

FY22 IELCE Grant Technical Assistance Webinar Transcript

Slide 1: Title Slide

Slide 2: Presenters – Dr. Cayanna Good, Assistant Commissioner and Bobby Creech, Director of Instructional Services

Slide 3: The purpose of this webinar is to ensure that you are comfortable with exactly what the IELCE grant entails and you are able to determine if this grant opportunity is one that you and your organization want to pursue. We will spend a good amount of time discussing all of the federal and state rules and regulations, laws, and policies and we will take policy pauses throughout the presentation to emphasize those rules and regulations to ensure that you understand them.

At the end of our webinar, we want to ensure that you have everything that you need to PREPARE an application and Write an application.

Slide 4: We have a lot of good information to share in this webinar. We're going to talk a little bit about the Workforce, Innovation and Opportunity Act which is also known as W-I-O-A, and the Adult Education and Family Literacy Act, also known as AEFLA. So, please know that you will hear those acronyms throughout this presentation. We'll talk about the available grant opportunity, as well as how we will award the funding. We'll talk about the allowable and required activities if your organization is awarded the grant. We'll cover applicant eligibility requirements. Then we'll go through everything you need to know, well, almost everything you need to know about how to operate an effective and compliant adult education program. Embedded within this will be some policy pauses that will help you better understand what we're looking for with the questions in the application. We'll go over application do's and don'ts. And finally, we'll talk about what to expect if funded.

Slide 5: First let's discuss the Workforce Innovation & Opportunity Act and The Adult Education & Family Literacy Act

Slide 6: What is the Workforce Innovation and Opportunity Act? In 2014 Congress authorized W-I-O-A to strengthen America's workforce. As we know there are Americans who have barriers to obtaining employment, including those with low levels of literacy, those with physical disabilities and/or learning disabilities, those recently released from prison, and so on. So, the goal of W-I-O-A is to help these people make sure they can get jobs that are going to allow them to take care of their families and lead meaningful lives. To accomplish this, W-I-O-A unites 4 federal programs that support these individuals. There are: Title 1 is Adult, Dislocated Worker, and Youth. Title 2 is Adult Education and Family Literacy Act, which is what we're going to talk about specifically. Title 3 is Wagner-Peyser and Title 4 is Vocational Rehabilitation.

Slide 7: IELCE funding – often referred to as 243 funds – ARE authorized under WIOA Title II/Adult Education and Family Literacy. The goals of the Adult Education grant funding are to provide adults with the skills necessary to successfully transition to post-secondary education, training, and employment that lead to earning family-sustaining wages. Family literacy offers participating Adult Education students who happen to be parents or caregivers opportunities to participate in their children's education while also learning. Adult Education funds can also be used to assist English Language Learners to become more proficient in English so that may gain employment, and if needed, attain citizenship.

Slide 8: This is our first policy pause, which provides foundational information about local workforce development areas and local workforce development boards. W-I-O-A establishes the requirements for states to have local workforce development boards and areas. The state of Georgia is divided into 19 workforce areas. We'll look at the map of the areas in just a moment. Just know that the map and the local areas will become very important as we get further into the presentation and application process. Also, each of these areas has a local workforce development board that is composed of business and community members and there's a requirement for a representative for the adult education program to sit on each board. The board's role is to identify the regional employment needs for the area and how to connect people with barriers to employment to these employment opportunities. In other words, they are the people figuring out what is the demand? Where are workers needed? What type of population is available to fill the jobs and what services do those individuals need to meet the job demands? For instance, does the area have a high percentage of people who need to learn English? Do they have a high percentage of out-of-school youth? These are the types of things that the boards are trying to figure out. They also write a local plan that addresses these things. You'll need to become familiar with the local plan for the area or areas you plan to serve as you write your application. Another thing they do is select operators and providers for one-stop services, which we'll cover after the next slide.

Slide 9: This map provides a visual for you of all of the local workforce development boards across the state and the geographic regions that they serve. It is important that you note these in your application. If your proposed area overlaps with multiple boards, you will need to still speak to how your program aligns with the priorities listed of each local board.

Slide 10: Now, let's spend a minute talking about one-stops. The W-I-O-A legislation requires each local area to have a comprehensive one-stop. So, you may be asking, what is a one-stop and what are they for? One-stops are physical places that people can walk into and say they're looking for a job. Based upon the specific needs of the individual looking for work, the one-stop will help connect them with these 4 core providers or other partners that have services available to support individuals with securing employment. As an adult education provider, you will be committing to partnering with one or more of these one-stop centers and Local Workforce Development Boards. This may be through providing services within the one-stop or through direct linkage, which would mean that the one-stop would be knowledgeable of the services and offerings for your program.

Slide 11: Next up we'll focus on this specific grant opportunity, which is for Integrated English Literacy and Civics Education funds and services.

