

The following resources have been compiled for your assistance as you review the AEFLA NOFO and Grant Narrative questions.

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Allowable Instructional and Supportive Services

Below are the approved instructional activities for the ICCB AEFLA Program.

- **Adult Basic Education (ABE)** instruction consists of approved courses designed to bring a student from grade zero through the eighth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write, speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eight-grade competency. Each level of courses covers each content area and includes College and Career Readiness Standards (CCRS) in the curriculum. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills, reading literacy and communication skills, computational skills, technology and digital literacy skills, workforce/employability skills, life skills, career exploration/awareness skills, workplace literacy, family literacy/parenting, bridge instruction, and U.S. Citizenship education.
- **Adult Secondary Education (ASE)** instruction consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write and speak, and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills, general academic and intellectual skills, reading literacy and communication skills, computational skills, technology and digital literacy skills, workforce/employability skills, life skills and career exploration/awareness skills, workplace literacy, family literacy/parenting, bridge instruction, and U.S. Citizenship education.

- **Bridge Programming** services must be incorporated into the instructional process for adult learners and at all educational functioning levels. This includes the incorporation of career awareness and career development activities designed to assist learners in making informed decisions regarding making smooth transitions to post-secondary education. The use of bridge programs has been piloted and has shown promise in introducing adult learners to different career options while increasing basic skills. Bridge Programs provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to post-secondary education and employment in high-growth industries. The ICCB and other key state agencies and stakeholders developed a bridge definition that is used to ensure consistency in use statewide. This group defined a bridge as a program that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career–path employment in high-demand middle- and high-skilled occupations. The goal of Bridge Programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Three core elements are required to be included as part of a bridge program:
 - Contextualized instruction that integrates basic reading, math, language skills and industry/occupational knowledge.
 - Career development that includes career exploration, career planning within a career area, and understanding the world of work (Specific elements depend upon the level of the Bridge Program and on whether participants are already incumbent workers in the specific field.).
 - Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, referrals to individual support services such as but not limited to transportation and childcare.
- **English Language Acquisition (ELA)** instruction consists of approved courses designed to include instruction in English for those whose native language is not English. The curriculum and instruction is designed to help eligible individuals who are English Language Learners achieve competence in reading, speaking, comprehension and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading, and writing using the English language. Technology and Digital Literacy skills as well as CCRS included in the curriculum. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills (e.g., the OCTAE’s Employability Skills Framework), workplace literacy, family literacy, bridge instruction, and Integrated English Literacy/Civics (IEL/Civics). Student levels are based on proficiency as measured by ICCB–approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.
- **Integrated Career and Academic Preparation System** is comprised of three components: adult education and literacy activities, workforce preparation activities, and workforce training. Each of these components is offered concurrently for educational and career advancement. The ICAPS model blends both adult education and Career and Technical Education or Training in a format leading to a post-secondary education credential or an industry recognized credential, post-secondary credit, and a high school equivalency certification. The ICAPS model includes team teaching, support classes, support services, shared learning objectives, partnerships, employers and businesses, and contextualized instruction.

However, the non-credit model does strongly encourage collaboration with a postsecondary education institution.

- **Literacy Coordination** may include coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains and may include volunteer literacy. Literacy services must be in conjunction with Adult Education and Literacy instructional programming provided by trained volunteers to target population students. Literacy services support classroom instruction and increase student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEL funded class. Instructional hours may not be claimed for services provided by volunteer tutors.
- **Multilingual Instruction** is designed to support, not supplant Adult Education and Literacy Services. Examples of multilingual instruction are provided in this Resource Packet.
- **Vocational Skills Training (VOC)** consists of an ICCB AEL–approved course that is short-term in nature. VOC training leads to an industry recognized certificate or credential related to a specific career pathway. The training must provide entry–level workforce skills which lead to employment and prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high–demand middle- and high-skilled occupations. **Vocational training MUST be provided in partnership with Adult Basic Education or English Language Acquisition Instruction and offered in coordination with a Bridge or ICAPS program or as a required component of High School Credit Recovery Programming.**
- **Workplace Adult Education and Literacy** may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers. Workplace Adult Education and Literacy refers to an individual’s ability to read, write, speak, compute, and otherwise solve problems with enough proficiency to meet every day needs on the job and to pursue professional goals. This includes a knowledge of phonics, word identification, and comprehension which enables the employee to read technical information and complex manuals. Workplace Adult Education and Literacy also refers to the ability of an individual to function in job situations involving higher order thinking and the capacity to evaluate work situations and processes. An employee who is workplace literate has increased job success, experiences fewer frustrations in the workplace, has higher self-esteem, and has less need for retraining as the job and technology change. Workplace literacy can be funded with Adult Education and Literacy funds. All other rules of the AEL grant apply as well. The ICCB will continue to work to align new terminology with the requirements of the federal law (e.g., Workplace Literacy to Workforce Education).
- **Workforce Preparation Activities/Career Exploration/Awareness Skills** curriculum may include instruction in workplace language, career readiness/exploration, development of career plans, career awareness, job readiness, career development including the use of career cluster essential knowledge and skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams, and career planning. This also includes instruction related to employment opportunities, access to job information, and self-analysis techniques. The instruction is offered at every level of instruction (ABE/ASE/ELA), but each level will only include the most appropriate information for the level of instruction.

