>
<tr>
<td></td>
<td>Part time instructors must receive at least $20 per hour</td>
</tr>
</tbody>
</table>
Staffing

• **Question 1: Staffing Table**
  • Who is on your team? What is the structure of your team?

• **Question 2: Staffing Rationale**
  • Why did you staff your team this way? Any nonessential or split-funded positions? Explain!

• **Question 3: Recruiting and retaining high quality staff**
  • How will you recruit and retain your “dream team”?

• **Question 4: Meaningful Professional Development**
  • How will you ensure your team gets the professional development they need?
OAE Policy Pause: Professional Development

OAE provides state-sponsored professional development in the following areas:

- College and Career Readiness Standards/English Language Proficiency Standards (CCRS/ELPS)
- Student Achievement in Reading (STAR Reading)
- Integrated Education and Training (IET)
- Core Instructional Strategies for HSE (GED/HiSET)
- Mathematics
- English Language Arts
- Science
- Social Studies
- Technology Utilization and Integration
- Technically Speaking
- NRS & Data focused training
- Assessment Policy/Assessment Related training
OAE Policy Pause: Professional Development

• OAE recommends reserving between 2% to 3% of your federal budget to attend OAE professional development.

• 80% of staff must meet the minimum hourly professional development requirements (outlined on page 20 of the RFA) (OAE/state requirement)

• Programs can utilize grant funds to attend other professional development, trainings or conferences provided that are allowable, allocable, reasonable, and necessary.
The Student Experience

• **Question 1: Recruitment**
  • Recruitment plan should recruit your target population
  • Utilize data and feedback from current or prospective students to develop your marketing plan

• **Question 2: Intake & Orientation**
  • Meet state and federal requirements AND student needs
Policy Pause: Intake

• WIOA Section 116 and the National Reporting System for Adult Education (NRS) requires programs to collect specific student data

• Programs must:
  • Verify eligibility (both under AEFLA and O.C.G.A. § 50-36-1)
  • Collect valid demographic data (barriers to employment, race/ethnicity/gender, age, labor force status, education level, social security number)
  • Determine if a student needs accommodations
  • Collect and record student goals
  • Per 34 CFR § 462.41 - 42, establish a student’s educational functioning level by administering the appropriate NRS-approved assessment as a pretest.
State of Georgia Policy Pause: Verification of Eligibility

• Per O.C.G.A. § 50-36-1, state agencies or political subdivisions must ensure that all individuals 18 years of age or older receiving adult education services submit a Verification of Eligibility for Public Benefit Form verifying that the individual is:
  • A United States citizen
  • A legal permanent resident of the United States, or
  • A qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.
The Student Experience

• **Question 3: Meeting Student Needs Through Strategic Coordination**
  • Partnerships/coordination with other agencies to meet student needs (childcare, housing, etc.)
  • Flexible schedules

• **Question 4: General Education Provisions Act (Section 427)**
  • Barriers to participation (such as gender, race, national origin, color, disability, or age)
  • How the program will address those barriers. Use clear and concise examples.
Instructional Program

• **Question 1: Course Plan**
  • When and where will you have class? Who will teach? What students will be there?
  • **OAE Policy Pause:** Students must have at least six hours of instruction per week.

• **Question 2: Instructional Methods**
  • Research and evidence-based instructional strategies
  • Essential components of reading instruction (20 U.S. Code § 6368)
  • Standards alignment
    • College & Career Readiness Standards
    • English Language Proficiency Standards
Policy Pause: Essential Components of Reading Instruction

• Per 20 U.S. Code § 6368, the term “essential components of reading instruction” means explicit and systematic instruction in—
  • Phonemic awareness;
  • Phonics;
  • Vocabulary development;
  • Reading fluency, including oral reading skills; and
  • Reading comprehension strategies.
Instructional Program (Cont.)

• **Question 3: Leveraging Technology**
  • How will you utilize technology to *enhance* student learning?
  • Will you offer distance learning? If so, what’s the plan?

• **Question 4: Integrated Education & Training . . .**
  • What are your plans to offer IET? How will it integrate adult education, workplace preparation, and workforce training for a specific, regionally, in-demand occupation.