Slide 12: The federal government, authorized by Congress, allocates funding to states for Adult Education funding. Although WIOA is a collaboration amongst state agencies, WIOA Title II funding is provided to Georgia through the United States Department of Education – specifically through the Office of Career Technical and Adult Education. You will hear us refer to this group as OCTAE. OCTAE sends funding to states via a pass-through entity. For Georgia, the Office of Adult Education at TCSG is the pass-through entity or grantee. The pass-through entity then makes grant funding available to local providers who through a sub-award. In federal grant speak, the local providers are sub-recipients. It is important to know these terms because if you are awarded you will see reference to these terms in your Grant Award Notice.

Slide 13: The federal government is very specific about who can receive direct service through AEFLA funding. The law specifically states that only eligible individuals can participate in AEFLA programs. Those eligible individuals are listed in the law – and must be at least 16 and not enrolled in a secondary school. This is non-negotiable. Participants who attempt to enroll and are one month away from turning 16 cannot enroll.

AEFLA participants must also meet one of the next three bullets – they are basic skills deficient, as determined by an initial pre-test, OR they do not have a high school diploma or equivalency OR they are an English Language Learner. Because this webinar is geared for IELCE potential providers, you will very likely have worked with English Language Learners who may be professionals in their home country – dentists, engineers, or nurses. However, if they are not proficient with English and they are over the age of 16 AND not currently enrolled in a high school, they are eligible for participation in your adult education program funded through AEFLA.

Slide 14: As a reminder, the current grant opportunity is for Integrated English Literacy and Civics Education (IELCE). This is a 4-year grant beginning on July 1 and culminating on June 30, 2025. Of special note, each funded IELCE sub-recipient has a renewal/continuation application that they submit each spring detailing past performance and challenges. The Office of Adult Education, as the pass-through entity, reserves the right to make funding adjustments for the following year based on the renewal/continuation application.

Slide 15: This application opportunity is targeted to 15 of the 19 local workforce development areas and the counties within their footprint, as shown on this slide. So to reiterate, if your organization chooses to apply, the services must be provided within one or more of the areas and counties listed.

Slide 16: The Integrated English and Literacy and Civics Education grant is funded under section 243. Through these funds, grantees are required to provide English Literacy and civics education instruction in combination with Integrated Education and Training, which is more commonly referred to as IET. We'll talk more about what IET is in just a few minutes.

Slide 17: The funding amount for this grant is \$775 per student. So to determine the maximum budget request amount, applicants would multiply their projected number of students to be served by \$775. However, if your organization applied and received a grant award under our most recent grant competition for the upcoming grant period of July 1, 2021, through June 30, 2025, the funding amount is \$400 per the projected number of students to be served.

Slide 18: Just a few more notes about funding. Please know that at this time we don't know the exact amount we will receive from the federal government, which means that the funding formula is subject to change. Also, the final award allocation will be made through a negotiation with each organization awarded the grant and will include a few additional factors including the results of your organization's risk assessment. Finally, we want to be clear that this is a reimbursement-based grant, which means grantees expend the funds and then request reimbursement. The normal reimbursement process is monthly.

Slide 19: Now we'll turn our attention to the definitions of the required activities for the grant.

Slide 20: As mentioned previously, IELCE funding is provided under Section 243 of W-I-O-A. IELCE includes English language instruction, instruction on the rights and responsibilities of citizenship and civics education. These services are for adult English language learners, including professionals with degrees from their own country, to be able to make sure they can navigate our communities and areas for which they live as parents and workers and to help them be able to obtain citizenship. Integrated Education and Training is also a required component of the program. So let's now look a little closer at IET.

Slide 21: So, what is IET? The goal of IET is to offer adult education students everything they need to prepare them for a specific occupation or career cluster. This includes the adult education and literacy activities, which is teaching them English and preparing them for citizenship, but it also includes incorporating some workforce preparation activities, specific to an occupation or an occupational cluster. And finally providing specific

workforce training with industry-recognized or postsecondary credentials. Under the IET model, these three pieces must be offered concurrently and contextually. This means that students must have an opportunity to engage in industry-related training while enrolled in IELCE classes and that while they're enrolled in the training, they must be fully supported by the IELCE program with instruction that is contextualized to the content of the training and that the instruction must also include workforce preparation activities specific to the future occupation. To demonstrate that the content is contextualized and that the services are offered concurrently, grantees must develop and submit to our office a Single Set of Learning Objectives, which we'll cover in greater detail with all successful applicants.

I'll now turn it over to Dr. Good. She'll talk more about IET, workforce preparation activities, and other requirements for those awarded the grant.

Slide 22: Integrated Education and Training is incredibly important to our overall strategy within Adult Education. WIOA asks that we actively work to lift people out of poverty. With growing automation and the pandemic, ensuring that we are providing a path to training for jobs that offer a family-sustaining wage is critical. The vast majority of our adults work and they do not have additional time to wait for job-specific training until after they complete their Adult Education/English Language classes. IET offers a structured opportunity to do BOTH/AND.

Slide 23: The workplace preparation activities can be integrated into instruction or provided as part of Career Services. This bulleted list requires that we are helping our students develop skills 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.