Allowable Support Services Activities

The following services are allowable.

- **Student transportation services** are for students enrolled in Adult Education and Literacy eligible activities. Every effort should be made to coordinate these services with other entities within the community.
- **Childcare** is the care of children during the time an adult education student is engaged in eligible adult education and literacy instructional activities. The student must be the primary care giver of the child. Every effort should be made to coordinate these services with other entities within the community.
- **Guidance and counseling** are activities with students which may include (1) Evaluating the abilities of students; (2) Assisting students to make their own educational and career pathway choices including career awareness and development activities etc.; (3) Assisting students in personal and social development; (4) Assisting staff members in planning and conducting guidance programs; and (5) Providing transition services that will lead to post-secondary education and training, bridge programs, integrated education and training programs, employment, and other activities of statewide significance.
- **Social work activities** include (1) Improvement of student attendance; (2) Interventions to assist students dealing with the problems involving home, school, and community; (3) Provision of referral assistance; and (4) Retention strategies.
- **Assistive and adaptive equipment** or special printed materials are for adult education and literacy students with special learning needs.
- **Assessment and testing** are activities to measure skill gains of individual students enrolled in eligible adult education and literacy activities through the use of the approved assessments for Illinois Adult Education and Literacy. However, other diagnostic assessments designed to place students in appropriate and eligible adult education and literacy instruction are allowable.
- **Technology lending libraries** include laptops, tablets, WIFI hotspots, or other resources that enable adult learners to fully participate in instructional activities.

The GATA Budget and Planning

Uniform Grant Budget Worksheet/Schedule and Narrative

- GATU requires each proposed budget to include a narrative, sometimes referred to as the budget justification. The narrative serves two purposes: 1) it explains how the costs are estimated and to be allocated and 2) it justifies the need for the cost. Using the Line Item Cost Categories complies with the requirement to submit a narrative. The Cost Categories allows you to provide an itemized budget breakdown and justification for each budget category listed in the budget.

*Note: The AEFLA Funding Formula for State Basic and Federal Basic is derived from Units of Instruction. The teaching of students or the direct interaction between a paid instructor and students (with 51% or more of the cost paid with ICCB AEFLA funds). **Instruction and courses not paid with 51% of the AEFLA funding do not count in the continuation funding using the existing ICCB AEL Funding Formula.***

WIOA Costs: WIOA costs are claimed in relationship to their use. Renting classroom space at a One-Stop Center is categorized under Occupancy. If costs are incurred in terms of administrative staff time, then place the expenses in the Indirect line item.

Personnel (Salaries and Wages):

- You will need to enter the first and last name (or TBH/TBD) and the position of the person you are charging to the grant. Enter Salary or Wage without characters and select the appropriate basis (Year, Month or Hour). Enter the percent of time the employee will spend working on this grant in relation to the organizational-wide activities of the employee. If you are basing the salary yearly, the maximum length of time you can enter is "1." If you are basing the salary monthly, the maximum length of time you can enter is "12."
- You will need to enter supporting information to justify charging the listed salaries to the grant. Enter the justification information in the appropriate "Personnel Narrative" text box. You can describe several individuals performing the same service as a group. The description of the responsibilities and duties of each position must relate to fulfilling the project goals and objectives. You must also provide a justification and description of vacant positions. Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.
- If you list benefits by person, list the name or TBD/TBH, the Position, the Base (the "Personnel Cost" charged to grant in the Personnel section) and the fringe benefit rate.

