

WIOA Title II Adult Education and Literacy (AEL)

Grant Applicant Workshop

February 28, 2020

Agenda

- Answer your questions!
- Grant cycle and timeline
- Adult Education and Literacy activities
- Who AEL serves
- Required Title II services in Vermont
- Requirements of the grants
- Allowable uses of grant funds
- How to complete the application – appendices, required components
- How to set up and complete the budget proposal
- How to submit the application and budget
- AOE website resources

AEL Grant Cycle and Competition

- Under WIOA, AEL grant funding must be competed.
- The last RFP was issued in February 2017 for FY18-FY20 awards.
- The current RFP is competing funds for two years: July 1, 2020-June 30, 2022.

Timeline

FY21-22 Funding Competition

- February 4, 2020 – Funding opportunity and grant application released
- February 21 – Intent to Apply Form due
- February 28 – Applicant Workshop
- **March 25 – Proposals due**
- May 1 – awards announced
- July 1 – grant period begins

ADULT EDUCATION

. . . means academic instruction and education services below the postsecondary level that increase an individual's ability to—

- (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (B) transition to postsecondary education and training; and
- (C) obtain employment.

Who is Eligible?

Eligible individual means an individual:

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- who
 - is basic skills deficient;
 - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - is an English language learner.

BASIC SKILLS DEFICIENT

. . . means, with respect to an individual—

(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

The Need in Vermont

Adult Vermonters with less than a high school education*:

- 33,883 ages 25 and older (of these, 33% completed less than 9th grade)
- 6,480 ages 18-24

40,363

35,567 who speak a language other than English at home

Approximately 9,000 speak English less than very well

ADULT EDUCATION AND LITERACY ACTIVITIES

... means programs, activities, and services that include

- adult education
- literacy
- workplace adult education and literacy activities
- family literacy activities
- English language acquisition activities
- integrated English literacy and civics education
- workforce preparation activities, or
- integrated education and training

Required activities using State and Federal Basic Grant Funds

- Adult education and literacy
- English language acquisition
- Workforce preparation activities
- Integrated education and training (IET)

Optional activities available for funding

- Family literacy activities
- Workplace adult education and literacy activities
- Integrated English Literacy and Civics Education (IELCE)

ENGLISH LANGUAGE ACQUISITION PROGRAM

. . . means a program of instruction—
(A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

ENGLISH LANGUAGE ACQUISITION PROGRAM

(cont'd)

(B) that leads to—

(i) (I) attainment of a secondary school diploma or its recognized equivalent; and

(II) transition to postsecondary education and training; or

(ii) employment.

WORKFORCE PREPARATION ACTIVITIES

... means activities, programs, or services designed to help an individual acquire a combination of

- basic academic skills
- critical thinking skills
- digital literacy skills and

WORKFORCE PREPARATION ACTIVITIES

(cont'd)

- self-management skills, including competencies in
 - utilizing resources
 - using information,
 - working with others,
 - understanding systems, and
 - obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Integrated Education and Training (IET)

An IET program includes the following three components:

- adult education and literacy activities,
- workforce preparation activities, and
- workforce training in an in-demand industry.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

... means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE) (cont'd)

Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

IELCE (cont'd)

GOAL.—Each program that receives funding under this section shall be designed to—

- (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE – one more time!

Funds must be used to provide IELCE in combination with integrated education and training (IET) activities.

Requirements

- Supplement not supplant
- Grant matching
- Maintenance of effort
- High School Completion Program

Note: There are other requirements – read Section IV carefully.

Supplement not Supplant Federal Grant Awards

- To supplant funds means to take the place of the original funding stream and replace it with the supplemental federal funding stream.
- The burden to prove supplemental is on the subrecipient.
 - It is critical to have compliant accounting processes to assist in this determination

Supplement not Supplement

Tests for Federal Grants

- A supplanting violation is presumed if the subrecipient uses Federal grant funds to provide services that are required to be made available under state mandate or local board policies or;
- The subrecipient uses Federal grant funds to provide services that were provided with fiscal support from state or local public funds in the prior year.

Grant match

25% of Federal funds awarded must be matched through cash or in-kind on AEL activities.

Not including:

- Federal funds
- state funds
- GED examinee fees
- Funds that support a separate project

Maintenance of Effort

Full and actual dollar amount of matching resources, including in-kind, committed for the initial grant award period are maintained through the subsequent year of the grant duration.

Allowable uses of grant funds

Federal and state funds: AEL activities per the definitions in WIOA statute.

Adult Diploma Program state funds:

Individuals who are at least 20 years of age served by ADP funds, below NRS level 5 and preparing to enter the High School Completion Program or take the GED; individuals served who are at least 16 and unenrolled in secondary school and preparing for the GED tests; and/or to support costs related to maintaining GED testing centers.

High School Completion Program

AEL providers and high schools work with students, per Vermont statute, to create a personalized learning plan leading to graduation.

Reimbursements are made quarterly by the AOE on behalf of districts.

Education Fund dollars

Completing the grant application

Part I. Introductory materials: Appendices C, D, E and Table of Contents

Appendix E: Complete Table 1 OR Table 2.

Demonstrated effectiveness table. For those previously funded, Federal tables 4 and 5 in DataWorks have the data needed.

Completing the grant application

Part II: Application Narrative

Executive summary

- Connect to activities proposed and how the budget supports them
- Discuss sustainability

Responses to the 13 considerations

- 10 – Partnerships and support services for development of career pathways

Consideration #10:

Explain how the program will show evidence of success for a specific, implementable plan ensuring that all Vermont adult education students are introduced to the following opportunities in their region and/or state:

- Career and Technical Education including Adult Career and Technical education;
- Postsecondary education; and
- Employment.

Provide analysis of key metrics that will be used to determine success of this plan.

Career Pathway

WIOA defines Career Pathway in Section 3(7) as a combination of rigorous and high-quality education, training, and other services that:

- aligns with the skill needs of industries in the economy of the State or region involved;
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
- includes counseling to support an individual in achieving the individual’s education and career goals;

Career Pathway (cont'd)

- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- helps an individual enter or advance within a specific occupation or occupational cluster.

Completing the grant application

Part III: Supporting documents

- Resumes
- Summary of job descriptions
- List of learning centers
 - Which are full-service
 - Hours of operation

Part IV: Budget Proposal

Note: See Appendix F for budget instructions.

Submitting the grant application

Follow the [Cognito Forms](#) link

PDF: Narrative application

Excel: Budget proposal

You are limited to 100 MB

AOE website resources

- [Adult Education and Literacy](#)
- [Flexible Pathways](#)
- [Proficiency-Based Learning](#)
- [Personalized Learning](#)

Wrap up

Evaluations

Follow-up

Note: feel free to contact Robin Castle with any questions about this funding opportunity.

Thank you!

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