Again, the pandemic has provided an opportunity for everyone to realize the importance of ensuring that we are all digitally literate...Many parents struggled in the first few months of school shutdowns because they lacked access to devices, they lacked access to the internet, or they struggled with how to use the technology in a way to assist their children. Workforce preparation activities should emphasize employability skills that are needed in today's technology-driven workforce.

Slide 24: As a potential IELCE grantee, it is important that you remember that your grant application must be aligned with the needs in the local workforce development board's local plan. If you are awarded a grant, you must be prepared to partner with the one-stop provider(s) located in the LWDA the program serves students. 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

Slide 25:

Slide 26: PLEASE note that all ADULT EDUCATION grant applications have to demonstrate that they are effective in providing adult education and literacy activities in order to be reviewed

Slide 27: Eligible applicants can come from a varied list of organizations. The law defines eligible applicants as those that may be

- A 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

Slide 28: Now we want to spend a few minutes discussing applicant eligibility. Please be sure to tune in closely to these next few slides related to Demonstrated Effectiveness. If this section of the application is not completed fully, your organization's application cannot move forward for consideration of funding. The legislation establishes the requirement for applicants to demonstrate effectiveness in providing adult education and literacy activities to eligible individuals with low levels of literacy or English language learners. So you may be wondering how does my organization demonstrate effectiveness? First, you're going to have to demonstrate effectiveness in providing English language acquisition instruction. Second you will need to provide data for employment and postsecondary outcomes. This includes employment, attainment of secondary school diploma or its recognized equivalent, AND transition to postsecondary education and training.

Slide 29: How Do I Demonstrate Effectiveness?

So you still may be asking, how do we do that? You will provide valid and reliable data for demonstrated effectiveness in the demonstrated effectiveness table within the application portal. Dr. Good will show examples of the table on the next couple of slides. But before that, a couple of pointers to remember. First, you have to provide data for people who are eligible to receive W-I-O-A services. So when you upload data related to English language acquisition, please be sure that the data is specific to adults who would be eligible to receive services under this grant. Second, you must submit employment, postsecondary, and training data. Third, you must upload the completed demonstrated effectiveness table with your application. Finally, if it's a consortium that is applying, each member will fill out the data table and upload it. Please understand that this is the clear guidance and requirement we've been provided by OCTAE. Again, this is very important because our office is asked by the federal government to only review applications that meet the demonstrated effectiveness requirement.

Slide 30: This is an excellent illustration of a grant application's demonstrated effectiveness table that unfortunately cannot be deemed eligible for scoring. Incomplete information cannot meet the threshold set by the state. If we were to receive a demonstrated effectiveness table that did not have outcomes in all of the applicable areas, we cannot score it and the entire application is deemed ineligible to receive funding.

Slide 31: This is an example of a completed demonstrated effectiveness table. Each cell is populated. Based on the information provided, the submitted table from this applicant can be forwarded to the review panel. I cannot emphasize enough that we can only review those applications that have effectively demonstrated that they are effective in provided English Language acquisition services AND that they have made gains with students on these participant outcomes in employment, secondary school diploma or equivalency, AND transition to secondary education and training programs. If you are applying for this grant and you do not feel as if you can provide this information, this may not be the right grant opportunity for you.

Slide 32: Now we'll look at the application timeframe. The online grant application portal opens on March 16, 2021. All applications must be submitted through the portal. We will not accept mailed submissions. Grant applications are due by 1 PM eastern daylight time on April 15, 2021. Please know that the portal shuts down automatically at that time, so please be sure to submit early to avoid any issues. Grants will be reviewed by external reviewers and the local workforce development boards between the period of April 22 – May 13, 2021. And grants awards will be announced in early June 2021.

Slide 33: Now we'll talk a little bit about the review process. We will have three reviewers review each application using a rubric we've provided. As a state, we have to consider the 13 considerations listed in the law. There is a chart in the RFA that shows you how this breaks down. Make sure you look at the rubric as you prepare your application. We want the hard part of this process to be you figuring out how you're going to have a really awesome and solid adult education program, "Not figuring out if the questions are unclear or how the process of the application works" the rubric is designed to make this very clear to you. It will break down what excellent, good, average, and poor applications will look like. So please use those as you prepare your application to make sure you're hopefully trying to hit the excellent target. The respective Local Workforce Development Board or boards will also review the application. The law specifies that we have to send the applications out to the respective Local Workforce Development Board or boards where services are planned. They'll review the application to make sure it lines up with their local plan. We will also do a pre-award risk assessment. Those questions are located in the appendix of the RFA. The risk assessment asks things like have you ever had a grant terminated? The questions are intended to help us be careful when awarding the federal dollars. We want to make sure we're awarding the federal dollars to programs that can be good stewards of the money.

Slide 34: Now we're going to focus on everything you need to know to operate an effective and compliant IELCE program. For this section, I encourage you to have your RFA handy because we're going to go through it and talk about each question. Please be sure to use this RFA as you fill out your application. If not, it's like putting something together without looking at the instructions, which doesn't always turn out well. So please use it.