Fringe Benefits:

- Identify the fringe benefits to be charged to the grant in accordance with 2 CFR 200.431. Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are only to be for the personnel listed in the Personnel category and only for the percentage of time devoted to the project. Provide the fringe benefit rate used and a clear description of how the computation of fringe benefits was done. If a fringe benefit rate is not used, show how the fringe benefits were computed for each position. The fringe rate must be applied to a base equal to or less than the personnel base.
- You can list fringe benefits one of two ways 1) list each position by name and title of the employee with the base and rate of fringe benefits per person or 2) list the benefits by type. If you list benefits by type, enter the benefit type in the "Name" field, and "N/A" in the Position field. The base should be the total of the personnel charged to the grant (total of the Personnel Costs column), and the rate should be the appropriate rate for the benefit.
- The State Basic, and State Performance sources of funds are general revenue fund appropriations. Programs are allowed to charge the employer's contribution of State Universities Retirement System (SURS), State Employees Retirement System (SERS), or Teachers Retirement System (TRS) on these budgets.

Travel:

- List who is traveling, the cost, basis, duration of the travel. National travel is allowable if it addresses the grant deliverables.
- Enter supporting information to justify charging the travel to the grant. Enter the justification information in the appropriate "Travel Narrative" text box. The travel narrative should include origin and destination, type of transportation, estimated breakdown of specific costs (if not clear from the line items), number of travelers, related lodging and per diem costs, a brief description of the travel involved, its purpose and an explanation of how the proposed travel is necessary for successful completion of the project.

Equipment:

- Enter the equipment or equipment depreciation (See 2 CFR 200.436(a)) to be charged directly to the grant. (See rules of allowability and prior approval requirements at 2 CFR 200.439).
- List the annual or total cost for equipment (or depreciation), if appropriate. Equipment is an article of tangible, nonexpendable, personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000. This is the threshold for an individual item. Twenty items may add up to over \$5,000, but individually it does not meet the threshold.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Equipment Narrative" text box.
- Rented or leased equipment costs should be listed in the "Contractual" category.

Supplies:

- Enter the supplies to be charged to the grant (see 2 CFR 200.453 Materials and supplies costs, including costs of computing devices). List the annual or total cost for supplies, if appropriate. Generally, supplies include any materials that are expendable or consumed during the course of the project.
- List the supplies by type (office supplies, postage, instructional / training materials, copying paper and other expendable items such as books or computer devices that do not meet the definition of equipment), and show the basis for computation.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Supplies Narrative" text box.

Contractual Services:

- A contract (See 2 CFR 200.1) is a legal instrument by which your organization purchases property or services needed to carry out the project or program under this award.
- A subaward (See 2 CFR 200.1) is an award provided by your organization to a subrecipient for the subrecipient to carry out part of this project, including a portion of the scope of work or objectives. It does not include payments to a contractor or payments to an individual that is a beneficiary of the program.
- You must describe the service to be procured by contract and an estimate of the cost. Provide a separate justification for individual contracts.
- You must also include any subawards, identifying the entity receiving the subaward.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Contractual Services Narrative Text Box."

Consultant Services:

- Enter the consultant services to be charged to the grant in accordance with 2 CFR 200.459.
- For each consultant, enter the name, service to be provided, hourly or daily fee and estimated time to be spent on the project. List the expenses associated with the Consultant Services.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Consultant Services Narrative" text box. Additionally, indicate whether your formal written Procurement Policy or the Federal Acquisitions Policy is used.

Occupancy - Rent and Utilities:

- Occupancy would include rent and utilities (See 2 CFR 200.465).
- List items and descriptions by major type and the basis of the computation. NOTE: This budgetary line item is to be used for direct program real property depreciation (See 2 CFR 200.436) or rent (See 2 CFR 200.465), whichever applies, and utilities. Maintenance and repair costs may be included here if directly allocated to program (See 2 CFR 200.452). All other indirect or administrative occupancy costs should be listed in the indirect expense section of the budget.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Occupancy Narrative" text box. Explain how depreciation/rent and utility expenses are allocated for distribution as an expense to the program/service. For example, provide the square footage and the cost per square foot rent and utility, and provide a monthly rental and utility cost and how many months to rent.

Telecommunications:

- Enter the telecommunications expenses to be charged to the grant. This budgetary line item is only to be used for direct program telecommunications. All other indirect or administrative telecommunication costs should be listed in the indirect expense section of the Budget.
- List the items and descriptions by major type and the basis of the estimate of costs.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Telecommunications Narrative" text box.

Training and Education:

- Enter the training and education expenses to be charged to the grant.
- Include rental space for training (if required), training materials, speaker fees, substitute teacher fees or any other applicable expenses related to the training. When training materials (pamphlets, notebooks, videos and other various handouts) are ordered for specific training activities, the items should be itemized in this section.