• **Question 5: Instructional Leader**
  • Who will serve as the instructional lead (plan and deliver professional development, mentor and support teachers, etc.)?
• **Question 6: Integrating English Literacy, Civics, and Workforce Training**
  
  • How will you integrate:
    • English language acquisition instruction,
    • Instruction on the rights and responsibilities of citizenship and civic participation,
    • and workforce training (should include IET!)
  
  • Reminder: Per WIOA 243(a), IELCE programs MUST offer an IET.
Partnerships

• **Question 1: Formal Partnerships**
  • Describe formal partnerships (a partnership that is extremely significant to your program)
  • What is each partner’s role and responsibilities?
  • How will the partnership benefit students.

• **Question 2: Statements of Commitment**
  • Signed document that clearly indicates each partner’s roles and responsibilities

• **Question 3: Local Workforce Development Boards**
  • How will you partner with each LWDB’s one-stop
  • Remember, per 121(b) you must enter into an MOU with the LWDB of each area you will serve students
Past Effectiveness

• Question 1: Valid and Reliable Effectiveness Data

• Upload two years of valid and reliable performance data to demonstrate past effectiveness in:
  • Improving the English language acquisition skills of English language learners
  • Helping individuals attain citizenship
  • Achieving outcomes related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education or training

• Then, describe the population of students you are reporting data on

• Describe the assessments or methods you used to gather the data
Past Effectiveness, Cont.

• Question 2: Ability to Serve Individuals with Disabilities
  • Provide evidence (data and examples) that your program has the capacity to serve individuals with disabilities
Policy Pause: Performance Accountability

- All of WIOA’s core programs report on common performance measures (WIOA section 116(b) and 20 CFR § 677.155.)
  - The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program
  - The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program
  - The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
Policy Pause: Performance Accountability

• The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.

• The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains (MSG) (meaning an increase in their educational functioning level (EFL) for one subject) toward such a credential or employment.

• There are also additional measures for IELCE
Policy Pause: Performance Accountability

• How do we collect these data?
  • Data matches with other agencies (Department of Labor, TSCG, National Student Clearinghouse)
  • Survey data

• How do programs determine if students made a measurable skill gain (MSG)?
  • By utilizing the pretest and posttest scores of the following NRS-approved assessments:
    • TABE 11/12 for adult basic education and adult secondary education students; and
    • BEST PLUS, BEST Literacy, and TABE CLASS-E for ELA and IELCE students
Policy Pause: GALIS

• In accordance with WIOA Section 116(i), TCSG has developed GALIS (Georgia Adult Learner’s Information System).

• Per OAE requirement, funded programs must enter student and instructor data into GALIS.
Data, Outcomes & Continuous Improvement

• **Question 1: Collecting Valid Data**
  - How will you ensure your program collects valid student data for the performance accountability measures?
  - The chart on page 32 – 33 of the RFA outlines each program’s responsibilities as it relates to data collection.

• **Question 2: Meeting state-adjusted measures of performance**
  - Look at your current data. How will you meet or exceed the state-adjusted measures of performance?
  - Please note, the EFL targets are state-requirements.
<table>
<thead>
<tr>
<th>Educational Functioning Level</th>
<th>% Achieving Measurable Skill Gain (MSG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>61%</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>63%</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>63%</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>61%</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>57%</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>58%</td>
</tr>
<tr>
<td>ESL Overall Negotiated Target</td>
<td>61%²</td>
</tr>
</tbody>
</table>
Data, Outcomes & Continuous Improvement

• **Question 3: Collecting Relevant Student, Staff, and Partner Feedback**
  - How will you collect and utilize user feedback?

• **Question 4: Utilizing Data to Continuously Improve**
  - How will you utilize data to continually improve? How often? Who will collect it? What data will you analyze?
The Longest Policy Pause of the Presentation!