Slide 35: First up is the program overview. Question 1 asks you about your student population. So, who are you going to serve? It must be people who are eligible. So don't say we're going to serve middle schoolers who might drop out of high school because they are not eligible. You're going to talk about the number of students you might serve. Again, please use actual previous enrollment to get your estimate. Don't say you're going to serve 4000 students if last year you only served 20. That is unrealistic. You also need to make sure that whatever number you're putting here matches the number you're using in the funding tab of the budget worksheet that is a part of the application. Question 2 is about activities that align with outcomes. How do you know that the activities you will offer will impact students? For example, why is English language acquisition and civics instruction important for your community? So this is where you're talking about why it is you're what you're doing. This is where you make sure that the services that you're offering are really important to the population that you're serving. Question 3 talks about meeting regional and local needs. Are you meeting regional and local needs? Are you responsive to your local workforce development board's plan? Be sure to read the local plan for the area or areas where you've planning to provide services and ensure alignment between your planned services and those plans.

Slide 36: Before moving on to the next set of questions, we're going to take a policy pause to talk about staffing. What we have outlined in the RFA for staffing, is what we call the essential duties. Now in the RFA, you'll see it broken down by position. However, each position may not be a distinct individual. For instance, you may have a part-time data manager that's also a part-time career services coordinator. You may have a

program administrator that is also the instructional leader. What you need to do as an applicant is show us why you staff your program the way that you staff it. Not just the checklist of people; everyone needs to have a critical role. And we need to understand why you're making the decisions that you're making. The program administrator typically works with the one-stop provider, and or a group of partner organizations, many of them also serve as the instructional lead, serve as the main point of contact with our office, so they're the ones that we're going to talk to if things are going great or if we have concerns. They really are the leader of the program. The data manager handles and manages the program's data. They will input data into our statewide adult education database, which is the Georgia Adult Learner Information System, commonly referred to as GALIS. The Career Services Coordinator position is very important to the program. They are the people who are thinking about how to get students from the program out into the workforce. They work with partnerships and with students to make sure they get the resources they need to be successful, including referrals to other service providers for childcare, housing, and other things. You must have an instructional lead, which is the person who is going to make sure the quality of your instruction is strong. In some cases, it might be the program administrator. In other cases, it might be somebody else, but you had to make sure the quality of the instruction is strong. Finally, since the focus of this grant is education, instructors are a must. All instructors must have a minimum of a 4-year degree and if you're hiring part-time instructors, we're requiring a minimum pay of \$20 per hour.

Slide 37: Now we'll look at the questions related to staffing. Question 1 - You will fill out a staffing table that's going to ask you who's in your program and how many instructors you're going to have, and how they're paid. Question 2 - staffing rationale, will ask you to explain why you staffed your team the way you did. Question 3 – addresses how will you recruit and retain high-quality staff? Question 4 – addresses how you will ensure that your team gets the meaningful professional development they need. Please sure that your response covers all planned program staff, not just the instructors.

Slide 38: Our next policy pause is for professional development. We are required by the law to provide high-quality professional development for all program personnel at all times. That's why we focus on making sure we do a needs assessment. It's critical that we get the information from you on what you feel you and your staff need to provide optimal services to the students and communities you're serving. I won't go over all of them, but this slide lists the things that the Office of Adult Education will be providing you in the area of professional development, including English language proficiency standards training, IET training, technology utilization and integration training, data collection and reporting training, and assessment policy and assessment-related training. Also, please know that if your program has specific identified needs, we stand ready to partner with you to offer targeted training for your program.

Slide 39: At minimum, OAE recommends reserving between 2 to 3% of your federal budget to attend OAE-sponsored professional development. 80% of your staff must meet the minimum hourly professional development requirements as outlined in the RFA. Also, please know that programs can utilize grant funds to attend other professional development, training, and conferences that are allowable, allocable, reasonable, and necessary. So the bottom line here is that we believe high-quality professional development is critical to have a strong program.

Slide 40: This section is super important. It's called the student experience. And the reason why it's important is because the students are the reason why all of this funding has been put in place. So, we want to make sure that when you are thinking about your programming, when you are thinking about what it should look like that you have it structured in a way that's going to meet your students' needs.

So, the first thing we're going to talk about is recruitment. So, how are you going to get the students you said you were going to serve in the program? What's your plan to do that? One thing I would highly recommend is

to ask your prospective students, if you haven't already done so, what's going to get them to come to your program? So, don't just make it up. Don't assume you know what they need. Talk with them and think about how you can recruit students into the program?

Next, let's talk about intake and orientation. There's a really important need to make sure that intake and orientation are going to be your students' first great experience with the program. So, yes there's paperwork, but you'll also need to balance that with the fact that they might be nervous coming in the door. They may not be sure if they really want to do this. You need to make sure that it's a welcoming experience for those students. So that's kind of a tough balance to fill out all of the paperwork and students still have a good time. We know that it's possible because we've seen it happen.