Other or Miscellaneous Costs:

- Enter the miscellaneous expenses to be charged to the grant. In this category, list items not included in the previous categories. **Where possible, items should be placed in specific budget categories.**
- List items by type of material or nature of expense and break down costs by quantity and cost per unit if applicable.
- You must provide justification for the use of each item and relate it to specific program objectives. Enter the justification information in the appropriate "Miscellaneous" text box. Explain the necessity of the costs for successful completion of the project and exclude unallowable costs (e.g. Printing, Memberships & subscriptions, recruiting costs, etc.).

Indirect Cost:

- State Basic and State Performance: State Indirect Cost Rate is your Negotiated Indirect Cost Rate or the de minimus rate.
- Federal Basic: Federal Indirect Rate is 5%.

National Reporting System

The National Reporting System (NRS) for Adult Education is an outcome-based reporting system for the state-administered, federally funded adult education program. Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process between state adult education programs and DAEL to manage a reporting system that demonstrates learner outcomes for adult education. The NRS meets the accountability requirements for the adult education program in Title II of the Workforce Innovation and Opportunity Act.

ED and the U.S. Department of Labor (DOL) collaborated on the implementation of the performance accountability requirements in section 116 of WIOA. This important effort focused primarily on (1) developing the definitions and data elements for each of the six primary indicators of performance in section 116(b)(2)(A) and their applicability to the six core programs including the AEFLA program, (2) developing the statistical adjustment model required by section 116(b)(3)(A)(viii), (3) decisions concerning the model's application in setting adjusted levels of performance, and (4) decisions concerning the approach to negotiations for establishing adjusted levels of performance.

The primary indicators of performance are

- 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
- the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)) 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 toward such a credential or employment
- the indicators of effectiveness in serving employers.

Under WIOA, each State submitting a Unified State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor in conjunction with the Secretary of Education on State adjusted levels of performance for the indicators for each of the first two years of the plan.

The collection of state outcomes enables states to correlate practices and programs with successful outcomes and also assists states in assessing progress in meeting their adult education goals. For local providers, the NRS helps instructors and administrators plan instructional activities and services to enhance student achievement.

Criteria for student inclusion in the NRS include the following

- Student must earn a minimum of **12 attendance** hours (For fixed entry programs, the student must also be successfully retained through the midterm.).

- Student must be assessed based on instructional type provided with an appropriate and approved assessment and recorded in the Adult Education data system.
- All necessary data must be collected and reported within the data system. The student must be free from all data errors as reported by the data collection system.
- Excludes Foreign Language HSE only students.

Federal law requires that states demonstrate continuous improvement in achievement of the outcomes negotiated. **Applicants will be required to meet and/or exceed all targets as set by the ICCB according to Federal National Reporting Systems (NRS) guidelines.** Eligible applicants funded will be required to use data to improve program service and delivery.

Funded applicants failing to meet these guidelines will be placed on a watch or a probation status as determined by the ICCB.

The required measures include:

- **Measurable Skill Gains**
 - *Definition:* Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program. Allowable assessment to be used in measuring student functioning levels can be found in Appendix B of this application.
 - *Applicable Population:* All students meeting the criteria for NRS inclusion are automatically a part of this measure.
- **Employment 2nd Quarter after Exit**
 - *Definition:* The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
 - *Applicable Population:* All exiting students are included as a part of this measure.
- **Employment 4th Quarter after Exit**
 - *Definition:* The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
 - *Applicable Population:* All exiting students are included as a part of this measure.
- **Median Earnings 2nd Quarter after Exit**
 - *Definition:* The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
 - *Applicable Population:* All exiting students are included as a part of this measure
- **Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Post-Secondary Education and Training within One Year of Exit**
 - *Definition:* 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 toward such a credential or employment.
 - *Applicable Population:* Exiters who were co-enrolled in postsecondary education including IET.
- **Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit**

- *Definition:* 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 toward such a credential or employment.
 - *Applicable Population:* The total number of program participants who entered at or achieved the 9th grade educational functioning level or higher during the program year and exit from the program.
- **Attained a Postsecondary Credential while Enrolled or within One Year of Exit.**
 - *Definition:* The percentage of program participants who obtain a recognized postsecondary credential or a Secondary school diploma or its recognized equivalent (subject to clause (iii)) during participation in or within one year after exit from the program.
 - *Applicable Population:* The total number of program participants who entered at or achieved the 9th grade educational functioning level or higher during the program year and exit from the program.