- Allowable, allocable, reasonable and necessary
- Administrative vs. programmatic costs
- Direct vs. indirect costs
- Supplement not supplant
Policy Pause: Allowable, Allocable, Reasonable & Necessary

• The Uniform Guidance, 2 CFR Part 200, guides the use of federal grant funds. Grant funds must be:
  • **Allowable**: an allowable use of grant funds (2 CFR §§ 200.420 - 200.475, chart on page 40 of the RFA provides additional details)
  • **Allocable**: the cost of the item is proportional to the benefit the program will receive from the cost (especially important when it comes to salaries)
  • **Reasonable**: A prudent person would agree that the cost of the item is reasonable
  • **Necessary**: Absolutely necessary for your program
Policy Pause: Salaries & Allocability
When Preparing your Budget

• All budgeted salaries must directly support the outlined administrative and programmatic activities.

• All funded grantees will be required to maintain Time & Effort records for all personnel funded by the grant.

• OAE will provide additional training on Time & Effort for funded programs.
Policy Pause: Administrative vs. Programmatic Costs

• Administrative vs. Programmatic Costs (WIOA Section 233)
  • Planning, administration, performance accountability, professional development, working with local workforce development board, one-stop partner responsibilities
• 5% administrative cost limit on all grant funds (both state and federal)
• Option to submit a waiver if it is absolutely necessary to exceed the 5% cost limit
• Be mindful of salaries!
Policy Pause: Direct vs. Indirect Costs

- **Indirect costs** are agency-wide costs that are not directly and easily attributable to one program or initiative (ex: HR staff salary).

- **Direct Costs** are costs that directly relate to and are easily attributable to one program or initiative. (ex: program administrator salary)

- The chart on page 40 of the RFA provides additional details.
Policy Pause: Direct vs. Indirect Costs

- To charge indirect costs to your grant you must have an indirect cost rate.
- Per 34 CFR § 76.563, programs wishing to charge indirect costs to their AEFLA federal grant funds are subject to a restricted indirect cost rate.
- To charge indirect costs to your adult education grant funds, you must:
  - Have a negotiated restricted indirect cost rate with your cognizant federal agency or another pass-through entity.
  - Negotiate an indirect cost rate with TCSG (can be done once a program is funded).
Policy Pause: Direct vs. Indirect Costs

• For the purposes of the application, please prepare your budget without indirect costs.
• If funded, programs can submit their indirect cost rate agreement or negotiate an indirect cost rate with OAE and submit a revised budget.
• It is not allowable to charge indirect costs as direct cost to your grant.
• It is not allowable to charge something as a direct cost to your grant (ex: rent) if it is included in your indirect cost rate per the indirect cost rate agreement under this award or another federal award.
Policy Pause: Supplement Not Supplant

- Adult education grant funds must **supplement NOT supplant** local and other funds.

- If you paid for something out of local or other funds in a prior year, you should not pay for it out of federal funds in the next year (unless you can prove the funding is no longer available).
Budget

• **Question 1: Budget Template**
  • Prepare budget for your year one only
  • Please be detailed

• **Question 2: Budget Rationale**
  • Explain your budget. Why are all of the items allowable, allocable, reasonable & necessary?

• **Question 3: Anticipated Major Budget Changes**
  • Will there be any significant changes to your budget in subsequent years? (ex: program innovations, anticipated enrollment, etc.)
Grant Application Preparation Do’s & Don’ts
What To Expect If Your Program Receives Funding

- Continuous support from the OAE team
  - Instructional Services (Grant Program Support Coordinators)
  - Professional Development
  - Data, Research, Assessment
  - Accountability
- Programs will be held to high standards – this is not a planning grant!
- Submit monthly financial reports and reimbursement requests
- Program risk assessments and monitoring
- Annual renewal process
Online Application Site

• All applications MUST be submitted through TCSG’s online application site.
• OAE will not accept mailed or emailed applications or applications submitted in any other form.
• A short video demonstration of the application site can is posted on the grant website.

https://tcsg.smapply.io/
Questions?

- Join us on March 16, 2021 from 10-11:30 AM (EDT) to ask any applicable questions.
- Any question prior to or after the Q&A webinar should be submitted through the form on TCSG’s website: https://tcsg.edu/adult-education/grant-opportunities/
- Answers to all submitted questions will be posted on the website.
- In order to ensure equitable access to the information, OAE staff cannot answer questions in person or over the phone about the grant application.