Slide 41: Let's pause to talk about Intake. W-I-O-A Section 116 and the National Reporting System for Adult Education, which we call the NRS, requires that we collect data. We talked earlier about the four core programs. The state of Georgia tracks all of those outcomes across the four programs under W-I-O-A to see how our workforce development system is working. When we, the Office of Adult Education, report data to the federal government on our outcomes, we report outcomes across all of our adult education programs. So, the feds don't know an individual program's performance. It's only the state of Georgia, which means that we have to get very accurate and valid data from our programs.

It also means that our programs' successes are our successes as a state. So it's really important that we fund eligible providers, and that we make sure everybody not only gets their data in but gets the support that they need.

During intake, you must verify eligibility under AEFLA and the Official Code of Georgia section 50-36-1.

Under AEFLA, intake includes making sure that individuals who enroll are not in school, that they are 16 years of age or older, and that they are basic skills deficient. You'll also collect some demographic data like barriers to employment, race/ethnicity/gender/age. We have a common intake form for all of our providers, which helps people understand what we are asking. You have to determine if a student needs accommodations. Does the student have a learning disability? Do they need accommodations to be successful?

You will also collect and record student goals. Why are they there? Are they there to learn English, get Citizenship? Are they there because they want to be in the literacy program? You'll record that and then you will establish the student's education functioning level by administering an appropriate NRS-approved assessment. So, you will pre-test them. Right now, programs can use TABE CLAS-E, BEST Plus, or BEST Literacy to test English Language Learners.

Slide 42: Let's also spend a minute talking about Verification of Eligibility. There is a Georgia law that says that 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. Since this is a state law, this part is specific to state agencies or political subdivisions, so those of you that are non-profits or something else, typically will just not receive state dollars. For those of you that will need to complete this form with your students, please know we have an established process to train local programs and the needed forms to make sure there is full compliance with the law.

Slide 43: Now, let's continue with the questions related to the student experience. Question 3: Meeting Student Needs through Strategic Coordination. This is where you talk about partnerships. How are you going to make sure you have the partner organizations that you need to make sure your students are successful? Many students face barriers to participation, so this is where you'll talk about the partnerships you will have

that will help students with childcare, transportation, housing, clothing, and so on. Also, you'll want to talk about how you'll offer flexible schedules to meet student needs. For instance, for those who work during the day, you'll want to talk about evening or weekend opportunities for classes.

Question 4 is a question that is required by the General Education Provisions Act. It asks applicants for federal funds from the US Department of Education to identify potential barriers our participants might face in attending their programs and how the programs will address those barriers. For example, these are the barriers that are listed in the law: gender, race, national origin, color, disability, or age. You might have others. So, you might say one of the barriers is that we are a really rural area and our students don't have transportation to our program. Then tell us how you would address those barriers. You don't have to list every single possible barrier that your students are ever going to face, but you do have to name at least one and give a pretty clear and concise example of how you would design your program to help those students overcome those barriers.

Slide 44: Now let's talk about the instructional program. Question 1 is about the course plan. What is the instructional program going to look like? How are students going to get the skills that they need? When and where will you have class? Who is going to teach? What students will be there? Please note the OAE police pause on the slide. We do require that students have an opportunity for at least six hours of instruction a week, so please keep this in mind as you're designing your program.

Within the RFA, you will use the Course Plan Template. You may want to pause the recording and open the template before proceeding. (Pause)

The template is designed for you to list planned offerings by topic area. For example, if you're offering ESL 2, tell us the total number of expected sites, the locations, and be sure to complete the additional columns that are a part of the Excel spreadsheet. Finally, if your application includes Distance Education, just list distance education under the class location, so that we know you are offering distance education.

Question 2: Instructional Methods. You want evidence-based and research-based instructional strategies at the heart of your program's instruction. Therefore, please include in your application the actual evidence and citations that demonstrate that the strategies planned for your program are research and evidence-based. Adult education providers must also offer special components of reading instruction, which I will tell you about more on the next slide.

We also want you to talk about how you will align your instruction to the College and Career Readiness Standards and the English Language Proficiency Standards. These are Georgia's adopted adult education standards which are based upon the K12 standards. For the target audience that will be served under this grant, the English Language Proficiency Standards should be used.

Slide 45: As I mentioned previously, essential components of reading instruction are required. This means students must receive explicit and systematic reading instruction to include phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies. So, when you're thinking about how you're going to teach literacy and how you're going to teach reading in your RFA, you have to tell about how your program is going to incorporate these essential components of reading instruction.

Slide 46: Question 3 is leveraging technology. How will you utilize technology to enhance student learning? Enhance is bolded because this is really important. If you say, we have smartboards and computers. Cool, but what are you going to do with the smartboards and computers? You really need to think about how

technology can enhance the student experience. We don't want a list of your technology. We want you to tell us how it's going to change things for your students. For example, you might say, we have a computer lab available and we're going to utilize that with students. Students can come in on their own time, but there will also be somebody in the lab to help them. Remember, no list of technology. How is technology changing the game for your students? Also, what is your program's plan to offer distance learning? How are you going to structure it so that your students are still getting the support they need, the encouragement that they need, and all of the academic content?

