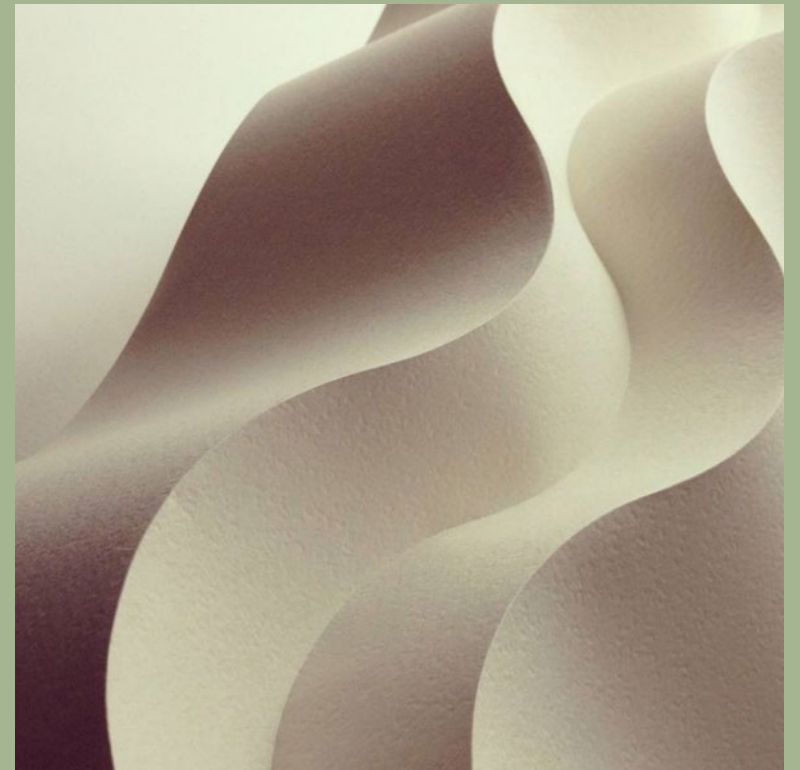


# ICCB ADULT EDUCATION AND LITERACY GRANT BIDDERS CONFERENCE

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**This bidder's conference is designed to provide a high-level overview of the AEFLA Notice of Funding Opportunity and submission guidelines while providing time for questions.**

***Applicants are expected to read the NOFO and supporting documents in their entirety.***

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# Agenda

PURPOSE AND ELIGIBILITY

DEMONSTRATED  
EFFECTIVENESS

GRANT DELIVERABLES  
AND PERFORMANCE

FISCAL

NARRATIVE AND SCOPE  
OF WORK

GRANT SUBMISSION



# Purpose and Eligibility

This Request for Proposal is intended to solicit applications from eligible providers of adult education that work to **achieve the purpose of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014**, which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services, in order to:

1. assist adults in becoming literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents or family members in obtaining education and skills that
  - a. are necessary to become full partners in the educational development of their children; and
  - b. lead to sustainable improvements in the economic opportunities for their family;
3. assist adults in attaining a secondary school diploma and in transitioning to postsecondary education and training, including through career pathways; and
4. assist immigrants and other individuals who are English language learners in a. improving their:
  - a. reading, writing, speaking and comprehension skills in English;
  - b. mathematics skills; and
  - c. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

# Eligible Applicants

To be considered for funding under this Request for Proposal, an applicant of demonstrated effectiveness per CFR §463.23 must be an eligible applicant, as listed below:

- a. Local Educational Agencies (LEAs)
- b. Community-Based Organizations (CBOs) or Faith-Based Organizations (FBOs)
- c. Volunteer Literacy Organizations
- d. Institutions of Higher Education (IHEs)
- e. Public or Private nonprofit agencies
- f. Libraries
- g. Public-housing authorities
- h. Non-profit institutions that are described previously and have the ability to provide adult education and literacy services to eligible individuals
- i. Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section; and
- j. Partnership between an employer and an entity described in (a) through (i) of this section

# Consortium and Subgrantees

When applying as a consortium or an entity who subgrants AEFLA funds to additional agencies, the following processes must be addressed.

- A lead applicant provides subawards to subrecipients to carry out programmatic purposes. The lead entity acts as a pass-through entity.
- The lead entity may not subcontract nor issue a subaward for any portion of this grant without prior approval of the Illinois Community College Board. This is satisfied with the subrecipient being identified in the Grant Narrative, the Uniform Budget, and Consortium / Subgrantee Signature Page. (2 CFR 25.300)
- The lead entity must notify all consortium partners or subrecipients of the applicable laws and regulations by providing all stakeholders with the AEFLA Grant Agreement. The terms of the Agreement apply to all subawards authorized in the agreement (CFR § 200.101(b)(2)).
- The lead entity is the coordinating entity and is responsible for overseeing the implementation of all grant deliverables and ensuring compliance with all fiscal and programmatic regulations, deliverables, and reporting requirements.
- Subrecipients are accountable for executing their assigned tasks within the parameters set by the lead agency and must provide the lead agency their Unique Entity Identifier.