Question 4: Integrated Education and Training. So, this is where you will talk about your IET. And again, your IET is going to be aligned with a regionally in-demand industry. If you are in an area where the top industry is forestry, and you say we're going to have an IET for moviemaking that might not make sense. You need to have some alignment with regional demands.

For Question 5, who will serve as your instructional lead and why? Why did you pick them? Why are they qualified? This is a critical position for the program. This person will support teachers with ensuring standards-based instruction, identification, and delivery of professional development and mentorship.

Slide 47: For Question 6, please tell us how the program is going to integrate English Language Acquisition, instruction of the rights and responsibilities of citizenship and civic participation, and workforce training. IET is a must; it a federal requirement.

Slide 48: The next section is about partnerships. Strong, meaningful partnerships are critical to the success of any adult education program. Question 1 is about formal partnerships. So you may be asking, what is a formal partnership versus an informal partnership? This is where you will talk about the really important partnerships for your program. The ones that are so meaningful that your program could not function if you did not have them. These are going to be your key partners. You're going to talk about what their roles and responsibilities are and how the partnerships will benefit students. Question 2 is where statements of commitments are uploaded from partner organizations. These documents should clearly outline what each partner is doing and demonstrate that they know what their role is. Question 3 is where you will explain how you will partner with the one-stop or one-stops for the area or areas where you plan to offer services. If your organization is a successful grantee, you must enter into an MOU with the one-stops in the areas where you're providing services.

Slide 49: Next up is Past Effectiveness. Question 1 is where you'll write and share the effectiveness of your program's services. You will upload two years of valid and reliable performance data. So you may choose to upload the previously discussed demonstrated effectiveness data or other data and go into a little bit more detail. You will describe the populations of students that you are reporting data on and how you're assessing them. Please be sure that you describe how the data is valid and reliable.

Slide 50: Question 2 asks about your organization's ability to serve individuals with disabilities. One of the 13 considerations in the law is specific to ensuring that a potential provider can serve individuals with disabilities. So here's where you talk about how your organization has done that. You can provide data and examples of evidence that you've been serving people with disabilities. It could be a physical disability, or it could be a learning disability, or maybe both.

Slide 51: Now we come to a policy pause regarding Performance Accountability. I'm going to do a brief overview of the requirements that are under W-I-O-A. I mentioned earlier that all of the core programs under W-I-O-A, which includes Adult, Dislocated Worker and Youth, Adult Education, Wagner-Peyser, and Vocational Rehabilitation, all have to report on common performance indicators. We report on these indicators annually,

so it's very important we get accurate data from our providers. There are six primary performance indicators that we have to report annually that are common throughout all the programs. First, we have to look at the adult education students that we're serving who are in unsubsidized employment during the second quarter after exit. We also report this for the fourth quarter after students exit our program. We also look at the median earnings of program participants who are in unsubsidized employment during the second quarter after they exit the program. These data help us to demonstrate if we're helping students gain employment and earn family, sustaining wages.

Slide 52: The remaining performance indicators include outcomes of participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during program enrollment or within one year after exit. Another performance indicator is Measurable Skill Gains, commonly referred to as MSG, which looks at the academic advancements of students. There are 3 ways for students to earn MSG – one way is for students to make academic advancement through pre and post-testing on NRS-approved tests, another is for students to earn their high school equivalency, and the third way is for students to exit the program and enroll in postsecondary education. The final performance measure is the effectiveness of serving employers, which we share with the other core programs. There are also some other additional measures for IELCE. An example for IELCE is reporting the number of individuals who register to vote.

Slide 53: Just a little about how we collect data. We have a data system called GALIS. As mentioned previously, GALIS is the Georgia Adult Learners Information System and all providers are required to enter data into GALIS. You are also required to be as accurate and complete as possible. That's because we use the data to track these measures, like measurable skill gains, but we also use that data to match with other data systems, so we can track things like employment and the credential indicator. We do a data match with the Department of Labor to get all of the unsubsidized wage data so that we can see who is employed. Therefore, please know that Social Security Numbers are really important for us to be able to get as many matches as possible. Not having their Social Security Numbers can impact the outcomes that we report. We also match with the Technical College System of Georgia to get those post-secondary credentials and the National Student Clearing House to get post-secondary credentials for students who may go out of state. We'll be using follow-up surveys to collect data for family literacy and IELCE.

Finally, at the bottom of this slide, there is the list of NRS-approved assessments that programs use to pre-test students to determine initial placement in the program and then post-test the students to assess academic gain. For this IELCE grant, programs have the option of adopting BEST Plus, BEST Literacy, or TABE CLAS-E. Again, pre and post-test is one of the 3 ways to earn Measurable Skill Gains.

Slide 54: Again, every program is required to put their data into GALIS. It's a comprehensive web-based system that allows all providers to input the data in the same format so that we can generate our federal reports. Also, the system has local reports that show individual program performance and it has some data management reports to help programs with outreaching to students and maximize performance.

In the RFA there is a chart that shows you exactly what you will need to collect as a provider.

Slide 55: For the Data, Outcomes, and Continuous Improvement section of the application, Question 1 asks you how you are going to collect all of the valid data that we've covered. Please refer to the chart on pages 32-33 of the RFA to understand the responsibilities as it relates to data collection. Question 2 is how you are going to meet the state-adjusted measures of performance. In the RFA, there is a chart with our negotiated performance targets charts. They have percentages in them. So, every two years we negotiate state-wide

performance targets with OCTAE. As a provider we want you to look at those targets and tell us how your program is going to help the state meet those targets.

Slide 56: Here's the negotiated targets chart that is in the RFA. The targets are broken down by the 6 functioning levels for ESL. What we have provided is our FY20 negotiated targets; however, we will have new targets for FY22.

Slide 57: Question 3 asks how you are going to collect and utilize student, staff, and partner feedback. Getting feedback from the internal and external stakeholders is a very important component of operating a successful program. Since students are the heart of the program, it is important to constantly check in with them about what's going well for them and what's not. You might conduct some surveys or informal check-ins with them. Feedback from staff can help inform professional development or help to make other quality enhancements to the program's operation. You also want to engage your partners and provide opportunities for them to provide feedback on your services. Question 4 addresses utilizing data to continuously improve. So, in addition to collecting information from students, staff, partners, and others, you will also want to look at the program's actual performance. Here you should tell us how you'll synthesize this data to continuously improve the program, how often you will collect the data, and who will collect it. We want to make sure programs are making really strategic decisions.

Slide 58: This is the longest policy pause of the presentation. We're going to talk about all the federal money requirements outlined in the Uniform Guidance. The Uniform Guidance sets the rules and regulations for all federal grants. I cannot stress to you how important it is that you get the money right. If you get the money wrong and don't know what you're doing with the federal money, your grant can be terminated. That puts your program in a spot where you won't be able to offer services anymore. It's also how you can potentially go to jail. If you do mispend federal dollars you have to pay it back. And you can't use other federal dollars to pay it back. The funds would need to come from a state grant that you have or it can come from you personally if you committed fraud and abuse. This is why we want to make sure that you know what you're getting into. Also, please know that we are here to support everyone that is funded. Over the next few slides, we'll go over the basics of managing federal money, and then we're going to talk about some things that are specific to W-I-O-A and AEFLA. We'll cover the terms, allowable, allocable, reasonable, and necessary; distinguish administrative versus programmatic costs; explain direct versus indirect costs; and emphasize supplement not supplant.

Slide 59: First up is allowable, allocable, reasonable, and necessary. The uniform guidance listed in the RFA is 2 CFR Part 200 of the Uniform Guidance. This is a federal document that tells us how we treat federal dollars. The first thing you need to think about when thinking about your budget is, "Is this an allowable cost?" For example, it has to be one of the activities we talked about earlier. It has to be for the eligible individuals we covered. So you can't use salaries to support third graders.

Next is allocable. Allocable means the cost of the item is proportional to the benefit the program received from the cost. For example, you're a program administrator for this grant for 30 hours a week and you handle your nonprofit 10 hours a week. You cannot pay the program administrator's salary 100% out of the adult ed budget. The allocable portion would be 75% of the time.

Next is reasonable. Reasonable means a prudent person would agree that the cost of the item is reasonable. So let's say you're going to buy some computers that cost \$10,000 each. Those better be some pretty amazing computers. That's not reasonable. Another example of unreasonable if you plan to hire 40 teachers to serve 10 total students.

The last item is necessary. Which means it's absolutely necessary for your program.

Slide 60: When you're preparing your budget, please make sure that any salaries charged to the grant are allocable. This means that all budgeted salaries must directly support the outlined administrative and programmatic activities of the grant. To ensure this is the case, all funded grantees will be required to maintain Time & Effort records for all personnel funded by the grant and our office will provide training on the expectations and process for keeping Time & Effort for all programs that are funded.

Slide 61: WIOA Title II funding is very prescriptive. The Code of Federal Regulations requires that no more than five percent of a local grant to an eligible provider can be expended to administer a grant or contract under title II. In cases where five percent is too restrictive to allow for administrative activities, the eligible provider must request a waiver from the Office of Adult Education. We will consider the waiver to determine an adequate level of funds to be used for non-instructional purposes. What activities are considered local administrative costs?

- Administrative costs are costs that do not directly involve a learner but instead support the program delivery and development activities.
- (a) Planning;
- (b) Administration, including carrying out performance accountability requirements;
- (c) Professional development;
- (d) Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate; and
- (e) Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Slide 62: Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. Examples of a direct cost that you can assign with a high degree of accuracy may be Salary, wages, fringe benefits, materials, and supplies for project work.

Indirect Costs are those incurred for a common or joint purpose benefitting more than one cost objective, and not easily assignable to one specific project. An example may be HR or other business functions – Think about payroll for an organization....it would be very difficult to assign the time it takes to issue paychecks for 15 people out of an organization that has 150 employees.