**QUESTIONS ABOUT PURPOSE  
AND ELIGIBILITY**

## Demonstrated Effectiveness

- The eligible applicant must demonstrate effectiveness in serving the target population(s) per CFR §463.24. The ICCB will review the information below in making this determination.
- Applications that do not meet the demonstrated effectiveness criteria as listed below will not be considered in the Request for Proposal process.
- If applying as a consortium or include subgrantees, each entity must meet demonstrated effectiveness. .



# Thresholds

- Improving the Skills of Eligible Individuals.
  - The applicant must demonstrate that 27.75% of learners have made a measurable skill gain in the content areas of reading, writing, mathematics, and/or English Language Acquisition.
- Outcomes for Participants
  - The applicant must demonstrate effectiveness in a minimum of two of the following outcomes.
    - 18% - Employment rate - second quarter after exit
    - 19% - Employment rate - fourth quarter after exit
    - \$3,447 - Median Earning - second quarter after exit
    - 21% Credential Attainment

# Data and Explanations

- The data provided on the ICCB website was vetted before posting.
- Applicants may provide supplemental data for the purposes of meeting demonstrated effectiveness or to supplement data that was collected and reported to the ICCB, particularly for credential attainment and employment.
- Applicants that do not meet the criteria for Demonstrated Effectiveness will not move into the merit-based review which considers applicants for funding.



**QUESTIONS ABOUT  
DEMONSTRATED EFFECTIVENESS**

# Grant Deliverables

1. Provide direct instruction leading to increases in education functioning levels to eligible adult learners and ensure students are college and workplace ready.
2. Integrate distance learning programming to address barriers to in-class participation and include technology focused instruction.
3. Ensure 100% of adult learners receive the required NRS pre-assessments.
4. Scale effective strategies including the required bridge programs and Integrated Career and Academic Preparation System (I-CAPS) or other approved integrated models that meet the required guidelines for the ICCB.
5. Utilize data from the state Management Information System to improve instruction and services to ensure performance accountability.
6. Prioritize transitioning students to postsecondary training and degree attainment, industry recognized credential attainment, and/or employment.
7. Collaborate with core and required partners as well as other stakeholders identified in the annual Area Planning Council plans to ensure all approved APC plan deliverables are met. (Illinois Policy) Information on the APC plans and links to the Local Area Plans are available in the Resource Section and Resource Materials.

# Performance

The primary indicators of performance are required under the Workforce Innovation and Opportunities Act (WIOA) and CFR §463.170. The negotiated targets shown are for Fiscal Year 2024. Performance Targets for FY25 and FY26 will be provided once they are available.

Performance Measure	Target
<b>Employment (Second Quarter After Exit):</b> Percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.	27.0%
<b>Employment (Fourth Quarter After Exit):</b> Percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.	27.6%
<b>Median Earnings (Second Quarter After Exit):</b> Median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.	\$4,926.00
<b>Credential Attainment:</b> Percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program; providing they obtain or retain employment or enter postsecondary education.	30.9%
<b>Measurable Skill Gains:</b> Percentage of program participants who, during a program year, are in an education or training program that leads who are achieving measurable skill gains toward such a credential or employment.	37.1%



**QUESTIONS ABOUT GRANT  
DELIVERABLES AND PERFORMANCE  
EXPECTATIONS.**

The amounts in the Grant NOFO *are estimates*. We do not yet have a Federal or Final State Allocations.

You must submit a separate budget for each funding stream.

Federal funds have a 5% indirect costs.

State funds have an indirect limitation of either your negotiated indirect cost rate or the De Minimus rate.

## Fiscal Considerations

There is no required match for this competition!

Fiscal Considerations





## **QUESTIONS ABOUT FISCAL CONCERNS**

# Grant Narrative

Sections include:

- Past Effectiveness;
- Partnership and WIOA Alignment,
- Statement of Need,
- Diversity, Equity, and Inclusion,
- Program Design,
- Recruitment and Retention,
- Assessment; Data and Monitoring
- Support and Service Integration
- Distance Learning and Technology Integration

# Scope of Work

The purpose of the document is to demonstrate how you will operationalize the AEFLA programming in FY24.



# **QUESTIONS ABOUT DOCUMENTS**

# Grant Submissions

- The AEFLA Grant is Due May 3<sup>rd</sup>.
- All documents (Demonstrated Effectiveness, Scope of Work, Budgets, and Narrative) must be submitted via Amplifund.
- Complete the FY25 Internal Control Questionnaire (ICQ) in GATA
- Complete all required forms in Amplifund.
  - Support at [contact@amplifund.com](mailto:contact@amplifund.com) and (216)377-5500

# DUE DATE

**AGAIN, THE AEFLA GRANT NARRATIVE, SCOPE OF WORK, DEMONSTRATED EFFECTIVENESS,  
and ALL BUDGETS MUST BE SUBMITTED VIA AMPLIFUND NO LATTER THAN 5 P.M. on MAY  
3<sup>rd</sup>!**

# DUE DATE