We have included more information to help you understand direct and indirect costs in the RFA materials.

Slide 63: The Code of Federal Regulations is very clear that to charge indirect cost, you must have an approved indirect cost rate. 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)

Slide 64: The budget that you submit with your grant application is for the purpose of evaluating your proposal. PLEASE understand that, if awarded, you are not guaranteed to receive the amount that you requested. For that reason, we ask that you prepare your application budget ABSENT any indirect costs. Again,

if your application is awarded, you would provide us information regarding your indirect cost rate or you would negotiate an indirect cost rate with our office.

Please note that you are not allowed to charge indirect cost as a direct cost and you are not allowed to charge something as a direct cost if it is included in your existing indirect cost rate.

Slide 65: AEFLA Section 241(a) states, “Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.” In other words, Federal funds may not be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

Slide 66: Another critical piece of the application process is the budget. You may want to pause this recording and pull up the budget workbook. (Pause)

The first tab is the Funding Formula Worksheet. All you need to do on this tab is enter your organization’s name and fill in the two yellow highlighted sections. The first yellow section is **anticipated number of students**. Here you enter the number of students that the program plans to serve, which should be the same number that was put in the program’s narrative. The second yellow section is **base per student**. Here you use the dropdown to select \$775 if you have not been funded in our most recent application process or to select \$400 if you have already been awarded funding.

The second tab of the workbooks is the Budget Summary tab. DO NOT enter any information into this tab. It will automatically populate based upon the information you enter the in the first and third tab.

The third tab is the Budget Detail tab. The budget detail is where you're going to fill out your budget. You're going to tell us what you're doing. You input your planned staff members, their titles, their salaries and their benefits. To the right of that, you will actually allocate the funding between the administrative or programmatic line items. A nice feature of the workbooks is that when the budget detail amounts entered match the amount requested on the funding formula tab, the columns on the budget summary tab will automatically turn green.

Finally, once you’re complete the budget workbook, then you would upload a budget rationale. Tell us why you're doing what you're doing. For instance, why you are hiring the staff that you're hiring and why you’re planning to buy the equipment that you're buying. Tell us why these items are reasonable and necessary.

Slide 67: Next up we have some application do’s and don’ts.

Slide 68: To have the strongest application possible, we encourage you to work with a team versus having one person write everything without consulting others. Read the RFA thoroughly and use it as a guide when preparing the application. Don’t wait until the last minute; start the process early and submit questions as needed. Write clearly and concisely, but fully answer each question.

Slide 69: Please be thoughtful about your budget and what outcomes you would expect to achieve as a result of your budgetary decisions. Do not just think about all the items you would like to spend money on or people that you would like to hire. Please DO spend considerable time processing the requirements of this grant – at the federal and state/OAE level. If you plan to figure it out while you are implementing the grant, you will most likely get in a lot of trouble. As a helpful grant tip, always have someone who has not worked on the grant as a reader, they will help you understand where your wording may be confusing. You do not want to submit without carefully looking for typos or inconsistent information. Finally, make sure that your grant application reads in the same “voice” and that your narrative is consistent. You do NOT want to have various people in your organization writing for the grant that don’t understand what the previous section speaks to...imagine submitting a budget request for 50 people but the application narrative mentions 500!

Slide 70: If you are awarded a grant – congratulations! IELCE grants under the Adult Education umbrella are a lot of hard work – but it is worthy work. You will receive support from every member of our team – you will be assigned a Grant Program and Support Coordinator, you will have assistance from our Instructional Services team, our Professional Development and Transition Services team, you will be supported with data and research, and finally you will receive ongoing support in grant compliance and accountability from our office. Our expectations are high because the work is so important – we are literally assisting in moving the most vulnerable people in our midst out of poverty and into opportunities. This is not a planning grant and you should have a good grasp on how to do just that...

We will ask that you submit monthly financial reports, that you track time and effort, and you will be subject to ongoing monitoring of performance. Again, there is an annual renewal process that we use to determine funding over the course of the multi-year grant period.

Slide 71: All applications must be submitted through TCSG's online application site. Online submission through the application site is the only way we will accept applications. To view a short video demonstration of the application portal, visit the grant section of the website.

Slide 72: If you're watching this before March 16, 2021, please know we're going to have a live technical assistance question and answer webinar on March 16 from 10 – 11:30 AM, eastern daylight time. You can register for the webinar by accessing the website via the link below. The format for that session will be for interested applicants to join and ask any questions they have. Other than that, there is no planned agenda for the webinar. If you cannot attend the webinar on March 16, please know that we plan to record and post the session on the website. Also, if you have questions before that webinar or after the webinar, please submit them via the form on the website. All questions and answers that we receive from the website will be posted to the website for everyone to see. Other than the technical assistance Q&A webinar, we will not be responding to phone calls or other inquiries. This ensures that everyone has equitable access to the same information about the grant.

This concludes the webinar. Thank you so much for your interest in this grant opportunity.